



UNDERGRADUATE &
POSTGRADUATE 2024

Academic Regulations

Faculty of Education



UNIVERSITY
OF
JOHANNESBURG



FACULTY OF EDUCATION

**ACADEMIC REGULATIONS
2024**

UNDERGRADUATE AND POST GRADUATE PROGRAMMES

SOWETO CAMPUS (SWC)
and
AUCKLAND PARK KINGSWAY CAMPUS (APK)

This EDU A Regulation was updated on 17 May 2024

www.uj.ac.za/edu

The University reserves the right to supplement, delete or change any part of a regulation without prior notice.

Note: This Faculty of Education Rules and Regulation (yearbook) should be read in conjunction with the University of Johannesburg Academic Rules and Regulations.

FACULTY OF EDUCATION YEARBOOK 2024		
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PO BOX 526, Auckland Park, 2006

UJ WEB ADDRESS: www.uj.ac.za

UJ STUDENT AFFAIRS

Executive Director: 011 559 4661/4647

Residence enquiries: 011 559 2863/1566

Sport enquiries: 011 559 2252

Art and culture enquiries: 011 559 3058/2099

Library enquiries: 011 559 5610

RESIDENCE FEES

APK

<https://www.uj.ac.za/study@UJ/Student-Finance/Pages/default.aspx>

SWC

<https://www.uj.ac.za/study@UJ/Student-Finance/Pages/default.aspx>

THE CENTRE FOR PSYCHOLOGICAL SERVICES AND CAREER DEVELOPMENT (PsyCaD)

APK

011 559 3324/2394/3160

SWC

011 559 5752

Please contact UJ PsyCaD Career Services for more details or an appointment: 011 559 3333

Follow us! www.uj.ac.za/psycad

psycadinfo@uj.ac.za

@UJCareerServicefacebook.com/PsyCaDCareerService

PsyCaD is present on all four campuses and provides a variety of services to students, staff and external clients at UJ. These include counselling, career guidance and assessments.

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APK

011 559-3745

SWC

011 559-5752

RESIDENCES

APK

Contact No: (011) 559-2092 (*Junior Female*)

(011) 559-3022 (*Junior Male*)

(011) 559-2065 (*Senior*

Students - 24 years and older)

(011) 559-1040

(*How to apply for off-campus residence*)

SWC

Contact No: (011) 559-5015

UJ STUDENT FINANCE

Student fees and accounts

011 559 1370/1532/1530/4661/4647/5526

Student bursary enquiries

011 559 3769/3770/2487/4741/1370/5015

Student loan enquiries

011 559 1193/1566

Tuition Fees are determined annually per course or module.

Visit the website: <http://www.uj.ac.za>

Library and Information Centre (LIC)

The libraries on all our campuses support the academic and research needs of students. They ensure access to books, periodicals, electronic databases and the Internet. Knowledgeable staff members are available to train students in the use of all information sources. For more information, visit the library web page at

<http://www.uj.ac.za/EN/Library/Pages/default.aspx>

The web page also gives access to the library catalogue (UJLink) and the electronic databases.

EXECUTIVE DEAN, HEAD OF FACULTY ADMINISTRATION, HEADS OF DEPARTMENTS AND DIRECTORS

Executive Dean

Prof N Petersen

HDE (Rand College of Education), BA (UNISA), BEd Hons (RAU), DEd (RAU)

Vice Dean: Research and Postgraduate Studies

Prof M Ndlovu

Dip Ed (UZ), BSc (UNISA), BEd (UNISA), MEd (UNISA), DEd (UNISA)

Vice dean: Teaching and Learning

Prof J Batchelor

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Prof L Mavuru

Dip (UZ), B Ed (UZ), PG Dip (UZ), MSc (UZ), PhD (UJ)

Centre for Education Rights and Transformation: (APB)

Prof J Bam-Hutchinson: BA (YU), BEd (Wits), MEd (Wits), PhD (UKZN)

Ali Mazrui Centre for Higher Education Studies (APK)

Prof E Woldegioris: BA (Addis Ababa University, Ethiopia), MA (Oslo University, Norway), PhD (University of Bayreuth, Germany)

SECTION B

EDU 1. SPECIFIC REGULATIONS FOR THE FACULTY OF EDUCATION

EDU.1.1 ACADEMIC REGULATIONS

The faculty regulations must be read together with:

EDU.1.1.1 UJ Academic Regulations (The UJ academic regulations are available on the UJ website).

EDU.1.1.2 UJ Higher Degrees Policy, Postgraduate Studies Policy and Higher Degrees Administration Policy
The policies are available on the UJ website

EDU 1.2 Rules of access

The offering of any programme at a particular campus is subject to viability and adequate student numbers.

The University reserves the right to limit student numbers per programme. It is possible that an applicant satisfies the minimum selection criteria, but due to space constraints registration cannot take place/the programme may not be available.

Prospective students, who wish to apply for exemption on the basis of post-school qualifications, must complete such applications before registration.

EDU 1.3 Admission

For admission requirements refer to the various qualification contained in this yearbook.

EDU 1.3.1 General minimum admission requirement principles for an undergraduate programme

Admission requirements and compliance with the legal endorsement for undergraduate programmes for study at the University are as follows:

- (a) A National Senior Certificate (NSC) with higher certificate endorsement is a legal requirement for admission into a higher certificate.
- (b) A National Senior Certificate (NSC) with diploma endorsement is a legal requirement for admission into an undergraduate diploma.
- (c) A National Senior Certificate (NSC) with bachelor's degree endorsement is a legal requirement for admission into an undergraduate bachelor's degree.
- (d) A Senior Certificate (Amended) SC(A), with a pass of three subjects at 40%, one of which must be an official language at Home Language Level or pass subjects at 30%, one of which must be an official language at First Additional or Home Language Level or obtained a subminimum of 20% in the sixth subject.
- (e) A National Senior Certificate for Adults (NASCA) is awarded at certification of 120 credits on NQF level 4 with at least four subjects passed, carrying 30 credits each.
- (f) An applicant who has successfully completed a Higher Certificate at an accredited Higher Education Institution (HEI) may be admitted into an appropriate Advanced Certificate.
- (g) An applicant who has successfully completed a Higher Certificate at an accredited HEI and has accumulated relevant credits may be admitted to a related undergraduate diploma programme, subject to

the candidate being granted a NSC diploma endorsement by Universities South Africa (USAf) after the successful completion of the Higher Certificate.

- (h) An applicant who has successfully completed an undergraduate diploma, may be admitted into an undergraduate bachelor's degree programme, subject to the candidate being granted a NSC bachelor's degree endorsement by USAf.
- (i) Other progression and/or articulation requirements, as reflected in the Higher Education Qualifications Sub Framework (HEQSF), are applicable.
- (j) Applicants who have completed their National Senior Certificate (NSC) or Senior Certificate (SC) must comply with the minimum Admission Points Score (APS).
- (k) All applicants must comply with the language requirements, faculty/college qualification or module requirements for admission into each programme as outlined by the relevant school in the college.
- (l) International applicants wishing to register for undergraduate or postgraduate fully online qualifications will be required to demonstrate equivalence with the above admission requirements, with certification of equivalence by South African Qualification Authority (SAQA) or USAf where required.
- (m) All applicants intending to study in the online mode of delivery must:
 - (i) Have access to a computer with a reliable and stable, high-speed Internet connection (3G/4G, LTE, ADSL or Fibre);
 - (ii) Participate in teaching and learning activities through the LMS;
 - (iii) Be able to use a webcam and/or microphone if required;
 - (iv) Review and comply with the complete list of technical requirements specific to the programme of study; and
 - (v) Complete an online orientation module offered by the Centre for Academic Technologies (CAT), if required.
- (n) Other additional admission requirements may be:
 - (i) Admission and placement tests as approved by Senate;
 - (ii) Interviews in person or online;
 - (iii) portfolios of evidence;
 - (iv) Recognition of Prior Learning (RPL) process;
 - (v) SAQA or USAf certification of equivalents; and
 - (vi) language proficiency tests.
- (o) Compliance with the minimum requirements does not guarantee admission and registration because the University has a specific number of places available as approved by the DHET. Fully online qualifications may also be subject to caps on enrolments as determined on an annual basis by the college.
- (p) Prospective students currently in Grade 12 will be considered for admission to study at the University based on their final Grade 11 results, which is calculated in the same way as the APS using the results of the final Grade 11 subjects. Any applicant who has been provisionally or conditionally admitted based on their final Grade 11 results will still have to satisfy the minimum admission requirements with their final in Grade 12 results in order for them to be fully admitted for the relevant qualification stipulated down by the University. Final admission may also be dependent on applicants maintaining their Grade 12 performance at a similar or higher level to that of their final Grade 11 results used to determine their provisionally or conditionally admission status.

- (q) Prospective students who comply with the minimum legal requirements for admission to a programme, but who do not meet the additional college-specific minimum Admission Points Score (APS), may, upon good cause shown, be granted admission to such programme at the discretion of the relevant Executive Dean. If prospective students do not meet specific admission requirements in respect of a module in such a programme that is taught in a faculty in which the programme is offered, the Executive Dean must consult with the Executive Dean of the faculty/college within which the module resides before admission to the programme is granted.
- (r) School-leaving certificates not included in the table used to calculate the APS. These certificates are dealt with individually by the Student Enrolment Centre (SEC) faculties and departments.

EDU 1.3.2 Admission requirements for international students

Admission for all applicants is subject to the faculty qualifications admission point score requirements. Registration of admitted international applicants is subject to compliance requirements as stipulated by the Immigration Act No.13 of 2002, the regulations made thereunder and the University's policy.

Application: All international applicants must submit the following supporting documents:

- ▯ Final School Results
- ▯ Valid Passport or Identity Documents or Birth Certificate
- ▯ Sworn English Translation of documents (Documents issued in any Language other than English)
- ▯ Provide proof of the English Proficiency where English was not used as a medium of learning and teaching

The UJ English Language Programme (UJELP) *UJELP (pronounced "huge help") is a Short Learning Programme for international students at the University of Johannesburg. It offers a platform for students to learn and practice the English language, as well as the academic, social, and behavioural skills appropriate for academia. Students registering for UJELP must complete a Placement Test focusing on their competence in Grammar and Vocabulary, Listening, Writing and Oral presentation. This Placement Test may be completed outside of South Africa – Phase 1 (online) or at UJ Phase 2 (on-site) – to enable students to obtain their English proficiency results before registration or for visa application purposes (outside South Africa).

International applicants follow the same application process as national applicants – www.uj.ac.za/Apply

The University of Johannesburg offers applicants a first and second choice in terms of what they wish to study. All applicants should complete both a first and a second choice when applying.

In order to study for a South African degree, applicants are required to have achieved the equivalent of a South African National Senior Certificate with a degree endorsement. All international applicants with high school results or qualifications achieved outside of the Republic of South Africa require a certificate of exemption from the Matriculation Board of South Africa (USAf) for admission into undergraduate degree studies. All degree seeking applicants are required to submit the following supporting documents which must be certified for submission to the Matriculation Board (USAf):

- ▯ Completed Form M30 (this form can be downloaded on the Matriculation Board website www.mb.usaf.ac.za) with proof of exemption fee payment
- ▯ Exemption fee as determined by the Matriculation Board of South Africa (USAf) (see website www.mb.usaf.ac.za)

Contact Details – Matriculations Board

1st Floor, Block E, Hadeffelds Office Park
 1267 Pretorius Street, Hatfield, Pretoria
 Tel no: +27 (0)10 591 4401/2
 Fax no: +27 (0)86 680 5727
 Email: fax@usaf.ac.za

Website: www.mb.usaf.ac.za

Diploma and certificate-seeking applicants

Should you wish to apply for a certificate or diploma qualifications you do not require an endorsement or conditional exemption from the Matriculation Board (USAf).

Compulsory Study Visa

All accepted International applicants (passport holders) are required by law to, upon receipt of their admission or acceptance letter, immediately apply for a study visa in line with the Immigration Act No. 13 of 2002, Immigration

Regulations. For more information please contact the University of Johannesburg, Division for Internationalisation or visit the Republic of South Africa Embassy, Consulate or Mission in your home country or visit the Republic of South Africa Department of Home Affairs website: www.dha.gov.za

EDU 1. 3.3 Right of admission

The Vice-Chancellor and the Council of the University determine the admission of an applicant to the University. An applicant who has applied for admission and satisfies the minimum rules and requirements of access and admission, but who has been refused admission, may request written reasons for such refusal from the relevant Executive Dean.

The University of Johannesburg, its faculties and the college have the right to change the admission requirements of a specific field of study.

EDU 1.4 DURATION OF PROGRAMMES

These are guiding principles regarding the duration of programmes, unless specified differently in the Faculty Rules and Regulations.

- 1.4.1 The minimum duration of a programme is in accordance with the HEQSF and HEMIS requirements.
- 1.4.2 The maximum duration of a **full-time** contact programme is as indicated in Table 3 in Column D.
- 1.4.3 For any contact programme offered **part-time**, one additional year may be added to the maximum duration of that contact programme, i.e. one year may be added to the duration as in Column D.
- 1.4.4 The maximum duration of the distance (fully online) programmes offered by UJ is as stipulated in Column E. The maximum duration of an online programme allows for one additional year (12 months where applicable) in comparison to the maximum period of the contact programme.
- 1.4.5 Apart from master's and doctoral programmes, the duration of contact programmes is inclusive of any interruption of studies unless approval is granted prior to the interruption by the faculty.
 - (a) For all qualifications up to NQF Level 8 the maximum period is inclusive of interruption of studies.
 - (b) For master's and doctoral qualifications, the maximum period excludes an interruption of studies. A request for an interruption of study will only be granted in exceptional circumstances and must be approved prior to interruption of studies as stipulated in the Higher Degrees Policy.
- 1.4.6 Students who fail to complete the programme within the maximum period will be allowed to continue with the programme only if granted special permission by the Executive Dean on recommendation of the relevant HOD or the faculty's Examination or Assessment Committee.
- 1.4.7 Maximum duration of study for distance education programmes (carousel model and non-carousel):

While the carousel model is designed to allow students to interrupt their studies for one or more modules, thus providing the student with flexibility, it is important to bear in mind that each programme has a maximum duration of study, as indicated in Table 3 Duration of Programmes.

- 1.4.8 For the purposes of calculating the duration taken to complete a distance (fully online) programme or a master's by research, the number of months will be utilised where applicable.
- 1.4.9 Table 3 stipulates the maximum periods of enrolment for full-time and part-time study. For distance (fully online) master's and doctoral programmes, the maximum periods are calculated in terms of the months a student is registered. The month in which a student registers or completes the studies will count as a full month. Should re-registration be required due to resubmission of a minor dissertation or dissertation or thesis, this extended period will be included in the calculation of the registration period.
- 1.4.10 Expected Duration applies to full-time students who carry a full academic load and do not repeat modules.

Table 3. Duration of programmes

Qualification	Minimum Credits	Minimum Duration (years)	Expected Duration	Maximum Duration allowed for qualification	Maximum Duration for Distance (fully online) programmes
A	B	C	D	E	
Higher Certificate	120	1	1	2 years	
Advanced Certificate	120	1	1	2 years	
Diploma	240	2	2	3 years	48 months*
UG Diploma	360	3	3	5 years	72 months*
UG Extended Diploma	360	4	4	6 years	
Advanced Diploma	120	1	1	2 years	36 months*
UG Degree	360	3	3	5 years	72 months*
UG Extended Degree	360	4	4	6 years	
UG Professional Degree	480	4	4	6 years	
PG Diploma	120	1	1	2 years	
Honours Degree	120	1	1	2 years	36 months*
Master's Degree (Coursework)	180	1	2	24 months	36 months
Master's Degree (Research)	180	1	2	24 months	36 months
Doctoral Degree	360	2	3	48 months	60 months

***Please note that the number of months will be utilised as an indicator to determine whether a student has obtained a qualification with distinction.**

- 1.4.11 Students must comply with the minimum duration of a particular programme, as indicated in Column B (i.e., the student must be registered for this period of time), even in the event where credit(s) have been granted towards the programme as stipulated in Table 3 Duration of Programmes (see above).

The UJ Academic Regulations allow exceptions to the maximum duration rule as stipulated in AR 10.6.

EDU 1.5 TEACHING, LEARNING AND ASSESSMENT

2.3.1. TEACHING, LEARNING AND ASSESSMENT

1.1.1.1 General

- 11.1.1 Teaching, learning and assessments take place in accordance with the University's Teaching and Learning Policy, Assessment Policy, and the Online Policy Framework.
- 11.1.2 Registered students have a right to tuition in accordance with the Senate-approved academic timetable or Senate-approved Online Policy Framework.

Students who are not registered are not allowed to attend classes or participate in any activities (including practicals or tutor classes).
- 11.1.3 The University does not permit student behaviour that disrupts formal teaching and learning activities.
- 11.1.4 Any form of dishonesty, including plagiarism, in relation to any assessment event in any programme, will be dealt with in accordance with the University's disciplinary code and/or criminal law.
- 11.1.5 Programme-specific assessments and regulations are determined by the Faculty Board and Senate.

1.1.1.2 11.2 Assessment opportunities

- 11.2.1 Assessment takes place in accordance with the University's Policy on Assessment Policy and the Online Policy Framework.
- 11.2.2 Programme-specific assessment regulations are determined by the Faculty Board and approved by Senate.
- 11.2.3 Students should be given timely, meaningful and constructive feedback in Assessments.
- 11.2.4 Module assessment criteria rules and regulations must be communicated to students in all learning guides.
- 11.2.5 The number of assessments and their relative weightings must be appropriate to the discipline, level of the module, programme level, and must be coherently designed to achieve the outcomes of a module/programme.
- 11.2.6 Every summative assessment opportunity (and where relevant formative assessments) carries a predetermined weight that takes the integration of the learning outcomes into account. A number of smaller summative assessments may count as one assessment opportunity in a module.
- 11.2.7 When a summative assessment opportunity is used as a last (comprehensive) assessment opportunity (excluding continuous assessment modules), a minimum final period/semester or year mark of 40% is required for admission to the summative assessment opportunity.
- 11.2.8 Unless specified differently in the Faculty Rules and Regulations, all fully online modules will be assessed by means of continuous assessment and incorporate multiple assessment opportunities through a range of assessment methods spread across the module. There should be alignment between module (and unit) outcomes and assessment criteria.
- 11.2.9 All online assessments should be hosted on the UJ Learning Management System (LMS). The use of third-party software applications or portals for assessment should be pre-approved through standard UJ processes, to ensure the security of data as required by law, and not generate additional costs beyond UJ student fees.
- 11.2.10 Integrity of online assessments is ensured through *inter alia*:
 - (a) sound assessment design that will minimise and impede opportunities for academic dishonesty;

- (b) online identity authentication and verification; or
 - (c) electronic invigilating or proctoring, ensuring that the student completing the assessment is not receiving additional, outside or unauthorised assistance.
- 11.2.11 For traditional examinations, faculties will indicate the calculation criteria for each module. It will either be a 50:50 or 40:60 weighting between the semester mark (SM) and examination mark (EM) to calculate the final mark (FM).
- 11.3 Assessment results**
- 11.3.1 All assessment results must be captured on the official UJ system.
- 11.3.2 Higher assessment requirements other than those indicated below are determined by the Faculty Board, approved by Senate, and contained in the Faculty Rules and Regulations.
- 11.3.3 The judgement of the Departmental and/or Faculty Assessment Committee is final. The University publishes final results, including final assessment and global results, on uLink only and no other platforms. It is the responsibility of students to access and check their final results on uLink. An official electronic academic record/transcript is available for registered students and graduates.
- Students may request from the relevant faculty an official academic record. The uLink record may be deactivated after a few months; therefore, students must access and check their final results on uLink within one month of each assessment period.
- 11.3.4 When a traditional examination is used as a last assessment opportunity, the module is deemed a pass if the following marks have been obtained:
- (a) a last summative assessment mark (examination mark) of at least 40%; **and**
 - (b) a final mark of at least 50%. (This means that if a student obtains a final mark of 50% but has not met the 40% requirement for the examination mark, the student will qualify for a supplementary examination).
- 11.3.5 When a final assessment opportunity is used for continuous assessment, programme-specific requirements, as approved by the Faculty Board and contained in the Faculty Rules and Regulations, must be adhered to. The number, type, weight and date of assessments, replacement and/or supplementary assessments are pre-set and agreed to by the assessor and moderator before the beginning of the unit/module or programme. Summative assessments are not limited to written assessments and may include a variety of assessment methods and/or instruments or portfolios as indicated in the Faculty Learning Guides.
- 11.3.6 Students pass a continuous assessment module if they obtain a weighted final mark of at least 50% (or more if stipulated by a professional/regulating body).
- 11.3.7 Students pass a module with distinction if they obtain a final mark of at least 75%.
- 11.3.8 A couplet module consists of two modules in the academic year concerned whereby the second module builds on the content of the first module. A final period/semester mark, examination mark and a final mark of at least 40% each in the first semester are required for admission to the second semester module. To pass the couplet, a combined final mark of at least 50% must be obtained in the same year.
- 11.3.9 If a couplet module is not passed on the combined final mark, the module(s) in which the final mark is less than 50% must be repeated.

11.4 Appeals

- 11.4.1 After the final mark for a module has been published (on uLink), students who wish to dispute their marks may apply to the lecturer for an explanation of the mark awarded in the cases where:
- (a) the student has failed the module with a final mark (FM) of at least 45%; or
 - (b) the last summative assessment (examination) mark is at least 15% lower than their module mark; or
 - (c) a module was passed without distinction, but either the module mark (i.e. semester or year mark) or the last summative assessment (examination) mark was a distinction mark.
- 11.4.2 A request or an explanation for the awarding of the final mark (FM) in the final summative assessment opportunity as indicated in AR 11.4.1 must be made within ten days after classes have commenced for the second semester for first semester assessments. In the case of a second semester assessment opportunity, requests must be made at least three days prior to the commencement of the academic programme in the following year. No assessment material (for example, answer scripts or portfolios) or copies of it may be provided to students after such explanatory discussion, if such material would not otherwise have been returned to the student.
- 11.4.3 If, after the explanation has been provided as described in AR 11.4.2, students are still dissatisfied with the mark awarded, they may appeal to the Executive Dean or their delegated authority, who may, at their own discretion, decide to appoint an external arbiter to re-assess the final and/or last summative assessment. A fee, as determined by the University, is payable for the assessment by arbitration.
- 11.4.4 The fee is refunded if the arbiter alters results from a fail to a pass or from a pass without distinction to a pass with distinction. In all other cases, the fee is forfeited to the University.
- 11.4.5 Students registered for distance (fully online) programmes who want to appeal their results must follow the prescribed administrative procedure by submitting their motivation according to faculty guidelines and procedures and in accordance with UJ policies.

11.5 Special summative assessment and supplementary summative assessment opportunities

- 11.5.1 Special summative assessment opportunities are considered by the faculty in which the programme/qualification resides, for students who, in the event of illness, for compassionate reasons, on religious grounds or for similar legitimate reasons, were prevented from attending a summative assessment opportunity. Students may be granted a special summative assessment opportunity if they apply for it within seven calendar days after the original date of the relevant summative assessment opportunity.
- The Executive Dean or their delegated authority, in consultation with the relevant HOD, considers all applications and decides whether to grant the special summative assessment opportunity.
- The Faculty Board determines the procedure for and manner of such application in accordance with University procedure. The application procedure must be contained in the relevant programme-specific information or learning guide.
- 11.5.2 The Assessment Committee/Vice-Dean/HOD/senior administrative officer of a faculty in which the module resides will grant a student a supplementary last summative assessment opportunity if:
- (a) the student failed a module but obtained a final mark of at least 40%; or
 - (b) the student failed a module but obtained a semester/year mark of at least 60%.
- 11.5.3 The Assessment Committee or the Executive Dean or their delegated authority of a faculty in which the qualification resides may grant a student a supplementary last summative assessment opportunity, if the

student requires not more than the equivalent of two semester modules or one year module for the completion of the relevant qualification, provided that the student:

- (a) was registered for the relevant module in the current academic year; and
- (b) was admitted to, and participated in, the last assessment opportunity in the relevant module; and
- (c) has complied with all the experiential or practical requirements prescribed for the qualification (where applicable), excluding work-integrated modules.

The Executive Dean or their delegated authority of the faculty in which the qualification resides may, in exceptional circumstances and in consultation with the Executive Dean of the faculty in which the particular modules reside, waive one or more of the conditions specified in AR 11.5.3 (c).

11.5.4 In all other circumstances, students may not be granted another supplementary summative assessment opportunity if they have used and failed a previous one, except if the Executive Dean of the faculty in which the qualification resides has waived the requirement.

11.5.5 Supplementary summative assessments for continuous assessment modules are scheduled as part of the assessment plan for a particular module. The following applies:

- (a) To be granted a supplementary assessment opportunity for a particular component in the continuous assessment portfolio, a minimum of 40% must have been obtained for that particular component.
- (b) Supplementary assessments are according to each faculty's internal assessment policy.
- (c) A maximum of no more than a pass mark is awarded for the supplementary assessment of the particular component in the continuous assessment portfolio.

11.5.6 Special summative assessment and supplementary assessment opportunities should be equivalent to the original assessment with respect to the scope, standard and duration.

11.5.7 The weight of the summative assessment opportunity granted must retain its original weighting.

11.5.8 Students are personally responsible for ascertaining whether they qualify for a special assessment or a supplementary assessment opportunity and for acquainting themselves with the details of the timetable and the venue.

11.5.9 Students' entitlement to a special or supplementary summative assessment opportunity lapses if they fail to use the opportunity.

11.5.10 In the case of a supplementary of the last summative assessment, the final mark of the module is capped at the minimum pass mark of 50%. This rule does not apply to continuous assessment modules (Refer to AR 11.5.5).

11.5.11 No capping of a final mark is applicable in the case of a special summative assessment opportunity.

11.6 Obtaining a qualification

11.6.1 Students obtain a qualification if they have passed every prescribed module and have successfully completed work-integrated education, where applicable. It is a student's responsibility to ensure that they comply with all the requirements for a qualification.

11.6.2 Students will not be allowed to obtain a qualification if they have pending disciplinary matters against them.

11.6.3 A qualification is awarded or conferred with distinction if the requirements below are met as applicable to the particular qualification.

(a) **Undergraduate qualifications (Contact)**

The qualification must be completed within the minimum duration as indicated in Table 3, unless the Executive Dean has approved a longer duration of study for legitimate reasons.

- (i) Students must achieve a weighted and/or proportional calculated average final mark of at least 75% as determined by the Faculty Board, approved by Senate and contained in the Faculty Rules and Regulations. The weighting of the individual modules must be in line with the proportional value of the NQF credits of the module within the qualification.
- (ii) A student must obtain a minimum mark of 65% in every prescribed module at NQF Level 6 for diplomas, or NQF Level 7 for degrees, or NQF Level 8 for professional bachelor's degrees. Exceptions may be considered by the Executive Dean where the qualification resides.
- (iii) Decimal marks may be rounded upwards or downwards in accordance with the decision made by the Faculty Assessment Committee concerned.
- (iv) A student must never have failed a module in the relevant qualification.
- (v) Students must have been registered for the full curriculum as prescribed for each academic year on a full-time or part-time basis.
- (vi) If students have transferred from another higher education institution to UJ in a similar qualification, the same requirements as stated shall apply.
- (vii) If students change qualifications within UJ, only the modules related to the new qualification will be taken into consideration in calculating whether the qualification is obtained with distinction.

(a) **Advanced Diplomas, Postgraduate Diplomas and Honours Degrees (Contact)**

- (i) The qualification must be completed within the minimum duration as indicated in Table 3, unless the Executive Dean has approved a longer duration of study for legitimate reasons.
- (ii) Students must achieve an average final mark for an advanced diploma, a postgraduate diploma or an honours degree of at least 75%. For the purposes of calculating the weighted average, the final marks for all the modules comprising the qualification must be in accordance with the NQF credit value allocated to the modules as determined by the Faculty Board, approved by Senate and contained in the Faculty Rules and Regulations.
- (iii) A student must obtain a minimum mark of 65% in every prescribed module at NQF Level 7 for advanced diplomas/BTechs, and at NQF Level 8 for postgraduate diplomas and honours degrees. Exceptions may be considered by the Executive Dean where the qualification resides.
- (iv) Decimal marks may be rounded upwards or downwards in accordance with the decision made by the Faculty Assessment Committee concerned.
- (v) A student must never have failed a module in the relevant qualification.
- (vi) Students must have been registered for the full curriculum as prescribed for each academic year on a full-time or part-time basis.
- (vii) If students have transferred from another higher education institution to UJ in a similar qualification, the same requirements as stated shall apply.
- (viii) If students change qualifications within UJ, only the modules related to the new qualification will be taken into consideration in calculating whether the qualification is obtained with distinction.

(c) **Master's Degrees**

- (i) Students for a research master's qualification must achieve a final mark of at least 75% for the dissertation.
- (ii) Students for a coursework master's qualification must achieve an average final mark of at least 75%. This is calculated by weighting the average final marks for all the coursework modules and the final mark for the minor dissertation/research report in accordance with the credit values allocated to all the coursework modules and the minor dissertation, respectively. For example, if the credit value of the minor dissertation represents 40% of the total credit value of the qualification, the average final mark for the qualification will be weighted in the proportion of 40% for the minor dissertation and 60% for all the coursework modules.
- (iii) Decimal marks may be rounded upwards or downwards in accordance with the decision made by the Faculty Assessment Committee concerned.
- (iv) Students must have been registered for the full curriculum as prescribed for each academic year on a full-time or part-time basis.
- (v) If students have transferred from another higher education institution to UJ in a similar qualification, the same requirements as stated shall apply.
- (vi) If students change qualifications within UJ, only the modules related to the new qualification will be taken into consideration in calculating whether the qualification is obtained with distinction.

(d) **Distance (Fully Online) programmes**

- (i) Undergraduate qualifications must be completed within the maximum duration as indicated in Table 3, in Column E.
- (ii) An advanced diploma, a postgraduate diploma or an honours degree must be completed within the maximum duration as indicated in Table 3, in Column E.
- (iii) The average final mark for the qualification will be calculated according to the type of qualification such as undergraduate or postgraduate.
- (iv) Apart from coursework master's students must obtain a minimum mark of 65% in every prescribed module at the relevant NQF level for the specific qualification type.
- (v) Decimal marks may be rounded upwards or downwards in accordance with the decision made by the Faculty Assessment Committee concerned.
- (vi) Apart from coursework master's students must never have failed a module as a first attempt in the relevant qualifications.
- (vii) Students must have been registered for the full curriculum as prescribed for each academic year.
- (viii) If students have transferred from another higher education institution to UJ in a similar qualification, the same requirements as stated shall apply.
- (ix) If students change qualifications within UJ, only the modules related to the new qualification will be taken into consideration in calculating whether the qualification is obtained with distinction.

11.7 Students with disabilities

- 11.7.1 Students wishing to submit an application for special assessment conditions based on the grounds of a disability must do so in accordance with the procedure prescribed in the University's Policy on People with Disabilities.

11.7.2 Students should submit the application, together with reports supporting the request, from a Registered Health Professional to the Disability Unit at the beginning of every semester/year as applicable. The request should clearly specify the needs and concessions requested, including concession recommendations from a Registered Health Professional. These applications will be submitted to the UJ Concessions Committee. After consideration, the Disability Unit will refer the request, together with a recommendation to the respective student who will discuss it with their lecturer to support the concession.

11.7.3 The confidential nature of information regarding a disability will always be honoured. The information will only be revealed with students' written consent or, where applicable, that of their parents or guardians.

11.8 Access control during assessments for contact students

11.8.1 Students may not enter a summative assessment venue later than 30 minutes after the official starting time of the summative assessment opportunity to take part in the assessment opportunity, and neither may they leave the assessment venue during the first 30 minutes of an assessment opportunity or during the last 15 minutes of the allocated assessment time.

11.8.2 Students must identify themselves as required for admission to an assessment venue.

11.8.3 Students must adhere to all access rules as required for assessments that are conducted electronically through an online platform.

11.9 Access control and invigilation during online assessments

11.9.1 Access to online assessments will take place in accordance with the Online Policy Framework and the Assessment Policy which can be accessed at: <https://www.uj.ac.za/about/academic-calendar-and-regulations/>

It is a student's responsibility to familiarise themselves with the University's policies and requirements for online assessments.

11.9.2 Students must adhere to all access and invigilation rules as required for online assessments. Students agree to the terms and conditions of the Online Policy Framework for, and the Assessment Policy at, registration.

11.9.3 It will be the student's responsibility to ensure that they have access to functioning equipment for doing assessments as required by the Online Policy Framework and the Assessment Policy.

11.9.4 Students' online identities may be authenticated and verified each time before admission to online assessments. The University may also verify the students' online identity during and upon conclusion and submission of the assessment.

11.9.5 To maintain assessment integrity, the University may utilise certain online invigilation methods for online assessments. The integrity of the assessments is being monitored continuously before, during, and upon completion of the assessment. Students are required to confirm their identity, and they may be monitored electronically for the duration of the assessment.

11.10 Transgressions during any assessment opportunity

The University reserves the right to record assessment opportunities by way of digital footage for utilisation as evidence in disciplinary proceedings in relation to any transgressions during assessment opportunities.

11.10.1 Students commit a transgression when:

- (a) They commit academic misconduct (Refer to AR 2.3.3).
- (b) During a formal assessment opportunity, they are in possession of any book, cellphone or electronic device that has not been switched off, memorandum, notes in any form whatsoever, or any papers,

documents or database equipment, except for access to such answer books or other books, papers or documents that the invigilator has supplied or access to such other sources that the invigilator authorised as per instructions of the examiner.

- (c) They help or attempt to help other students, or obtain help or attempt to obtain help from other students, or obtain help or attempt to obtain help from any source of information, with the exception of explicitly approved sources as permitted by the assessor.
 - (d) They help other students to commit an offence (also considering that students are under an obligation to take all reasonable measures to ensure that other students do not have access to their work).
 - (e) They have unauthorised information stored on a pocket calculator, cellphone or any other device brought into the assessment venue, or whether they have any notes in whatever format with or on them, irrespective of whether they have had the opportunity to access such information.
 - (f) They cause a disturbance in the proximity of or inside the assessment venue or conduct themselves in an improper or unbecoming manner.
 - (g) They disregard the instructions of invigilators or assessors.
 - (h) They pose as other students.
- 11.10.2 Persons who are not registered for a relevant module and are present in an assessment venue with the intention of taking part in the assessment opportunity are guilty of fraud and may face disciplinary procedures or legal action.
- 11.10.3 Executive Deans or their delegated authority can initiate disciplinary procedures in certain cases. They may implement disciplinary procedures with regard to alleged transgressions in class assessments, assignments, tasks and essays as well as undisciplined behaviour towards academic or administrative staff.

11.11 Irregularities during participation in summative assessments, practical opportunities and online assessments

- 11.11.1 Students who, in the opinion/observation of the invigilator, committed an irregularity during an assessment or practical opportunity will have their assessment script, product or any other material or equipment that, in the opinion/observation of the invigilator pertaining to the irregularity, confiscated immediately with the time recorded on it. Students will be issued immediately with a new assessment script or any other relevant material or equipment and the time of issue will be written on the front cover of the script. No extra time is allowed to complete the assessment.

In the case of online assessments, the University reserves the right to record assessment opportunities by way of digital invigilation software for purposes of use thereof in disciplinary proceedings in relation to any transgressions during assessment opportunities. Possible student transgressions will be flagged by the online invigilation software or by a trained online invigilator. A video recording will be submitted and utilised as part of the evidence of an alleged transgression.

Students registered for distance (fully online) programmes who are accused of transgressing with reference to AR 11.10 and AR 11.11.1 must complete and sign the prescribed declaration form within seven days after notification of the assessment transgression. If a video recording is available, the student will have access to the video and may be interviewed by a trained invigilator about the flagged transgression(s). The responsible invigilator will submit the form, and video or other evidence, as part of a written report to the Executive Dean for submission to the Senior Director of Student Affairs.

- 11.11.2 Students referred to in AR 11.10.1 must be requested to complete a Transgression Report.

It is the responsibility of the Chief Invigilator/Lecturer to submit the Transgression Report with all evidence to Student Ethics and Judicial Services and to the Executive Dean or their delegated authority.

In cases where an external invigilator acts in the capacity of a Chief Invigilator, it is the responsibility of the external invigilator to submit the Transgression Report with all relevant documents and applicable evidence to Student Ethics and Judicial Services (copies will be submitted to the HOD and a copy of the documentation pertaining to the matter will be stored at the Assessment Office).

- 11.11.3 The academic staff member responsible for the assessment or the relevant HOD and Executive Dean or their delegated authority submits a memorandum that describes the case in detail.
- 11.11.4 The Executive Dean or their delegated authority compiles a report, which is submitted to the Senior Director: Student Affairs within ten working days of the transgression. This report will be submitted, together with the original project, the memorandum from the assessor and any other evidence relevant to the case.
- 11.11.5 If the suspected offence involves an electronic device, the invigilator will consult the assessor before responding to the offence as described in AR 11.11.1.
- 11.11.6 No credit or marks must be awarded for assessments in which a student is under investigation for suspected academic misconduct pending the conclusion of disciplinary proceedings.

11.12 *Irregularities during participation in electronic and online summative assessment opportunities*

- 11.12.1 Transgressions in this category include all forms of academic misconduct.
- 11.12.2 Search engines and anti-plagiarism software may be used in the detection of suspected transgressions in this category.
- 11.12.3 The academic staff member responsible for the assessment or evaluation will refer the case to the relevant HOD and Executive Dean or their delegated authority by means of a memorandum that describes the case in detail.
- 11.12.4 The Executive Dean or their delegated authority compiles a report, which is submitted to the Senior Director: Student Affairs within ten working days of the transgression. This report will be submitted, together with the original project, the memorandum from the assessor and any other evidence relevant to the case.
- 11.12.5 No extra time is allowed to complete the assessment.
- 11.12.6 All student assessment attempts will be submitted to the Executive Dean of the faculty or their delegated authority.
- 11.12.7 While a case is pending, answers will not be marked, and no result in the relevant subject will be made available to the student.
- 11.12.8 The University reserves the right to record assessment opportunities by way of digital footage for purposes of use thereof in disciplinary proceedings in relation to any transgressions during assessment opportunities.

11.13 *Assessment of work-integrated education*

- 11.13.1 Assessment in modules and programmes that require work-integrated education:
 - (a) must meet the requirements of the relevant industry, place of work, statutory professional bodies and/or the needs of the community (where applicable);

- (b) must include the abilities or competencies (assessment of knowledge, skills, values and attitudes) necessary to function in the particular workplace or context that is contained in the outcomes and assessment criteria;
 - (c) may include co-assessors who should be familiar with the module, programme outcomes, assessment criteria, assessment methods, recording procedures and additional learning support, etc.; and
 - (d) requires clear communication with students, workplace or community and co-assessors on assessment matters, including the contribution that the service or work-integrated learning component makes to students' progression each year.
- 11.13.2 Programme-specific requirements in this regard are addressed in the Faculty Assessment Policies and/or Work-Integrated Education Policy.

11.14 Assessment for Recognition of Prior Learning (RPL)

Assessment for RPL is governed by the University's Policy on RPL in terms of the following principles:

- (a) Current competence is more important than learning history. Relevant learning is valued, irrespective of where, when or how it occurred.
- (b) Applicants must demonstrate competence (proven learning).
- (c) The standards by which students are assessed for prior learning are determined by the relevant Faculty Board, approved by Senate and contained in the relevant Faculty Rules and Regulations.
- (d) Each assessment of prior learning is individual-based.
- (e) RPL assessment is conducted by the lecturer responsible for that particular module or programme, or by the RPL Committee of the faculty if RPL affects the whole programme. Such assessments must be done timeously, allowing sufficient time for University structures to consider submissions.
- (f) A variety of assessment methods are used, which could include a formal assessment opportunity similar to the summative assessment opportunity that is required of students in a particular module and/or programme.

11.15 Publication of final assessment results

- 11.15.1 The assessment results of students are released per module as provisional results as soon as they are captured and computed throughout the summative assessment period.
- 11.15.2 After the final mark has been calculated, an indication of admission to a special or supplementary summative assessment opportunity is made known to the students via electronic media on the UJ systems (including uLink).
- 11.15.3 Final results for an assessment are finalised and released in accordance with a date determined by Central Academic Administration.
- 11.15.4 It is the student's responsibility to check marks on uLink, ascertaining whether they qualify for a special assessment or a supplementary assessment opportunity and acquainting themselves with the details of the timetable and the venue.
- 11.15.5 The University strives to ensure the confidentiality of personal information in the publication of assessment results.

12. CERTIFICATION

- 12.1 Certification takes place in accordance with the Higher Education Act 101 of 1997 (as amended), academic regulations and related policies. The requirements for the completion of qualifications are indicated in AR 6, 8, 9 and 11.6.
- 12.2 Certification is confirmed by the signatures of two senior officials of the University who are authorised to do so. The signatures may be in electronic form in terms of the Electronic Communications and Transactions Act, 2002.
- 12.3 All subsidised and all continuing education whole programmes generating 240 NQF credits or more are conferred or awarded at a graduation ceremony of the University. Students who have complied with the requirements of a qualification receive a certificate at such a graduation ceremony.
- 12.4 The certificate is the only officially recognised certification issued by the University.
- 12.5 *Duplicate certificates***
- 12.5.1 The Registrar considers applications for duplicate certificates in accordance with the Policy on Academic Certification and Related Matters.
- 12.6 *Translation of certificates***
- 12.6.1 Should a translation of a certificate or valid duplicate certificate obtained at one of our legacy institutions originally issued in Afrikaans be required in English, the original certificate or a valid duplicate must be made available to Central Academic Administration, and the prescribed fee must be paid to the University. The Office of the Registrar will issue a certified translation but not a new certificate.
- 12.7 *Certificates issued with incorrect biographical information***
- 12.7.1 Should a certificate be issued either in person or in absentia to the graduate on the date of graduation with incorrect biographical information, the graduate will be required to update their biographical information at SEC and only then apply for a replacement certificate through the Digital Certificate platform at the required fee.

13. DISPUTE RESOLUTION

Complaints and grievances, except where otherwise provided, may be lodged in terms of the Policy: Handling of Student Complaints. Complaints and grievances are handled, as far as possible, in terms of such policy subject to students following the prescribed procedures and channels established by the policy and any faculty-specific rules and regulations.

14. ACADEMIC REGULATIONS APPLICABLE TO POSTGRADUATE DIPLOMAS AND HONOURS PROGRAMMES

14.1 *Minimum admission requirements*

- 14.1.1 Admission to an honours programme or postgraduate diploma: relevant bachelor's degree, advanced diploma, or an equivalent qualification at NQF Level 7 in the same or relevant field of study as determined by the relevant Faculty Board.
- 14.1.2 In addition to institutional requirements, programme-specific admission requirements are determined by the relevant Faculty Board, approved by Senate and contained in the relevant Faculty Rules and Regulations.

- 14.1.3 Before admission to the programme, the Executive Dean or their delegated authority may, in consultation with the relevant HOD, determine further conditions to be satisfied by prospective students.
- 14.1.4 The HOD may, where applicable, initiate the University's Policy on RPL to award academic status equivalent to that of the prerequisite qualification to applicants in order to allow them access to the programme as determined by the relevant Faculty Board and approved by Senate.
- 14.1.5 The University reserves the right not to admit applicants to a particular programme in accordance with programme-specific selection and other relevant criteria. Applicants who have applied for admission and have been refused despite meeting the minimum admission criteria may request written reasons for such refusal from the HOD.
- 14.1.6 Meeting the faculty's minimum requirements for a particular programme does not guarantee admission to that programme. In addition to the admission criteria, the University also needs to adhere to the approved Enrolment Management Plan. The Enrolment Plan specifies the number of places available and is approved by the DHET.

1. Registration

- 14.2.1 Applicants register for the programme subject to confirmation that they have met the minimum admission requirements and have been selected.
- 14.2.2 Renewal or suspension of registration of students is based on the promotion requirements as determined by the relevant Faculty Board, approved by Senate and contained in the relevant Faculty Rules and Regulations.

2. Assessment

The assessment requirements are determined by the relevant Faculty Board and contained in the relevant Faculty Rules and Regulations (Refer to the Assessment Policy).

EDU 1.5.19.1 METHODS, PROCEDURES AND MANAGEMENT OF ASSESSMENT

The following applies to all modules and learning programmes (module work-based) in Education:

1 Methods of assessment

- a) A range/variety of summative assessment opportunities is required and may include tests, assignments, portfolios, practical demonstrations, presentations, written and oral examinations, open book written examinations, "take-home" examinations, etc.
- b) Formative assessment opportunities may vary according to individual programme/module outcomes, and the composition of these is at the discretion of the module lecturer – the primary purpose of formative assessment being to support the learning process through constructive feedback to students.

2 Procedures

a) Students with disabilities/unique needs

The names/details of students with disabilities/unique needs e.g. sight impairment, are communicated immediately to the Faculty Officer for alternative and supportive arrangements to be made, in consultation with the Office for Disabilities

3 Assessors and moderators

- a) Only competent assessors may assess students (in accordance to institutional requirements)
- b) The chief assessor (the subject-lecturer) may use assistant-assessors under the close supervision of the chief assessor. It is the responsibility of the chief assessor to monitor and manage these assistant assessors. A

- minimum of 10% of an assistant assessor's marking must be moderated continually by the chief assessor
- c) An internal moderator must be appointed for every module. External moderators must be appointed for the assessment opportunity that carries the greatest weight for all final-year modules in undergraduate programmes and for all postgraduate module work modules.

2. Assessment information in learning and/or information guides

The following must be published in learning/information guides:

- a) number and weighting of assessment opportunities
- b) dates of assessment opportunities
- c) assessment guidelines e.g. outcomes, types of assessment, expectations (e.g. expected length of assignments), assessment criteria, marking grids and rubrics
- d) rules that apply to late submission of assessment activities/assignments and subsequent penalties in the case of non-compliance
- e) arrangements with regard to special assessment opportunity and supplementary assessment opportunities and feedback mechanisms
- f) appeal procedures and subsequent policies and procedures
- g) a copy of the application form to gain access to a special-/supplementary assessment opportunity
- h) execution of the University's Policy on the recording of assessment results, such as the return of written assessment scripts/activities, access to and viewing of the final written assessment script/activity, etc.

3. Assessment organization

- a) Scheduling of assessment opportunities must be done accountably and fairly during the module of a subject/module. For example, they must be spread over the programme, clear guidelines must be given and the assessment schedule must not infringe upon cultural groups and religious affiliations
- b) Each assessment opportunity carries a pre-determined weight in accordance with the integration of the outcomes of the module
- c) A number of smaller, formative assessment opportunities may count for one summative assessment opportunity in a module, with maximum weight of 10%
- d) The final mark is an accumulation of all the assessment opportunities, as indicated in the learning/information guide
- e) Absence from a summative assessment opportunity is managed/ dealt with in accordance with the University's Academic Regulations and subsequent policies and procedures.
- f) If the final mark constitutes a failure, a supplementary assessment opportunity is given in accordance with the University's Academic Regulations and subsequent policies and procedures. A supplementary assessment opportunity is provided¹. The supplementary assessment opportunity takes place in the form of an examination. This examination can be an oral, written, open book or take-home examination. The calculation of the final supplementary mark is as follows:
 - the supplementary assessment results are combined with the module mark for calculation of the final mark
 - note: in the case of a special summative assessment, the accumulated mark is taken into consideration.
- g) Students with a mark of 72% and higher may be given an opportunity to obtain a distinction by means of an oral supplementary, at the discretion of the chief assessor, in consultation with the Head of Department, in accordance with the University's Academic Regulations.
- h) In the case of an oral examination, this examination should be taken in the presence of two assessors and the questions to be asked to the candidates as well as the assessment criteria should be agreed upon beforehand by the assessors.
- i) Written appeals by students should be lodged in accordance with the University's Assessment Policy and subsequent procedures, and year programme. Students may lodge an appeal with the Head of Department. If satisfaction is still not reached, the dean is consulted. The dean's decision on assessment

¹ This does not apply to master's degrees. No supplementary assessment opportunities are allowed in the module work master's degree.

results is final.

- j) Marks must be published by student number only in order to respect the anonymity of the students.
- k) Dishonesty and plagiarism are managed / dealt with in accordance with the University's Code for Academic Ethics, Academic Regulations and subsequent disciplinary procedure.

6 PROCEDURES FOR BACHELOR OF EDUCATION HONOURS (BEd Hons)

- 6.1 The final mark in each module is cumulatively compiled. The final mark consists of at least three (for semester modules and at least five (for year-modules) assessment opportunities. These can consist of tests, assignments, portfolios, examinations, etc. The most substantial assessment task or opportunity should be moderated externally, and should represent at least 50% of the final mark.
- 6.2 The supplementary assessment opportunity takes the form of an examination. This examination can be an oral, written, open book or take-home examination
- 6.3 Module lecturers must provide written, detailed and constructive feedback to students on their work within fifteen working days of receiving assessment scripts.
- 6.4 If a student anticipates late submission of an assignment, he/she must contact the subject lecturer or the person designated to deal with student enquiries (as communicated in the learning/information guide) at least three days in advance in order to request alternative arrangements. Module lecturers have the discretion to accept late submissions up to two weeks after the due date, provided that this does not impact negatively on the calculation of the final mark with reference to the faculty's administrative criteria and processes. Module lecturers may have the discretion to deduct marks for late submissions that have not been arranged beforehand, as stipulated in the study/learning guide.

6.1.1 PROCEDURES FOR BEd HONOURS in CHILDHOOD EDUCATION

The final mark in each module is cumulatively compiled. The final mark consists of at least five assessment opportunities in an approximately 28 week (year) module in accordance with University Academic Regulations. These may comprise of assignments, portfolios, practical work, exams, etc. One of these summative assessment opportunities, preferably towards the end of a module, should be substantial (such as a written examination, or a portfolio) to ensure that outcomes are assessed in an integrated manner. The most substantial assessment task or opportunity will be moderated externally, and will represent at least 50% but not more than 60% of the final mark. Module lecturers will provide written, detailed and constructive feedback to students on their work within fifteen working days of receiving assessment scripts.

If a student anticipates late submission of an assignment, he/she must contact the subject lecturer or the person designated to deal with student enquiries (as communicated in the learning/information guide) at least three days in advance of the submission date in order to request alternative arrangements. Module lecturers have the discretion to accept late submissions up to two weeks after the due date, provided that this will not impact negatively on the calculation of the final mark with reference to the faculty's administrative criteria and processes. Module lecturers have the discretion to deduct marks for late submissions *that have not been arranged beforehand* as stipulated in the learning/information guide.

6.1.2 PROCEDURES FOR BEd HONOURS in CURRICULUM STUDIES

The final mark in each module is cumulatively compiled. The final mark consists of at least five assessment opportunities in an approximately 28 week (year) module in accordance with University Academic Regulations. These may comprise assignments, portfolios, exams, etc. One of these summative assessment opportunities, preferably towards the end of a module, should be substantial (such as a written examination, or a portfolio) to ensure that outcomes are assessed in an integrated manner. The most substantial assessment task or opportunity should be moderated externally, and should represent at least 50% but not more than 60% of the final mark. Module lecturers

must provide written, detailed and constructive feedback to students on their work within fifteen working days of receiving assessment scripts.

If a student anticipates late submission of an assignment, he/she must contact the subject lecturer or the person designated to deal with student enquiries (as communicated in the learning/information guide) at least three days in advance of the submission date in order to request alternative arrangements. Module lecturers have the discretion to accept late submissions up to two weeks after the due date, provided that this will not impact negatively on the calculation of the final mark with reference to the faculty's administrative criteria and processes. Module lecturers have the discretion to deduct marks for late submissions *that have not been arranged beforehand* as stipulated in the learning/information guide.

6.1.3 PROCEDURES FOR BED HONOURS in EDUCATIONAL PSYCHOLOGY

The final mark in each module is cumulatively compiled. The final mark consists of at least five assessment opportunities in an approximately 28 week (year) module in accordance with University Academic Regulations. These may comprise of assignments, portfolios, practical work, exams, etc. One of these summative assessment opportunities, preferably towards the end of a module, should be substantial (such as a written examination, or a portfolio) to ensure that outcomes are assessed in an integrated manner. The most substantial assessment task or opportunity should be moderated externally, and should represent at least 50% but not more than 60% of the final mark. Module lecturers must provide written, detailed and constructive feedback to students on their work within fifteen working days of receiving assessment scripts.

6.1.4 PROCEDURES FOR BEd HONOURS in EDUCATION LEADERSHIP AND MANAGEMENT

The final mark in each module is cumulatively compiled. The final mark consists of at least five assessment opportunities in an approximately 28 week (year) module in accordance with University Academic Regulations. These may comprise of assignments, portfolios, practical work, exams, etc. One of these summative assessment opportunities, preferably towards the end of a module, should be substantial (such as a written examination, or a portfolio) to ensure that outcomes are assessed in an integrated manner. The most substantial assessment task or opportunity will be moderated externally, and will represent at least 50% but not more than 60% of the final mark. Module lecturers will provide written, detailed and constructive feedback to students on their work within fifteen working days of receiving assessment scripts.

If a student anticipates late submission of an assignment, he/she must contact the subject lecturer or the person designated to deal with student enquiries (as communicated in the learning/information guide) at least three days in advance of the submission date in order to request alternative arrangements. Module lecturers have the discretion to accept late submissions up to two weeks after the due date, provided that this will not impact negatively on the calculation of the final mark with reference to the faculty's administrative criteria and processes. Module lecturers have the discretion to deduct marks for late submissions *that have not been arranged beforehand* as stipulated in the learning/information guide.

6.1.5 PROCEDURES FOR THE BEd HONOURS in LANGUAGE LITERACIES AND LITERATURE

The final mark in each module is cumulatively compiled. The final mark consists of at least five assessment opportunities in an approximately 28 week (year) module in accordance with University Academic Regulations. These may comprise assignments, portfolios, exams, etc. One of these summative assessment opportunities, preferably towards the end of a module, should be substantial (such as a written examination, or a portfolio) to ensure that outcomes are assessed in an integrated manner. The most substantial assessment task or opportunity should be moderated externally, and should represent at least 50% but not more than 60% of the final mark. Module lecturers

must provide written, detailed and constructive feedback to students on their work within fifteen working days of receiving assessment scripts.

If a student anticipates late submission of an assignment, he/she must contact the subject lecturer or the person designated to deal with student enquiries (as communicated in the learning/information guide) at least three days in advance of the submission date in order to request alternative arrangements. Module lecturers have the discretion to accept late submissions up to two weeks after the due date, provided that this will not impact negatively on the calculation of the final mark with reference to the faculty's administrative criteria and processes. Module lecturers have the discretion to deduct marks for late submissions *that have not been arranged beforehand* as stipulated in the learning/information guide.

7. PROCEDURES FOR THE POSTGRADUATE DIPLOMA (PGDIP)

7.1 PROCEDURES FOR POSTGRADUATE DIPLOMA IN HIGHER EDUCATION

The final mark in each module is cumulatively compiled. The final mark consists of at least five summative assessment opportunities in an approximately 28 week (year) module in accordance with University Academic Regulations. These may comprise of assignments, portfolios, practical work, exams, etc. One of these summative assessment opportunities, preferably towards the end of a module, should be substantial (such as a written examination or a portfolio) to ensure that outcomes are assessed in an integrated manner. The most substantial assessment task or opportunity should be moderated externally and should represent at least 50% but not more than 60% of the final mark.

Module lecturers should provide written, detailed and constructive feedback to students on their work within fifteen working days of receiving assessment scripts.

If a student anticipates late submission of an assignment, he/she must contact the subject lecturer or the person designated to deal with student enquiries (as communicated in the learning/information guide) at least three days in advance in order to request alternative arrangements. Module lecturers have the discretion to accept late submissions up to two weeks after the due date, provided that this will not impact negatively on the calculation of the final mark with regard to the Faculty's administrative criteria and processes. Module lecturers have the discretion to deduct marks for late submissions *that have not been arranged beforehand*, as stipulated in the learning/information guide.

7.2 PROCEDURES FOR THE POSTGRADUATE DIPLOMA IN INCLUSIVE EDUCATION

The final mark in each module is cumulatively compiled. The final mark consists of at least five assessment opportunities in a module of approximately 28 weeks (a year) in accordance with University Academic Regulations. These may comprise of assignments, portfolios, practical work, exams, etc. One of these summative assessment opportunities, preferably towards the end of a module, should be substantial (such as a written examination or a portfolio) to ensure that outcomes are assessed in an integrated manner. The most substantial assessment task or opportunity should be moderated externally, and should represent at least 50% but not more than 60% of the final mark.

Module lecturers must provide written, detailed and constructive feedback to students on their work within fifteen working days of receiving assessment scripts.

If a student anticipates late submission of an assignment, he/she must contact the subject lecturer or the person designated to deal with student enquiries (as communicated in the learning/information guide) at least three days in advance in order to request alternative arrangements. Module lecturers have the discretion to accept late submissions up to two weeks after the due date, provided that this will not impact negatively on the calculation of the final mark with reference to the Faculty's administrative criteria and processes. Module lecturers have the discretion to deduct marks for late submissions *that have not been arranged beforehand*, as stipulated in the learning/information guide

7.3 PROCEDURES FOR THE POSTGRADUATE DIPLOMA IN RESEARCH SUPERVISION

The final mark in each module is cumulatively compiled. In accordance with the University Academic Regulations, the final mark should consist of at least three summative assessment opportunities in an approximately 14-week (semester) module. These may comprise of assignments, portfolios, practical work, examinations, etc. One of these summative assessment opportunities, preferably towards the end of a module, will be substantial (such as a written examination or a portfolio) to ensure that outcomes are assessed in an integrated manner. The most substantial assessment task or opportunity will be moderated externally and should represent at least 50% of the final mark.

Module lecturers will provide written, detailed and constructive feedback to students on their work within fifteen working days of receiving assessment scripts.

If a student anticipates late submission of an assignment, he/she must contact the subject lecturer or the person designated to deal with student enquiries (as communicated in the learning/information guide) at least three days in advance in order to request alternative arrangements. Module lecturers have the discretion to accept late submissions up to two weeks after the due date, provided that this will not impact negatively on the calculation of the final mark with regard to the Faculty's administrative criteria and processes. Module lecturers have the discretion to deduct marks for late submissions that have not been arranged beforehand, as stipulated in the learning/information guide.

Formative assessment opportunities may vary according to individual module, and the composition of these is at the discretion of the module lecturer, the primary purpose of formative assessment being to support the learning process through constructive feedback to students

The supplementary assessment opportunity takes the form of an examination. This examination may be an oral, written, open book or take-home examination.

If a student anticipates late submission of an assignment, he/she must contact the subject lecturer or the person designated to deal with student enquiries (as communicated in the learning/information guide) at least three days in advance in order to request alternative arrangements. Module lecturers have the discretion to accept late submissions up to two weeks after the due date, provided that this will not impact negatively on the calculation of the final mark with reference to the Faculty's administrative criteria and processes. Module lecturers have the discretion to deduct marks for late submissions that have not been arranged beforehand, as stipulated in the learning guide.

8. PROCEDURES FOR MASTERS DEGREES

8.1 Course work master's degrees

8.1.1 Course work modules

- a) The final mark in each module work (semester) module is cumulatively compiled. The final mark consists of at least two *substantial* assessment opportunities. These must consist of tests, assignments, portfolios, examinations, etc. All assessment tasks or opportunities should be moderated externally.
- b) Students may repeat one module failed. Students will be allowed to continue with the minor dissertation while repeating the module. The status quo remains the same in terms of Special and Supplementary exams.
- c) No provision is made for supplementary assessment opportunities, but special supplementary assessment opportunities are provided in accordance with the University's General Regulations and subsequent policies and procedures.

8.1.2 Minor-dissertation

- a) Students must pass the minor-dissertation for the degree to be conferred
- b) The external assessor's mark (recommendation) is decisive with regard to pass or fail
- c) A student who is required by an assessor to submit the minor-dissertation for re-assessment is allowed to resubmit once.

- d) If there is more than one internal assessor, the average of their marks is calculated to reflect one internal assessor mark
- e) The “Standards for Post-Graduate supervision” apply to supervision and assessment of student research.

8.1.3 Procedure for the Coursework MEd in ICT OnLine

The assessment strategies of this programme is one of continuous assessment. Performance in the programme is partly determined by the students’ performance in assessment tasks during the course of the semester that cumulatively count towards students’ final assessment mark. In each of the modules, at least 4 assessment tasks are given, which, when combined, constitute a portfolio and amounts to 80% of the final mark. Assessment Tasks form a coherent whole, and are authentic in nature. Assessment tasks comply with UJ requirements. The balance (20%) of the final mark is achieved by completing at least four formative milestone quizzes, or even the achievement of “badges” in an approximately 14 week (semester) module, in accordance with UJ’s Academic Regulations. Assessment tasks comprise written assignments or the creation of digital teaching and learning artefacts. One of these summative assessment opportunities, preferably towards the end of a module, will be substantial and ensure that outcomes are assessed in an integrated manner. The most substantial assessment task will be moderated externally and will represent at least 50% but not more than 60% of the final mark.

8.2 Procedures for full dissertation

- a) The University “Higher Degrees Policy and Higher Degrees Administration: Structures and Processes Policy” is applicable.

9. PROCEDURES FOR DOCTORAL DEGREES

- a) The University “Higher Degrees Policy and Higher Degrees Administration: Structures and Processes Policy” is applicable

The University’s Academic Regulations as well as the Academic Regulations for Fully Online programmes are applicable in this regard. Specific promotion requirements may apply to some programmes and academic exclusion appeals requirements

EDU 1.5.20 REQUIREMENTS FOR DISTINCTION QUALIFICATIONS

A qualification is awarded or conferred with distinction for bachelor’s degrees are awarded subject to the following requirements:

- Students must achieve a weighted and/or proportional calculated average final mark for an undergraduate qualification of at least 75%
- A student must have obtained a minimum mark of 65% in every prescribed exit level module.
- The degree must be obtained within the minimum number of years prescribed for the particular degree. An extra year is granted if the student was promoted in the first year and then changed his/her field of study to such an extent that the new degree cannot be completed within the prescribed minimum period for that particular degree.
- Only the result of the first attempt at passing a module will be taken into account for assessment.
- Only the minimum number of modules for a particular degree is taken into account and in cases where additional modules have been taken, an ad hoc decision, as in the case of the finalisation of the examination results, will be made of which modules will be taken into account.
- If a student is from another university and completes the same degree at this University, the same requirements as stated above shall apply mutatis mutandis.
- If a student should change degree programmes, the previous academic record will not be taken into account.

- If a degree is obtained with distinction, it will be indicated on the degree certificate.

EDU 1.5.21 APPEALS AGAINST ACADEMIC EXCLUSION

Students may lodge an appeal against their academic exclusion (i.e. receiving an F7 (undergraduate) or 7F (postgraduate) global result code) at the specific faculty on the campus where the student is registered. Faculty-specific arrangements will be made and dates publicised by the Faculty concerned.

- Applicants who want to appeal must follow the prescribed administrative procedure by submitting their motivation and supporting documents as well as other substantiating documents to the relevant dean's office according to faculty guidelines and procedures and in accordance with UJ policies.
- The Faculty Appeals Committee will consider the appeals and may refuse or allow re-admission.
- The students will be notified in writing of the outcome of the appeal.
- The decision of the Faculty Appeals Committee is final.
- Students who transfer to another faculty retain their academic record related to their previous registration for any other programme/s.

EDU 2	SECTION C Bachelor of Education degree programmes (Purpose, outcomes, admission requirements credits, assessment, module content)
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EDU 2.1.1	Bachelor of Education in Foundation Phase Teaching
PROGRAMME CODES	B5BFPQ
HEQF LEVEL	7
TOTAL CREDITS FOR THE QUALIFICATION	488
DATE INSTITUTED	1 JANUARY 2013
SAQA NUMBER	90716
MODE OF DELIVERY	Contact

Purpose of the programme
The purpose of the qualification is to deliver professionally qualified beginner teachers for the foundation phase. This is done by providing student teachers with a well-rounded education that equips them with the required subject content knowledge base, teaching competence, a sound and nuanced understanding of the integrated nature of theory and practice in education and the context of the teaching profession in South Africa. The programme focuses specifically on child development, literacy, numeracy (mathematics) and the knowledge that underpins life skills.
Outcomes of the programme
Students who complete this programme will be able to: <ul style="list-style-type: none"> • Teach the foundation phase curriculum (numeracy, literacy and life-skills) proficiently • Use advanced literacy skills for teaching • Support and nurture learning and development in diverse educational contexts. • Identify and address barriers to learning in the early years of schooling • Teach literacy in English and Sotho or IsiZulu (as first language and additional language). • Formulate a personal teaching philosophy and critically reflect on their teaching philosophy and how it relates to teaching conduct.

EDU 2.1.1 Admission requirements

Rules of access

To be able to gain access to the Bachelor of Education in Foundation Phase Teaching programme, applicants are required to have the appropriate combination of recognised National Senior Certificate (NSC) subjects as well as certain levels of achievement in these subjects. The minimum entry requirements for studies as legislated by the government do not guarantee a prospective student admission to this programme.

Preliminary admission is based on the results obtained in the final Grade 11 examination. Final admission is based on the final Grade 12 results.

Specific admission requirements for the Faculty of Education.

- A valid National Senior Certificate (NSC) with admission for degree purposes
- Minimum APS 26 Excluding Life Orientation
- Life Orientation is not counted in the calculation of the total APS nor is it considered as an individual compulsory subject.
- The minimum entry requirements for studies as legislated by the government do not guarantee a prospective student admission to this programme.
- Preliminary admission is based on the results obtained in the final Grade 11 examination. Final admission is based on the final Grade 12 results.

Programme	Qualification code	Minimum APS	English	Mathematics/ Mathematics Literacy/Technical Mathematics
B Ed Degree in Foundation Phase Teaching (4 years) (Contact programme)				
FOUNDATION PHASE TEACHING GRADES R-3	B5BFPQ	26	Home language 5 (60% +) <u>OR</u> Additional language 6 (70%+)	Mathematics 3 (40%+) <u>OR</u> Mathematics Literacy/Technical Mathematics 5 (60% +)

Points are awarded according to the scale below.

APS POINTS	National			International										
	NSC/IEB	SCHG (M-Score)	SG SG (M-Score)	HIGCSE/NSSC(HL)	IGCDE/NSSC (OL)	AS LEVELS	A LEVELS	IB(HL)	IB(SL)	WAEC	KCSE	Diploma/Exam D " Etat	CHL/EM	Baccalaureate
10							A	7						
9							B	6						
8							C	5						
7	7(80-100%)	A		1		A	D	4	7		A			
6	6(70-79%)	B	A	2		B	E	3	6		B			
5	5(60-69%)	C	B	3	A	C		2	5	A	C	80-100%	16-20	16-20
4	4(50-59%)	D	C	4	B	D		1	4	B	D	70-79%	14-15	14-15
3	3(40-49%)	E	D	5	C	E			3	C	E	50-69%	10-13	10-13
2	2(30-39%)	F	E	6	D/E				2	D/E	F	30-49%	8-9	8-9
1	1(0-29%)	G	F	7	F/G				1	F/G	G	0-29%	0-7	0-7

Teachers, who are in a possession of a recognised certificate in education or another relevant field, may also represent their qualifications for entry into a BEd with the possibility of transfer of credits, for cognate previous studies. Assessment of prior learning could also lead to entry or an advanced credit standing.

Admission requirements: National Certificate (Vocational) (NVC) Guidelines

Subject to institutional admission requirements, the minimum admission requirement to Bachelor's degree programme is a National Certificate (Vocational) Level 4 issued by Council for General and Further Education and Training. The minimum legislative requirements for admission to a Bachelors' degree include the achievement of:

- Three (3) fundamental subjects between 60-69% - including English as language of learning and teaching
- Three vocational subjects from the designated list between 70-79%.

Admission requirements for applicants holding the National Senior Certificate for Adults (NASCA) or the Amended Senior Certificate (SC(a)) for qualifications in the Faculty of Education.

The B-degree endorsement is a legal requirement to be admitted into the undergraduate programmes in the Faculty of Education. Thus for both the NASCA and SC(a) for admission to a programme in the Faculty of Education the Senate Discretionary Approval process will be followed.

Applications will be dealt with by the Faculty Teaching and Learning Committee for recommendation to the Faculty Board.

Faculty Board will then refer the approved applications to Senate for Senate Discretionary approval.

ED 2.1.1.2	Curriculum outline B Ed Degree Foundation Phase Teaching
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BEd in Foundation Phase Teaching (B5BFPQ) Curriculum					
First Year					
Compulsory Year Modules					
Computer Skills Development Programme (CSDP00- 12 credits)					
Education Excursion (EDUEX00 - 0 credits)					
Compulsory Semester Modules					
First Semester			Second Semester		
Module name	Code	Credits	Module name	Code	Credits
Education Studies 1A	EDS10A1	16	Education Studies 1B	EDS20B1	16
Teaching Studies 1A	TSD10A1	8	Teaching Studies 1B	TSD20B1	8
Mathematics for the Foundation Phase 1A	MFP10A1	8	Mathematics for the Foundation Phase 1B	MFP20B1	8
Teaching Methodology and Practicum 1A	MPR10A1	12	Teaching Methodology and Practicum 1B	MPR20B1	12
<i>Culture and the Natural Environment for the Foundation Phase is not offered in the first semester</i>			Culture and the Natural Environment for the Foundation Phase 1B	CNE20B1	8
English for the Primary School 1A	EPS10A1	8	English for the Primary School 1B	EPS20B1	8
Electives					
Intro to isiZulu for the Foundation Phase ADL 1A	ZUF1AA1	8	isiZulu for the Foundation Phase ADL 1B	ZUF1BB1	8
Intro to Sesotho for Foundation Phase ADL 1A	SOF1AA1	8	Sesotho for Foundation Phase ADL 1B	SOF1BB1	8
Intro to isiZulu for Foundation Phase FLT 1A	ZFP1AA1	8	isiZulu for Foundation Phase FLT 1B	ZFP1BB1	8
Intro to Sesotho for Foundation Phase FLT 1A	SFP1AA1	8	Sesotho for Foundation Phase FLT 1B	SFP1BB1	8
Total credits required in first year = 140. (15 modules)					

Second Year					
Compulsory Semester Modules					
First Semester			Second Semester		
Module name	Code	Credits	Module name	Code	Credits
Education Studies 2A	EDS10A2	16	Education Studies 2B	EDS20B2	16
Teaching Studies is not offered in the first semester			Teaching Studies 2B	TSD20B2	8
English for the Primary School 2A	EPS10A2	8	English for the Primary School 2B	EPS20B2	8
Mathematics for the Foundation Phase 2A	MFP10A2	8	Mathematics for the Foundation Phase 2B	MFP20B2	8
Culture and the Natural Environment for the Foundation Phase 2A	CNE10A2	8	Culture and the Natural Environment for the Foundation Phase 2B	CNE20B2	8
Teaching Methodology and Practicum is not offered in the first semester			Teaching Methodology and Practicum 2B	MPR20B2	12
Electives					
Teaching Methodology and Practicum ADL 2A	SZF2AA2	12	Teaching Methodology and Practicum is not offered in the second semester		
Teaching Methodology and Practicum FLT 2A	ZSF2AA2	12			
AND					
isiZulu for the Foundation Phase ADL 2A	ZUF2AA2	8	No language electives are offered in the second semester		
Sesotho for the Foundation Phase ADL 2A	SOF2AA2	8			
isiZulu for the Foundation Phase FLT 2A	ZFFANO2	8			
Sesotho for the Foundation Phase FLT 2A	SFP2AA2	8			
Total credits required in second year = 120. (12 modules)					

Third Year					
Compulsory Semester Modules					
First Semester			Second Semester		
Module name	Code	Credits	Module name	Code	Credits
Education Studies 3A	EDS10A3	16	Education Studies 3B	EDS20B3	16
Teaching Studies is not offered in the first semester			Teaching Studies 3B	TSD20B3	8
Mathematics for the Foundation Phase 3A	MFP10A3	8	Mathematics for the Foundation Phase 3B	MFP20B3	8
Teaching Methodology and Practicum 3A	MPR10A3	12	Teaching Methodology and Practicum 3B	MPR20B3	12
English for the Primary School 3A	EPS10A3	8	English for the Primary School 3B	EPS20B3	8
Culture and the Natural Environment for the Foundation Phase 3A	CNE10A3	8	Culture and the Natural Environment for the Foundation Phase is not offered in the second semester		
Electives					
isiZulu for the Foundation Phase ADL 3A	ZUF3AA3	8	isiZulu for the Foundation Phase ADL 3B	ZUF3BB3	8
Sesotho for Foundation Phase ADL 3A	SOF3AA3	8	Sesotho for Foundation Phase ADL 3B	SOF3BB3	8
isiZulu for Foundation Phase FLT 3A	ZFP3AA3	8	isiZulu for Foundation Phase FLT 3B	ZFP3BB3	8
Sesotho for Foundation Phase FLT 3A	SFP3AA3	8	Sesotho for Foundation Phase FLT 3B	SFP3BB3	8
Total credits required in third year = 120. (12 modules)					

Fourth Year		
Compulsory Year Modules		
Module Name	Code	Credits
Teaching Methodology and Practicum 4	TMPF0Y4	90
Teaching Studies Foundation Phase 4	TSTF0Y4	30
Coding and Robotics	ROBCOY4	0
Total credits required in fourth year = 120. (3 modules)		

Additional information of the curriculum

First Semester Module name	Code	Second Semester Module name	Code
First Year of Study			
All modules are compulsory			
Computer Skills Development (Can be done at any time in the year but must be completed before October. This is non-credit bearing toward the qualification but compulsory)	CSDP001	Computer Skills Development (Can be done at any time in the year but must be completed before October. This is non-credit bearing toward the qualification but compulsory)	CSDP001
Education Excursion (non-credit bearing toward the qualification but compulsory)	EDUEX00		
Education Studies 1A	EDS10A1	Education Studies 1B	EDS20B1
Teaching Studies 1A	TSD10A1	Teaching Studies 1B	TSD20B1
Introduction to isiZulu for the Foundation Phase ADL (Additional language) 1A OR Introduction to seSotho for the Foundation Phase 1B ADL (Additional language)	ZUF1AA1 SOF1AA1	isiZulu for the Foundation Phase 1B ADL (Additional language) OR seSotho for the Foundation Phase 1B ADL (Additional language)	ZUF1BB1 SOF1BB1
Introduction to isiZulu for the Foundation Phase FLT (First language) 1A OR Introduction to seSotho for the Foundation Phase 1B FLT (First language) <u>Note:</u> Grade 12 isiZulu/SeSotho 1st Language is a prerequisite to register for the FLT modules. This module will not be suited for students who have not completed these two modules as a first language. It is recommended that the ADL module be taken instead. Compulsory competency tests will be conducted to determine if a student will be allocated to the FTL or ADL group.	ZFP1AA1 SFP1AA1	isiZulu for the Foundation Phase 1B FLT (First language) OR seSotho for the Foundation Phase 1B FLT (First language) <u>Note:</u> Grade 12 isiZulu/SeSotho 1st Language is a prerequisite to register for the FLT modules. This module will not be suited for students who have not completed these two modules as a first language. It is recommended that the ADL module be taken instead.	ZFP1BB1 SFP1BB1
Mathematics for the Foundation Phase 1A	MFP10A1	Mathematics for the Foundation Phase 1B	MFP20B1
Teaching Methodology and Practicum 1A	MPR10A1	Teaching Methodology and Practicum 1B	MPR20B1
English for the Primary School 1A	EPS10A1	English for the Primary School 1B	EPS20B1
		Culture and the Natural Environment for the Foundation Phase 1B	CNE20B1

Second Year of Study			
All modules are compulsory			
Education Studies 2A	EDS10A2	Education Studies 2B	EDS20B2
		Teaching Studies 2B	TSD20B2
English for the Primary School 2A	EPS10A2	English for the Primary School 2B	EPS20B2
isiZulu for the Foundation Phase 2A FLT (First language) OR seSotho for the Foundation Phase 2A FLT (First language)	ZFP2AA2 SFP2AA2	Second year students do not have an isiZulu module to register in the second semester. Second year students do not have a seSotho module to register in the second semester	
isiZulu for the Foundation Phase 2A ADL (Additional language) OR seSotho for the Foundation Phase 2A ADL (Additional language)	ZUF2AA2 SOF2AA2	Second year students do not have an isiZulu module to register in the second-year students do not have a seSotho module to register in the second semester d semester	
Mathematics for the Foundation Phase 2A	MFP10A2	Mathematics for the Foundation Phase 2B	MFP20B2
Culture and the Natural Environment for the Foundation Phase 2A	CNE10A2	Culture and the Natural Environment for the Foundation Phase 2B	CNE20B2
Teaching Methodology and Practicum 2A *If you are registered for ZUF2AA2/SOF2AA2 then you must do SZF2AA2 methodology *If you are registered for ZFP2AA2/SFP2AA2 then you must do ZSF2AA2 methodology	SZF2AA2 (ADL) Or ZSF2AA2 (FLT)	Teaching Methodology and Practicum 2B	MPR20B2
Third Year of Study			
All modules are compulsory			
Education Studies 3A	EDS10A3	Education Studies 3B	EDS20B3
		Teaching Studies 3B	TSD20B3
English for the Primary School 3A	EPS10A3	English for the Primary School 3B	EPS20B3
isiZulu for the Foundation Phase 3A ADL (Additional Language) OR seSotho for the Foundation Phase3A ADL (Additional Language)	ZUF3AA3 SOF3AA3	isiZulu for the Foundation Phase 3B ADL (Additional Language) OR seSotho for the Foundation Phase 3B ADL (Additional Language)	ZUF3BB3 SOF3BB3
isiZulu for the Foundation Phase 3A(FLT) First language OR seSotho for the Foundation Phase 3A (FLT) First language	ZFP3AA3 SFP3AA3	isiZulu for the Foundation Phase 3B(FLT) First language OR seSotho for the Foundation Phase 3B (FLT) First language	ZFP3BB3 SFP3BB3
Mathematics for the Foundation Phase 3A	MFP10A3	Mathematics for the Foundation Phase 3B	MFP20B3

Teaching Methodology and Practicum 3A	MPR10A3	Teaching Methodology and Practicum 3B	MPR20B3
Culture and the Natural Environment for the Foundation Phase 3A	CNE10A3		
Fourth Year of Study			
Teaching Methodology and Practicum 4 (this module replaces TMP00Y4 as of 2021)			TMPF0Y4
Teaching Studies Foundation Phase 4 (this module replaces TMP00Y4 as of 2021)			TSTF0Y4
Coding and Robotics			ROBCOY4

EDU 2.1.1.2 Programme structure

- a) Minimum duration: Four years' full time.
- b) The programme is offered full-time only.
- c) All modules are compulsory.
- d) Number of modules per year of study:
 - i) First year: 6 first-semester, 7 second-semester modules
 - ii) Second year: 6 first-semester, 6 second-semester modules
 - iii) Third year: 6 first-semester, 6 second-semester modules
 - iv) Fourth year: 2 x year modules as of 2021

EDU 2.1.1.3 Promotion requirements

- 1.1 Students may only register for a third-year modules if the related module has been passed on at least the first-year level.
- 1.2 Students are only promoted to the fourth year of study if they have passed all the first, second- and third-year modules.
- 1.3 Students may not register for more than 1.2 stats credits in any given year of study.

EDU 2.1.1.4 Award of degree

The Bachelor of Education in Foundation Phase Teaching is awarded to students who have passed all the prescribed modules.

Special notes:

- For the module Introduction to isiZulu / SeSotho for the Foundation Phase, the following applies: Students, who pass a proficiency test in isiZulu/SeSotho, may enrol for a suitable module in another program offered on the SWC or for a module in the BEd Intermediate Phase.
- Teaching methodology and practicum are integrated. This implies that students will engage in learning from practice, learning in practice and learning from service, aiming at developing specialised pedagogical content knowledge and teaching competence in *each* subject area.
- The students spend on a regular basis time in the teaching school linked to the University on the UJ Soweto Campus. They engage in structured observation and progressively take up limited classroom assistance and teaching responsibilities. This allows for continuous integration of theory and practice.
- The fourth year of the programme will strongly focus on developing the student teacher as reflective practitioner. During their fourth year students will be placed at different schools on the list of approved schools for WIL. During their placements in schools they will not only take on teaching responsibilities, but they will also do assignments which will require the demonstration of integrated and applied knowing. These assignments will form the basis for engaging in critical reflection during coursework on campus.

- The curriculum does not include the development of basic ICT competence as fundamental learning. Students who do not pass a basic ICT competency test will be required to attend compulsory ICT skills training.

Practicum which includes WIL (Work integrated learning)		
Study period	Duration	Assessment
First Year	2 weeks	Practicum which includes WIL and service-learning amounts to 2 weeks. The WIL at schools consists mainly of structured observation, linked to assignments which are formally assessed.
Second Year	2 weeks	Practicum which includes WIL and service-learning amounts to 2 weeks. The WIL at schools consists mainly of structured observation and teaching responsibilities linked to assignments which are formally assessed.
Third Year	6 weeks	Practicum which includes WIL and service-learning amounts to 6 weeks. During WIL at school's students take up teaching responsibilities which are formally assessed by their teacher mentors and also by staff. Students also submit assignments which are formally assessed.
Fourth Year	10 weeks at selected schools	During WIL at school's students take up teaching responsibilities which are formally assessed by the teacher mentors and also by staff. Students also submit assignments which are formally assessed.

EDU 2.1.1.5MODULES IN THE BACHELOR OF EDUCATION in FOUNDATION PHASE TEACHING

Module name	Education Studies 1A	Module code	EDS10A1	Credits	16	NQF Level	5
Purpose of the module							
The purpose of this module is to guide students in developing a broad understanding of the organizing principle and theoretical framework underpinning childhood development in the programme.							
Outcomes of the module							
<p>Explain broadly what research is and the value of research in education; apply knowledge of research processes to articulate the component parts of an article.</p> <p>Describe the use of case studies, interviews, and observations in research. Use observation in research to identify and evaluate active learning strategies.</p> <p>Explain, discuss, and critique, the main theories in child development;</p> <p>Demonstrate an understanding of the development of a child from birth to puberty; with regards to the physical, cognitive, social, and emotional developmental milestones of a child;</p> <p>demonstrate the ability to differentiate between and discuss the notions of Nature and Nurture in childhood;</p> <p>Describe barriers to learning. Apply understanding of and neurodevelopmental learning needs to support teachers/learners/parents;</p> <p>Demonstrate an understanding of the child in terms of the South African context.</p>							
Content of the module							
<p>Overview of development in childhood</p> <p>Introduction to ecological systems theory</p> <p>A philosophy of inclusion and diversity</p> <p>Inclusive Education</p> <p>Human development - Introduction</p> <p>Overview of theories of cognitive development in childhood</p>							

Assessment
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.

Module name	Education Studies 1B:	Module code	EDS20B1	Credits	16	NQF Level	6
Purpose of the module							
The purpose of this module is to guide students in developing an understanding of childhood physical development and sensory development to enable them to support learners' development in the foundation phase classroom.							
Outcomes of the module							
Understand brain structure, function and describe ways that educators can support optimum brain development. Understand sensation and perception, and describe how educators can assist learners with development of sensation and perception. Understand the sense of vision, and describe ways that educators can support learners with visual impairments. Understand the sense of hearing, and describe how educators can assist learners with auditory impairments. Understand motor development, and describe how educators can support learners optimal motor development.							
Content of the module							
Physical development in childhood (0-12 years): developmental milestones Brain development Perceptual development Childhood illnesses Nutrition and health Physical barriers to learning							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Teaching Studies 1A:	Module code	TSD10A1	Credits	8	NQF Level	5
Purpose of the module							
The purpose of this module is to guide students in developing a conceptually coherent viewpoint of the interplay of the various roles which underlie a teacher's professional practice, with special reference the teacher's community and citizen role							
Outcomes of the module							
Describe and articulate an emerging practical theory of teaching Identify your role as teachers who are caring, accountable and critically reflective Identify the value of the school as the center of the community Draw comparisons between service learning, social justice and social injustice Demonstrate competence in planning and executing a service learning project Critically reflect on their learning resulting from the activities associated to the service learning project							
Content of the module							
A personal teaching philosophy Teaching as practice of citizenship Teaching for CARE (Community, agency, responsibility, and education)							

An introduction to service learning
Assessment
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.

Module name	Teaching Studies 1B	Module code	TSD20B1	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to guide students in developing educational information technological skills to enhance the use of ICT in teaching and learning in the foundation phase							
Outcomes of the module							
<p>To integrate technological tools in learning through the lens of constructionism To be able to use appropriate technologies in innovative ways to accommodate the diverse needs of learners.</p> <p>To be able to use appropriate technologies to keep up to date with advances in subject content and develop the necessary competencies and strategies appropriate to teaching in a South African context.</p> <p>To be able to incorporate technologies to manage classrooms effectively across diverse contexts in order to ensure environments conducive to learning. This includes the selection and choice of appropriate resources and activities for learning.</p> <p>To be able to apply technologies in innovative ways to their roles as leaders, administrators and managers, both in the classroom and as within the broader school context.</p> <p>To be able to apply suitable technologies in innovative ways in their ongoing personal, academic, occupational and professional growth.</p> <p>To be aware of the potential that technology holds for alternative assessment opportunities</p>							
Content of the module							
<p>Foundation of ICT for learning</p> <p>The connected world: in search of collaborative learning experiences</p> <p>The quest for creativity and innovation</p> <p>Assessment for learning</p> <p>Being safe online</p>							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Mathematics for the Foundation Phase 1A	Module code	MFP10A1	Credits	8	NQF Level	5
Purpose of the module							
The purpose of this module is to guide students in developing an understanding of number and number systems to enable them to support children's acquisition of the concepts associated with numbers and number systems.							
Outcomes of the module							
This module is aimed at starting the preparation of students' journey to becoming a competent Mathematics teacher who is able to support and nurture learning and development in diverse educational contexts. The purpose of the module is to guide students in developing an understanding of number and number systems to enable them to support children's acquisition of the concepts associated with numbers and number systems.							

Content of the module
Number and number systems The origins of the number systems Different number systems Set theory Bases: Changing form other bases to base 10 and vice versa Number patterns
Assessment
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.

Module name	Mathematics for the Foundation Phase 1B	Module code	MFP20B1	Credits	8	NQF Level	6
Purpose of the module							
The purpose of the module is to guide students in developing an understanding of algebra and fractions to enable them to support children's acquisition of the number concepts and operations associated with algebra and fractions.							
Outcomes of the module							
This module is aimed at starting the preparation of your journey to becoming a competent Mathematics teacher who is able to support and nurture learning and development in diverse educational contexts. The purpose of this module is to guide you in developing an understanding of algebra and fractions to enable them to support children's acquisition of the number concepts and operations associated with algebra and fractions.							
Content of the module							
Number systems: Continuation of numbers and algebra: Fractions: - addition, subtraction, division and multiplication of fractions, different types of fractions(addition, subtraction, division and multiplication of decimal fractions) complex fractions, percentages; place value, expanded notations; standard forms, significant figures; algebra							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.							

Module name	English for the Primary School 1A	Module code	EPS10A1	Credits	8	NQF Level	5
Purpose of the module							
The purpose of this module is to guide students in developing academic literacy as well as the requisite subject knowledge in English to enable them to support English language learning in the foundation phase classroom.							
Outcomes of the module							
Students should be able to: Read texts with a critical eye Isolate main points and supporting evidence Generate an argument or big idea Summarize and paraphrase Write a well-structured introduction to an academic essay							
Content of the module							
Academic Literacy: The structure of academic texts Visual Literacy							

Language through games and play Social networks and the internet for language learning
Assessment
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.

Module name	English for the Primary School 1B	Module code	EPS20B1	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to guide students in developing their own English language competence and the requisite subject knowledge in English to enable them to support English language learning in the foundation phase classroom.							
Outcomes of the module							
<p>Upon the successful completion of this module, you should be able to:</p> <p>Demonstrate an ability to read literary texts (selected poetry, a novel and a play) with a critical eye.</p> <p>Show a capacity to collect supporting evidence to prove given arguments in literary texts.</p> <p>Exhibit a sound understanding of the state-explain-prove-conclude structure of paragraphs.</p> <p>Show a growing capacity to write a well-structured five-paragraph academic essay.</p> <p>Compile an accurate bibliography and reference appropriately according to the APA style.</p>							
Content of the module							
Academic literacy: Academic essay Texts and genres							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.							

Module name	Introduction to isiZulu for the Foundation Phase 1A (ADL)	Module code	ZUF1AA1	Credits	8	NQF Level	5
Purpose of the module							
The purpose of this module is to introduce students to the basic grammar in isiZulu for oral communication in the language.							
Outcomes of the module							
<p>Students should be able to:</p> <ul style="list-style-type: none"> • Apply the knowledge of salutations for oral communication. • Employ dramatization techniques as a means of developing communicative skills. • Learn the sentence structure for written and oral communication purposes. 							
Content of the module							
<p>History of the IsiZulu language</p> <p>Salutations in IsiZulu</p> <p>Introduction to the 1st person in singular and plural form</p> <p>Introduction to the 2nd person in singular and plural form</p> <p>Introduction to the Noun classes and the agreement system</p> <p>Introduction to conjoined subject morphemes.</p> <p>Introduction to phonetics and phonology</p> <p>Introduction to adverbs</p> <p>The simple present, past and future tense</p>							

Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	isiZulu for the Foundation Phase 1B (ADL)	Module code	ZUF1BB1	Credits	8	NQF Level	5
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Purpose of the module							
The purpose of this module is to develop communicative skills in isiZulu through the introduction of basic grammatical concepts using written texts and oral learning tasks.							

Outcomes of the module							
Use their receptive vocabulary for beginning to communicate in the language. Employ dramatization techniques as a means of developing communicative skills. Formulate grammatically correct sentences for written and oral communication. Learn and apply the correct orthography for writing.							

Content of the module							
Revision of the isiZulu noun classes and their agreement systems Introduction to locative nouns and their use in sentences. Introduction to adverbs (including all types of adverbs) and how they are used in speech/sentence construction. Vocabulary development Introduction to adjectives and how they are used in sentence construction/speech. Introduction to qualificatives in isiZulu and how they are used in sentence construction/speech. Introduction to the object and the reflexive morpheme. Revision on tenses							

Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Introduction to isiZulu for the Foundation Phase 1A (FLT)	Module code	ZFP1AA1	Credits	8	NQF Level	5
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Purpose of the module							
The purpose of this module is to teach students basic isiZulu linguistic skills (grammar and vocabulary) To introduce students to children's literature (fable) and its purpose in the primary classroom							

Outcomes of the module							
* To understand and apply language structure discussed in this module. * To use and apply, different grammatical structure of IsiZulu language. * To identify different vocabulary for understanding language. * To analyse isiZulu texts using the correct language structure							

Content of the module							
History of the language Noun classes Noun types Morphology of the nouns (Prefixes & Suffixes) Pronouns –three types (personal, demonstrative & xxx) Tenses (Present, past, future,) Interrogative Diminutives (morphophonemic changes) Augmentatives							

Literature: Fables
Assessment
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module

Module name	isiZulu for the Foundation Phase 1B (FLT)	Module code	ZFP1BB1	Credits	8	NQF Level	5
Purpose of the module							
The purpose of this module is to equip students with the knowledge and skills required to teach reading in isiZulu							
Outcomes of the module							
Explain emergent literacy skills for teaching reading in isiZulu Understand and apply different methods and instruction to manage the learning of reading in isiZulu, Discuss how to effectively assess reading development in the FP classrooms							
Content of the module							
Comprehension Decoding Phonological awareness/ -Alphabetic principle Oral language Proficiency Word recognition Morphological awareness Language acquisitions. Writing							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.							

Module name	Introduction to SeSotho for the Foundation Phase 1A (ADL)	Module code	SOF1AA1	Credits	8	NQF Level	5
Purpose of the module							
The purpose of this module is to introduce students to the basic grammar in Sesotho for oral communication in the language.							
Outcomes of the module							
When completing this module students will be able to: Apply the knowledge of salutations for oral communication. Employ dramatization techniques as a means of developing communicative skills. Learn the sentence structure for written and oral communication purposes.							
Content of the module							
History of the Sesotho language Salutations in Sesotho Introduction to the 1st person in singular and plural form Introduction to the 2nd person in singular and plural form Introduction to the Noun classes and the agreement system Introduction to Conjoined Subject Morphemes Introduction to Phonetics and phonology Introduction to adverbs The simple present, past and future tense							

Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	SeSotho for the Foundation Phase 1B (ADL)	Module code	SOF1BB1	Credits	8	NQF Level	5
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Purpose of the module							
The purpose of this module is to develop communicative skills in Sesotho through the introduction of basic grammatical concepts using written texts and oral learning tasks.							

Outcomes of the module							
Use their receptive vocabulary for beginning to communicate in the language. Employ dramatization techniques as a means of developing communicative skills. Formulate grammatically correct sentences for written and oral communication. Learn and apply the correct orthography for writing.							

Content of the module							
Revision of the Sesotho noun classes and their agreement systems Introduction to locative nouns and their use in sentences. Introduction to adverbs (including all types of adverbs) and how they are used in speech/sentence construction. Vocabulary development Introduction to adjectives and how they are used in sentence construction/speech. Introduction to qualificatives in Sesotho and how they are used in sentence construction/speech. Introduction to the object and the reflexive morpheme. Revision on tenses							

Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Introduction to SeSotho for the Foundation Phase 1A (FLT)	Module code	SFP1AA1	Credits	8	NQF Level	5
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Purpose of the module							
The purpose of this module is to teach students basic Sesotho linguistic skills (grammar and vocabulary) To introduce students to children's literature (fable) and its purpose in the primary classroom.							

Outcomes of the module							
To understand and apply language structure discussed in this module. To use and apply, different grammatical structure of Sesotho language. To identify different vocabulary for understanding language. To analyse Sesotho texts using the correct language structure							

Content of the module							
History of the language Noun classes Noun types Morphology of the nouns (Prefixes & Suffixes) Pronouns – (personal, demonstrative) Tenses (Present, past, future,) Interrogative Diminutives (morphophonemic changes) Augmentatives							

Literature: Fables
Assessment
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.

Module name	SeSotho for the Foundation Phase 1B (FLT)	Module code	SFP1BB1	Credits	8	NQF Level	5
Purpose of the module							
The purpose of this module is to equip students with the knowledge and skills required to teach reading in Sesotho.							
Outcomes of the module							
Explain emergent literacy skills for teaching reading in Sesotho Understand and apply different methods and instruction to manage the learning of reading in Sesotho, Discuss how to effectively assess reading development in the FP classrooms							
Content of the module							
Comprehension Decoding Phonological awareness/ -Alphabetic principle Oral language Proficiency Word recognition Morphological awareness Language acquisitions. Writing							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.							

Module name	Culture and the Natural Environment for the Foundation Phase 1B	Module code	CNE20B1	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to guide students in acquiring the requisite physical education content knowledge and skills to enable them to teach physical education as part of "Life Skills" and to partake in and supervise/administer sport activities at school.							
Outcomes of the module							
Understand the meaning of PE and the importance thereof. Capable of applying basic teaching and learning methods of PE. Understand the importance of holistic development. Understand, define and identify different definitions and terms related to Physical education in the foundation phase. Understand disabilities and how to include learners with disabilities in the PE classroom. Understand and apply the school curriculum. Develop a basic lesson plan and apply all the theory in a basic PE lesson presentation.							
Content of the module							
Physical education and sport Motor learning and development: fundamental stability skills and fundamental locomotors skills							

Development games and activities Sport and adapted sport for children with disabilities Methodology for teaching physical education and sport
Assessment
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.

Module name	Teaching Methodology and Practicum 1A	Module code	MPR1A01	Credits	12	NQF Level	5
Purpose of the module							
The purpose of this module is to guide students in developing an understanding of the methodology for teaching Grade R and to provide them with practise opportunities to develop teaching skills for the Grade R-classroom.							
Outcomes of the module							
On completion of this module, students should be able to: Explore the guiding principles in teaching Grade R Identify and analyze the value of the pedagogy play and how it develops in Grade R Observe and analyze emergent literacy, mathematics, and life skills lessons using an integrated approach Design a guided play activity using an integrated approach							
Content of the module							
Emergent literacy Fostering children's language and literacy development in Grade R Teaching strategies appropriate for Grade R children The thematic story book approach for nurturing language and literacy Play as pedagogy. Designing a classroom environment that facilitates the development of literacy in Grade R Designing a number awareness environment in the grade R classroom Integrating vocabulary development, and early mathematical knowledge in the Grade R classroom Lesson planning for teaching Grade R Practicum – learning in and from practice							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Teaching Methodology and Practicum 1B	Module code	MPR20B1	Credits	12	NQF Level	6
Purpose of the module							
The purpose of this module is to enable students to develop an understanding of the essential linguistic components that are important in teaching children how to read and to provide them with practise opportunities to develop teaching skills for teaching children to read							
Outcomes of the module							
On completion of this module, you should be able to: Apply your knowledge of the methodology required for teaching in the foundation phase to effectively design and teach lessons in all three subject areas (English, Mathematics and Life Skills) Apply your knowledge of English language conventions and structures to complete an English content test Apply your knowledge of lesson design to analyse foundation phase lessons. Apply your knowledge of language and literacy development in the foundation phase in order to design effective literacy lessons.							

Content of the module
Methodology for literacy (English): Development of phonetic knowledge in grade R Development of semantic knowledge in grade R Development of morphemic knowledge in grade R Practicum – learning in and from practice
Assessment
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.

Total credits in year 1: 128

YEAR 2

Module name	Education Studies 2A	Module code	EDS10A2	Credits	16	NQF Level	6
Purpose of the module							
The purpose of this module is to guide students in developing an understanding of childhood cognitive development, specifically pertaining to children from birth to 12 years, in order to enable them to support children's learning in the foundation phase classroom.							
Outcomes of the module							
<p>Explain broadly what research is and the value of research in education; apply knowledge of research processes to articulate the component parts of an article.</p> <p>Describe the use of case studies, interviews, and observations in research. Use observation in research to identify and evaluate active learning strategies.</p> <p>Explain, discuss and critique, the main theories in child development;</p> <p>Demonstrate an understanding of the development of a child from birth to puberty; with regards to the physical, cognitive, social and emotional developmental milestones of a child;</p> <p>demonstrate the ability to differentiate between and discuss the notions of Nature and Nurture in childhood;</p> <p>Describe barriers to learning. Apply understanding of and neurodevelopmental learning needs to support teachers/learners/parents ;</p> <p>Demonstrate an understanding of the child in terms of the South African context.</p>							
Content of the module							
<p>Cognitive development in childhood</p> <p>Innatist theories</p> <p>Social cultural theories</p> <p>Early language development</p>							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Education Studies 2B	Module code	EDS20B2	Credits	16	NQF Level	6
Purpose of the module							
The purpose of this module is to guide students in developing an understanding of childhood social and emotional development from birth to middle childhood, to enable them to support learners' socio-emotional development in the foundation phase classroom							
Outcomes of the module							
Clarify the challenges and purposes of learning and the need to study learning theories for educational and learning equity purposes; Describe and evaluate prominent theories of learning relevant to adolescents with diverse abilities and needs; Describe the ways in which sociocultural contexts, language and learner motivation and affect are instrumental to learning; Formulate own views of learning and the implications for educational practices; Describe the basic inquiry methods for the study of adolescent learning in diverse settings.							
Content of the module							
Emotional and social development in childhood Emotional developmental milestones Social and moral development in children Maladjustment in social and emotional development in young children The child in school, family and community							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Teaching Studies 2B	Module code	TSD20B2	Credits	8	NQF Level	6
Purpose of the module							
The purpose of the module is to guide students in developing educational leadership, management and administrative skills in order to enable them to effectively lead, manage and communicate both in the classroom and between the school and home							
Outcomes of the module							
Demonstrate linguistic, numeric and statistical competence required for effective classroom administration. Record and report information relating to students' learning in the classroom. Demonstrate an understanding of an extensive, specialised knowledge of early childhood learning. Exhibit effective techniques to undertake the management of 21st Century teaching and learning skills in the classroom. Understand and describe behaviour management theories that underpin learners' emotional, cognitive, social behaviour in the classroom. Apply principles that inform the legal framework of the education system.							
Content of the module							
Development of educational policy, advocacy and legislation. Classroom management and administration Supportive classroom discipline Forms, styles, and modes of classroom communication Communication between school and home.							

Assessment
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.

Module name	English for the Primary School 2A	Module code	EPS10A2	Credits	8	NQF Level	6
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Purpose of the module
The purpose of this module is to guide students in developing academic literacy and the requisite subject knowledge in English to enable them to support English language learning in the foundation phase classroom.

Outcomes of the module
<p>Upon successful completion of this module, you should be able to:</p> <ul style="list-style-type: none"> • comprehend, analyse and summarise academic, non-academic and narrative texts • write in a formal register in English • demonstrate English proficiency • demonstrate an understanding of the purpose and structure of different genres of writing • engage with relevant concepts and apply them to selected picture books and online videos • write coherent paragraphs • write an academic essay that incorporates textual analysis and secondary sources

Content of the module
<p>Academic literacy: Cohesion and coherence, academic texts</p> <p>Visual literacy</p>

Assessment
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.

Module name	English for the Primary School 2B	Module code	EPS20B2	Credits		NQF Level	xx
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Purpose of the module
The purpose of this module is to guide students in developing their own English language competence and the requisite subject knowledge in English to enable them to support English language learning in the foundation phase classroom.

Outcomes of the modules
<p>Upon successful completion of this module, you should be able to:</p> <ul style="list-style-type: none"> • demonstrate English proficiency and proficiency in formal expression • comprehend and analyze poetic and narrative texts • perform a close reading of a literary text • engage with relevant concepts such as literary devices and apply them to selected literary texts • write coherent paragraphs • write a correctly structured academic essay that incorporates textual analysis

Content of the module
<p>Academic literacy</p> <p>Poetry and prose</p> <p>Figurative language</p> <p>Online tools for teaching English</p>

Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.							

Module name	isiZulu for the Foundation Phase 2A (FLT)	Module code	ZFP2AA2	Credits	8	NQF Level	6
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Purpose of the module

The purpose of this module is to teach students isiZulu linguistic skills: phonology, morphology, syntax, and semantics of the language. To expand students' knowledge of grammar as well as to expose them to one genres of literature (short stories)

Outcomes of the module

Analyse the scope of phonetics.
Identify and analyse isiZulu phonology.
Explain and describe morphology/syllable structure in isiZulu
To analyse traditional poetry and short stories

Content of the module

Introduction to phonology of isiZulu
Morphology (verbs)
Syntax and semantic
Phonetics
Moods
Imperative
pronouns –descriptive & absolute
Locative nouns
Copulatives
Literature genres:
Short stories

Assessment

There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.

Module name	IsiZulu for the Foundation Phase 2A (ADL)	Module code	ZUF2AA2	Credits	8	NQF Level	6
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Purpose of the module

The purpose of this module is to develop a phonetic and syntactic understanding of isiZulu. Students engage in oral and written tasks aimed at developing communicative competence in the language.

Outcomes of the modules

Use the receptive IsiZulu vocabulary for beginning to communicate in the language.
Apply the knowledge of phonetics in written and oral forms.
Demonstrate oral competence for communication.
Apply the correct orthography for oral and written forms of communication.

Content of the module

Phonetics and phonology

Organs of speech isiZulu sentence structure. Verbal extensions Exploring the verb in terms of morphology and syntax. Introduction to morphophonemic changes – Noun diminutives Introduction to the isiZulu pronouns Adjectives and adverbs Conjunctions Introduction to riddles
Assessment
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.

Module name	SeSotho for the Foundation Phase 2A (FLT)	Module code	SFP2AA2	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to teach students Sesotho linguistic skills: phonology, morphology, syntax, and semantics of the language. To expand students' knowledge of grammar as well as to expose them to one genres of literature (short stories)							
Outcomes of the module							
Analyse the scope of phonetics. Identify and analyse Sesotho phonology. Explain and describe morphology/syllable structure in Sesotho. To analyse traditional poetry and short stories							
Content of the module							
Introduction to phonology of Sesotho Morphology (verbs) Syntax and semantic Phonetics Moods Imperative pronouns –descriptive & absolute Locative nouns Copulatives Literature genres: Short stories.							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.							

Module name	SeSotho for the Foundation Phase 2A (ADL)	Module code	SOF2AA2	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to develop a phonetic and syntactic understanding of Sesotho. Students engage in oral and written tasks aimed at developing communicative competence in the language.							
Outcomes of the module							
<ul style="list-style-type: none"> • Use the receptive IsiZulu vocabulary for beginning to communicate in the language. • Apply the knowledge of phonetics in written and oral forms. • Demonstrate oral competence for communication. • Apply the correct orthography for oral and written forms of communication. 							
Content of the module							
Content of the module Phonetics and phonology Organs of speech Sesotho sentence structure. Verbal extensions Exploring the verb in terms of morphology and syntax. Introduction to morphophonemic changes – Noun diminutives Introduction to the Sesotho pronouns Adjectives and adverbs Conjunctions Introduction to riddles							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Mathematics for the Foundation Phase 2A	Module code	MFP10A2	Credits	8	NQF Level	6
Purpose of the module							
The purpose of the module is to guide students in developing an understanding of space and shapes to enable them to support children's acquisition of the concepts associated with space and shape.							
Outcomes of the module							
This module is aimed at starting the preparation of students' journey to becoming a competent Mathematics teacher who is able to support and nurture learning and development in diverse educational contexts. The purpose of the module is to guide students in developing an understanding of number and number systems to enable them to support children's acquisition of the concepts associated with numbers and number systems.							
Content of the module							
Space and shapes: Properties of different shapes, area and volume of more shapes; 2-D and 3-D shapes, shapes and patterns; position, direction and movement; angles; coordinates systems, different types of symmetry (reflection, rotation) translation; tessellations and transformations; introduction to measurement							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.							

Module name	Mathematics for the Foundation Phase 2B	Module code	MFP20B2	Credits	8	NQF Level	6
Purpose of the module							
The purpose of the module is to guide students in developing an understanding of measurement to enable them to support children's acquisition of the concepts associates with mass and weight.							
Outcomes of the module							
<p>Upon the successful completion of this module, you should be able to:</p> <p>Order, add, subtract, multiply, and divide integers.</p> <p>Describe and use a range of situations and representations for illustrating the use of integers.</p> <p>Describe and use a range of calculation strategies and tasks for solving problems involving integers.</p> <p>Apply knowledge of equivalence and order relations and awareness of misconceptions about equivalence in general and the equal sign in particular.</p> <p>Apply knowledge of relations and functions in order to understand the nature of mathematical operations as well as the relations between the mathematical objects of the computational domains primary teachers and learners are required to work with.</p> <p>Distinguish between inductive and deductive reasoning with respect to the use of sequences, series and patterns.</p> <p>Explain the use of equivalence and equality in the transformation and solution of algebraic equations, linear functions and inequalities.</p> <p>Reason mathematically, which includes the ability to specialize, generalize, justify or refute, prove, critique, and attend to precision.</p>							
Content of the module							
<p>Introduction to measurement: measurement of different shapes</p> <p>Meaning and process of measurement; different standard units of measure, mass and weight, volume and capacity; time and time interval</p>							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.							

Module name	Culture and the Natural Environment for the Foundation Phase 2A	Module code	CNE10A2	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to guide students in developing the requisite content knowledge and skills to enable them to teach music, drama, arts and craft as part of "Life Skills".							
Outcomes of the modules							
<p>Students should be able to:</p> <p>Learn concepts in music, drama, arts and crafts so as to enable teaching these knowledges and skills to learners in the Foundation Phase.</p>							
Content of the module							
<p>Music</p> <p>Drama</p> <p>Art and Crafts</p> <p>Creative arts teaching methodology</p> <p>Learning in and from practice</p>							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Culture and the Natural Environment for the Foundation Phase 2B	Module code	CNE20B2	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to guide students in developing the requisite content knowledge and skills to enable them to teach the social science and personal well-being components of "Life Skills".							
Outcomes of the module							
Define the concept of Life Skills in the Foundation Phase Discuss the important developmental theories relevant to Life Skills Discuss the aims of Life Skills teaching in Foundation Phase Critically reflect on the role of a teacher as an activist for social justice Plan a Life Skills unit of learning for Grade 1 which integrates all Foundation Phase subjects Define social sciences as part of the study area Beginning Knowledge Assist learners in becoming responsible and independent citizens in the future Provide learners with experiences that have a footing in social transformation in a diverse society Select appropriate techniques to teach life skills in Foundation Phase Define technology, technology literacy, and technology education Describe the characteristics of social development of the Foundation Phase learners							
Content of the module							
Communication and social skills Coping and self-management skills Vocational skills Cultural and democratic skills Environmental care and management Foundation Phase personal and social skills Teaching methodology Learning from and in practice							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Teaching Methodology and Practicum 2A	Module code	ZSF2AA2 (FLT)	Credits	12	NQF Level	6
Purpose of the module							
The purpose of this module is to guide students in developing an understanding of pedagogy relevant to teaching initial reading and writing in African languages							
Outcomes of the module							
Apply the knowledge of teaching at a First Additional Language (FAL) level. Use Sesotho/isiZulu communicative language vocabulary when teaching. Integrate competencies and lesson design principles when lesson planning for FAL teaching.							
Content of the module							
Demonstrate your understanding of how to design and teach lessons that promote learning in literacy in African languages. Guide you in developing an understanding of methods relevant to teaching literacy in African languages. Discuss and demonstrate an understanding of the key components of reading and writing instruction.							

Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							
Module name	Teaching Methodology and Practicum 2A	Module code	SZF2AA2 (ADL)	Credits	12	NQF Level	6
Purpose of the module							
This module aims to prepare students with the foundational knowledge of teaching an African language (Sesotho/isiZulu) as a First Additional Language (FAL).							
Outcomes of the module							
<ul style="list-style-type: none"> • Apply the knowledge of teaching at a First Additional Language (FAL) level. • Use Sesotho/isiZulu communicative language vocabulary when teaching. • Integrate competencies and lesson design principles when lesson planning for FAL teaching. 							
Content of the module							
Language approaches – Additive bilingualism, multilingualism Lesson planning Introduction to reading components Teaching phonological awareness and Oral language development Developing phonemic awareness Teaching Listening & Speaking Teaching phonics Teaching vocabulary Teaching Writing Motivation for reading Supporting FAL language difficulties							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Teaching Methodology and Practicum 2B	Module code	MPR20B2	Credits	12	NQF Level	6
Purpose of the module							
The purpose of the module is to guide students in developing an understanding of teaching methods relevant for teaching literacy and initial writing in English home language and First additional language and to provide them with practise opportunities to develop teaching skills for literacy and initial writing teaching.							
Outcomes of the module							
The outcomes of the module is to: 1. Guide students in developing an understanding of teaching methods relevant for teaching literacy and initial writing and to provide them with practise opportunities to develop teaching skills for literacy and initial writing teaching.							
Content of the module							
Methodology for literacy Pedagogy for the teaching of reading Strategies for teaching word identification skills The pedagogy of initial writing							

Oral Language Proficiency, Vocabulary Building and Motivation in Reading specifically linked to English HL and FAL.

Integrating different text genres in teaching English HL and FAL.

Lesson plans for teaching reading and writing

Integration beginning knowledge and literacy in the grade 1 classroom

Practicum – learning in and from practice

Barriers to learning: Addressing emotional and psycho-social barriers

Maladjustment in young children

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.

Total credits for year 2: 120

Year 3

Module name	Education Studies 3A	Module code	EDS10A3	Credits	16	NQF Level	7
Purpose of the module							
The purpose of this module is to guide students in developing an understanding of language and literacy development in children from birth to middle childhood, to enable them to support children in their language and literacy development in the foundation phase classroom.							
Outcomes of the module							
<ol style="list-style-type: none"> 1. Have a broad overview of language and literacy development of children during foundation phase 2. Develop an understanding and knowledge of neuroscience and language development in the brain; 3. Demonstrate understanding and knowledge of components and properties of language 4. Demonstrate understanding and knowledge of reading and writing stages and processes. 5. Have knowledge regarding the main language and literacy development theories and milestones in foundation phase children (5-9 years) children; 6. Demonstrate an understanding of some language and literacy difficulties/ delays/ barriers that children can present with, in the South African classroom. 7. Demonstrate understanding and knowledge of suitable support measures for learners with language and literature difficulties. 							
Content of the module							
Language and literacy development in childhood Language and literacy developmental milestones Dual language and literacy development in multilingual contexts Support strategies of optimal language and literacy learning							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							
Module name	Education Studies 3B	Module code	EDS20B3	Credits	16	NQF Level	7
Purpose of the module							

The purpose of this module is to provide the student with an overview of barriers to learning and development and the practical support given to learners with barriers to learning and development in the Foundation and Intermediate Phase classroom. The purpose of this module is also to guide students in developing an understanding of inclusive education in relation to learners within the family, community and society to enable them to support learners and their families in the Foundation and Intermediate phase. The focus is on a child within the family, a community and society. The emphasis is therefore on the theory and practice of inclusion related to the school, community, and diversity.

Outcomes of the module

1. Identify barriers to learning and development in the Foundation and Intermediate Phase classrooms
2. Investigate practical and contextual relevant interventions for different internal and extrinsic barriers to learning
3. Apply theory to practice using various case studies on barriers to learning, practices of inclusion as well as the benefits and concerns related to inclusion in South African schools
4. Explore inclusive practices that promote healthy physical, intellectual, emotional, social, moral and spiritual development for all learners and creating healthy learning environments
5. Adequately refer learners presenting with barriers to learning and development to experts for further interventions
6. Critically explore resilience-supporting resources within families, schools and the broader community to support learners with barriers to learning

Content of the module

Intrinsic and contextual barriers to learning and development in childhood
Inclusion and inclusive education
Resilience

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.

Module name	Teaching Studies 3B	Module code	TSD20B3	Credits	8	NQF Level	7
Purpose of the module							
The purpose of the module is to guide students in developing an understanding of how to create a positive and motivating learning environment in the foundation phase classroom.							
Outcomes of the module							
Students should be able to: Teach for motivation and engagement Develop an orderly and purposeful learning environment in the Foundation Phase classroom.							
Content of the module							
Teaching for motivation and engagement Developing an orderly and purposefully learning environment Repairing and restoring behavior							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	English for the Primary School 3A	Module code	EPS10A3	Credits	8	NQF Level	7
Purpose of the module							
The purpose of this module is guide students in developing their own English language competence and the requisite subject knowledge in English to enable them to support English language learning in the foundation phase classroom.							
Outcomes of the module							
<p>Upon the successful completion of this module, you should be able to:</p> <ul style="list-style-type: none"> analyse and interpret academic articles demonstrate proficiency in English grammar be familiar with grammatical terms and definitions identify grammatical mistakes and explain why have a working knowledge of English spelling conventions understand how to use punctuation correctly conceptualise a grade-specific English lesson plan 							
Content of the module							
<p>Academic literacy</p> <p>English language teaching</p>							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.							

Module name	English for the Primary School 3B	Module code	EPS20B3	Credits	8	NQF Level	7
Purpose of the module							
The purpose of this module is to guide students in developing academic literacy and the requisite subject knowledge in English to enable them to support English language learning in the foundation phase classroom.							
Outcomes of the modules							
<p>Upon successful completion of this module, you should be able to:</p> <ul style="list-style-type: none"> demonstrate English proficiency and proficiency in formal expression discuss the hidden curriculum and its implications for teaching children's literature in the primary school classroom comprehend and analyse narrative texts written for children and young adults perform a close reading of a literary text engage with relevant concepts such as literary devices and apply them to selected literary texts write coherent paragraphs write a correctly structured academic essay that incorporates textual analysis 							
Content of the module							
<p>Academic literacy</p> <p>Youth and children's literature</p> <p>Teaching children's literature</p>							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.							

Module name	Sesotho for the Foundation Phase 3A (ADL)	Module code	SOF3AA3	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to develop a phonetic and syntactic understanding of Sesotho for enhancing communicative competence in the language.							
Outcomes of module							
<ul style="list-style-type: none"> • Learn and extend the knowledge of grammar to develop competence in oral and written communication. • Apply their knowledge of short transactional text literature in written and oral forms. • Demonstrate competence in oral language Sesotho skills. 							
Content of the module							
Introduction to grammatical moods Short transactional texts Using 1 st and 2 nd person pronouns in transactional texts Introduction to conjunctions and their use Subordinating and coordinating conjunctions Introduction to short stories Introduction to fables Creative writing Question words and statements in Sesotho							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Sesotho for the Foundation Phase 3B (ADL)	Module code	SOF3BB3	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to introduce students to Sesotho literature, develop students' knowledge of creative writing, and enhance their communicative competence in the language.							
Outcomes of module							
<ul style="list-style-type: none"> • Illustrate competence through the use of Sesotho literature in the language. • Demonstrate competence in oral and written communication. • Apply the correct orthography for oral and written forms of communication. 							
Content of the module							
Introduction to folk literature and its types. Introduction to poetry and the types of poems. Introduction to novels and short stories. Introduction to the cartoon as an expressive form of literature. Introduction to diary entries, poster design, pamphlets, adverts, and invites. Introduction to advertisements and their analysis. Introduction figurative language in Sesotho – metaphors, similes, and personification.							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Sesotho for the Foundation Phase 3A (FLT)	Module code	SFP3AA3	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to equip students with knowledge for teaching writing and children's literature in the foundation phase classrooms.							
Outcomes of the module							
Describe and teach different writing components in foundation phase classrooms. -Identify relevant strategies and techniques for teaching writing in foundation phase classrooms. -Explain different methods for teaching children's literature. -Discuss and explain the established reading benchmarks for Nguni/Sesotho languages							
Content of the module							
Writing processes -creative writing -sentences -How to teach comprehension strategies -Dialogues -Novel -Drama -Modern Poetry							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.							

Module name	Sesotho for the Foundation Phase 3B (FLT)	Module code	SFP3BB3	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to equip student teachers with the knowledge of different children's literature to enable them to teach different genres in primary-phase classrooms							
Outcomes of the module							
Analyse and discuss drama, novels, poems, cartoons, and adverts to enable them to teach literacy in the primary. -Analyse and use comics, riddles & jokes to teach listening and speaking in primary classrooms							
Content of the module							
-Drama -Novel -Cartoons -Comics -Monologue -Riddles & Jokes -Poetry							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.							

Module name	isiZulu for the Foundation Phase 3A (ADL)	Module code	ZUF3AA3	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to develop a phonetic and syntactic understanding of isiZulu for enhancing communicative competence in the language.							

Outcomes of module							
<ul style="list-style-type: none"> • Learn and extend the knowledge of grammar to develop competence in oral and written communication. • Apply their knowledge of short transactional text literature in written and oral forms. • Demonstrate competence in oral language Sesotho skills. 							
Content of the module							
Introduction to grammatical moods Short transactional texts Using 1 st and 2 nd person pronouns in transactional texts Introduction to conjunctions and their use Subordinating and coordinating conjunctions Introduction to short stories Introduction to fables Creative writing Question words and statements in isiZulu							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	isiZulu for the Foundation Phase 3B (ADL)	Module code	ZUF3BB3	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to introduce students to isiZulu literature, develop students' knowledge of creative writing and enhance their communicative competence in the language.							
Outcomes of module							
<ul style="list-style-type: none"> • Illustrate competence through the use of isiZulu literature in the language. • Demonstrate competence in oral and written communication. • Apply the correct orthography for oral and written forms of communication. 							
Content of the module							
Introduction to folk literature and its types. Introduction to poetry and the types of poems. Introduction to novels and short stories. Introduction to the cartoon as an expressive form of literature. Introduction to diary entries, poster design, pamphlets, adverts, and invites. Introduction to advertisements and their analysis. Introduction figurative language in isiZulu – metaphors, similes, and personification.							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	IsiZulu for Foundation Phase 3A	Module code	ZFP3AA3	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to equip students with knowledge for teaching writing and children's literature in the foundation phase classrooms.							
Outcomes of the module							
Describe and teach different writing components in foundation phase classrooms. -Identify relevant strategies and techniques for teaching writing in foundation phase classrooms.							

-Explain different methods for teaching children's literature. -Discuss and explain the established reading benchmarks for Nguni/Sesotho languages
Content of the module
Writing processes -creative writing -sentences -How to teach comprehension strategies -Dialogues -Novel -Drama -Modern Poetry
Assessment
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.

Module name	IsiZulu for Foundation Phase 3B	Module code	ZFP3BB3	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to equip student teachers with the knowledge of different children's literature to enable them to teach different genres in primary-phase classrooms							
Outcomes							
-Analyse and discuss drama, novels, poems, cartoons, and adverts to enable them to teach literacy in the primary. -Analyse and use comics, riddles & jokes to teach listening and speaking in primary classrooms							
Content of the module							
-Drama -Novel -Cartoons -Comics -Monologue -Riddles & Jokes -Poetry							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.							

Module name	Mathematics for the Foundation Phase 3A	Module code	MFP10A3	Credits	8	NQF Level	6
Purpose of the module							
The purpose of the module is to guide students in developing an understanding of measurements of different shapes and different scales and units of measure to enable them to support children's acquisition of the concepts associated with measurements of different shapes and different scales and units of measure.							
Outcomes of the module							
Students should be able to: Understand and apply knowledge on shapes and scales to solving problems and to support learning these concepts in the Foundation Phase classroom.							

Content of the module
Measurements of different shapes such as: Meaning and process of measurement; Different Standard units of measure, measurements scales (time, angles capacity and area, volume, weight and mass, length, width); ratio and proportion; Converting different units of measure, instruments and formulae in variety of contexts. Measurement of Solid shapes 2-D area and volume of (circle, square, rectangle, hexagon, kite, rhombus) 3-D Area and Volume of (cylinders, prisms)
Assessment
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.

Module name	Mathematics for the Foundation Phase 3B	Module code	MFP20B3	Credits	8	NQF Level	7
Purpose of the module							
The purpose of the module is to guide students in developing an understanding of data handling to enable them to support children's acquisition of the concepts associated with data handling.							
Outcomes of the module							
This module is aimed at starting the preparation of your journey to becoming a competent Mathematics teacher who is able to support and nurture learning and development in diverse educational contexts. The purpose of this module is to guide students in developing an understanding of data handling to enable them to support children's acquisition of the concepts associated with data handling and probability							
Content of the module							
Data Handling- Defining data, different types of data (population, rainfall media, crime, election results, sports results, expenditure and income); collecting, sorting and organizing data; Representing (Bar graphs, histograms, pictographs pie charts, line graphs) extracting and interpreting data							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.							

Module name	Culture and the Natural Environment for the Foundation Phase 3A	Module code	CNE10A3	Credits	8	NQF Level	7
Purpose of the module							
The purpose of this module is to guide students in acquiring the requisite content knowledge and skills to enable them to teach the natural science, space science and earth and environmental science components of "Life Skills".							
Outcomes of the module							
Students should be able to apply content knowledge and skills to teach the natural science, social science, earth and space science and environmental science components of 'Life Skills'.							
Content of the module							
Natural Science Social Science Earth and space science Health and Environmental Studies Teaching methodology Learning in and from practice							

Integration of Life Skills across Foundation Phase subjects.
Assessment
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.

Module name	Teaching Methodology and Practicum 3A	Module code	MPR10A3	Credits	12	NQF Level	6
Purpose of the module							
This module has a two-pronged purpose: To guide students in developing an understanding of the methodology for teaching numeracy and to provide them with practise opportunities to develop teaching skills for supporting mathematics learning. To guide students in developing an understanding of the pedagogy for teaching literacy and language in grades two and three and to provide them with practise opportunities to develop teaching skills for supporting language and literacy learning.							
Outcomes of the module							
Display an understanding of developing word recognition and language comprehension skills in the Foundation Phase. Demonstrate an understanding of how to design and teach lessons that promote learning in literacy and mathematic							
Content of the module							
Methodology for numeracy: The pedagogy of numbers and patterns The pedagogy of shapes - Geometry The pedagogy of measurements The pedagogy of data handling Methodology for literacy: Development of syntactic knowledge of grade two and grade three learners Strategies for developing learners' reading comprehension skills (grade two and grade three) Strategies for teaching word identification skills Pedagogy of teaching reading and writing skills for grade two and grade three Lesson planning Learning from and in practice Integrating beginning knowledge and literacy in the grades 2 and grade 3 classroom							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Teaching Methodology and Practicum 3B	Module code	MPR20B3	Credits	12	NQF Level	7
Purpose of the module							
This module has a two-pronged purpose: To guide students in developing an understanding of the methodology for teaching numeracy and to provide them with practise opportunities to develop teaching skills for supporting mathematics learning. To guide students in developing an understanding of the pedagogy for teaching literacy and language across the content areas of social sciences and natural sciences in grades two and three and to provide them with practise opportunities to develop teaching skills for supporting language and literacy learning.							
Outcomes of the module							
1. To guide students in developing an understanding of the methodology for teaching numeracy and to provide them with practical opportunities to develop teaching skills for supporting mathematics learning							

2. To guide students in developing an understanding of the pedagogy for teaching literacy and language across the content areas of social sciences and natural sciences in grades two and three and to provide them with practical opportunities to develop teaching skills for supporting language and literacy learning.

Content of the module

Methodology for Numeracy:
 The pedagogy of numbers and patterns
 The pedagogy of shapes - Geometry
 The pedagogy measurements
 The pedagogy of data handling
 Pedagogy of literacy across the content areas: Social Sciences and Natural Sciences
 Numeracy learning and assessment of mathematics in the foundation phase

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.

Total credits for year 3: 120

Year 4

Module name	Coding and robotics	Module code	ROBCOY4	Credits		NQF Level	
Purpose of the module							
<p>The purpose of this module is to prepare pre-teachers for a rapidly changing world mainly due to the exponential advancement in technology, including artificial intelligence - the fourth industrial revolution (4IR). To us, this implies moving beyond the mastery of content knowledge by deliberately including competencies and literacies for a fast-changing world in teacher education, which include: creative thinking, critical thinking, communication and collaboration (the 4Cs), computational thinking, and digital literacies.</p> <p>We achieve this by blending the practice (hands-on experience of creative coding and robotics) and research that underlies teaching and learning of coding and robotics.</p> <p>This program also prepares pre-service teachers to teach coding and robotics in schools.</p>							
Outcomes of the module							
<p>The envisaged outcomes of the programme are that students will be able to:</p> <ul style="list-style-type: none"> • Create projects using Scratch programming language and OctoStudio software • Design a robotics artefact • Explain how coding and robotics are beneficial to teachers • Teach coding and robotics to learners and other teachers • Teach school curriculum content through coding and robotics • Explain the relevance of the literature that underpins the teaching of coding and robotics for teaching and learning • Design and establish coding and robotics clubs • Use coding and robotics to facilitate the development of competencies for a fast-changing world • Implement aspects of joyful, creative, and playful teaching and learning in your own classroom. 							
Content of the module							
<ul style="list-style-type: none"> • Learning competencies for a fast-changing world with coding and robotics. The competencies include creative thinking, critical thinking, communication, collaboration, computational thinking, and digital fluency • Learning to code with and through Scratch and OctoStudio • Learning to select robotics kits using the edurobot taxonomies. 							

<ul style="list-style-type: none"> • Learning construct and code robots with and through various robotics kits including the LEGO Spike Prime • Studying literature that informs teaching and learning of coding and robotics, including learnings from Seymour Papert and Mitchel Resnick • The study of CAPS document (coding and robotics) in relation to the content taught in the module • The study of unplugged coding • The study of the science of learning in relation to teaching and learning of coding and robotics
Assessment
Students are expected to submit a portfolio of evidence.
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the learning guide of the module that will be provided by the lecturer. A minimum mark of 50% must be achieved to pass the module.

Module name	Teaching Studies Foundation Phase 4	Module code	TSTF0Y4	Credits	30	NQF Level	XX
Purpose of the module							
The purpose of this module is to support students to hone their teaching and professional competence and to develop as critically-reflective practitioners. The module takes the format of year-long capstone project.							
Outcomes of the modules							
Module Outcomes 1. Develop a reflective and reflexive praxis for teachers as researchers and change agents. 2. Problematize the notion of “ideal” in terms of how your current initial teacher education program facilitates “ideal” teacher preparation for “ideal” classrooms in an “ideal” school in the South African context. 3. Evaluate the relevant paradigms, theorize of learning and pedagogy and apply them to interrogate the educational context and teacher praxis for improving teaching, student learning and achievement in the 21st century. 4. Propose approaches for a re-imagined future curriculum. 5. Apply the basic research (self-study) processes to conceptualize the ideal teacher agency for the re-imagined future.							
Content of the module							
Research skills as a teacher practitioner Online collaborative skills.							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Teaching Methodology and Practicum 4	Module code	TMPF0Y4	Credits	90	NQF Level	7
Purpose of the module							
The purpose of this module is to support students to hone their teaching and professional competence and to develop as critically-reflective practitioners.							
Outcomes of the module							
Upon the successful completion of this module, you should be able to: <ul style="list-style-type: none"> • Design lessons that are informed by principles derived from the science of learning and which demonstrate adequate subject content and pedagogic content knowledge • Design lessons that explicitly infuse competencies for a fast-changing world • Formulate clear aims and objectives and purposefully differentiate between the phases of a lesson 							

- Apply practical skills to teach lessons that address the learning needs of primary school learners
- Apply reflection and metacognitive skills in assessing the efficacy of your own teaching and children's learning

Content of the module

Pedagogical content knowledge (PCK) development, focusing on Content Representation (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs)
Design and delivery of lessons that incorporates knowledge of learners and the competencies for a changing world

General pedagogical knowledge

The school curriculum

Assessment for and of learning

The teaching profession and the context of schools

Reflective practitioner

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.

EDU 2.1.2	Bachelor of Education in Foundation Phase Teaching
PROGRAMME CODES	B5BFPO
HEQF LEVEL	7
TOTAL CREDITS FOR THE QUALIFICATION	488
DATE INSTITUTED	1 JANUARY 2013
SAQA NUMBER	90716
MODE OF DELIVERY	Distance (online)

Purpose of the programme

The purpose of the qualification is to deliver professionally qualified beginner teachers for the foundation phase. This is done by providing student teachers with a well-rounded education that equips them with the required subject content knowledge base, teaching competence, a sound and nuanced understanding of the integrated nature of theory and practice in education and the context of the teaching profession in South Africa. The programme focuses specifically on child development, literacy, numeracy (mathematics) and the knowledge that underpins life skills.

Outcomes of the programme

Students who complete this programme will be able to:

- Teach the foundation phase curriculum (numeracy, literacy and life-skills) proficiently
- Use advanced literacy skills for teaching
- Support and nurture learning and development in diverse educational contexts.
- Identify and address barriers to learning in the early years of schooling
- Teach literacy in English and Sotho or IsiZulu (as first language and additional language).
- Formulate a personal teaching philosophy and critically reflect on their teaching philosophy and how it relates to teaching conduct.

EDU 2.1.2.1 Admission requirements

Rules of access

To be able to gain access to the Bachelor of Education in Foundation Phase Teaching programme, applicants are required to have the appropriate combination of recognised National Senior Certificate (NSC) subjects as well as

certain levels of achievement in these subjects. The minimum entry requirements for studies as legislated by the government do not guarantee a prospective student admission to this programme.
Preliminary admission is based on the results obtained in the final Grade 11 examination. Final admission is based on the final Grade 12 results.

Specific admission requirements for the Faculty of Education.

- A valid National Senior Certificate (NSC) with admission for degree purposes
- Minimum APS 26 Excluding Life Orientation
- Life Orientation is not counted in the calculation of the total APS nor is it considered as an individual compulsory subject.
- The minimum entry requirements for studies as legislated by the government do not guarantee a prospective student admission to this programme.
- Preliminary admission is based on the results obtained in the final Grade 11 examination. Final admission is based on the final Grade 12 results.

Programme	Qualification code	Minimum APS	English	Mathematics/ Mathematics Literacy/Technical Mathematics
B Ed Degree in Foundation Phase Teaching (4 years) (Contact programme)				
FOUNDATION PHASE TEACHING GRADES R-3	B5BFPO	26	Home language 5 (60% +) <u>OR</u> Additional language 6 (70%+)	Mathematics 3 (40%+) <u>OR</u> Mathematics Literacy/Technical Mathematics 5 (60% +)

Points are awarded according to the scale below.

APS POINTS	National			International										
	NSC/IEB	SCHG (M-Score)	SG SG (M-Score)	HIGCSE/NSSC(HL)	IGCDE/NSSC (OL)	AS LEVELS	A LEVELS	IB(HL)	IB(SL)	WAEC	KCSE	Diploma/Exam D " Etat	CHL/EM	Baccalaureate
10							A	7						
9							B	6						
8							C	5						
7	7(80-100%)	A		1		A	D	4	7		A			
6	6(70-79%)	B	A	2		B	E	3	6		B			

5	5(60-69%)	C	B	3	A	C		2	5	A	C	80-100%	16-20	16-20
4	4(50-59%)	D	C	4	B	D		1	4	B	D	70-79%	14-15	14-15
3	3(40-49%)	E	D	5	C	E			3	C	E	50-69%	10-13	10-13
2	2(30-39%)	F	E	6	D/E				2	D/E	F	30-49%	8-9	8-9
1	1(0-29%)	G	F	7	F/G				1	F/G	G	0-29%	0-7	0-7

Teachers, who are in a possession of a recognised certificate in education or another relevant field, may also represent their qualifications for entry into a BEd with the possibility of transfer of credits, for cognate previous studies. Assessment of prior learning could also lead to entry or an advanced credit standing.

Admission requirements: National Certificate (Vocational) (NVC) Guidelines

Subject to institutional admission requirements, the minimum admission requirement to Bachelor's degree programme is a National Certificate (Vocational) Level 4 issued by Council for General and Further Education and Training. The minimum legislative requirements for admission to a Bachelors' degree include the achievement of:

- Three (3) fundamental subjects between 60-69% - including English as language of learning and teaching
- Three vocational subjects from the designated list between 70-79%.

Admission requirements for applicants holding the National Senior Certificate for Adults (NASCA) or the Amended Senior Certificate (SC(a)) for qualifications in the Faculty of Education.

The B-degree endorsement is a legal requirement to be admitted into the undergraduate programmes in the Faculty of Education. Thus for both the NASCA and SC(a) for admission to a programme in the Faculty of Education the Senate Discretionary Approval process will be followed.

Applications will be dealt with by the Faculty Teaching and Learning Committee for recommendation to the Faculty Board.

Faculty Board will then refer the approved applications to Senate for Senate Discretionary approval.

EDU 2.1.2.2	Curriculum outline B Ed Degree Foundation Phase Teaching
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BEd in Foundation Phase Teaching (B5OFPO) Online Curriculum					
First Year					
Compulsory Year Modules					
Computer Skills Development Programme (CSDPNO1 - 12 credits)					
Education Excursion (code & credits)					
Compulsory Semester Modules					
First Semester			Second Semester		
Module name	Code	Credits	Module name	Code	Credits
Education Studies 1A	EDSANO1	16	Education Studies 1B	EDSBN01	16
Teaching Studies 1A	TSDANO1	8	Teaching Studies 1B	TSDBNO1	8

Mathematics for the Foundation Phase 1A	MFPANO1	8	Mathematics for the Foundation Phase 1B	MFPBNO1	8
Teaching Methodology and Practicum 1A	TMPANO1	12	Teaching Methodology and Practicum 1B	TMPBNO1	12
<i>Culture and the Natural Environment for the Foundation Phase is not offered in the first semester</i>			Culture and the Natural Environment for the Foundation Phase 2B	CNEBNO1	8
English for the Primary School 1A	EPSANO1	8	English for the Primary School 1B	EPSBNO1	8
Electives					
Intro to isiZulu for the Foundation Phase ADL 1A	ZFAANO1	8	isiZulu for the Foundation Phase ADL 1B	ZFABNO1	8
Intro to Sesotho for Foundation Phase ADL 1A	SFAANO1	8	Sesotho for Foundation Phase ADL 1B	SFABNO1	8
Intro to isiZulu for Foundation Phase FLT 1A	ZFFANO1	8	isiZulu for Foundation Phase FLT 1B	ZFFBNO1	8
Intro to Sesotho for Foundation Phase FLT 1A	SFFANO1	8	Sesotho for Foundation Phase FLT 1B	SFFBNO1	8
Total credits required in first year = 128. (13 modules)					

Second Year					
Compulsory Semester Modules					
First Semester			Second Semester		
Module name	Code	Credits	Module name	Code	Credits
Education Studies 2A	EDSANO2	16	Education Studies 2B	EDSBNO2	16
<i>Teaching Studies is not offered in the first semester</i>			Teaching Studies 2B	TSDBNO2	8
English for the Primary School 2A	EPSANO2	8	English for the Primary School 2B	EPSBNO2	8
Mathematics for the Foundation Phase 2A	MFPANO2	8	Mathematics for the Foundation Phase 2B	MFPBNO2	8
Culture and the Natural Environment for the Foundation Phase 2A	CNEANO2	8	Culture and the Natural Environment for the Foundation Phase 2B	CNEBNO2	8
<i>Teaching Methodology and Practicum is not offered in the first semester</i>			Teaching Methodology and Practicum 2B	TMPBNO2	12
Electives					

Teaching Methodology and Practicum ADL 2A	SZFANO2	12	<i>Language Teaching Methodology and Practicum is not offered in the second semester</i>
Teaching Methodology and Practicum FLT 2A	ZSFANO2	12	
AND			
isiZulu for the Foundation Phase ADL 2A	ZFAANO2	8	<i>No language electives are offered in the second semester</i>
Sesotho for the Foundation Phase ADL 2A	SFAANO2	8	
isiZulu for the Foundation Phase FLT 2A	ZFFANO2	8	
Sesotho for the Foundation Phase FLT 2A	SFFANO2	8	
Total credits required in second year = 120. (12 modules)			

Third Year					
Compulsory Semester Modules					
First Semester			Second Semester		
Module name	Code	Credits	Module name	Code	Credits
Education Studies 3A	EDSANO3	16	Education Studies 3B	EDSBNO3	16
Teaching Studies is not offered in the first semester			Teaching Studies 3B	TSDBNO3	8
Mathematics for the Foundation Phase 3A	MFPANO3	8	Mathematics for the Foundation Phase 3B	MFPBNO3	8
Teaching Methodology and Practicum 3A	TMPANO3	12	Teaching Methodology and Practicum 3B	TMPBNO3	12
English for the Primary School 3A	EPSANO3	8	English for the Primary School 3B	EPSBNO3	8
Culture and the Natural Environment for the Foundation Phase 3A	CNEANO3	8	Culture and the Natural Environment for the Foundation Phase is not offered in the second semester		
Electives					
isiZulu for the Foundation Phase ADL 3A	ZFAANO3	8	isiZulu for the Foundation Phase ADL 3B	ZFABNO3	8

Sesotho for Foundation Phase ADL 3A	SFAANO3	8	Sesotho for Foundation Phase ADL 3B	SFABNO3	8
isiZulu for Foundation Phase FLT 3A	ZFFANO3	8	isiZulu for Foundation Phase FLT 3B	ZFFBNO3	8
Sesotho for Foundation Phase FLT 3A	SFFANO3	8	Sesotho for Foundation Phase FLT 3B	SFFBNO3	8
Total credits required in third year = 120. (12 modules)					

Fourth Year		
Compulsory Year Modules		
Module Name	Code	Credits
Teaching Methodology and Practicum 4	TMPFNO4	90
Teaching Studies Foundation Phase 4	TSTFNO4	30
Coding and Robotics	ROBCOY4	0
Total credits required in fourth year = 120. (3 modules)		

Additional curriculum outline information

First Semester Module name	Code	Second Semester Module name	Code
First Year of Study			
All modules are compulsory			
Computer Skills Development (Can be done at any time in the year but must be completed before October. This is non-credit bearing toward the qualification but compulsory)	CSDPSE1	Computer Skills Development (Can be done at any time in the year but must be completed before October. This is non-credit bearing toward the qualification but compulsory)	CSDPSE1
Education Excursion (non-credit bearing toward the qualification but compulsory)	EDEXSE1		
Education Studies 1A	EDSASE1	Education Studies 1B	EDSBSE1
Teaching Studies 1A	TSDASE1	Teaching Studies 1B	TSDBSE1
Introduction to isiZulu for the Foundation Phase ADL (Additional language) 1A OR Introduction to Sotho for the Foundation Phase 1B ADL (Additional language)	ZFAASE1 SFAASE1	Zulu for the Foundation Phase 1B ADL (Additional language) OR Sotho for the Foundation Phase 1B ADL (Additional language)	ZFABSE1 SFABSE1
Introduction to isiZulu for the Foundation Phase FLT (First language) 1A OR Introduction to Sotho for the Foundation Phase 1B FLT (First language)	ZFFASE1 SFFASE1	Zulu for the Foundation Phase 1B FLT (First language) OR Sotho for the Foundation Phase 1B FLT (First language) Note: Grade 12 isiZulu/seSotho 1st Language is a prerequisite to register for	ZFFBSE1 SFFBSE1

Note: Grade 12 isiZulu/seSotho 1st Language is a prerequisite to register for the FLT modules. This module will not be suited for students who have not completed these two modules as a first language. It is recommended that the ADL module be taken instead. Compulsory competency tests will be conducted to determine if a student will be allocated to the FTL or ADL group.		the FLT modules. This module will not be suited for students who have not completed these two modules as a first language. It is recommended that the ADL module be taken instead. Compulsory competency tests will be conducted to determine if a student will be allocated to the FTL or ADL group.	
Mathematics for the Foundation Phase 1A	MFPASE1	Mathematics for the Foundation Phase 1B	MFPBSE1
Teaching Methodology and Practicum 1A	TMPASE1	Teaching Methodology and Practicum 1B	TMPBSE1
English for the Primary School 1A	EPSASE1	English for the Primary School 1B	EPSBSE1
		Culture and the Natural Environment for the Foundation Phase 1B	CNEBSE1
Second Year of Study			
All modules are compulsory			
Education Studies 2A	EDSASE2	Education Studies 2B	EDSBSE2
		Teaching Studies 2B	TSD20B2
English for the Primary School 2A	EPSASE2	English for the Primary School 2B	EPSBSE2
Zulu for the Foundation Phase 2AFLT (First language) OR Sotho for the Foundation Phase 2A FLT (First language)	ZFFASE2 SFFASE2	Second year students do not have a isiZulu module to register in the second semester. Second year students do not have a seSotho module to register in the second semester	
Zulu for the Foundation Phase 2A ADL (Additional language) OR Sotho for the Foundation Phase 2A ADL (Additional language)	ZFAASE2 SFAASE2	Second year students do not have a isiZulu module to register in the second semester Second year students do not have a seSotho module to register in the second semester semester	
Mathematics for the Foundation Phase 2A	MFPASE2	Mathematics for the Foundation Phase 2B	MFPBSE2
Culture and the Natural Environment for the Foundation Phase 2A	CNEASE2	Culture and the Natural Environment for the Foundation Phase 2B	CNEBSE2
Teaching Methodology and Practicum 2A *If you are registered for ZFAASE2/ SFAASE2 then you must do SZFAASE2methodology *If you are registered for ZFFASE2 / SFFASE2 then you must do ZSFAASE2 methodology	SZFAASE2 (ADL) Or ZSFAASE2 (FLT)	Teaching Methodology and Practicum 2B	TMPBSE2
Third Year of Study			
All modules are compulsory			
Education Studies 3A		Education Studies 3B	

		Teaching Studies 3B	TSD20B3
English for the Primary School 3A	EPSASE3	English for the Primary School 3B	EPSBSE3
isiZulu for the Foundation Phase 3A ADL (Additional Language) OR seSotho for the Foundation Phase 3A ADL (Additional Language)	ZFAASE3 SFAASE3	isiZulu for the Foundation Phase 3B ADL (Additional Language) OR seSotho for the Foundation Phase 3B ADL (Additional Language)	ZFABSE3 SFABSE3
Zulu for the Foundation Phase 3A (FLT) First language OR Sotho for the Foundation Phase 3A (FLT) First language	ZFFASE3 SFFASE3	Zulu for the Foundation Phase 3B (FLT) First language OR Sotho for the Foundation Phase 3B (FLT) First language	ZFFBSE3 SFFBSE3
Mathematics for the Foundation Phase 3A	MFPASE3	Mathematics for the Foundation Phase 3B	MFPBSE3
Teaching Methodology and Practicum 3A	TMPASE3	Teaching Methodology and Practicum 3B	TMPBSE3
Culture and the Natural Environment for the Foundation Phase 3A	CNEASE3		
Fourth Year of Study			
Teaching Methodology and Practicum 4			TMPFYE4
Teaching Studies Foundation Phase 4			TSTFYE4
Coding and Robotics			ROBCOY4

EDU 2.1.2.3 Programme structure

- a) Minimum duration: Four years' full time.
- b) The programme is offered full-time only.
- c) Most modules are compulsory but there are electives from which students have to choose.
- d) Number of modules per year of study:
 - i) First year: 6 first-semester, 7 second-semester modules
 - ii) Second year: 6 first-semester, 6 second-semester modules
 - iii) Third year: 6 first-semester, 6 second-semester modules
 - iv) Fourth year: 2 x year modules

EDU 2.1.2.4 Promotion requirements

- 1.4 Students may only register for a third-year modules if the related module has been passed on at least the first-year level.
- 1.5 Students are only promoted to the fourth year of study if they have passed all the first, second- and third-year modules.
- 1.6 Students may not register for more than 1.2 stats credits in any given year of study.

EDU 2.1.2.5 Award of degree

The Bachelor of Education in Foundation Phase Teaching is awarded to students who have passed all the prescribed modules.

Special notes:

- For the module Introduction to isiZulu / seSotho for the Foundation Phase, the following applies: Students, who pass a proficiency test in isiZulu/seSotho, may enrol for a suitable module in another program offered on the SWC or for a module in the BEd Intermediate Phase.
- Teaching methodology and practicum are integrated. This implies that students will engage in learning from practice, learning in practice and learning from service, aiming at developing specialised pedagogical content knowledge and teaching competence in *each* subject area.
- The students spend on a regular basis time in the teaching school linked to the University on the UJ Soweto Campus. They engage in structured observation and progressively take up limited classroom assistance and teaching responsibilities. This allows for continuous integration of theory and practice.
- The fourth year of the programme will strongly focus on developing the student teacher as reflective practitioner. During their fourth year students will be placed at different schools on the list of approved schools for WIL. During their placements in schools they will not only take on teaching responsibilities, but they will also do assignments which will require the demonstration of integrated and applied knowing. These assignments will form the basis for engaging in critical reflection during coursework on campus.
- The curriculum does not include the development of basic ICT competence as fundamental learning. Students who do not pass a basic ICT competency test will be required to attend compulsory ICT skills training.

Practicum which includes WIL (Work integrated learning)		
Study period	Duration	Assessment
First Year	2 weeks	Practicum which includes WIL and service-learning amounts to 2 weeks. The WIL at schools consists mainly of structured observation, linked to assignments which are formally assessed.
Second Year	2 weeks	Practicum which includes WIL and service-learning amounts to 2 weeks. The WIL at schools consists mainly of structured observation, linked to assignments which are formally assessed.
Third Year	6 weeks	Practicum which includes WIL and service-learning amounts to 6 weeks. During WIL at school's students take up teaching responsibilities which are formally assessed by their teacher mentors and also by staff. Students also submit assignments which are formally assessed.
Fourth Year	10 weeks at selected schools	During WIL at school's students take up teaching responsibilities which are formally assessed by the teacher mentors and also by staff. Students also submit assignments which are formally assessed.

EDU 2.1.2.6 MODULES IN THE BACHELOR OF EDUCATION in FOUNDATION PHASE TEACHING

Module name	Education Studies 1A	Module code	EDSASE1	Credits	16	NQF Level	5
Purpose of the module							
The purpose of this module is to guide students in developing a broad understanding of the organizing principle and theoretical framework underpinning childhood development in the programme.							

Outcomes of the module
<p>Explain broadly what research is and the value of research in education; apply knowledge of research processes to articulate the component parts of an article.</p> <p>Describe the use of case studies, interviews, and observations in research. Use observation in research to identify and evaluate active learning strategies.</p> <p>Explain, discuss, and critique, the main theories in child development;</p> <p>Demonstrate an understanding of the development of a child from birth to puberty; with regards to the physical, cognitive, social, and emotional developmental milestones of a child;</p> <p>demonstrate the ability to differentiate between and discuss the notions of Nature and Nurture in childhood;</p> <p>Describe barriers to learning. Apply understanding of and neurodevelopmental learning needs to support teachers/learners/parents;</p> <p>Demonstrate an understanding of the child in terms of the South African context.</p>
Content of the module
<p>Overview of development in childhood</p> <p>Introduction to ecological systems theory</p> <p>A philosophy of inclusion and diversity</p> <p>Inclusive Education</p> <p>Human development - Introduction</p> <p>Overview of theories of cognitive development in childhood</p>
Assessment
<p>There is a 30% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted online learning management system.</p>

Module name	Education Studies 1B:	Module code	EDSBSE1	Credits	16	NQF Level	6
Purpose of the module							
The purpose of this module is to guide students in developing an understanding of childhood physical development and sensory development to enable them to support learners' development in the foundation phase classroom.							
Outcomes of the module							
<p>Understand brain structure, function and describe ways that educators can support optimum brain development.</p> <p>Understand sensation and perception, and describe how educators can assist learners with development of sensation and perception.</p> <p>Understand the sense of vision, and describe ways that educators can support learners with visual impairments.</p> <p>Understand the sense of hearing, and describe how educators can assist learners with auditory impairments.</p> <p>Understand motor development, and describe how educators can support learners optimal motor development.</p>							
Content of the module							
<p>Physical development in childhood (0-12 years): developmental milestones</p> <p>Brain development</p> <p>Perceptual development</p> <p>Childhood illnesses</p> <p>Nutrition and health</p> <p>Physical barriers to learning</p>							
Assessment							
<p>There is a 30% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online learning management system.</p>							

Module name	Teaching Studies 1A:	Module code	TSDASE1	Credits	8	NQF Level	5
Purpose of the module							
The purpose of this module is to guide students in developing a conceptually coherent viewpoint of the interplay of the various roles which underlie a teacher's professional practice, with special reference the teacher's community and citizen role							
Outcomes of the module							
Describe and articulate an emerging practical theory of teaching Identify your role as teachers who are caring, accountable and critically reflective Identify the value of the school as the center of the community Draw comparisons between service learning, social justice and social injustice Demonstrate competence in planning and executing a service-learning project Critically reflect on their learning resulting from the activities associated to the service learning project							
Content of the module							
A personal teaching philosophy Teaching as practice of citizenship Teaching for CARE (Community, agency, responsibility, and education) An introduction to service learning							
Assessment							
There is a 30% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online learning management system.							

Module name	Teaching Studies 1B	Module code	TSDDBSE1	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to guide students in developing educational information technological skills to enhance the use of ICT in teaching and learning in the foundation phase							
Outcomes of the module							
To integrate technological tools in learning through the lens of constructionism To be able to use appropriate technologies in innovative ways to accommodate the diverse needs of learners. To be able to use appropriate technologies to keep up to date with advances in subject content and develop the necessary competencies and strategies appropriate to teaching in a South African context. To be able to incorporate technologies to manage classrooms effectively across diverse contexts in order to ensure environments conducive to learning. This includes the selection and choice of appropriate resources and activities for learning. To be able to apply technologies in innovative ways to their roles as leaders, administrators and managers, both in the classroom and as within the broader school context. To be able to apply suitable technologies in innovative ways in their ongoing personal, academic, occupational and professional growth. To be aware of the potential that technology holds for alternative assessment opportunities							
Content of the module							
Foundation of ICT for learning The connected world: in search of collaborative learning experiences The quest for creativity and innovation Assessment for learning Being safe online							

Assessment
There is a 30% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online learning management system.

Module name	Mathematics for the Foundation Phase 1A	Module code	MFPASE1	Credits	8	NQF Level	5
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Purpose of the module
The purpose of this module is to guide students in developing an understanding of number and number systems to enable them to support children's acquisition of the concepts associated with numbers and number systems.

Outcomes of the module
This module is aimed at starting the preparation of students' journey to becoming a competent Mathematics teacher who is able to support and nurture learning and development in diverse educational contexts. The purpose of the module is to guide students in developing an understanding of number and number systems to enable them to support children's acquisition of the concepts associated with numbers and number systems.

Content of the module
Number and number systems The origins of the number systems Different number systems Set theory Bases: Changing form other bases to base 10 and vice versa Number patterns

Assessment
There is a 30% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online learning management system.

Module name	Mathematics for the Foundation Phase 1B	Module code	MFPBSE1	Credits	8	NQF Level	6
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Purpose of the module
The purpose of the module is to guide students in developing an understanding of algebra and fractions to enable them to support children's acquisition of the number concepts and operations associated with algebra and fractions.

Outcomes of the module
This module is aimed at starting the preparation of your journey to becoming a competent Mathematics teacher who is able to support and nurture learning and development in diverse educational contexts. The purpose of this module is to guide you in developing an understanding of algebra and fractions to enable them to support children's acquisition of the number concepts and operations associated with algebra and fractions.

Content of the module
Number systems: Continuation of numbers and algebra: Fractions: - addition, subtraction, division and multiplication of fractions, different types of fractions(addition, subtraction, division and multiplication of decimal fractions) complex fractions, percentages; place value, expanded notations; standard forms, significant figures; algebra

Assessment

There is a 30% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online learning management system.

Module name	English for the Primary School 1A	Module code	EPSASE1	Credits	8	NQF Level	5
Purpose of the module							
The purpose of this module is to guide students in developing academic literacy as well as the requisite subject knowledge in English to enable them to support English language learning in the foundation phase classroom.							
Outcomes of the module							
Students should be able to: Read texts with a critical eye Isolate main points and supporting evidence Generate an argument or big idea Summarize and paraphrase Write a well-structured introduction to an academic essay							
Content of the module							
Academic Literacy: The structure of academic texts Visual Literacy Language through games and play Social networks and the internet for language learning							
Assessment							
There is a 30% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online learning management system.							

Module name	English for the Primary School 1B	Module code	EPSBSE1	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to guide students in developing their own English language competence and the requisite subject knowledge in English to enable them to support English language learning in the foundation phase classroom.							
Outcomes of the module							
Upon the successful completion of this module, you should be able to: Demonstrate an ability to read literary texts (selected poetry, a novel and a play) with a critical eye. Show a capacity to collect supporting evidence to prove given arguments in literary texts. Exhibit a sound understanding of the state-explain-prove-conclude structure of paragraphs. Show a growing capacity to write a well-structured five-paragraph academic essay. Compile an accurate bibliography and reference appropriately according to the APA style.							
Content of the module							
Diagnostic testing English grammar and spelling Youth and children's literature Language through games and play Social networks and the internet for language learning							
Assessment							

There is a 30% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in online learning management system.

Module name	Introduction to isiZulu for the Foundation Phase 1A (ADL)	Module code	ZFAASE1	Credits	8	NQF Level	5
Purpose of the module							
The purpose of this module is to guide students in developing language competence in isiZulu to enable basic communication.							
Outcomes of the module							
Students should be able to: To understand and apply language structure discussed in this module. To use and apply, different grammatical structure of IsiZulu language. To identify different vocabulary for understanding language. To analyse isiZulu texts using the correct language structure.							
Content of the module							
<ul style="list-style-type: none"> • Apply the knowledge of salutations for oral communication. • Employ dramatization techniques as a means of developing communicative skills. • Learn the sentence structure for written and oral communication purposes. 							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	isiZulu for the Foundation Phase 1B (ADL)	Module code	ZFABSE1	Credits	8	NQF Level	5
Purpose of the module							
The purpose of this module is to guide students in developing language competence in isiZulu to enable basic communication.							
Outcomes of the module							
Use their receptive vocabulary for beginning to communicate in the language. Employ dramatization techniques as a means of developing communicative skills. Formulate grammatically correct sentences for written and oral communication. Learn and apply the correct orthography for writing.							
Content of the module							
Yes/No answer questions, the reflexive morpheme and polite requests! Formulating question words 'when' 'with what/by means of what' and 'how' and supplying appropriate answers to these questions Formulating questions using the forms 'where' and "where" and using locative derived nouns and their pronouns to indicate place The speech sounds of isiZulu							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Introduction to isiZulu for the Foundation Phase 1A (FLT)	Module code	ZFFASE1	Credits	8	NQF Level	5
Purpose of the module							

The purpose of this module is to guide students in developing language competence in isiZulu to enable basic communication.
Outcomes of the module
Students should be able to: To understand and apply language structure discussed in this module. To use and apply, different grammatical structure of IsiZulu language. To identify different vocabulary for understanding language. To analyse isiZulu texts using the correct language structure.
Content of the module
<ul style="list-style-type: none"> • Apply the knowledge of salutations for oral communication. • Employ dramatization techniques as a means of developing communicative skills. • Learn the sentence structure for written and oral communication purposes.
Assessment
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.

Module name	isiZulu for the Foundation Phase 1B (FLT)	Module code	ZFFBSE1	Credits	8	NQF Level	5
Purpose of the module							
The purpose of this module is to guide students in developing language competence in isiZulu to enable basic communication.							
Outcomes of the module							
Use their receptive vocabulary for beginning to communicate in the language. Employ dramatization techniques as a means of developing communicative skills. Formulate grammatically correct sentences for written and oral communication. Learn and apply the correct orthography for writing.							
Content of the module							
Yes/No answer questions, the reflexive morpheme and polite requests Formulating question words 'when' 'with what/by means of what' and 'how' and supplying appropriate answers to these questions Formulating questions using the forms 'where' and "where" and using locative derived nouns and their pronouns to indicate place The speech sounds of isiZulu							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Introduction to seSotho for the Foundation Phase 1A (ADL)	Module code	SFAASE1	Credits	8	NQF Level	5
Purpose of the module							
The purpose of this module is to guide students in developing language competence in seSotho to enable basic communication.							
Outcomes of the module							
Students should be able to: To understand and apply language structure discussed in this module. To use and apply, different grammatical structure of seSotho language. To identify different vocabulary for understanding language. To analyse seSotho texts using the correct language structure.							

Content of the module	
<ul style="list-style-type: none"> • Apply the knowledge of salutations for oral communication. • Employ dramatization techniques as a means of developing communicative skills. • Learn the sentence structure for written and oral communication purposes. 	
Assessment	
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.	

Module name	seSotho for the Foundation Phase 1B (ADL)	Module code	SOF1BB1	Credits	8	NQF Level	5
Purpose of the module							
The purpose of this module is to guide students in developing language competence in seSotho to enable basic communication.							
Outcomes of the module							
Use their receptive vocabulary for beginning to communicate in the language. Employ dramatization techniques as a means of developing communicative skills. Formulate grammatically correct sentences for written and oral communication. Learn and apply the correct orthography for writing.							
Content of the module							
Yes/No answer questions, the reflexive morpheme and polite requests Formulating question words 'when' 'with what/by means of what' and 'how' and supplying appropriate answers to these questions Formulating questions using the forms 'where' and "where" and using locative derived nouns and their pronouns to indicate place The speech sounds of seSotho							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Introduction to seSotho for the Foundation Phase 1A (FLT)	Module code	SFFASE1	Credits	8	NQF Level	5
Purpose of the module							
The purpose of this module is to guide students in developing language competence in seSotho to enable basic communication.							
Outcomes of the module							
Students should be able to: To understand and apply language structure discussed in this module. To use and apply, different grammatical structure of seSotho language. To identify different vocabulary for understanding language. To analyse seSotho texts using the correct language structure.							
Content of the module							
<ul style="list-style-type: none"> • Apply the knowledge of salutations for oral communication. • Employ dramatization techniques as a means of developing communicative skills. • Learn the sentence structure for written and oral communication purposes. 							

Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							
Module name	seSotho for the Foundation Phase 1B (FLT)	Module code	SFFBSE1	Credits	8	NQF Level	5
Purpose of the module							
The purpose of this module is to guide students in developing language competence in seSotho to enable basic communication.							
Outcomes of the module							
Use their receptive vocabulary for beginning to communicate in the language. Employ dramatization techniques as a means of developing communicative skills. Formulate grammatically correct sentences for written and oral communication. Learn and apply the correct orthography for writing.							
Content of the module							
Yes/No answer questions, the reflexive morpheme and polite requests Formulating question words 'when' 'with what/by means of what' and 'how' and supplying appropriate answers to these questions Formulating questions using the forms 'where' and "where" and using locative derived nouns and their pronouns to indicate place The speech sounds of seSotho							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Culture and the Natural Environment for the Foundation Phase 1B	Module code	CNEBSE1	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to guide students in acquiring the requisite physical education content knowledge and skills to enable them to teach physical education as part of "Life Skills" and to partake in and supervise/administer sport activities at school.							
Outcomes of the module							
Understand the meaning of PE and the importance thereof. Capable of applying basic teaching and learning methods of PE. Understand the importance of holistic development. Understand, define and identify different definitions and terms related to Physical education in the foundation phase. Understand disabilities and how to include learners with disabilities in the PE classroom. Understand and apply the school curriculum. Develop a basic lesson plan and apply all the theory in a basic PE lesson presentation.							
Content of the module							
Physical education and sport Motor learning and development: fundamental stability skills and fundamental locomotors skills Development games and activities Sport and adapted sport for children with disabilities							

Methodology for teaching physical education and sport
Assessment
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online learning management system.

Module name	Teaching Methodology and Practicum 1A	Module code	TMPASE1	Credits	12	NQF Level	5
Purpose of the module							
The purpose of this module is to guide students in developing an understanding of the methodology for teaching Grade R and to provide them with practice opportunities to develop teaching skills for the Grade R-classroom.							
Outcomes of the module							
On completion of this module, students should be able to: develop pedagogic content knowledge and skill in designing and presenting lessons.							
Content of the module							
Emergent literacy Fostering children's language and literacy development in Grade R Teaching strategies appropriate for Grade R children The thematic story book approach for nurturing language and literacy Play as pedagogy Designing a classroom environment that facilitates the development of literacy in Grade R Designing a number awareness environment in the grade R classroom Integrating vocabulary development, and early mathematical knowledge in the Grade R classroom Lesson planning for teaching Grade R Practicum – learning in and from practice							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Teaching Methodology and Practicum 1B	Module code	TMPBSE1	Credits	12	NQF Level	6
Purpose of the module							
The purpose of this module is to enable students to develop an understanding of the essential linguistic components that are important in teaching children how to read and to provide them with practise opportunities to develop teaching skills for teaching children to read							
Outcomes of the module							
On completion of this module, you should be able to: Apply your knowledge of the methodology required for teaching in the foundation phase to effectively design and teach lessons in all three subject areas (English, Mathematics and Life Skills) Apply your knowledge of English language conventions and structures to complete an English content test Apply your knowledge of lesson design to analyse foundation phase lessons. Apply your knowledge of language and literacy development in the foundation phase in order to design effective literacy lessons							
Content of the module							
Methodology for literacy (English): Development of phonetic knowledge in grade R Development of semantic knowledge in grade R Development of morphemic knowledge in grade R Practicum – learning in and from practice							

Assessment
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.

Total credits in year 1: 128

YEAR 2

Module name	Education Studies 2A	Module code	EDSASE2	Credits	16	NQF Level	6
Purpose of the module							
The purpose of this module is to guide students in developing an understanding of childhood cognitive development, specifically pertaining to children from birth to 12 years, in order to enable them to support children's learning in the foundation phase classroom.							
Outcomes of the module							
<p>Explain broadly what research is and the value of research in education; apply knowledge of research processes to articulate the component parts of an article.</p> <p>Describe the use of case studies, interviews, and observations in research. Use observation in research to identify and evaluate active learning strategies.</p> <p>Explain, discuss and critique, the main theories in child development;</p> <p>Demonstrate an understanding of the development of a child from birth to puberty; with regards to the physical, cognitive, social and emotional developmental milestones of a child;</p> <p>demonstrate the ability to differentiate between and discuss the notions of Nature and Nurture in childhood;</p> <p>Describe barriers to learning. Apply understanding of and neurodevelopmental learning needs to support teachers/learners/parents ;</p> <p>Demonstrate an understanding of the child in terms of the South African context.</p>							
Content of the module							
<p>Cognitive development in childhood</p> <p>Innatist theories</p> <p>Social cultural theories</p> <p>Early language development</p>							
Assessment							
There is a 30% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online learning management system.							

Module name	Education Studies 2B	Module code	EDSBSE2	Cre dits	16	NQF Level	6
Purpose of the module							
The purpose of this module is to guide students in developing an understanding of childhood social and emotional development from birth to middle childhood, to enable them to support learners' socio-emotional development in the foundation phase classroom							
Outcomes of the module							
<p>Clarify the challenges and purposes of learning and the need to study learning theories for educational and learning equity purposes;</p> <p>Describe and evaluate prominent theories of learning relevant to adolescents with diverse abilities and needs;</p> <p>Describe the ways in which sociocultural contexts, language and learner motivation and affect are instrumental to</p>							

learning;
Formulate own views of learning and the implications for educational practices;
Describe the basic inquiry methods for the study of adolescent learning in diverse settings.

Content of the module

Emotional and social development in childhood
Emotional developmental milestones
Social and moral development in children
Maladjustment in social and emotional development in young children
The child in school, family and community

Assessment

Module name	Teaching Studies 2B	Module code	TSDDBSE2	Credits	8	NQF Level	6
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Purpose of the module

The purpose of the module is to guide students in developing educational leadership, management and administrative skills in order to enable them to effectively lead, manage and communicate both in the classroom and between the school and home

Outcomes of the module

Demonstrate linguistic, numeric and statistical competence required for effective classroom administration.
Record and report information relating to students' learning in the classroom.
Demonstrate an understanding of an extensive, specialised knowledge of early childhood learning.
Exhibit effective techniques to undertake the management of 21st Century teaching and learning skills in the classroom.
Understand and describe behaviour management theories that underpin learners' emotional, cognitive, social behaviour in the classroom.
Apply principles that inform the legal framework of the education system.

Content of the module

Development of educational policy, advocacy and legislation.
Classroom management and administration
Supportive classroom discipline
Forms, styles, and modes of classroom communication
Communication between school and home.

Assessment

There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in online learning management system.

Module name	English for the Primary School 2A	Module code	EPSASE2	Credits	8	NQF Level	6
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Purpose of the module

The purpose of this module is to guide students in developing academic literacy and the requisite subject knowledge in English to enable them to support English language learning in the foundation phase classroom.

Outcomes of the module

Upon successful completion of this module, you should be able to:

- comprehend, analyse and summarise academic, non-academic and narrative texts
- write in a formal register in English

- demonstrate English proficiency
- demonstrate an understanding of the purpose and structure of different genres of writing
- engage with relevant concepts and apply them to selected picturebooks and online videos
- write coherent paragraphs
- write an academic essay that incorporates textual analysis and secondary sources.

Content of the module

Academic literacy: Cohesion and coherence
Visual literacy
Literary theory
Book club: reading and writing

Assessment

There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online learning management system.

Module name	English for the Primary School 2B	Module code	EPSBSE2	Credits	8	NQF Level	
Purpose of the module							
The purpose of this module is to guide students in developing their own English language competence and the requisite subject knowledge in English to enable them to support English language learning in the foundation phase classroom.							
Outcomes of the modules							
Upon successful completion of this module, you should be able to:							
<ul style="list-style-type: none"> • demonstrate English proficiency and proficiency in formal expression • comprehend and analyze poetic and narrative texts • perform a close reading of a literary text • engage with relevant concepts such as literary devices and apply them to selected literary texts • write coherent paragraphs • write a correctly structured academic essay that incorporates textual analysis 							
Content of the module							
English grammar Diagnostic testing Discourse and genre. Youth and children's literature Language through games and play Blogs and social networks for language learning							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online learning management system.							

Module name	isiZulu for the Foundation Phase 2A (FLT)	Module code	ZFFASE2	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to guide students in developing language competence in isiZulu to enable basic communication							
Outcomes of the module							
Students should be able to:							

Analyze the scope of phonetics.

Identify and analyze isiZulu phonology.

Explain and describe morphology/syllable structure in isiZulu

To analyze traditional poetry and short stories

Apply knowledge of children's literature to teaching in the Foundation Phase classroom.

Content of the module

The noun class system and noun prefixes (Classes 1-3)

The noun class system and noun prefixes (Classes 4-17)

The subject morphemes of the noun classes

The object morphemes of the third person (Nouns)

Youth literature

Assessment

There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online learning management system.

Module name	IsiZulu for the Foundation Phase 2A (ADL)	Module code	ZFAASE2	Credits	8	NQF Level	6
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Purpose of the module

The purpose of this module is to guide students in developing language competence in isiZulu to enable basic communication

Outcomes of the modules

Use the receptive IsiZulu vocabulary for beginning to communicate in the language.

Apply the knowledge of phonetics in written and oral forms.

Demonstrate oral competence for communication.

Apply the correct orthography for oral and written forms of communication.

Content of the module

The noun class system and noun prefixes (Classes 1-3)

The noun class system and noun prefixes (Classes 4-17)

The subject morphemes of the noun classes

The object morphemes of the third person (Nouns)

Youth literature

Assessment

There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online learning management system.

Module name	seSotho for the Foundation Phase 2A (FLT)	Module code	SFFASE2	Credits	8	NQF Level	6
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Purpose of the module

The purpose of this module is to guide students in developing language competence in seSotho to enable basic communication

Outcomes of the module

Use the receptive Sesotho vocabulary for beginning to communicate in the language.

Apply the knowledge of phonetics in written and oral forms.

Demonstrate oral competence for communication.

Apply the correct orthography for oral and written forms of communication.
Content of the module
The noun class system and noun prefixes (Classes 1-3) The noun class system and noun prefixes (Classes 4-17) The subject morphemes of the noun classes The object morphemes of the third person (Nouns) Youth literature
Assessment
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online learning management system.

Module name	seSotho for the Foundation Phase 2A (ADL)	Module code	SFAASE2	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to guide students in developing language competence in seSotho to enable basic communication							
Outcomes of the module							
<ul style="list-style-type: none"> • Use the receptive IsiZulu vocabulary for beginning to communicate in the language. • Apply the knowledge of phonetics in written and oral forms. • Demonstrate oral competence for communication. • Apply the correct orthography for oral and written forms of communication. 							
Content of the module							
The noun class system and noun prefixes (Classes 1-3) The noun class system and noun prefixes (Classes 4-17) The subject morphemes of the noun classes The object morphemes of the third person (Nouns) Youth literature							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Mathematics for the Foundation Phase 2A	Module code	MFPASE2	Credits	8	NQF Level	6
Purpose of the module							
The purpose of the module is to guide students in developing an understanding of space and shapes to enable them to support children's acquisition of the concepts associated with space and shape.							
Outcomes of the module							
This module is aimed at starting the preparation of students' journey to becoming a competent Mathematics teacher who is able to support and nurture learning and development in diverse educational contexts. The purpose of the module is to guide students in developing an understanding of number and number systems to enable them to support children's acquisition of the concepts associated with numbers and number systems.							
Content of the module							

Space and shapes:

Properties of different shapes, area and volume of more shapes; 2-D and 3-D shapes, shapes and patterns; position, direction and movement; angles; coordinates systems, different types of symmetry (reflection, rotation) translation; tessellations and transformations; introduction to measurement

Assessment

There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online learning management system.

Module name	Mathematics for the Foundation Phase 2B	Module code	MFPBSE2	Credits	8	NQF Level	6
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Purpose of the module

The purpose of the module is to guide students in developing an understanding of measurement to enable them to support children's acquisition of the concepts associates with mass and weight.

Outcomes of the module

Upon the successful completion of this module, you should be able to:

Order, add, subtract, multiply, and divide integers.

Describe and use a range of situations and representations for illustrating the use of integers.

Describe and use a range of calculation strategies and tasks for solving problems involving integers.

Apply knowledge of equivalence and order relations and awareness of misconceptions about equivalence in general and the equal sign in particular.

Apply knowledge of relations and functions in order to understand the nature of mathematical operations as well as the relations between the mathematical objects of the computational domains primary teachers and learners are required to work with.

Distinguish between inductive and deductive reasoning with respect to the use of sequences, series and patterns

Explain the use of equivalence and equality in the transformation and solution of algebraic equations, linear functions and inequalities

Reason mathematically, which includes the ability to specialize, generalize, justify or refute, prove, critique, and attend to precision.

Content of the module

Introduction to measurement: measurement of different shapes

Meaning and process of measurement; different standard units of measure, mass and weight, volume and capacity; time and time interval

Assessment

There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online learning management system.

Module name	Culture and the Natural Environment for the Foundation Phase 2A	Module code	CNEASE2	Credits	8	NQF Level	6
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Purpose of the module

The purpose of this module is to guide students in developing the requisite content knowledge and skills to enable them to teach music, drama, arts and craft as part of "Life Skills".

Outcomes of the modules

Students should be able to:

Learn concepts in music, drama, arts and crafts so as to enable teaching these knowledges and skills to learners in the Foundation Phase.

Content of the module

Music

Drama Art and Crafts Creative arts teaching methodology Learning in and from practice
Assessment
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online learning management system.

Module name	Culture and the Natural Environment for the Foundation Phase 2B	Module code	CNEBSE2	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to guide students in developing the requisite content knowledge and skills to enable them to teach the social science and personal well-being components of "Life Skills".							
Outcomes of the module							
Define the concept of Life Skills in the Foundation Phase Discuss the important developmental theories relevant to Life Skills Discuss the aims of Life Skills teaching in Foundation Phase Critically reflect on the role of a teacher as an activist for social justice Plan a Life Skills unit of learning for Grade 1 which integrates all Foundation Phase subjects Define social sciences as part of the study area Beginning Knowledge Assist learners in becoming responsible and independent citizens in the future Provide learners with experiences that have a footing in social transformation in a diverse society Select appropriate techniques to teach life skills in Foundation Phase Define technology, technology literacy, and technology education Describe the characteristics of social development of the Foundation Phase learners							
Content of the module							
Communication and social skills Coping and self-management skills Vocational skills Cultural and democratic skills Environmental care and management Foundation Phase personal and social skills Teaching methodology Learning from and in practice							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online learning management system.							

Module name	Teaching Methodology and Practicum 2A	Module code	SZFASE2 (ADL) or ZSFASE2 (FLT)	Credits	12	NQF Level	6
Purpose of the module							
The purpose of the module is to guide students in developing an understanding of the essential linguistic components that are important in teaching children how to read and to provide them with practise opportunities to develop teaching skills for teaching children to read.							

Outcomes of the module
<p>Apply the knowledge of teaching at a First Additional Language (FAL) level.</p> <p>Use Sesotho/isiZulu communicative language vocabulary when teaching.</p> <p>Integrate competencies and lesson design principles when lesson planning for FAL teaching.</p>
Content of the module
<p>Methodology for literacy (seSotho/isiZulu):</p> <p>Development of phonetic knowledge in grade 1</p> <p>Development of semantic knowledge in grade 1</p> <p>Development of morphemic knowledge in grade 1</p> <p>Practicum – learning in and from practice</p>
Assessment
<p>The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online learning management system. A minimum mark of 50% must be achieved to pass the module.</p>

Module name	Teaching Methodology and Practicum 2B	Module code	TMPBSE2	Credits	12	NQF Level	6
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Purpose of the module
<p>The purpose of the module is to guide students in developing an understanding of teaching methods relevant for teaching literacy and initial writing and to provide them with practise opportunities to develop teaching skills for literacy and initial writing teaching.</p>
Outcomes of the module
<p>The outcomes of the module is to:</p> <p>Guide students in developing an understanding of teaching methods relevant for teaching literacy and initial writing and to provide them with practice opportunities to develop teaching skills for literacy and initial writing teaching.</p>
Content of the module
<p>Methodology for literacy</p> <p>Pedagogy for the teaching of reading</p> <p>Strategies for teaching word identification skills</p> <p>The pedagogy of initial writing</p> <p>Lesson plans for teaching reading and writing</p> <p>Integration beginning knowledge and literacy in the grade 1 classroom.</p> <p>Practicum – learning in and from practice.</p> <p>Barriers to learning: Addressing emotional and psycho-social barriers.</p> <p>Maladjustment in young children</p>
Assessment
<p>The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.</p>

Total credits for year 2: 120

Year 3

Module name	Education Studies 3A	Module code	EDSASE3	Credits	16	NQF Level	7
Purpose of the module							
The purpose of this module is to guide students in developing an understanding of language and literacy development in children from birth to middle childhood, to enable them to support children in their language and literacy development in the foundation phase classroom.							
Outcomes of the module							
<ol style="list-style-type: none"> 1. Have a broad overview of language and literacy development of children during foundation phase 2. Develop an understanding and knowledge of neuroscience and language development in the brain; 3. Demonstrate understanding and knowledge of components and properties of language 4. Demonstrate understanding and knowledge of reading and writing stages and processes. 5. Have knowledge regarding the main language and literacy development theories and milestones in foundation phase children (5-9 years) children; 6. Demonstrate an understanding of some language and literacy difficulties/ delays/ barriers that children can present with, in the South African classroom. 7. Demonstrate understanding and knowledge of suitable support measures for learners with language and literature difficulties. 							
Content of the module							
Language and literacy development in childhood Language and literacy developmental milestones Dual language and literacy development in multilingual contexts Support strategies of optimal language and literacy learning							
Assessment							
There is a 30% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online learning management system.							

Module name	Education Studies 3B	Module code	EDSBSE3	Credits	16	NQF Level	7
Purpose of the module							
The purpose of this module is to guide students in developing an understanding of barriers to learning and development in the foundation phase classroom to enable them to identify a specific barrier and to give optimal support							
Outcomes of the module							
Develop and present a complete and coherent lesson plan in a micro classroom.							
Content of the module							
Barriers to development in childhood Physical functioning Cognitive functioning Literacy learning barriers Numeracy and mathematical learning barriers							
Assessment							
The final mark is calculated by a 70% semester mark and 30% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online learning management system.							

Module name	Teaching Studies 3B	Module code	TSDBSE3	Credits	8	NQF Level	7
Purpose of the module							
The purpose of the module is to guide students in developing an understanding of how to create a positive and motivating learning environment in the foundation phase classroom.							
Outcomes of the module							
Students should be able to: Teach for motivation and engagement Develop an orderly and purposeful learning environment in the Foundation Phase classroom.							
Content of the module							
Teaching for motivation and engagement Developing an orderly and purposefully learning environment Repairing and restoring behavior							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in online learning management system.							

Module name	English for the Primary School 3A	Module code	EPSASE3	Credits	8	NQF Level	7
Purpose of the module							
The purpose of this module is guide students in developing their own English language competence and the requisite subject knowledge in English to enable them to support English language learning in the foundation phase classroom							
Outcomes of the module							
Upon the successful completion of this module, you should be able to: analyze and interpret academic articles demonstrate proficiency in English grammar be familiar with grammatical terms and definitions identify grammatical mistakes and explain why have a working knowledge of English spelling conventions understand how to use punctuation correctly conceptualize a grade-specific English lesson plan.							
Content of the module							
English grammar Diagnostic testing Discourse and genre. Youth and children's literature Language through games and play Blogs and social networks for language learning							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online learning management system.							

Module name	English for the Primary School 3B	Module code	EPSBSE3	Credits	8	NQF Level	7
Purpose of the module							
The purpose of this module is to guide students in developing academic literacy and the requisite subject knowledge in English to enable them to support English language learning in the foundation phase classroom.							
Outcomes of the modules							
<p>Upon successful completion of this module, you should be able to:</p> <p>demonstrate English proficiency and proficiency in formal expression</p> <p>discuss the hidden curriculum and its implications for teaching children's literature in the primary school classroom</p> <p>comprehend and analyze narrative texts written for children and young adults</p> <p>perform a close reading of a literary text</p> <p>engage with relevant concepts such as literary devices and apply them to selected literary texts</p> <p>write coherent paragraphs</p> <p>write a correctly structured academic essay that incorporates textual analysis</p>							
Content of the module							
<p>Academic literacy: Writing an academic essay.</p> <p>Visual literacy</p> <p>Literary theory</p> <p>Book club: reading and writing</p>							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online learning management system.							

Module name	isiZulu/seSotho for the Foundation Phase 3A (FLT)	Module code	ZFFASE3/ SFFASE3	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to guide students in developing language competence in isiZulu/seSotho to enable basic communication							
Outcomes of the module							
Content of the module							
<p>The Present Tense (Of The Indicative Mood) (Near) Past Tense</p> <p>Remote Past Tense</p> <p>Future Tenses</p> <p>Summary of the Absolute Tenses</p> <p>The Interrogative (Questions)</p> <p>Youth literature</p>							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online learning management system.							
OR							
Module name	isiZulu/seSotho for the Foundation Phase 3A (ADL)	Module code	ZFAASE3/ SFFBSE3	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to guide students in developing language competence in isiZulu/seSotho to enable basic communication							

Outcomes of module
<ul style="list-style-type: none"> • Learn and extend the knowledge of grammar to develop competence in oral and written communication. • Apply their knowledge of short transactional text literature in written and oral forms. • Demonstrate competence in oral language Sesotho skills.
Content of the module
The Present Tense (Of the Indicative Mood) (Near) Past Tense Remote Past Tense Future Tenses Summary of the Absolute Tenses The Interrogative (Questions) Youth literature
Assessment
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.

Module name	isiZulu/seSotho for the Foundation Phase 3B (FLT)	Module code	ZFFBSE3/SFFBSE3	Credits	8	NQF Level	7
Purpose of the module							
The purpose of this module is to guide students in developing language competence in isiZulu/seSotho to enable basic communication							
Outcomes of the module							
<ul style="list-style-type: none"> • Illustrate competence through the use of Sesotho literature in the language. • Demonstrate competence in oral and written communication. • Apply the correct orthography for oral and written forms of communication. 							
Content of the module							
Sentence Types (Moods) Indicative mood Imperative mood Emphatic pronouns Demonstrative pronouns Youth literature							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online learning management system.							
OR							
Module name	isiZulu/seSotho for the Foundation Phase 3B (ADL)	Module code	ZFABSE3/SFABSE3	Credits	8	NQF Level	7
Purpose of the module							
The purpose of this module is to guide students in developing language competence in isiZulu/seSotho to enable basic communication							
Outcomes of the module							
Illustrate competence through the use of Sesotho literature in the language. Demonstrate competence in oral and written communication. Apply the correct orthography for oral and written forms of communication.							

Content of the module
<p>Sentence Types (Moods)</p> <p>Indicative mood</p> <p>Imperative mood</p> <p>Emphatic pronouns</p> <p>Demonstrative pronouns</p> <p>Youth literature</p>
Assessment
<p>The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.</p>

Module name	Mathematics for the Foundation Phase 3A	Module code	MFPASE3	Credits	8	NQF Level	6
Purpose of the module							
<p>The purpose of the module is to guide students in developing an understanding of measurements of different shapes and different scales and units of measure to enable them to support children's acquisition of the concepts associated with measurements of different shapes and different scales and units of measure.</p>							
Outcomes of the module							
<p>Students should be able to:</p> <p>Understand and apply knowledge on shapes and scales to solving problems and to support learning these concepts in the Foundation Phase classroom.</p>							
Content of the module							
<p>Measurements of different shapes such as:</p> <p>Meaning and process of measurement.</p> <p>Different Standard units of measure, measurements scales (time, angles capacity and area, volume, weight and mass, length, width); ratio and proportion;</p> <p>Converting different units of measure, instruments and formulae in variety of contexts.</p> <p>Measurement of Solid shapes 2-D area and volume of (circle, square, rectangle, hexagon, kite, rhombus) 3-D Area and Volume of (cylinders, prisms)</p>							
Assessment							
<p>There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in online learning management system.</p>							

Module name	Mathematics for the Foundation Phase 3B	Module code	MFPBSE3	Credits	8	NQF Level	7
Purpose of the module							
<p>The purpose of the module is to guide students in developing an understanding of data handling to enable them to support children's acquisition of the concepts associated with data handling.</p>							
Outcomes of the module							
<p>This module is aimed at starting the preparation of your journey to becoming a competent Mathematics teacher who is able to support and nurture learning and development in diverse educational contexts. The purpose of this module is to guide students in developing an understanding of data handling to enable them to support children's acquisition of the concepts associated with data handling and probability.</p>							
Content of the module							
<p>Data Handling- Defining data, different types of data (population, rainfall media, crime, election results, sports results, expenditure and income); collecting, sorting and organizing data.</p> <p>Representing (Bar graphs, histograms, pictographs pie charts, line graphs) extracting and interpreting data</p>							

Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online learning management system.							

Module name	Culture and the Natural Environment for the Foundation Phase 3A	Module code	CNEASE3	Credits	8	NQF Level	7
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Purpose of the module							
The purpose of this module is to guide students in acquiring the requisite content knowledge and skills to enable them to teach the natural science, space science and earth and environmental science components of “Life Skills”.							

Outcomes of the module							
The outcome of this module is to guide students in acquiring the requisite content knowledge and skills to enable them to teach the natural science, space science and earth and environmental science components of “Life Skills”.							

Content of the module							
Natural Science Social Science Earth and space science Health and environmental Studies Teaching methodology Learning in and from practice							

Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online learning management system.							

Module name	Teaching Methodology and Practicum 3A	Module code	TMPASE3	Credits	12	NQF Level	6
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Purpose of the module							
This module has a two-pronged purpose: To guide students in developing an understanding of the methodology for teaching numeracy and to provide them with practise opportunities to develop teaching skills for supporting mathematics learning. To guide students in developing an understanding of the pedagogy for teaching literacy and language in grades two and three and to provide them with practise opportunities to develop teaching skills for supporting language and literacy learning.							

Outcomes of the module							
Exploring the guiding principles in teaching Grade R Identify and analyze the value of the pedagogy play and how it develops in Grade R Observe and analyze emergent literacy, mathematics and life skills lessons using an integrated approach Design a guided play activity using an integrated approach							

Content of the module							
Methodology for numeracy: The pedagogy of numbers and patterns The pedagogy of shapes - Geometry The pedagogy of measurements The pedagogy of data handling Methodology for literacy: Development of syntactic knowledge of grade two and grade three learners							

Strategies for developing learners' reading. comprehension skills (grade two and grade three) Strategies for teaching word identification skills Pedagogy of teaching reading and writing skills for grade two and grade three Lesson planning Learning from and in practice Integrating beginning knowledge and literacy in the grades 2 and grade 3 classroom
Assessment
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.

Module name	Teaching Methodology and Practicum 3B	Module code	TMPBSE3	Credits	12	NQF Level	7
Purpose of the module							
This module has a two-pronged purpose: To guide students in developing an understanding of the methodology for teaching numeracy and to provide them with practise opportunities to develop teaching skills for supporting mathematics learning. To guide students in developing an understanding of the pedagogy for teaching literacy and language across the content areas of social sciences and natural sciences in grades two and three and to provide them with practise opportunities to develop teaching skills for supporting language and literacy learning.							
Outcomes of the module							
1. To guide students in developing an understanding of the methodology for teaching numeracy and to provide them with practice opportunities to develop teaching skills for supporting mathematics learning 2. To guide students in developing an understanding of the pedagogy for teaching literacy and language across the content areas of social sciences and natural sciences in grades two and three and to provide them with practice opportunities to develop teaching skills for supporting language and literacy learning							
Content of the module							
Methodology for Numeracy: The pedagogy of numbers and patterns The pedagogy of shapes - Geometry The pedagogy measurements The pedagogy of data handling Pedagogy of literacy across the content areas: Social Sciences and Natural Sciences Addressing barriers to learning in the grade 2 and grade 3 classroom Literacy learning Numeracy learning and mathematics							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Total credits for year 3: 120

Year 4

Module name	Teaching Studies Foundation Phase 4	Module code	TSTFYE4	Credits	30	NQF Level	3
Purpose of the module							
The purpose of this module is to support students to hone their teaching and professional competence and to develop as critically-reflective practitioners. The module takes the format of year-long capstone project.							
Outcomes of the modules							

Module Outcomes 1. Develop a reflective and reflexive praxis for teachers as researchers and change agents. 2. Problematize the notion of “ideal” in terms of how your current initial teacher education program facilitates “ideal” teacher preparation for “ideal” classrooms in an “ideal” school in the South African context. 3. Evaluate the relevant paradigms, theorize of learning and pedagogy and apply them to interrogate the educational context and teacher praxis for improving teaching, student learning and achievement in the 21st century. 4. Propose approaches for a re-imagined future curriculum. 5. Apply the basic research (self-study) processes to conceptualize the ideal teacher agency for the re-imagined future.							
Content of the module							
Research skills as a teacher practitioner. Online collaborative skills.							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							
Module name	Teaching Methodology and Practicum 4	Module code	TMPFYE4	Credits	90	NQF Level	7
Purpose of the module							
The purpose of this module is to support students to hone their teaching and professional competence and to develop as critically-reflective practitioners.							
Outcomes of the module							
Upon the successful completion of this module, you should be able to: <ul style="list-style-type: none"> • Design lessons that are informed by principles derived from the science of learning and which demonstrate adequate subject content and pedagogic content knowledge • Design lessons that explicitly infuse competencies for a fast-changing world • Formulate clear aims and objectives and purposefully differentiate between the phases of a lesson • Apply practical skills to teach lessons that address the learning needs of primary school learners • Apply reflection and metacognitive skills in assessing the efficacy of your own teaching and children’s learning 							
Content of the module							
Pedagogical content knowledge (PCK) development, focusing on Content Representation (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs) Design and delivery of lessons that incorporates knowledge of learners and the competencies for a changing world General pedagogical knowledge The school curriculum Assessment for and of learning The teaching profession and the context of schools Reflective practitioner							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online learning management system. A minimum mark of 50% must be achieved to pass the module.							

EDU 2.1.3	Bachelor of Education in Intermediate Phase Teaching
PROGRAMME CODES	B5BITQ
HEQF LEVEL	7
TOTAL CREDITS FOR THE QUALIFICATION	504
DATE INSTITUTED	1 JANUARY 2018
SAQA NUMBER	90717
MODE OF DELIVERY	Contact

Purpose of the programme
This Bachelor of Education in Intermediate Phase Teaching is a 504-credit qualification at NQF level 7 which prepares students to teach learners from Grades 4 to 7. The purpose of the qualification is to deliver professionally qualified beginner teachers for the intermediate phase. This is done by providing student teachers with a well-rounded education that equips them with the required subject content knowledge base, teaching competence, a sound and nuanced understanding of the integrated nature of theory and practice in education and the context of the teaching profession in South Africa.
Outcomes of the programme
<p>Students who complete this programme will be able to:</p> <ul style="list-style-type: none"> • Teach English as First and Additional language and communicate in either seSotho or isiZulu. • Teach all school subjects in the primary school in the subject areas: Mathematics, Science and Technology, Social Sciences, Life Skills, and isiZulu/seSotho, in accordance with learners' needs and the requirements of the school curriculum. • Support and nurture learning and development in diverse educational contexts. • Teach fundamental mathematical concepts, which underpin the Intermediate Phase school curriculum. • Identify and address barriers to learning in the classroom. • Formulate a personal teaching philosophy and critically reflect on their teaching. philosophy and how it related to teaching conduct

EDU 2.1.3.1 Admission requirements

Rules of access

To be able to gain access to the Bachelor of Education in Intermediate Phase Teaching programme, applicants are required to have the appropriate combination of recognised National Senior Certificate (NSC) subjects as well as certain levels of achievement in these subjects. The minimum entry requirements for studies as legislated by the government do not guarantee a prospective student admission to this programme.

Preliminary admission is based on the results obtained in the final Grade 11 examination. Final admission is based on the final Grade 12 results.

Specific admission requirements for the Faculty of Education.

- A valid National Senior Certificate (NSC) with admission for degree purposes
- Minimum APS 26 Excluding Life Orientation
- Life Orientation is not counted in the calculation of the total APS nor is it considered as an individual compulsory subject.
- The minimum entry requirements for studies as legislated by the government do not guarantee a prospective student admission to this programme.

- Preliminary admission is based on the results obtained in the final Grade 11 examination. Final admission is based on the final Grade 12 results.

Programme	Qualification code	Minimum APS	English	Mathematics/ Mathematics Literacy/Technical Mathematics	CAREER	Campus
B Ed Degree in Foundation Phase Teaching (4 years) (Contact programme)						
INTERMEDIATE PHASE TEACHING GRADES 4-7	B5BITQ	26	Home language 5 (60% +) <u>OR</u> Additional language 6 (70%+)	Mathematics 3 (40%+) <u>OR</u> Mathematics Literacy/Technical Mathematics 5 (60% +)	Educator focusing on primary school teaching	SWC (Contact)

Points are awarded according to the scale below.

APS POINTS	National			International										
	NSC/IEB	SCHG (M-Score)	SG SG (M-Score)	HIGCSE/NSSC(HL)	IGCDE/NSSC (OL)	AS LEVELS	A LEVELS	IB(HL)	IB(SL)	WAEC	KCSE	Diploma/Exam D "Etat	CHL/EM	Baccalaureate
10							A	7						
9							B	6						
8							C	5						
7	7(80-100%)	A		1		A	D	4	7		A			
6	6(70-79%)	B	A	2		B	E	3	6		B			
5	5(60-69%)	C	B	3	A	C		2	5	A	C	80-100%	16-20	16-20
4	4(50-59%)	D	C	4	B	D		1	4	B	D	70-79%	14-15	14-15
3	3(40-49%)	E	D	5	C	E			3	C	E	50-69%	10-13	10-13
2	2(30-39%)	F	E	6	D/E				2	D/E	F	30-49%	8-9	8-9
1	1(0-29%)	G	F	7	F/G				1	F/G	G	0-29%	0-7	0-7

Teachers, who are in a possession of a recognised certificate in education or another relevant field, may also represent their qualifications for entry into a BEd with the possibility of transfer of credits, for cognate previous studies. Assessment of prior learning could also lead to entry or an advanced credit standing.

Admission requirements: National Certificate (Vocational) (NVC) Guidelines

Subject to institutional admission requirements, the minimum admission requirement to Bachelor's degree programme is a National Certificate (Vocational) Level 4 issued by Council for General and Further Education and Training. The minimum legislative requirements for admission to a Bachelors' degree include the achievement of:

- Three (3) fundamental subjects between 60-69% - including English as language of learning and teaching
- Three vocational subjects from the designated list between 70-79%.

Admission requirements for applicants holding the National Senior Certificate for Adults (NASCA) or the Amended Senior Certificate (SC(a)) for qualifications in the Faculty of Education.

The B-degree endorsement is a legal requirement to be admitted into the undergraduate programmes in the Faculty of Education. Thus, for both the NASCA and SC(a) for admission to a programme in the Faculty of Education the Senate Discretionary Approval process will be followed.

Applications will be dealt with by the Faculty Teaching and Learning Committee for recommendation to the Faculty Board.

Faculty Board will then refer the approved applications to Senate for Senate Discretionary approval.

EDU 2.1.3.2Curriculum

First Semester Module name	Code	Second Semester Module name	Code
First Year of Study			
Compulsory modules			
Education Studies 1A	EDUSTA1	Education Studies 1B	EDUSTB1
Teaching Studies 1A	TEASTA1	Teaching Studies 1B	TEASTB1
Introduction to isiZulu for the Intermediate Phase 1A (FLT – FIRST LANGUAGE) OR Introduction to seSotho for the Intermediate Phase 1A (FLT)	ZLU1AA1 SOI1AA1	Introduction to isiZulu for the Intermediate Phase 1B (FLT – FIRST LANGUAGE) OR Introduction to seSotho for the Intermediate Phase 1B (FLT)	ZUL1BB1 SOI1BB1
Introduction to isiZulu for the Intermediate Phase 1A (ADL – ADDITIONAL LANGUAGE) OR Introduction to seSotho for the Intermediate Phase 1A (ADL)	ZUI1AA1 SIP1AA1	Introduction to isiZulu for the Intermediate Phase 1B (ADL – ADDITIONAL LANGUAGE) OR Introduction to seSotho for the Intermediate Phase 1B (ADL)	ZUI1BB1 SIP1BB1
Introduction to Mathematics for the Intermediate Phase 1A	MATINA1	Introduction to Mathematics for the Intermediate Phase 1B	MATINB1
Introduction to Social Science for the Intermediate Phase 1A	SOSINA1		

Introduction to Science and Technology for the Intermediate Phase 1A	SATINA1		
English for the primary school 1A	EPS10A1	English for the primary school 1B	EPS20B1
		Introduction to Culture and the Natural Environment for the Intermediate Phase 1B	CNEINB1
Second Year of Study			
Compulsory modules			
Education Studies 2A	EDUSTA2	Education Studies 2B	EDUSTB2
Teaching Studies 2A	TEASTA2	Teaching Studies 2B	TEAST2B2
English for primary school 2A	EPS10A2	English for the primary school 2B	EPS20B2
		Culture and the Natural Environment for the Intermediate Phase 2B	CNEINB2
Mathematics for the Intermediate Phase 2A	MATINA2	Mathematics for the Intermediate Phase 2B	MATINB2
Science and Technology for the Intermediate Phase 2A	SATINA2		
		Social Science for the Intermediate Phase 2B	SOSIPB2
Teaching Methodology and Practicum 2A : English	MPIENA2	Teaching Methodology and Practicum 2B : English	MPIENB2
Teaching Methodology and Practicum 2A: Mathematics, Science and Technology	MPMSTA2		
		Teaching Methodology and Practicum 2B: Language, Culture and the Natural Environment and Social Science	MPLCSB2
Electives: language modules Students continue with one of the following language modules as from their second year of study. 1. isiZulu for the Intermediate Phase: Note for module isiZulu for the Intermediate Phase: Grade 12 Zulu 1st Language is a prerequisite OR 2. seSotho for the Intermediate Phase: Note for seSotho for the Intermediate Phase: Grade 12 Sesotho 1st Language is a prerequisite			
		seSotho for the Intermediate Phase 2B (FLT)	SOI2BB2
		seSotho for the Intermediate Phase 2B (ADL)	SIP2BB2
		isiZulu for the Intermediate Phase 2B (FLT)	ZLU2BB2
		Isizulu for the intermediate Phase 2B (ADL)	ZUI2BB2
Third Year of Study			
Compulsory modules			
Education Studies 3A	ESUSTA3	Education Studies 3B	EDUSTB3

Teaching Studies 3A	TEASTA3	Teaching Studies 3B	TEASTB3
English for the Primary School 3A	EPS10A3	English for the Primary School Phase 3B	EPS20B3
Economics and Management Science for the Intermediate Phase 3A	EMSIPA3		
Culture and the Natural Science for the Intermediate Phase 3A	CNEINA3		
		Science and Technology for the Intermediate Phase 3B	SATINB3
Mathematics for the Intermediate Phase 3A	MATINA3		
Social Sciences for the Intermediate Phase 3A	SOSIPA3		
Teaching Methodology and Practicum 3A: English	MPIENA3	Teaching Methodology and Practicum 3B: English	MPIENB3
Teaching Methodology and Practicum 3A: Social Science and Culture and the Natural Environment	MPSSCA3		
		Teaching Methodology and Practicum 3B: Language, Mathematics, Science and Technology	MPLMSB3
<p>Electives: language modules</p> <p>Students continue with one of the following language modules as chosen in their second year.</p> <p>1. Zulu for the Intermediate Phase: Note for module isiZulu for the Intermediate Phase: Grade 12 Zulu 1st Language is a prerequisite</p> <p>OR</p> <p>2. Sotho for the Intermediate Phase: Note for seSotho for the Intermediate Phase: Grade 12 Sesotho 1st Language is a prerequisite</p>			
		seSotho for the Intermediate Phase 3B (FLT)	SOI3BB3
		seSotho for the Intermediate Phase 3B (ADL)	SIP3BB3
		isiZulu for the Intermediate Phase 3B (FLT)	ZLU3BB3
		Isizulu for the intermediate Phase 3B (ADL)	ZUI3BB3
Fourth Year of Study			
Teaching Studies, Methodology and Practicum			TSMPRY4 (Phased out in 2019)
Teaching Studies for Intermediate Phase 4			TSTI0Y4
Teaching Methodology and Practicum 4			TMPI0Y4

EDU 2.1.3.3 Programme structure

- a) Minimum duration: Four years' full time.

- b) The programme is offered full-time only.
- c)
 - i) First year: 7 first-semester, 6 second-semester modules
 - ii) Second year: 7 first-semester, 9 second-semester modules
 - iii) Third year: 9 first-semester, 7 second-semester modules
 - iv) Fourth year: 2-year modules

EDU 2.1.3.4Promotion requirements

- 1.1 Students may only register for a second year academic module if the related module has been passed on at least the first year level.
- 1.2 Students may only register for a third year academic module if the related module has been passed on at least the second year level.
- 1.3 Students are only promoted to the fourth year of study if they have passed all the first, second and third year modules.
- 1.7 Students may not register for more than 1.2 stats credits in any given year of study.
- 1.5 Students may only register for the Teaching Methodology and Practicum in the third year of study if the related academic major is passed on second year level.

EDU 2.1.3.5 Award of degree

The Bachelor of Education in Intermediate Phase Teaching is awarded to students who have passed all the prescribed modules.

Special notes:

- Teaching methodology and practicum are integrated. This implies that students will engage in learning from practice, learning in practice and learning from service, aiming at developing specialised pedagogical content knowledge and teaching competence in each subject area.
- The fourth year of the programme will strongly focus on developing the student teacher as reflective practitioner. During their fourth-year students will be placed in different schools on the list of approved schools for WIL. During their placements at schools they will not only take on teaching responsibilities, but they will also do assignments which will require the demonstration of integrated and applied knowing. These assignments will form the basis for engaging in critical reflection during coursework on campus.
- The curriculum does not include the development of basic ICT competence as fundamental learning. Students who do not pass a basic ICT competency test will be required to attend compulsory ICT skills workshops.

Practicum which includes WIL (Work integrated learning)		
Study period	Duration	Assessment
First Year	2 weeks	The WIL at schools consists mainly of structured observation linked to assignments which are formally assessed
Second Year	2 weeks	The WIL at schools consists mainly of structured observation linked to assignments which are formally assessed
Third Year	6 weeks	During WIL at school's students take up teaching responsibilities which are formally assessed by the teacher mentors and also by staff. Students also submit assignments which are formally assessed.

Fourth Year	12 weeks at selected schools	During WIL at school's students take up teaching responsibilities which are formally assessed by the teacher mentors and also by staff. Students also submit assignments which are formally assessed.
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ED 2.1.1.3.6 Modules in the Batchelor of Education in Intermediate Phase Teaching

Year 1						Credits	124
Module name	Education Studies 1A	Module code	EDUSTA1	Credits	16	NQF Level	5
Purpose of the module							
The purpose of this module is to guide students in developing an understanding of the organizational principles and theoretical framework underpinning the study of childhood development in the programme.							
Outcomes of the module							
<p>Explain broadly what research is and the value of research in education; apply knowledge of research processes to articulate the component parts of an article.</p> <p>Describe the use of case studies, interviews, and observations in research. Use observation in research to identify and evaluate active learning strategies.</p> <p>Explain, discuss and critique, the main theories in child development;</p> <p>Demonstrate an understanding of the development of a child from birth to puberty; with regards to the physical, cognitive, social and emotional developmental milestones of a child;</p> <p>demonstrate the ability to differentiate between and discuss the notions of Nature and Nurture in childhood;</p> <p>Describe barriers to learning. Apply understanding of and neurodevelopmental learning needs to support teachers/learners/parents ;</p> <p>Demonstrate an understanding of the child in terms of the South African context.</p>							
Content of the module							
<p>Development in the middle years of childhood up to early puberty</p> <p>Introduction to ecological systems theory</p> <p>A philosophy of inclusion and diversity</p>							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Education Studies 1B	Module code	EDUSTB1	Credits	16	NQF Level	6
Purpose of the module							
The purpose of this module is to guide students in developing an understanding of childhood physical development and sensory development to enable them to support learners' development in the intermediate phase classroom.							
Outcomes of the module							
<p>Understand brain structure, function and describe ways that educators can support optimum brain development.</p> <p>Understand sensation and perception, and describe how educators can assist learners with development of</p>							

sensation and perception.

Understand the sense of vision, and describe ways that educators can support learners with visual impairments.

Understand the sense of hearing, and describe how educators can assist learners with auditory impairments.

Understand motor development, and describe how educators can support learners optimal motor development.

Content of the module

Physical development in middle childhood up to early puberty

Development and plasticity

Sensation and perceptual development

Physical barriers to development in middle childhood

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.

Module name	Teaching Studies 1A	Module code	TEASTA1	Credits	12	NQF Level	5
Purpose of the module							
The purpose of this module is to guide students in developing a personal teaching philosophy to enable consistent professional conduct as a teacher and reflective teaching.							
Content of the module							
A personal teaching philosophy							
Teaching as reflective practice							
Teaching and the development of age-appropriate curricula							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Teaching Studies 1B	Module code	TEASTB1	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to introduce students to community engagement and service learning in order to help them understand teaching as the practice of citizenship							
Content of the module							
Introduction to community engagement and service learning							
Teaching as practice of citizenship							
Teaching for social justice							
Teaching for CARE (Community, agency, responsibility and education)							
Inclusivity							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Introduction to Science and Technology for the Intermediate Phase 1A	Module code	SATINA1	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to guide students in developing a basic understanding of science and technology as subject area in the intermediate phase.							
Content of the module							
Introduction to application of science (The nature of science and Technology) Earth and beyond Related technology structures Foundation earth and space sciences The solar system The earth, plate tectonics, land forms and landscape processes Living things - Organisms, behaviour and health Life and living Related technology structures: foundation biological sciences Characteristics and classification of living organisms Development of the organisms and the continuity of life Relationships of organisms with one another and with their environment Grades 4 to 7 Earth and Beyond content							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.							

Module name	Introduction to Mathematics for the Intermediate Phase 1A	Module code	MATINA1	Credits	8	NQF Level	5
Purpose of the module							
The purpose of this module is to guide students in developing a basic understanding of number and number systems to enable them to support children's acquisition of the concepts associated with numbers and number systems.							
Content of the module							
Number and number systems The origins of the number systems Different number systems Set theory Bases Number patterns Introduction to space and shapes.							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.							

Module name	Introduction to Mathematics for the Intermediate Phase 1B	Module code	MATINB1	Credits	8	NQF Level	5
Purpose of the module							
The purpose of the module is to guide students in developing an understanding of number systems to enable them to support children's acquisition of concepts associated with patterns numbers and algebra.							
Outcomes of the modules							
<p>Demonstrate knowledge of number theory.</p> <p>Explain how multiplicative reasoning and proportional reasoning relate to fractions, decimals, percentages.</p> <p>Demonstrate knowledge of the different theoretical and practical models for conceptualizing fractions, decimals and percentages.</p> <p>Solve a variety of problems related to rational numbers.</p> <p>Solve a variety of problems related to measurement.</p> <p>Isolate the (measurable) attribute of the object being measured.</p> <p>Select a unit that correlates (dimensionally) with the attribute being measured.</p> <p>Use estimation as a means of demonstrating an understanding of units and the measurement process.</p>							
Content of the module							
<p>Patterns, numbers and algebra</p> <p>Number systems</p> <p>Fractions: - addition, subtraction, division and multiplication of fractions, different types of fractions (addition, subtraction, division and multiplication of decimal fractions) complex fractions, percentages; place value, expanded notations</p> <p>Standard forms, significant figures</p> <p>Space and shape continued: Dealing with shapes, calculations of perimeter, area and volume of different shapes.</p>							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.							

Module name	Introduction to Culture and the Natural Environment for the Intermediate Phase 1B	Module code	CNEINB1	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to guide students in developing a basic understanding of the Arts and Crafts, Culture and Physical Education as subject areas for Grades 4 to 7.							
Outcomes of the module							
Students should be able to apply the requisite content knowledge and skills to enable them to teach music, drama, arts and craft as part of "Life Skills".							
Content of the module							
<p>Introductory Creative Arts knowledge and teaching content for Grades 4 to 7 teaching.</p> <p>Introductory Arts and Culture knowledge and teaching content for Grades 4 to 7 teaching.</p> <p>Introductory Music and Dance knowledge and teaching content for Grades 4 to 7 teaching.</p> <p>Introductory Drama and the Performing Arts knowledge and teaching content for Grades 4 to 7 teaching.</p> <p>Fundamental movement and body management skills and stages for Grades 4 to 7 teaching.</p>							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	English for the primary school 1A	Module code	EPS10A1	Credits	8	NQF Level	5
Purpose of the module							
The purpose of this module is to guide students in developing academic literacy as well as subject knowledge in English to enable them to support English language learning in the classroom.							
Outcomes of the module							
Students should be able to: Read texts with a critical eye Isolate main points and supporting evidence Generate an argument or big idea Summarise and paraphrase Write a well-structured introduction to an academic essay							
Content of the module							
Academic literacy							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.							

Module name	English for the primary school 1B	Module code	EPS20B1	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to guide students in developing their own English language competence and subject knowledge in English to enable them to support English language learning in the classroom.							
Outcomes of the module							
Upon the successful completion of this module, you should be able to: Demonstrate an ability to read literary texts (selected poetry, a novel and a play) with a critical eye. Show a capacity to collect supporting evidence to prove given arguments in literary texts. Exhibit a sound understanding of the state-explain-prove-conclude structure of paragraphs. Show a growing capacity to write a well-structured five-paragraph academic essay. Compile an accurate bibliography and reference appropriately according to the APA style.							
Content of the module							
Academic literacy: Academic essay Texts and genres							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.							

Module name	Introduction to Social Sciences for the Intermediate Phase 1A	Module code	SOSINA1	Credits	8	NQF Level	5
Purpose of the module							
The purpose of the module is to guide students in developing a basic understanding of the social sciences as subject area in the intermediate phase so as to enable them to support children's understanding of the interrelationships among Earth, its people and its systems through space and time.							
Outcomes of the module							

Students should be able to demonstrate a basic understanding of social sciences as subject area in the intermediate phase so as to enable them to support children's understanding of the interrelationships among Earth, its people and its systems through space and time.

Content of the module

Introducing History and Geography as a discipline of Social Science.

People, space and time in history

The importance of facts, truth and causality in history

Introduction to the globe, hemispheres, and map grids

Introducing weather and climate.

The physical processes that shape the earth's surface.

Assessment

There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.

Module name	Introduction to isiZulu 1A (FLT)	Module code	ZLU1AA1	Credits	8	NQF Level	6
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Purpose of the module

The purpose of this module is to sensitize students to the language situation and language diversity in South Africa and to enable them to conduct a basic one-to-one conversation in isiZulu. The students are furthermore equipped to communicate with a group representing a group themselves. The focus is then on the use of the appropriate subject marker for conjoined subjects involving 1st and 2nd person singular and plural.

Outcomes of the module

Students should be able to: To understand and apply language structure discussed in this module.

To use and apply, different grammatical structure of IsiZulu language.

To identify different vocabulary for understanding language.

To analyse isiZulu texts using the correct language structure.

Content of the module

Languages of South Africa and language study

The use of first-person singular as subject in simple sentences

The use of first- and second-person singular as subject in simple positive and negative statements and questions

The use of the salutation and the use of the question words and supplying answers to these questions

The use of the 1st and 2nd person plural and greeting a group

Using conjoined subjects and the use of the object morphemes for 1st and 2nd person singular and plural.

Assessment

There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.

Module name	Introduction to isiZulu 1A (ADL)	Module code	ZUI1AA1	Credits	8	NQF Level	6
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Purpose of the module

The purpose of this module is to sensitize students to the language situation and language diversity in South Africa and to enable them to conduct a basic one-to-one conversation in isiZulu. The students are furthermore equipped to communicate with a group representing a group themselves. The focus is then on the use of the appropriate subject marker for conjoined subjects involving 1st and 2nd person singular and plural.

Outcomes of the module

Apply the knowledge of salutations for oral communication.

Employ dramatization techniques as a means of developing communicative skills.

Learn the sentence structure for written and oral communication purposes.

Content of the module
History of the isiZulu language Salutations in isiZulu Introduction to the 1st person in singular and plural form Introduction to the 2nd person in singular and plural form Introduction to the Noun classes and the agreement system Introduction to Conjoined Subject Morphemes Introduction to Phonetics and phonology Introduction to adverbs The simple present, past and future tense
Assessment
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.

Module name	Introduction to isiZulu 1B (FLT)	Module code	ZLU1BB1	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to sensitize students to the language situation and language diversity in South Africa and to enable them to conduct a basic one-to-one conversation in isiZulu. The students are furthermore equipped to communicate with a group representing a group themselves. The focus is then on the use of the appropriate subject marker for conjoined subjects involving 1st and 2nd person singular and plural.							
Outcomes of module							
<ul style="list-style-type: none"> • Use their receptive vocabulary for beginning to communicate in the language. • Employ dramatization techniques as a means of developing communicative skills. • Formulate grammatically correct sentences for written and oral communication. • Learn and apply the correct orthography for writing. 							
Content of the module							
Content of module Languages of South Africa and language study The use of first-person singular as subject in simple sentences The use of first- and second-person singular as subject in simple positive and negative statements and questions The use of the salutation and the use of the question words and supplying answers to these questions The use of the 1st and 2nd person plural and greeting a group Using conjoined subjects and the use of the object morphemes for 1st and 2nd person singular and plural.							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Introduction to isiZulu 1B (ADL)	Module code	ZUI1BB1	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to sensitize students to the language situation and language diversity in South Africa and to enable them to conduct a basic one-to-one conversation in isiZulu. The students are furthermore equipped to communicate with a group representing a group themselves. The focus is then on the use of the appropriate subject marker for conjoined subjects involving 1st and 2nd person singular and plural.							
Outcome of module							
<ul style="list-style-type: none"> • Use their receptive vocabulary for beginning to communicate in the language. • Employ dramatization techniques as a means of developing communicative skills. 							

- Formulate grammatically correct sentences for written and oral communication.
- Learn and apply the correct orthography for writing.

Content of the module

Revision of the isiZulu noun classes and their agreement systems
 Introduction to locative nouns and their use in sentences.
 Introduction to adverbs (including all types of adverbs) and how they are used in speech/sentence construction.
 Vocabulary development
 Introduction to adjectives and how they are used in sentence construction/speech.
 Introduction to qualificatives in isiZulu and how they are used in sentence construction/speech.
 Introduction to the object and the reflexive morpheme.
 Revision on tenses

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.

Module name	seSotho for the Intermediate Phase 1A (FLT)	Module code	SOI1AA1	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to sensitize students to the language situation and language diversity in South Africa and to enable them to conduct a basic one-to-one conversation in seSotho. The students are furthermore equipped to communicate with a group representing a group themselves. The focus is then on the use of the appropriate subject marker for conjoined subjects involving 1 st and 2 nd person singular and plural.							
Outcomes of the module							
By the end of this module students should be able to: - explain the types of Sesotho nouns (collective, proper, common,) - Sesotho noun classes - morphology of nouns - diminutive and augmentative forms - explain and use of Sesotho the interrogatives - explain the Sesotho tenses - identify the structure, read & write Sesotho fables							
Content of the module							
Languages of South Africa and language study The use of first-person singular as subject in simple sentences The use of first- and second-person singular as subject in simple positive and negative statements and questions The use of the salutation and the use of the question words and supplying answers to these questions The use of the 1st and 2nd person plural and greeting a group Using conjoined subjects and the use of the object morphemes for 1st and 2nd person singular and plural.							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.							

Module name	seSotho for the Intermediate Phase 1A (ADL)	Module code	SIP1AA1	Credits	8	NQF Level	6
Purpose of the module							
The purpose of these module is to introduce students to the basic grammar in Sesotho for oral communication in the language.							

Outcomes of the module
<p>Apply the knowledge of salutations for oral communication.</p> <p>Employ dramatization techniques as a means of developing communicative skills.</p> <p>Learn the sentence structure for written and oral communication purposes.</p>
Content of the module
<p>-History of the language</p> <p>-Noun classes</p> <p>-Noun types</p> <p>-Morphology of the nouns (Prefixes & Suffixes)</p> <p>Pronouns –three types (personal, demonstrative &)</p> <p>Tenses (Present, past, future,)</p> <p>Interrogative</p> <p>Diminutives (morphophonemic changes)</p> <p>Augmentatives</p> <p>Literature</p> <p>-Fables</p>
Assessment
<p>There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.</p>

Module name	seSotho for the Intermediate Phase 1B (FLT)	Module code	SOI1BB1	Credits	8	NQF Level	6
Purpose of the module							
<p>The purpose of this module is to sensitize students to the language situation and language diversity in South Africa and to enable them to conduct a basic one-to-one conversation in seSotho. The students are furthermore equipped to communicate with a group representing a group themselves. The focus is then on the use of the appropriate subject marker for conjoined subjects involving 1st and 2nd person singular and plural.</p>							
Outcomes of the module							
<p>Students should be able to: Explain emergent literacy skills for teaching reading in Sesotho</p> <p>Understand and apply different methods and instruction to manage learning of reading in Sesotho,</p> <p>Discuss how to effectively assess reading development in the FP/IP classrooms</p>							
Content of the module							
<p>Languages of South Africa and language study</p> <p>The use of first person singular as subject in simple sentences</p> <p>The use of first and second person singular as subject in simple positive and negative statements and questions</p> <p>The use of the salutation and the use of the question words and supplying answers to these questions</p> <p>The use of the 1st and 2nd person plural and greeting a group</p> <p>Using conjoined subjects and the use of the object morphemes for 1st and 2nd person singular and plural.</p>							
Assessment							
<p>There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.</p>							

Module name	seSotho for the Intermediate Phase 1B (ADL)	Module code	SIP1BB1	Credits	8	NQF Level	6
Purpose of the module							

The purpose of this module is to sensitize students to the language situation and language diversity in South Africa and to enable them to conduct a basic one-to-one conversation in seSotho. The students are furthermore equipped to communicate with a group representing a group themselves. The focus is then on the use of the appropriate subject marker for conjoined subjects involving 1st and 2nd person singular and plural.							
Outcomes of the modules							
Use the receptive Sesotho vocabulary for beginning to communicate in the language. Employ dramatization techniques as a means of developing communicative skills. Formulate grammatically correct sentences for written and oral communication. Learn and apply the correct orthography for writing in Sesotho.							
Content of the module							
Comprehension -Decoding -Phonological awareness/ -Alphabetic principle -Oral language Proficiency -word recognition -Morphological awareness -Language acquisitions. Writing							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.							

YEAR 2						Credits	124
Module name	Education Studies 2A	Module code	EDUSTA2	Credits	16	NQF Level	6
Purpose of the module							
The purpose of this module is to guide students in developing an understanding of childhood cognitive development, pertaining to middle childhood to enable them to support children's learning in the intermediate phase classroom.							
Outcomes of the module							
To develop knowledge and understanding of the science behind the childhood cognitive development as guided by the Western cognitive development theories To apply the Neurath's boat metaphor in demonstrating the conceptual change in childhood cognitive development. Critically evaluate the main Western theories of childhood cognitive development in relation to their application within the South African Intermediate Phase classroom contexts. To develop practical skills to integrate knowledge of the science of brain development theory and context when developing teaching and learning activities for the Intermediate Phase classrooms.							
Content of the module							
Cognitive development in middle childhood to early puberty Attention Memory Development of reading and writing Barriers to cognitive development							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Education Studies 2B	Module code	EDUSTB2	Credits	16	NQF Level	6
Purpose of the module							
The purpose of this module is to guide students in developing a broad understanding of language and literacy and mathematics concept development in middle childhood to enable them to support children's learning in the intermediate phase classroom.							
Outcomes of the module							
To guide students in understanding childhood social and emotional development from birth to middle childhood To enable students to support learners' socio-emotional development in the Foundation Phase and Intersen Phase classrooms To gain an understanding of the child within the family, community, and wider society to enable them to support learners and their families							
Content of the module							
Language and literacy learning milestones Language and mathematics concept development The development of scientific concepts Barriers to literacy and numeracy Learning							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Teaching Studies 2A	Module code	TEASTA2	Credits	8	NQF Level	6
Purpose of the module							
The purpose of the module is to guide students in developing an understanding of the complexity of the teaching profession, classroom leadership, as well as management and administration to enable professional conduct.							
Outcomes of the module							
Record and report information relating to students' learning in the classroom. Exhibit effective management tasks/techniques for good management of teaching and learning in the classroom. Describe how management tasks and good planning influence classroom management Work with various discipline and behavioural models/theories for reflection in classroom management Apply principles that inform the education system legal framework and as well regulate classroom management. Analyse several court cases/research studies in order to learn from and in practice							
Content of the module							
Teaching as a profession Education policy and legislation in SA related to classroom teaching Classroom management and administration							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.							

Module name	Teaching Studies 2B	Module code	TEASTB2	Credits	8	NQF Level	6
Purpose of the module							

The purpose of this module is to guide students in developing an understanding of the pedagogy principles of assessment in order to help them understand teaching as the practice of evaluation.
Outcomes of the modules
Differentiate between assessment and evaluation. Define formative and summative assessments and evaluations. Identify the elements that are required for an assessment or evaluation tool to be effective. Identify assessment and evaluation tools. Build effective test questions and worksheets Build a rubric for an assessment or evaluation. Implement the elements of quality feedback
Content of the module
Assessment as core component in pedagogy Principles of assessment – criteria and feedback Formative assessment Evaluation and summative assessment
Assessment
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.

Module name	Teaching Methodology and Practicum 2A (English)	Module code	MPIENA2	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to guide students in developing pedagogic content knowledge and skill in designing and presenting lessons and learning programmes.							
Outcomes of the modules							
Upon the successful completion of this module, you should be able to: A. Use the knowledge gained from pedagogical theories and apply it to the design of lessons for the English language classroom. B. Infuse the lesson design principles and competencies into the "design" of lessons for intermediate-phase learners. C. Incorporate and demonstrate explicitly how the competencies and principles are foregrounded in the execution of the lesson. D Aim to equip intermediate phase learners with the four language skills outlined in the CAPS curriculum. E Use the CAPS curriculum in conjunction with the lesson design principles and competencies to prepare learners for language success in the 21st century and beyond. F Use the multiple opportunities provided to practice the skills obtained during lectures so that you can transfer these skills to classroom practice.							
Content of the module							
Students do a teaching methodology linked to each teaching subject. The teaching methodology modules are designed to align with the content taught in the subjects. Main focus of the teaching methodology modules: the developing of pedagogic content knowledge Themes that will be addressed in all teaching methodologies, but specified for the subject: Design and delivery of teaching plans and lessons Selecting suitable learning material (e.g. text books) Teaching methods The school curriculum Assessment of learning							

Addressing barriers to learning Learning from and in practice
Assessment
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.

Module name	Teaching Methodology and Practicum 2A (Mathematics, Science and Technology)	Module code	MPMSTA2	Credits	8	NQF Level	6
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Purpose of the module
The purpose of this module is to guide students in developing pedagogic content knowledge and skill in designing and presenting lessons and learning programmes.
Outcomes of the modules
Plan coherent learning experiences by selecting, sequencing and organising mathematics and technology content. Make connections between various curriculum concepts and strategies to develop learners' mathematical and technological understanding. Select and design tasks and examples that build on learner's prior knowledge Engage and develop learner's thinking through discourse, and communicate concepts, procedures and ideas through various modes of representation. Communicate concepts and procedures through various modes of representation.
Content of the module
Students do a teaching methodology linked to each teaching subject. The teaching methodology modules are designed to align with the content taught in the subjects. Main focus of the teaching methodology modules: the developing of pedagogic content knowledge Themes that will be addressed in all teaching methodologies, but specified for the subject: Design and delivery of teaching plans and lessons Selecting suitable learning material (e.g. text books) Teaching methods The school curriculum Assessment of learning Addressing barriers to learning Learning from and in practice
Assessment
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.

Module name	Teaching Methodology and Practicum 2B (English)	Module code	MPIENB2	Credits	8	NQF Level	6
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Purpose of the module
The purpose of this module is to guide students in developing pedagogic content knowledge and skill in designing and presenting lessons and learning programmes.
Outcomes of the module
Upon the successful completion of this module, you should be able to: A. Use the knowledge gained from pedagogical theories and apply it to the design of lessons for the English language classroom. B. Infuse the lesson design principles and competencies into the "design" of lessons for intermediate-phase

learners.

C. Incorporate and demonstrate explicitly how the competencies and principles are foregrounded in the execution of the lesson.

D Aim to equip intermediate phase learners with the four language skills outlined in the CAPS curriculum.

E Use the CAPS curriculum in conjunction with the lesson design principles and competencies in order to prepare learners for language success in the 21st century and beyond.

F Use the multiple opportunities provided to practice the skills obtained during lectures for transfer these skills to the classroom environment.

Content of the module

Students do a teaching methodology linked to each teaching subject. The teaching methodology modules are designed to align with the content taught in the subjects.

Focus of the teaching methodology modules: the developing of pedagogic content knowledge.

Themes that will be addressed in all teaching methodologies, but specified for the subject:

Design and delivery of teaching plans and lessons

Selecting suitable learning material (e.g. text books)

Teaching methods

The school curriculum

Assessment of learning

Addressing barriers to learning

Learning from and in practice

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.

Module name	Teaching Methodology and Practicum 2B (Social Science and Life Skills)	Module code	MPLCSB2	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to guide students in developing pedagogic content knowledge and skill in designing and presenting lessons and learning programmes.							
Outcomes of the module							
Students should be able to apply knowledge and skills learnt in coursework in designing and presenting lessons in CNE, Languages and Social Science							
Content of the module							
Students do a teaching methodology linked to each teaching subject. The teaching methodology modules are designed to align with the content taught in the subjects.							
Main focus of the teaching methodology modules: the developing of pedagogic content knowledge.							
Themes that will be addressed in all teaching methodologies, but specified for the subject:							
Design and delivery of teaching plans and lessons							
Selecting suitable learning material (e.g. text books)							
Teaching methods							
The school curriculum							
Assessment of learning							
Addressing barriers to learning							
Learning from and in practice							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	English for primary school 2A	Module code	EPS10A2	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to guide students in developing academic literacy as well as the requisite subject knowledge in English to enable them to support English language learning in the intermediate phase classroom.							
Outcomes of the module							
<p>Upon successful completion of this module, you should be able to:</p> <p>comprehend, analyse and summarise academic, non-academic and narrative texts</p> <p>write in a formal register in English</p> <p>demonstrate English proficiency</p> <p>demonstrate an understanding of the purpose and structure of different genres of writing</p> <p>engage with relevant concepts and apply them to selected picturebooks and online videos</p> <p>write coherent paragraphs</p> <p>write an academic essay that incorporates textual analysis and secondary sources</p>							
Content of the module							
<p>Academic literacy: Cohesion and coherence; academic texts</p> <p>Visual literacy</p> <p>Picture books</p>							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.							

Module name	English for primary school 2B	Module code	EPS20B2	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to guide students in developing their own English language competence and the requisite subject knowledge in English to enable them to support English language learning in the intermediate phase classroom.							
Outcomes of the modules							
<p>Upon successful completion of this module, you should be able to:</p> <ul style="list-style-type: none"> • demonstrate English proficiency and proficiency in formal expression • comprehend and analyse poetic and narrative texts • perform a close reading of a literary text • engage with relevant concepts such as literary devices and apply them to selected literary texts • write coherent paragraphs • write a correctly structured academic essay that incorporates textual analysis 							
Content of the module							
<p>Academic literacy</p> <p>Poetry and prose</p> <p>Figurative language</p> <p>Online tools for teaching English</p>							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.							

Module name	isiZulu for the Intermediate Phase 2B (FLT)	Module code	ZLU2BB2	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to guide students in developing their isiZulu language competence to enable them to gain an understanding of the noun class system and to use any noun as subject or object of a sentence with its appropriate agreement form.							
Outcomes of the module							
Students should be able to: Analyse the scope of phonetics. Identify and analyze isiZulu phonology. Explain and describe morphology/syllable structure in isiZulu Analyse traditional poetry and short stories. Students should be able to apply isiZulu language competence when teaching noun class system and to use any noun as subject or object of a sentence with its appropriate agreement form.							
Content of the module							
The noun class system and noun prefixes (Classes 1-3) The noun class system and noun prefixes (Classes 4-10) The noun class system and noun prefixes (Classes 11-17) The subject morphemes of the noun classes (third person) The object morphemes of the noun classes (third person)							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.							

Module name	Isizulu for the Intermediate Phase 2B (ADL)	Module code	ZUI2BB2	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to guide students in developing their Isizulu language competence to enable them to gain an understanding of the noun class system and to use any noun as subject or object of a sentence with its appropriate agreement form.							
Outcomes of the modules							
Use the receptive Sesotho vocabulary for beginning to communicate in the language. Apply the knowledge of phonetics in written and oral forms. Demonstrate oral competence for communication. Apply the correct orthography for oral and written forms of communication.							
Content of the module							
The noun class system and noun prefixes (Classes 1-3) The noun class system and noun prefixes (Classes 4-10) The noun class system and noun prefixes (Classes 11-17) The subject morphemes of the noun classes (third person) The object morphemes of the noun classes (third person)							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	seSotho for the Intermediate Phase 2B (FLT)	Module code	SOI2BB2	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to guide students in developing their seSotho language competence to enable them to gain an understanding of the noun class system and to use any noun as subject or object of a sentence with its appropriate agreement form.							
Outcomes of the module							
By the end of this module students should be able to: <ul style="list-style-type: none"> - explain the types of Sesotho nouns (collective, proper, common,) - Sesotho noun classes - morphology of nouns - diminutive and augmentative forms - explain and use of Sesotho the interrogatives - explain the Sesotho tenses - identify the structure, read & write Sesotho fables 							
Content of the module							
The noun class system and noun prefixes (Classes 1-3) The noun class system and noun prefixes (Classes 4-10) The noun class system and noun prefixes (Classes 11-17) The subject morphemes of the noun classes (third person) The object morphemes of the noun classes (third person)							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.							
Module name	seSotho for the Intermediate Phase 2B (ADL)	Module code	SIP2BB2	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to guide students in developing their seSotho language competence to enable them to gain an understanding of the noun class system and to use any noun as subject or object of a sentence with its appropriate agreement form							
Outcomes of the module							
Use the receptive Sesotho vocabulary for beginning to communicate in the language. Apply the knowledge of phonetics in written and oral forms. Demonstrate oral competence for communication. Apply the correct orthography for oral and written forms of communication.							
Content of the module							
Phonetics and phonology Organs of speech Sesotho sentence structure. Verbal extensions Exploring the verb in terms of morphology and syntax. Introduction to morphophonemic changes – Noun diminutives Introduction to the Sesotho pronouns Adjectives and adverbs Conjunctions Introduction to riddles							
Assessment							

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.

Module name	Mathematics for the Intermediate Phase 2A	Module code	MATINA2	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to guide students in developing an understanding of space and shape to enable them to support children's acquisition of concepts associated with space and shape.							
Outcomes of the modules							
<p>Demonstrate how additive and multiplicative relations are used to teach addition, subtraction, multiplication and division of natural numbers</p> <p>Describe and use addition, subtraction, multiplication and division problem types and the range of representations, calculation strategies and tasks that are used to solve problems</p> <p>Reflect on the process to make decisions for further action</p> <p>Provide and interrogate reasons for mathematical actions that are performed</p> <p>Demonstrate a knowledge of the different theoretical and practical models for conceptualising fractions, decimals and percentages</p>							
Content of the module							
<p>Space and shapes continues:</p> <p>Properties of different shapes, area and volume of more shapes</p> <p>2-D and 3-D shapes</p> <p>Shapes and patterns</p> <p>Position, direction and movement; angles; coordinates systems, different types of symmetry (reflection, rotation) translation; tessellations and transformations</p>							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.							

Module name	Mathematics for the Intermediate Phase 2B	Module code	MATINB2	Credits	8	NQF Level	8
Purpose of the module							
The purpose of the module is to guide students in developing an understanding of measurement of different shapes to enable them to support children's acquisition of the concepts associated with measurement and shapes							
Outcomes of the modules							
<p>Provide and interrogate reasons for mathematical actions that are performed</p> <p>Identify and address learner misconceptions and errors</p> <p>Describe and use a range of calculation strategies and tasks for solving problems involving integers.</p> <p>Use the notions of structure and generality to explain the algebraic treatment of arithmetic.</p> <p>Distinguish between inductive and deductive reasoning with respect to the use of sequences, series and patterns.</p> <p>Demonstrate how sequences and series can be treated as functions and how patterns can be described algebraically.</p> <p>Explain the use of equivalence and equality in the transformation and solution of algebraic equations.</p>							
Content of the module							
Introduction to measurement: measurement of different shapes;							

Meaning and process of measurement; different standard units of measure, mass and weight, volume and capacity; time and time interval
Assessment
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.

Module name	Science and Technology for the Intermediate Phase 2A	Module code	SATINA2	Credits	8	NQF Level	8
Purpose of the module							
The purpose of this module is to guide students in developing the requisite subject knowledge to enable them to teach the principles of technology, as part of the science and technology subject in the intermediate phase.							
Outcomes of the modules							
Introduction to the principles of technology Structures, systems and control Design and materials processing Graphic communication Energy and change Mechanical and electrical systems and control Related technology structures Foundation physics such as general and thermal physics, waves, electricity and magnetism Technology application operations, concepts, design and creativity, communication, research and information fluency) in Physics							
Content of the module							
Introduction to the principles of technology Structures, systems and control Design and materials processing Graphic communication Life and living Related technology structures:							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.							

Module name	Social Sciences for the Intermediate Phase 2B	Module code	SOSIPB2	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to guide students in acquiring the requisite geography subject knowledge to enable them to teach this aspect of social sciences in the intermediate phase.							
Outcomes of the module							
Students should be able to: <ul style="list-style-type: none"> • Apply acquired knowledge and skills needed to support intermediate phase learner's understanding of different concepts in history and geography using a multi-perspective approach • Develop the skills, strategies, and habits of mind required for effective historical and geographical inquiry and communication, and for the application of the basic concepts of history and geography to a variety of learning tasks. • Relate and apply the knowledge acquired to the world outside the classroom.. 							

Content of the module
Objectivity and bias in history Working with history sources Planning and managing fieldwork, sites and museum visits Transport through time Communication through time Medicine through time Great leaders in the South African and world history Global population growth and distribution Settlements Climate and vegetation regions of the world Plate tectonics Natural disasters Environmental issues Development and sustainability Map work skills (Focus: World)
Assessment
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.

Module name	Culture and the Natural Environment for the Intermediate Phase 2B	Module code	CNEINB2	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to guide students in developing the requisite subject knowledge to enable them to teach music and dance as part of "Life Skills" The purpose of this module is to guide students in acquiring the requisite physical education knowledge to enable them to teach physical education and sport as components of "Life Skills" and to partake in supervise/administer sport activities as school.							
Outcomes of the module							
Students should be able to: explain and apply the requisite subject knowledge to enable them to teach music and dance as part of "Life Skills"							
Content of the module							
Music and dance Music concepts, repertoire and performance Dance composing Dance performance – movement elements and skills Grades 4 to 7 music and dance content. Physical education and sport Movement and body management Fundamental movement skills and stages Sport participation and physical fitness: concepts, principles and strategies. Respectful and responsible behaviour.							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

YEAR 3						Credits	138
Module name	Education Studies 3A	Module code	EDUSTA3	Credits	16	NQF Level	7
Purpose of the module							
The purpose of this module is to guide students in developing an understanding of childhood emotional, moral and sexual development in middle childhood to enable them to support learner development in the intermediate phase classroom.							
Outcomes of the module							
1. Have a broad overview of language and literacy development of children during foundation phase 2. Develop an understanding and knowledge of neuroscience and language development in the brain; 3. Demonstrate understanding and knowledge of components and properties of language 4. Demonstrate understanding and knowledge of reading and writing stages and processes. 5. Have knowledge regarding the main language and literacy development theories and milestones in foundation phase children (5-9 years) children; 6. Demonstrate an understanding of some language and literacy difficulties/ delays/ barriers that children can present with, in the South African classroom. 7. Demonstrate understanding and knowledge of suitable support measures for learners with language and literature difficulties.							
Content of the module							
Affective and emotional development Moral development Development of self-esteem and identity Gender role development Psychosocial development Relational and behavioural difficulties							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Education Studies 3B	Module code	EDUSTB3	Credits	16	NQF Level	7
Purpose of the module							
The purpose of this module is to guide students in developing an understanding of the child within the family, community and society to enable them to support learners and their families in the intermediate phase.							
Outcomes of the module							
To guide students in developing an understanding of barriers to learning and development in the foundation phase classroom to enable them to identify a specific barrier and to give optimal support To guide students in developing an understanding of the child within the family, community and society to enable them to support learners and their families in the intermediate phase.							
Content of the module							
A child within the family, a community and society School, community, and diversity							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Teaching Studies 3A	Module code	TEASTA3	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to guide students in developing educational information technological skills in order to enhance the use of ICT in teaching and learning in the intermediate phase							
Outcomes of the module							
<ul style="list-style-type: none"> * integrate technological tools in learning through the lens of constructionism * be able to use appropriate technologies in innovative ways to accommodate the diverse needs of learners. * be able to use appropriate technologies to keep up to date with advances in your subject content and develop the necessary competencies and strategies appropriate to teaching in a South African context. * be able to incorporate technologies to manage classrooms effectively across diverse contexts in order to ensure environments conducive to learning. This includes the selection and choice of appropriate resources and activities for learning. * be able to apply technologies in innovative ways to their roles as leaders, administrators and managers, both in the classroom and as within the broader school context. * be able to apply suitable technologies in innovative ways in their ongoing personal, academic, occupational and professional growth. * be aware of the potential that technology holds for alternative assessment opportunities 							
Content of the module							
Foundations for ICT learning The connected world: in search of collaborative learning experiences The quest for creativity and innovation Assessment for learning Being safe online							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.							

Module name	Teaching Studies 3B	Module code	TEASTB3	Credits	8	NQF Level	7
Purpose of the module							
The purpose of this module is to guide students in developing an understanding of how to create a positive motivating learning environment in the intermediate phase classroom							
Outcomes of the module							
Students should be able to: Teach for motivation and engagement Develop an orderly and purposeful learning environment in the Foundation Phase classroom.							
Content of the module							
Teaching for motivation and engagement Developing an orderly and purposeful learning environment Repairing and restoring behavior							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	English for the Primary School 3A	Module code	EPS10A3	Credits	8	NQF Level	7
Purpose of the module							
The purpose of this module is guide students in developing their own English language competence and the requisite subject knowledge in English to enable them to support English language learning in the foundation phase classroom.							
Outcomes of the module							
<p>Upon the successful completion of this module, you should be able to:</p> <ul style="list-style-type: none"> analyse and interpret academic articles demonstrate proficiency in English grammar be familiar with grammatical terms and definitions identify grammatical mistakes and explain why have a working knowledge of English spelling conventions understand how to use punctuation correctly conceptualise a grade-specific English lesson plan 							
Content of the module							
<p>Academic literacy</p> <p>English language teaching</p>							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.							

Module name	English for the Primary School 3B	Module code	EPS20B3	Credits	8	NQF Level	7
Purpose of the module							
The purpose of this module is to guide students in developing academic literacy and the requisite subject knowledge in English to enable them to support English language learning in the foundation phase classroom.							
Outcomes of the modules							
<p>Upon successful completion of this module, you should be able to:</p> <ul style="list-style-type: none"> demonstrate English proficiency and proficiency in formal expression discuss the hidden curriculum and its implications for teaching children's literature in the primary school classroom comprehend and analyse narrative texts written for children and young adults perform a close reading of a literary text engage with relevant concepts such as literary devices and apply them to selected literary texts write coherent paragraphs write a correctly structured academic essay that incorporates textual analysis 							
Content of the module							
<p>Academic literacy</p> <p>Youth and children's literature</p> <p>Teaching children's literature</p>							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.							

Module name	Teaching Methodology and Practicum 3 A (English)	Module code	MPIENA3	Credits	8	NQF Level	8
Purpose of the module							
The purpose of this module is to guide students in developing pedagogic content knowledge and skill in designing and presenting lessons and learning programmes.							
Outcomes of the module							
<p>Upon the successful completion of this module, you should be able to:</p> <p>A. Use the knowledge gained from pedagogical theories and apply it to the design of lessons for the English language classroom.</p> <p>B. Infuse the lesson design principles and competencies into the "design" of lessons for intermediate-phase learners.</p> <p>C. Incorporate and demonstrate explicitly how the competencies and principles are foregrounded in the execution of the lesson.</p> <p>D. Aim to equip intermediate phase learners with the four language skills outlined in the CAPS curriculum.</p> <p>E. Use the CAPS curriculum in conjunction with the lesson design principles and competencies to prepare learners for language success in the 21st century and beyond.</p> <p>F. Use the multiple opportunities provided to practice the skills obtained during lectures so that you can transfer these skills to classroom practice.</p>							
Content of the module							
<p>Students do a teaching methodology linked to each teaching subject. The teaching methodology modules are designed to align with the content taught in the subjects.</p> <p>Main focus of the teaching methodology modules: the developing of pedagogic content knowledge</p> <p>Themes that will be addressed in all teaching methodologies, but specified for the subject:</p> <p>Design and delivery of teaching plans and lessons</p> <p>Teaching methods</p> <p>The school curriculum</p> <p>Assessment of learning</p> <p>Addressing barriers to learning</p> <p>Learning from and in practice</p>							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Teaching Methodology and Practicum 3 A (Social Science and Life Skills)	Module code	MPSSCA3	Credits	8	NQF Level	8
Purpose of the module							
The purpose of this module is to guide students in developing pedagogic content knowledge and skill in designing and presenting lessons and learning programmes.							
Outcomes of the module							
Students should be able to apply pedagogic content knowledge and skill in designing and presenting lessons to teach SS and CNE in the intermediate phase.							
Content of the module							
<p>Students do a teaching methodology linked to each teaching subject. The teaching methodology modules are designed to align with the content taught in the subjects.</p> <p>Main focus of the teaching methodology modules: the developing of pedagogic content knowledge</p> <p>Themes that will be addressed in all teaching methodologies, but specified for the subject:</p> <p>Design and delivery of teaching plans and lessons</p>							

Teaching methods The school curriculum Assessment of learning Addressing barriers to learning Learning from and in practice
Assessment
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.

Module name	Teaching Methodology and Practicum 3 B (English)	Module code	MPIENB3	Credits	8	NQF Level	7
Purpose of the module							
The purpose of this module is to guide students in mapping their pedagogical content knowledge to enable critical-reflective engagement with regard to the subject							
Outcomes of the module							
<p>Upon the successful completion of this module, you should be able to:</p> <p>A. Use the knowledge gained from pedagogical theories and apply it to the design of lessons for the English language classroom.</p> <p>B. Infuse the lesson design principles and competencies into the "design" of lessons for intermediate-phase learners.</p> <p>C. Incorporate and demonstrate explicitly how the competencies and principles are foregrounded in the execution of the lesson.</p> <p>D. Aim to equip intermediate phase learners with the four language skills outlined in the CAPS curriculum.</p> <p>E. Use the CAPS curriculum in conjunction with the lesson design principles and competencies to prepare learners for language success in the 21st century and beyond.</p> <p>F. Use the multiple opportunities provided to practice the skills obtained during lectures so that you can transfer these skills to the classroom.</p>							
Content of the module							
<p>The school curriculum</p> <p>Questioning techniques to identify and map "big ideas" in the subject</p> <p>Identifying difficulties and limitations in connection with teaching the "big ideas".</p> <p>Assessing understanding of "big ideas"</p> <p>Researching own pedagogical content knowledge</p>							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Teaching Methodology and Practicum 3 B (Mathematics, Science and Technology)	Module code	MPLMSB3	Credits	8	NQF Level	7
Purpose of the module							
The purpose of this module is to guide students in mapping their pedagogical content knowledge to enable critical-reflective engagement with regard to the subject							
Outcomes of the module							
<p>Design and enact mathematics, science and language lessons aimed at developing 21st century skills</p> <p>Identify effective learning activities that are aligned to the intended outcomes of mathematics, natural sciences and languages</p>							

<p>Show competence in the basic and integrated science process skills and competencies in teaching science as inquiry</p> <p>Demonstrate an understanding of the various components of reading comprehension and how it can be developed through specific instructional practices</p>
Content of the module
<p>The school curriculum</p> <p>Questioning techniques to identify and map “big ideas” in the subject</p> <p>Identifying difficulties and limitations in connection with teaching the “big ideas”.</p> <p>Assessing understanding of “big ideas”</p> <p>Researching own pedagogical content knowledge</p>
Assessment
<p>The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.</p>

Module name	Economics and Management Science for the Intermediate Phase 3A	Module code	EMSIPA3	Credits	8	NQF Level	6
Purpose of the module							
The purpose of the module is to guide students in developing a basic understanding of economic and management sciences to enable them to take up teaching in this field, if so required							
Outcomes of the module							
<p>Students should be able to: understand the overview of economic and global issues</p> <p>-Explain F99 public and collective resources</p> <p>-be aware of the impact of resources on environment and people</p> <p>-Apply knowledge and skills to demonstrate how to contribute to stable future for South Africa</p> <p>-Have knowledge of the financial literacy and entrepreneurs</p>							
Content of the module							
<p>The economic cycle / circular flow</p> <p>Sustainable growth and development</p> <p>Managerial, consumer and financial knowledge and skills</p> <p>Entrepreneurial knowledge and skills</p>							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	isiZulu for the Intermediate Phase 3B (FLT)	Module code	ZLU3BB3	Credits	8	NQF Level	7
Purpose of the module							
The purpose of this module is to guide students in developing their isiZulu language competence to enable them to support isiZulu language learning in the intermediate phase.							
Outcomes of the module							
<p>Students should be able to:</p> <p>Analyse and discuss drama, novel, poems, cartoon, adverts so as to enable them to teach literacy in primary.</p> <p>Analyse and use comics, riddles & jokes to teach listening and speaking in primary classrooms. Demonstrate how to teach the above concepts in primary classrooms</p> <p>Apply knowledge of children’s literature to teaching in the Intermediate Phase classroom.</p>							

Content of the module
Emphatic pronouns Demonstrative pronouns Sentence types (Moods) Indicative mood Imperative mood Infinitive mood Youth literature
Assessment
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.

Module name	isiZulu for the Intermediate Phase 3B (ADL)	Module code	ZUI3BB3	Credits	8	NQF Level	7
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Purpose of the module
The purpose of this module is to guide students in developing their isiZulu language competence to enable them to support isiZulu language learning in the intermediate phase.
Outcomes of the module
<ul style="list-style-type: none"> • Illustrate competence through the use of IsiZulu literature in the language. • Demonstrate competence in oral and written communication. • Apply the correct orthography for oral and written forms of communication.

Content of the module
Emphatic pronouns Demonstrative pronouns Sentence types (Moods) Indicative mood Imperative mood Infinitive mood Youth literature
Assessment
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.

Module name	Sesotho for the Intermediate Phase 3B (FLT)	Module code	SOI3BB3	Credits	8	NQF Level	7
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Purpose of the module
The purpose of this module is to guide students in developing their seSesotho language competence to enable them to support Sesotho language learning in the intermediate phase.
Outcomes of the module
Explain: - various parts of speech (verbs, verbal extensions, moods, adjectives, conjunctions,) - riddles Participate in - creative writing - speech production (drama, dialogues)
Outcomes of the module

The outcomes of the module is to guide students in developing competence in interpreting and analysing novels, poetry and drama for application in the primary school	
Content of the module	
Emphatic pronouns Demonstrative pronouns Sentence types (Moods) Indicative mood Imperative mood Infinitive mood Youth literature	
Assessment	
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.	

Module name	seSesotho for the Intermediate Phase 3B (ADL)	Module code	SIP3BB3	Credits	8	NQF Level	7
Purpose of the module							
The purpose of this module is to introduce students to Sesotho literature, develop students' knowledge of creative writing and enhance their communicative competence in the language.							
Outcomes of the module							
<ul style="list-style-type: none"> • Illustrate competence through the use of Sesotho literature in the language. • Demonstrate competence in oral and written communication. • Apply the correct orthography for oral and written forms of communication. 							
Content of the module							
Introduction to folk literature and its types. Introduction to poetry and the types of poems. Introduction to novels and short stories. Introduction to the cartoon as an expressive form of literature. Introduction to diary entries, poster design, pamphlets, adverts, and invites. Introduction to advertisements and their analysis. Introduction figurative language in Sesotho – metaphors, similes, and personification.							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.							

Module name	Mathematics for the Intermediate Phase 3A	Module code	MATINA3	Credits	8	NQF Level	6
Purpose of the module							
The purpose of the module is to guide students in developing an understanding of data handling to enable them to support children's acquisition of the concepts associated with data handling. The purpose of the module is to guide students in developing an understanding of measurement of shapes to enable them to support children's acquisition of the concepts associated with the measurement of different shapes.							
Outcomes of the module							
Students should be able to apply their knowledge off data handling to solve probems and to support children's acquisition of the concepts associated with data handling, probability and the measurement of different shapes.							

Content of the module
<p>Data handling: Defining data, different types of data (population, rainfall media, crime, election results, sports results, expenditure and income); collecting, sorting and organizing data Representing (Bar graphs, histograms, pictographs pie charts, line graphs) extracting and interpreting data. Measurements of different shapes continues; Meaning and process of measurement; Standard units of measure, measurements scales (time, angles capacity and area, volume, weight and mass, length, width); ratio and proportion; Converting different units of measure, instruments and formulae in a variety of contexts. Measurement of solid shapes 2-D area and volume of (circle, square, rectangle, hexagon, kite, rhombus) 3-D area and volume of (cylinders, prisms)</p>
Assessment
<p>There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.</p>

Module name	Science and Technology for the Intermediate Phase 3A	Module code	SATINB3	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to guide students in acquiring the requisite subject content to enable them to teach science and technology in the intermediate phase classroom.							
Outcomes of the module							
Content of the module							
Biological organ systems Reproduction Nutrition Photosynthesis Weather, climate and natural vegetation Interrelationships between the natural environment and human activities Matter and materials Foundation chemistry such as matter (properties, behaviour and changes) and the periodic table Particle theory of matter Chemical interactions Mixtures and solutions Grades 4 to 7 Biological Sciences content.							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.							

Module name	Social Sciences for the Intermediate Phase 3A	Module code	SOSIPA3	Credits	8	NQF Level	6
Purpose of the module							
The purpose of the module is to guide students in acquiring the requisite subject knowledge to enable them to teach this aspect of social sciences in the intermediate phase.							

Outcomes of the module
Students should be able to explain and apply knowledge and skills related to ancient societies, social justice issues, sustainability linked to use of resources in relation to man and the environment to teach learners in the intermediate phase.
Content of the module
Early African history: Egypt and Southern Africa Recent South African history: milestones Social justice and controversial issues in history Democracy and citizenship Physical features of South Africa Weather, climate and vegetation of South Africa Primary economic activities in South Africa Resources in South Africa Map projections Map work skills (Focus: South Africa)
Assessment
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.

Module name	Culture and Natural Environment for the Intermediate Phase 3A	Module code	CNEINA3	Credits	8	NQF Level	7
Purpose of the module							
The purpose of this module is to guide students in developing the requisite subject knowledge to enable them to teach drama as components of "Life Skills" in the intermediate phase							
Outcomes of the module							
The purpose of this module is to guide students in acquiring the requisite content knowledge and skills to enable them to teach the natural science, space science and earth and environmental science components of Life Skills.							
Content of the module							
Forms and elements of drama Drama making and performance and dramatic contexts Art and crafts Grade 4 to 7 Drama content Communication and social skills Coping and self-management skills Vocational skills Cultural and democratic skills Environmental care and management Grades 4 to 7 Life Skills/ Life Orientation content and methodology							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Students have the option to register for the module: **Addressing neurodevelopmental needs** specialisation in the third year as a short learning programme (SLP).

- The focus of the SLP would be for students who are able to screen, identify, assess and support children with neurodevelopmental learning needs. These neurodevelopmental learning needs in the Intermediate Phase include challenges such as intellectual disability, Attention Deficit Hyperactivity Disorder, Autism and most specifically specific learning difficulties in reading, writing and mathematics.

- These students will be required to do the bulk of the Work Integrated Learning in the fourth year in appropriate schools.

New teachers who graduate with this specialisation will be able to teach as specialists for learners with special needs in different learning contexts. These teachers will also become support specialists to other teachers and play active roles in school-based support teams and district-based support teams to promote inclusive educational settings.

Module name	Teaching Studies Foundation Phase 4	Module code	TSTI0Y4	Credits	30	NQF Level	7
Purpose of the module							
The purpose of this module is to support students to hone their teaching and professional competence and to develop as critically-reflective practitioners. The module takes the format of year-long capstone project.							
Outcomes of the module							
Students should be able to:							
<ul style="list-style-type: none"> * State a research problem and pose a feasible and clear research question. * Write appropriate aims and objectives. * Write a literature review. * Interpret qualitative research methodology. * Articulate and incorporate Participatory action research as a research design for their study. * Collect and analyse qualitative data using semi-structured individual interviews. * Indicate how they have considered ethical aspects in their research. * Interpret their data and discuss findings from their study. * Do accurate referencing in a research report together with a correct reference list using APA referencing style 							
Content of the module							
Research skills as a teacher practitioner Online collaborative skills.							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Methodology and Practicum 4	Module code	TMPI0Y4	Credits	90	NQF Level	7
Purpose of the module							
The purpose of this module is to support students to hone their teaching and professional competence and to develop as critically-reflective practitioners.							
Outcomes of the module							
Upon the successful completion of this module, you should be able to:							
<ul style="list-style-type: none"> • Design lessons that are informed by principles derived from the science of learning and which demonstrate adequate subject content and pedagogic content knowledge • Design lessons that explicitly infuse competencies for a fast-changing world • Formulate clear aims and objectives and purposefully differentiate between the phases of a lesson • Apply practical skills to teach lessons that address the learning needs of primary school learners • Apply reflection and metacognitive skills in assessing the efficacy of your own teaching and children's learning 							
Content of the module							
Pedagogical content knowledge (PCK) development, focusing on Content Representation (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs)							

Design and delivery of lessons that incorporates knowledge of learners and the competencies for a changing world
General pedagogical knowledge
The school curriculum
Assessment for and of learning
The teaching profession and the context of schools
Reflective practitioner
Assessment
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.

EDU 2.1.4	Bachelor of Education in Senior and Further Education and Training (FET) Phase Teaching
The Bachelor of Education degree in Senior and FET Phase Teaching has 12 focus areas of which students can select one	Programme code
B Ed Senior and FET Phase Teaching – Accounting	B5BSAQ,
B Ed Senior and FET Phase Teaching - Business Management	B5BSBQ
B Ed Senior and FET Phase Teaching – Economics	B5BSEQ,
B Ed Senior and FET Phase Teaching – English	B5LAEQ,
B Ed Senior and FET Phase Teaching – Sepedi	B5LASQ,
B Ed Senior and FET Phase Teaching – Afrikaans	B5LAFQ,
B Ed Senior and FET Phase Teaching – isiZulu	B5LAZQ,
B Ed Senior and FET Phase Teaching - Psychology (Life Orientation)	B5LOPQ;
B Ed Senior and FET Phase Teaching – Geography	B5SGEQ,
B Ed Senior and FET Phase Teaching - Life Sciences	B5SLSQ,
B Ed Senior and FET Phase Teaching - Physical Science	B5SPSQ
B Ed Senior and FET Phase Teaching – Mathematics	B5SMMQ,
HEQF LEVEL	7
TOTAL CREDITS FOR THE QUALIFICATION	504
DATE INSTITUTED	1 JANUARY 2013
SAQA NUMBER	97191
MODE OF DELIVERY	Contact

EDU 2.1.4.1 Purpose of the programme
The purpose of the Bachelor of Education in Senior Phase and FET Teaching is to deliver professionally qualified beginner teachers for the Senior and FET phase of schooling. This is done by providing student teachers with a well-rounded education that equips them with specialised teaching competence in at least three specialisations: (one SP subject and two FET subjects <i>or</i> one SP subject, one FET subject and one support role), and a nuanced understanding of the integrated nature of theory and practice in education and the context of the teaching profession in South Africa.
EDU 2.1.4.2 Outcomes of the programme
1. Teach three specialisations (one SP subject and two FET subjects <i>or</i> one SP subject, one FET subject and one support role) linked to the following subject domains and learning support specialisations. <i>Subject Domains</i> <ul style="list-style-type: none"> • Humanities • Science and Technology • Languages

- Business and Management
Learning Support Specialisations
 - School Guidance and Support (Phasing out in 2018)
 - Addressing Neurodevelopmental Learning Needs (First intake 2018)
 - Physical Education
 - School ICT Support Specialist
 - School Library and Information Centre Support
2. Support and nurture learning and development in diverse educational contexts.
 3. Identify and address barriers to learning in the classroom.
 4. Formulate a personal teaching philosophy and critically reflect on their teaching philosophy and how it relates to teaching conduct

ED2.1.4.3 Admission requirements

RULES OF ACCESS

For admission to the Bachelor of Education in Senior Phase and FET Teaching degree, applicants are required to have the appropriate combination of recognised NSC subjects as well as certain levels of achievement in these subjects. The minimum entry requirements for studies as legislated by the government do not guarantee a prospective student admission to this programme.

Preliminary admission is based on the results obtained in the final Grade 11 examination. Final admission is based on the final Grade 12 results.

Specific admission requirements for the Faculty of Education.

- A valid National Senior Certificate with admission for degree purposes
- The subjects to be used in the calculation of the APS are the six of the prescribed seven subjects
- Life Orientation is not counted in the calculation of the total APS nor is it considered as an individual compulsory subject.

The following minimum subjects and level requirements apply:

Programme	Qualification code	Minimum APS	English as a home language	English as a first language or second additional language
Bachelor of Education in Senior Phase and FET Teaching Grades 8-12	B5BSAQ, B5BSBQ B5BSEQ, B5LAEQ B5LAFQ, B5LASQ B5LAZQ, B5LOPQ B5SGEQ, B5SLSQ B5SMMQ, B5SPSQ	26	5(60%)	6(70%)

Applicants must meet the criteria set by other faculties with regard to their chosen academic subjects. All additional criteria for specific areas of specialization have to be met as well.

APS	National			International										
	NSC/IEB	SCHG (M- School)	SG SG (M- School)	HIGCSE/NSSC(HL)	IGCDE/NSSC (OL)	AS LEVELS	A LEVELS	IB(HL)	IB(SL)	WAEC	KCSE	Diploma/Exam D “ Etat	CHL/EM	Baccalaureate
10							A	7						
9							B	6						
8							C	5						
7	7(80-100%)	A		1		A	D	4	7		A			
6	6(70-79%)	B	A	2		B	E	3	6		B			
5	5(60-69%)	C	B	3	A	C		2	5	A	C	80-100%	16-20	16-20
4	4(50-59%)	D	C	4	B	D		1	4	B	D	70-79%	14-15	14-15
3	3(40-49%)	E	D	5	C	E			3	C	E	50-69%	10-13	10-13
2	2(30-39%)	F	E	6	D/E				2	D/E	F	30-49%	8-9	8-9
1	1(0-29%)	G	F	7	F/G				1	F/G	G	0-29%	0-7	0-7

Note:

Admission: National Certificate (Vocational) (NVC) Guidelines

Subject to institutional admission requirements, the minimum admission requirement to Bachelor's degree programme is a National Certificate (Vocational) Level 4 issued by Council for General and Further Education and Training. The minimum legislative requirements for admission to a Bachelors' degree include the achievement of:

- Three (3) fundamental subjects between 60-69% - including English as language of learning and teaching
- Three vocational subjects from the designated list between 70-79%.

Additional selection criteria linked to areas of specialisation:

1. BEd in Senior Phase and FET Teaching: Geography, Life Sciences, Mathematics and Physical Sciences Education										
Qualification Code	To specialize in the teaching the following subject	Minimum APS	Minimum mark you need to obtain in matric to qualify to register for the module							
			English as a home language	English as a first or second additional language	Mathematics	AND/OR	Mathematical Literacy	AND/OR	Physical Sciences	AND/OR

B5SGEQ	Geography	26	5(60%)	6(70%+)	4(50%)	OR	6(70%+)	OR	3(40%)	OR	3(40%)	AND 3(40%)
B5SLSQ	Life Sciences	26	5(60%)	6(70%+)	4(50%)	OR	6(70%+)	AND	4(50%)	AND	4(50%)	
B5SMMQ	Mathematics	26	5(60%)	6(70%+)	4(50%)	OR	6(70%+)					
B5SPSQ	Physical Sciences	26	5(60%)	6(70%+)	4(50%)			AND	4(50%)	AND		

2. BEd in Senior Phase and FET Teaching: Business and Management Studies

Qualification Code	To specialize in teaching the following subject	Minimum APS	Minimum mark you need to obtain in matric to qualify to register for the module					
			English as a home language	AND/OR	English as a first or second additional language	Mathematics	AND/OR	Mathematical Literacy
B5BSAQ	Accounting	26	5(60%)	OR	6(70%+)	4 (50%)	OR	6(70%+)
B5BSBQ	Business Management	26	5(60%)	OR	6(70%+)	4 (50%)	OR	6(70%+)
B5BSEQ	Economics	26	5(60%)	OR	6(70%+)	4 (50%)		

3. BEd in Senior Phase and FET Teaching: Languages

Qualification Code	To specialize in teaching the following subject	Minimum APS	Minimum mark you need to obtain in matric to qualify to register for the module				
			English as a home language	AND/ OR	English as a first or second additional language	AND/OR	Afrikaans
B5LAFQ	Afrikaans	26	5(60%)	OR	6(70%+)	AND	4(50%+)
B5LAEQ	English	26	5(60%)	OR	6(70%+)		
B5LAZQ	Isizulu	26	5(60%)	OR	6(70%+)		
B5LASQ	Sepedi	26	5(60%)	OR	6(70%+)		

4. BEd in Senior Phase and FET Teaching: Life Orientation					
Qualification Code	To specialize in teaching the following subject	Minimum APS	Minimum mark you need to obtain in matric to qualify to register for the module		
			English as a home language	AND/ OR	English as a first or second additional language
B5LOPQ	Psychology	26	5 (60%)	OR	6(70%+)

ED2.1.4.4 Curriculum

BEd in Senior Phase and FET Teaching: English (B5LAEQ) Curriculum					
First Year					
Compulsory Year Modules					
Computer Skills Development Programme (CSDP000 - 12 credits)					
Academic Literacy for Education (ALE00Y1 – 8 credits)					
Compulsory Semester Modules					
First Semester			Second Semester		
Module name	Code	Credits	Module name	Code	Credits
Education Studies 1A	EST10A1	16	Education Studies 1B	EST20B1	16
Teaching Studies 1A	TST10A1	8	Teaching Studies 1B	TST20B1	8
<i>English as Language for Teaching and Learning is not offered in the first semester</i>			English as Language for Teaching and Learning 1B	EFT20B1	8
English 1A	ENG1AA1	16	English 1B	ENG1BB1	16
Electives					
History 1A	HIS1AA1	16	History 1B	HIS1BB1	16
Physical Education 1A	HMSEA01	16	Physical Education 1B	HMSEB01	16
School ICT Support 1A	ITS10A1	16	School ICT Support 1B	ITS20B1	16
Addressing Neurodevelopmental Learning Needs 1A	NDL10A1	16	Addressing Neurodevelopmental Learning Needs 1B	NDL20B1	16
School Library and Information Centre Support 1A	SLI11A1	16	School Library and Information Centre Support 1B	SLI21B1	16
Total credits required in first year = 140. (11 modules)					

Second Year					
Compulsory Semester Modules					
First Semester			Second Semester		
Module name	Code	Credits	Module name	Code	Credits
Education Studies 2A	EST10A2	16	Education Studies 2B	EST20B2	16
Teaching Studies 2A	TST10A2	8	Teaching Studies 2B	TST20B2	8
English 2A	ENG2AA2	16	English 2B	ENG2NN2	16
Teaching Methodology and Practicum 2A	FSM10A2	4	Teaching Methodology and Practicum 2B	FSM10B2	4
Conversational Competency (<i>Choose one language</i>)					
Northern Sotho for Senior and FET Phase 1A	NSS1AA1	4	Northern Sotho for Senior and FET Phase 1B	NSS1BB1	4
Zulu for Senior and FET Phase 1A	ZUS1AA1	4	Zulu for Senior and FET Phase 1B	ZUS1BB1	4
Electives					
History 2A	HIS2AA2	16	History 2A	HIS2AA2	16
Physical Education 2A	HMSEA02	16	Physical Education 2B	HMSEB02	16
School ICT Support 2A	ITS10A2	16	School ICT Support 2B	ITS20B2	16
Addressing Neurodevelopmental Learning Needs 2A	NDL10A2	16	Addressing Neurodevelopmental Learning Needs 2B	NDL20B2	16
School Library and Information Centre Support 2A	SLI12A2	16	School Library and Information Centre Support 2B	SLI22B2	16
Total credits required in second year = 128. (12 modules)					

Third Year					
Compulsory Semester Modules					
First Semester			Second Semester		
Module name	Code	Credits	Module name	Code	Credits
Education Studies 3A	EST10A3	16	Education Studies 3B	EST20B3	16
Teaching Studies 3A	TST10A3	12	Teaching Studies 3B	TST20B3	12
English 3A	ENG3AA3	22	English 3B	ENG3BB3	22
Methodology and Practicum: FET and Senior Phase English 3A	MFSPEA3	8	Methodology and Practicum: FET and Senior Phase English 3B	MFSPEB3	8
Electives					
Methodology and Practicum: FET History 3A	MOFPOA3	8	Methodology and Practicum: FET History 3B	MOFPOB3	8
Methodology and Practicum: Support Role Physical Education 3A	MOFPXA3	8	Methodology and Practicum: Support Role Physical Education 3B	MOFPXB3	8
Methodology and Practicum: Support Role School ICT 3A	MOFPJA3	8	Methodology and Practicum: Support Role School ICT 3B	MOFPJB3	8

Methodology and Practicum: Addressing Neurodevelopmental Learning 3A	MOFPNA3	8	Methodology and Practicum: Addressing Neurodevelopmental Learning 3B	MOFPNB3	8
Methodology and Practicum: Support Role School Library 3A	SLI13A3	8	Methodology and Practicum: Support Role School Library 3B	SLI23B3	8
Total credits required in third year = 132. (10 modules)					

Fourth Year		
Compulsory Year Modules		
Module Name	Code	Credits
Teaching Studies 4	TST00Y4	40
Methodology and Practicum: FET English 4	MFSPEY4	40
Elective Year Modules		
Methodology and Practicum: FET History 4	MOFPOY4	40
Methodology and Practicum: Support Role Physical Education 4	MOFPXY4	40
Methodology and Practicum: Support Role School ICT 4	MOFPIY4	40
Methodology and Practicum: Addressing Neurodevelopmental Learning 4	MOFPNY4	40
Methodology and Practicum: Support Role School Library 4	SLI1400	40
Total credits required in fourth year = 120. (3 modules)		

BEd in Senior Phase and FET Teaching: Afrikaans (B5LAFQ) Curriculum					
First Year					
Compulsory Year Modules					
Computer Skills Development Programme (CSDP000 - 12 credits)					
Academic Literacy for Education (ALE00Y1 – 8 credits)					
Compulsory Semester Modules					
First Semester			Second Semester		
Module name	Code	Credits	Module name	Code	Credits
Education Studies 1A	EST10A1	16	Education Studies 1B	EST20B1	16
Teaching Studies 1A	TST10A1	8	Teaching Studies 1B	TST20B1	8
<i>English is not offered in the first semester</i>			English as Language for Teaching and Learning 1B	EFT20B1	8
Afrikaans 1A	AFR1AA1	16	Afrikaans 1B	AFR1BB1	16
Electives					
History 1A	HIS1AA1	16	History 1B	HIS1BB1	16
Physical Education 1A	HMSEA01	16	Physical Education 1B	HMSEB01	16
School ICT Support 1A	ITS10A1	16	School ICT Support 1B	ITS20B1	16

Addressing Neurodevelopmental Learning Needs 1A	NDL10A1	16	Addressing Neurodevelopmental Learning Needs 1B	NDL20B1	16
School Library and Information Centre Support 1A	SLI11A1	16	School Library and Information Centre Support 1B	SLI21B1	16
Total credits required in first year = 140. (11 modules)					

Second Year					
Compulsory Semester Modules					
First Semester			Second Semester		
Module name	Code	Credits	Module name	Code	Credits
Education Studies 2A	EST10A2	16	Education Studies 2B	EST20B2	16
Teaching Studies 2A	TST10A2	8	Teaching Studies 2B	TST20B2	8
Afrikaans 2A	AFR2AA2	16	Afrikaans 2B	AFR2BB2	16
Teaching Methodology and Practicum 2A	FSM10A2	4	Teaching Methodology and Practicum 2B	FSM10B2	4
Conversational Competency (<i>Choose one language</i>)					
Northern Sotho for Senior and FET Phase 1A	NSS1AA1	4	Northern Sotho for Senior and FET Phase 1B	NSS1BB1	4
Zulu for Senior and FET Phase 1A	ZUS1AA1	4	Zulu for Senior and FET Phase 1B	ZUS1BB1	4
Electives					
History 2A	HIS2AA2	16	History 2A	HIS2AA2	16
Physical Education 2A	HMSEA02	16	Physical Education 2B	HMSEB02	16
School ICT Support 2A	ITS10A2	16	School ICT Support 2B	ITS20B2	16
Addressing Neurodevelopmental Learning Needs 2A	NDL10A2	16	Addressing Neurodevelopmental Learning Needs 2B	NDL20B2	16
School Library and Information Centre Support 2A	SLI12A2	16	School Library and Information Centre Support 2B	SLI22B2	16
Total credits required in second year = 128. (12 modules)					

Third Year					
Compulsory Semester Modules					
First Semester			Second Semester		
Module name	Code	Credits	Module name	Code	Credits
Education Studies 3A	EST10A3	16	Education Studies 3B	EST20B3	16
Teaching Studies 3A	TST10A3	12	Teaching Studies 3B	TST20B3	12
Afrikaans 3A	AFR3AA3	22	Afrikaans 3B	AFR3BB3	22
Methodology and Practicum: FET and Senior Phase Afrikaans 3A	MFSPAA3	8	Methodology and Practicum: FET and Senior Phase Afrikaans 3B	MFSPAB3	8

Electives					
Methodology and Practicum: FET History 3A	MOFPOA3	8	Methodology and Practicum: FET History 3B	MOFPOB3	8
Methodology and Practicum: Support Role Physical Education 3A	MOFPXA3	8	Methodology and Practicum: Support Role Physical Education 3B	MOFPXB3	8
Methodology and Practicum: Support Role School ICT 3A	MOFPIA3	8	Methodology and Practicum: Support Role School ICT 3A	MOFPIA3	8
Methodology and Practicum: Addressing Neurodevelopmental Learning 3A	MOFPNA3	8	Methodology and Practicum: Addressing Neurodevelopmental Learning 3B	MOFPNB3	8
Methodology and Practicum: Support Role School Library 3A	SLI13A3	8	Methodology and Practicum: Support Role School Library 3B	SLI23B3	8
Total credits required in third year = 132. (10 modules)					

Fourth Year		
Compulsory Year Modules		
Module Name	Code	Credits
Teaching Studies 4	TST00Y4	40
Methodology and Practicum: FET Afrikaans 4	MFSPAY4	40
Elective Year Modules		
Methodology and Practicum: FET History 4	MOFPOY4	40
Methodology and Practicum: Support Role Physical Education 4	MOFPXY4	40
Methodology and Practicum: Support Role School ICT 4	MOFPIY4	40
Methodology and Practicum: Addressing Neurodevelopmental Learning 4	MOFPNY4	40
Methodology and Practicum: Support Role School Library 4	SLI1400	40
Total credits required in fourth year = 120. (3 modules)		

BEd in Senior Phase and FET Teaching: Sepedi (B5LASQ) Curriculum					
First Year					
Compulsory Year Modules					
Computer Skills Development Programme (CSDP000 - 12 credits)					
Academic Literacy for Education (ALE00Y1 – 8 credits)					
Compulsory Semester Modules					
First Semester			Second Semester		
Module name	Code	Credits	Module name	Code	Credits
Education Studies 1A	EST10A1	16	Education Studies 1B	EST20B1	16
Teaching Studies 1A	TST10A1	8	Teaching Studies 1B	TST20B1	8

<i>English is not offered in the first semester</i>			English as Language for Teaching and Learning 1B	EFT20B1	8
Sepedi 1A	SEP1AA1	16	Sepedi 1B	SEP1BB1	16
Electives					
History 1A	HIS1AA1	16	History 1B	HIS1BB1	16
Physical Education 1A	HMSEA01	16	Physical Education 1B	HMSEB01	16
School ICT Support 1A	ITS10A1	16	School ICT Support 1B	ITS20B1	16
Addressing Neurodevelopmental Learning Needs 1A	NDL10A1	16	Addressing Neurodevelopmental Learning Needs 1B	NDL20B1	16
School Library and Information Centre Support 1A	SLI11A1	16	School Library and Information Centre Support 1B	SLI21B1	16
Total credits required in first year = 140. (11 modules)					

Second Year					
Compulsory Semester Modules					
First Semester			Second Semester		
Module name	Code	Credits	Module name	Code	Credits
Education Studies 2A	EST10A2	16	Education Studies 2B	EST20B2	16
Teaching Studies 2A	TST10A2	8	Teaching Studies 2B	TST20B2	8
Sepedi 2A	SEP2AA2	16	Sepedi 2B	SEP2BB2	16
Teaching Methodology and Practicum 2A	FSM10A2	4	Teaching Methodology and Practicum 2B	FSM10B2	4
Conversational Competency (Choose one language)					
Northern Sotho for Senior and FET Phase 1A	NSS1AA1	4	Northern Sotho for Senior and FET Phase 1B	NSS1BB1	4
Zulu for Senior and FET Phase 1A	ZUS1AA1	4	Zulu for Senior and FET Phase 1B	ZUS1BB1	4
Electives					
History 2A	HIS2AA2	16	History 2A	HIS2AA2	16
Physical Education 2A	HMSEA02	16	Physical Education 2B	HMSEB02	16
School ICT Support 2A	ITS10A2	16	School ICT Support 2B	ITS20B2	16
Addressing Neurodevelopmental Learning Needs 2A	NDL10A2	16	Addressing Neurodevelopmental Learning Needs 2B	NDL20B2	16
School Library and Information Centre Support 2A	SLI12A2	16	School Library and Information Centre Support 2B	SLI22B2	16
Total credits required in second year = 128. (12 modules)					

Third Year					
Compulsory Semester Modules					
First Semester			Second Semester		
Module name	Code	Credits	Module name	Code	Credits
Education Studies 3A	EST10A3	16	Education Studies 3B	EST20B3	16

Teaching Studies 3A	TST10A3	12	Teaching Studies 3B	TST20B3	12
Sepedi 3A	SEP3AA3	22	Sepedi 3B	SEP3BB3	22
Methodology and Practicum: FET and Senior Phase Sepedi 3A	MFSPSA3	8	Methodology and Practicum: FET and Senior Phase Sepedi 3B	MFSPSB3	8
Electives					
Methodology and Practicum: FET History 3A	MOFPOA3	8	Methodology and Practicum: FET History 3B	MOFPOB3	8
Methodology and Practicum: Support Role Physical Education 3A	MOFPXA3	8	Methodology and Practicum: Support Role Physical Education 3B	MOFPXB3	8
Methodology and Practicum: Support Role School ICT 3A	MOFPJA3	8	Methodology and Practicum: Support Role School ICT 3B	MOFPJB3	8
Methodology and Practicum: Addressing Neurodevelopmental Learning 3A	MOFPNA3	8	Methodology and Practicum: Addressing Neurodevelopmental Learning 3B	MOFPNB3	8
Methodology and Practicum: Support Role School Library 3A	SLI13A3	8	Methodology and Practicum: Support Role School Library 3B	SLI23B3	8
Total credits required in third year = 132. (10 modules)					

Fourth Year		
Compulsory Year Modules		
Module Name	Code	Credits
Teaching Studies 4	TST00Y4	40
Methodology and Practicum: FET Sepedi 4	MFSPSY4	40
Elective Year Modules		
Methodology and Practicum: FET History 4	MOFPOY4	40
Methodology and Practicum: Support Role Physical Education 4	MOFPXY4	40
Methodology and Practicum: Support Role School ICT 4	MOFPIY4	40
Methodology and Practicum: Addressing Neurodevelopmental Learning 4	MOFPNY4	40
Methodology and Practicum: Support Role School Library 4	SLI1400	40
Total credits required in fourth year = 120. (3 modules)		

B Ed in Senior Phase and FET Teaching: isiZulu (B5LAZQ) Curriculum					
First Year					
Compulsory Year Modules					
Computer Skills Development Programme (CSDP000 - 12 credits)					
Academic Literacy for Education (ALE00Y1 – 8 credits)					
Compulsory Semester Modules					
First Semester			Second Semester		
Module name	Code	Credits	Module name	Code	Credits
Education Studies 1A	EST10A1	16	Education Studies 1B	EST20B1	16
Teaching Studies 1A	TST10A1	8	Teaching Studies 1B	TST20B1	8
<i>English is not offered in the first semester</i>			English as Language for Teaching and Learning 1B	EFT20B1	8
Isizulu 1A	IZU1AA1	16	Isizulu 1B	IZU1BB1	16
Electives					
History 1A	HIS1AA1	16	History 1B	HIS1BB1	16
Physical Education 1A	HMSEA01	16	Physical Education 1B	HMSEB01	16
School ICT Support 1A	ITS10A1	16	School ICT Support 1B	ITS20B1	16
Addressing Neurodevelopmental Learning Needs 1A	NDL10A1	16	Addressing Neurodevelopmental Learning Needs 1B	NDL20B1	16
School Library and Information Centre Support 1A	SLI11A1	16	School Library and Information Centre Support 1B	SLI21B1	16
Total credits required in first year = 140. (11 modules)					

Second Year					
Compulsory Semester Modules					
First Semester			Second Semester		
Module name	Code	Credits	Module name	Code	Credits
Education Studies 2A	EST10A2	16	Education Studies 2B	EST20B2	16
Teaching Studies 2A	TST10A2	8	Teaching Studies 2B	TST20B2	8
Isizulu 2A	IZU2AA2	16	Isizulu 2B	IZU2BB2	16
Teaching Methodology and Practicum 2A	FSM10A2	4	Teaching Methodology and Practicum 2B	FSM10B2	4
Conversational Competency (Choose one language)					
Northern Sotho for Senior and FET Phase 1A	NSS1AA1	4	Northern Sotho for Senior and FET Phase 1B	NSS1BB1	4
Zulu for Senior and FET Phase 1A	ZUS1AA1	4	Zulu for Senior and FET Phase 1B	ZUS1BB1	4
Electives					
History 2A	HIS2AA2	16	History 2A	HIS2AA2	16

Physical Education 2A	HMSEA02	16	Physical Education 2B	HMSEB02	16
School ICT Support 2A	ITS10A2	16	School ICT Support 2B	ITS20B2	16
Addressing Neurodevelopmental Learning Needs 2A	NDL10A2	16	Addressing Neurodevelopmental Learning Needs 2B	NDL20B2	16
School Library and Information Centre Support 2A	SLI12A2	16	School Library and Information Centre Support 2B	SLI22B2	16
Total credits required in second year = 128. (12 modules)					

Third Year					
Compulsory Semester Modules					
First Semester			Second Semester		
Module name	Code	Credits	Module name	Code	Credits
Education Studies 3A	EST10A3	16	Education Studies 3B	EST20B3	16
Teaching Studies 3A	TST10A3	12	Teaching Studies 3B	TST20B3	12
Isizulu 3A	IZU3AA3	22	Isizulu 3B	IZU3BB3	22
Methodology and Practicum: FET and Senior Phase Isizulu 3A	MFSPZA3	8	Methodology and Practicum: FET and Senior Phase Isizulu 3B	MFSPZB3	8
Electives					
Methodology and Practicum: FET History 3A	MOFPOA3	8	Methodology and Practicum: FET History 3B	MOFPOB3	8
Methodology and Practicum: Support Role Physical Education 3A	MOFPXA3	8	Methodology and Practicum: Support Role Physical Education 3B	MOFPXB3	8
Methodology and Practicum: Support Role School ICT 3A	MOFPJA3	8	Methodology and Practicum: Support Role School ICT 3B	MOFPJB3	8
Methodology and Practicum: Addressing Neurodevelopmental Learning 3A	MOFPNA3	8	Methodology and Practicum: Addressing Neurodevelopmental Learning 3B	MOFPNB3	8
Methodology and Practicum: Support Role School Library 3A	SLI13A3	8	Methodology and Practicum: Support Role School Library 3B	SLI23B3	8
Total credits required in third year = 132. (10 modules)					

Fourth Year		
Compulsory Year Modules		
Module Name	Code	Credits
Teaching Studies 4	TST00Y4	40
Methodology and Practicum: FET Isizulu 4	MFSPZY4	40
Elective Year Modules		
Methodology and Practicum: FET History 4	MOFPOY4	40
Methodology and Practicum: Support Role Physical Education 4	MOFPXY4	40
Methodology and Practicum: Support Role School ICT 4	MOFPIY4	40
Methodology and Practicum: Addressing Neurodevelopmental Learning 4	MOFPNY4	40
Methodology and Practicum: Support Role School Library 4	SLI1400	40
Total credits required in fourth year = 120. (3 modules)		

BEd in Senior Phase and FET Teaching: Accounting (B5BSAQ) Curriculum					
First Year					
Compulsory Year Modules					
Computer Skills Development Programme (CSDP000 - 12 credits)					
Academic Literacy for Education (ALE00Y1 – 8 credits)					
Compulsory Semester Modules					
First Semester			Second Semester		
Module name	Code	Credits	Module name	Code	Credits
Education Studies 1A	EST10A1	16	Education Studies 1B	EST20B1	16
Teaching Studies 1A	TST10A1	8	Teaching Studies 1B	TST20B1	8
<i>English is not offered in the first semester</i>			English as Language for Teaching and Learning 1B	EFT20B1	8
Accounting 1A	ACC01A1	12	Accounting 1B	ACC01B1	12
Electives					
Business Management 1A	BMA11A1	12	Business Management 1B	BMA21B1	12
Economics 1A	ECO01A1	12	Economics 1B	ECO01B1	12
Physical Education 1A	HMSEA01	16	Physical Education 1B	HMSEB01	16
School ICT Support 1A	ITS10A1	16	School ICT Support 1B	ITS20B1	16
Addressing Neurodevelopmental Learning Needs 1A	NDL10A1	16	Addressing Neurodevelopmental Learning Needs 1B	NDL20B1	16
School Library and Information Centre Support 1A	SLI11A1	16	School Library and Information Centre Support 1B	SLI21B1	16
Total credits required in first year = 124-132. (11 modules)					

Second Year					
Compulsory Semester Modules					
First Semester			Second Semester		
Module name	Code	Credits	Module name	Code	Credits
Education Studies 2A	EST10A2	16	Education Studies 2B	EST20B2	16
Teaching Studies 2A	TST10A2	8	Teaching Studies 2B	TST20B2	8
Accounting 2A	ACT02A2	12	Accounting 2B	ACT02B2	12
Teaching Methodology and Practicum 2A	FSM10A2	4	Teaching Methodology and Practicum 2B	FSM10B2	4
Conversational Competency (<i>Choose one language</i>)					
Northern Sotho for Senior and FET Phase 1A	NSS1AA1	4	Northern Sotho for Senior and FET Phase 1B	NSS1BB1	4
Zulu for Senior and FET Phase 1A	ZUS1AA1	4	Zulu for Senior and FET Phase 1B	ZU S1BB1	4
Electives					
Business Management 2A	BMG02A2	16	Business Management 2B	BMG02B2	16
Economics 2A	ECO02AA2	16	Economics 2B	ECO02BB2	16
Physical Education 2A	HMSEA02	16	Physical Education 2B	HMSEB02	16
School ICT Support 2A	ITS10A2	16	School ICT Support 2B	ITS20B2	16
Addressing Neurodevelopmental Learning Needs 2A	NDL10A2	16	Addressing Neurodevelopmental Learning Needs 2B	NDL20B2	16
School Library and Information Centre Support 2A	SLI12A2	16	School Library and Information Centre Support 2B	SLI22B2	16
Total credits required in second year = 120. (12 modules)					

Third Year					
Compulsory Year Modules					
ACCOUNTING 3AB (ACC3AB0 – 32 Credits)					
Compulsory Semester Modules					
First Semester			Second Semester		
Module name	Code	Credits	Module name	Code	Credits
Education Studies 3A	EST10A3	16	Education Studies 3B	EST20B3	16
Teaching Studies 3A	TST10A3	12	Teaching Studies 3B	TST20B3	12
Methodology and Practicum: FET Accounting 3A	MOFPAA3	8	Methodology and Practicum: FET Accounting 3B	MOFPAB3	8

Methodology and Practicum: Senior Phase EMS 3A	MOSPEA3	8	Methodology and Practicum: Senior Phase EMS 3B	MOSPEB3	8
Electives					
Methodology and Practicum: FET Business Studies 3A	MOFPBA3	8	Methodology and Practicum: FET Business Studies 3B	MOFPBB3	8
Methodology and Practicum: FET Economics 3A	MOFPEA3	8	Methodology and Practicum: FET Economics 3B	MOFPEB3	8
Methodology and Practicum: Support Role Physical Education 3A	MOFPXA3	8	Methodology and Practicum: Support Role Physical Education 3B	MOFPXB3	8
Methodology and Practicum: Support Role School ICT 3A	MOFPJA3	8	Methodology and Practicum: Support Role School ICT 3B	MOFPJB3	8
Methodology and Practicum: Addressing Neurodevelopmental Learning 3A	MOFPNA3	8	Methodology and Practicum: Addressing Neurodevelopmental Learning 3B	MOFPNB3	8
Methodology and Practicum: Support Role School Library 3A	SLI13A3	8	Methodology and Practicum: Support Role School Library 3B	SLI23B3	8
Total credits required in third year = 136. (13 modules)					

Fourth Year		
Compulsory Year Modules		
Module Name	Code	Credits
Teaching Studies 4	TST00Y4	40
Methodology and Practicum: FET Accounting 4	MOFPAY4	40
Elective Year Modules		
Methodology and Practicum: FET Business Studies 4	MOFPBY4	40
Methodology and Practicum: FET Economics 4	MOFPEY4	40
Methodology and Practicum: Support Role Physical Education 4	MOFPXY4	40
Methodology and Practicum: Support Role School ICT 4	MOFPIY4	40
Methodology and Practicum: Addressing Neurodevelopmental Learning 4	MOFPNY4	40
Methodology and Practicum: Support Role School Library 4	SLI1400	40
Total credits required in fourth year = 120. (3 modules)		

BEd in Senior Phase and FET Teaching: Business Management (B5BSBQ) Curriculum					
First Year					
Compulsory Year Modules					
Computer Skills Development Programme (CSDP000 - 12 credits)					
Academic Literacy for Education (ALE00Y1 – 8 credits)					
Compulsory Semester Modules					
First Semester			Second Semester		
Module name	Code	Credits	Module name	Code	Credits
Education Studies 1A	EST10A1	16	Education Studies 1B	EST20B1	16
Teaching Studies 1A	TST10A1	8	Teaching Studies 1B	TST20B1	8
<i>English is not offered in the first semester</i>			English as Language for Teaching and Learning 1B	EFT20B1	8
Business Management 1A	BMA11A1	12	Business Management 1B	BMA21B1	12
Electives					
Accounting 1A	ACC01A1	12	Accounting 1B	ACC01B1	12
Economics 1A	ECO01A1	12	Economics 1B	ECO01B1	12
Physical Education 1A	HMSEA01	16	Physical Education 1B	HMSEB01	16
School ICT Support 1A	ITS10A1	16	School ICT Support 1B	ITS20B1	16
Addressing Neurodevelopmental Learning Needs 1A	NDL10A1	16	Addressing Neurodevelopmental Learning Needs 1B	NDL20B1	16
School Library and Information Centre Support 1A	SLI11A1	16	School Library and Information Centre Support 1B	SLI21B1	16
Total credits required in first year = 124-132. (11 modules)					

Second Year					
Compulsory Semester Modules					
First Semester			Second Semester		
Module name	Code	Credits	Module name	Code	Credits
Education Studies 2A	EST10A2	16	Education Studies 2B	EST20B2	16
Teaching Studies 2A	TST10A2	8	Teaching Studies 2B	TST20B2	8
Business Management 2A	BMG02A2	16	Business Management 2B	BMG02B2	16
Teaching Methodology and Practicum 2A	FSM10A2	4	Teaching Methodology and Practicum 2B	FSM10B2	4
Conversational Competency (<i>Choose one Language</i>)					
Northern Sotho for Senior and FET Phase 1A	NSS1AA1	4	Northern Sotho for Senior and FET Phase 1B	NSS1BB1	4
Zulu for Senior and FET Phase 1A	ZUS1AA1	4	Zulu for Senior and FET Phase 1B	ZUS1BB1	4
Electives					
Accounting 2A	ACT02A2	12	Accounting 2B	ACT02B2	12
Economics 2A	ECO02AA2	16	Economics 2B	ECO02BB2	16
Physical Education 2A	HMSEA02	16	Physical Education 2B	HMSEB02	16

School ICT Support 2A	ITS10A2	16	School ICT Support 2B	ITS20B2	16
Addressing Neurodevelopmental Learning Needs 2A	NDL10A2	16	Addressing Neurodevelopmental Learning Needs 2B	NDL20B2	16
School Library and Information Centre Support 2A	SLI12A2	16	School Library and Information Centre Support 2B	SLI22B2	16
Total credits required in second year = 120. (12 modules)					

Third Year					
Compulsory Semester Modules					
First Semester			Second Semester		
Module name	Code	Credits	Module name	Code	Credits
Education Studies 3A	EST10A3	16	Education Studies 3B	EST20B3	16
Teaching Studies 3A	TST10A3	12	Teaching Studies 3B	TST20B3	12
Business Management 3A	BMA13A3	16	Business Management 3B	BMG03B3	16
Methodology and Practicum: FET Business Studies 3A	MOFPBA3	8	Methodology and Practicum: FET Business Studies 3B	MOFPBB3	8
Methodology and Practicum: Senior Phase EMS 3A	MOSPEA3	8	Methodology and Practicum: Senior Phase EMS 3B	MOSPEB3	8
Electives					
Methodology and Practicum: FET Accounting 3A	MOFPAA3	8	Methodology and Practicum: FET Accounting 3B	MOFPAB3	8
Methodology and Practicum: FET Economics 3A	MOFPEA3	8	Methodology and Practicum: FET Economics 3B	MOFPEB3	8
Methodology and Practicum: Support Role Physical Education 3A	MOFPXA3	8	Methodology and Practicum: Support Role Physical Education 3B	MOFPXB3	8
Methodology and Practicum: Support Role School ICT 3A	MOFPIA3	8	Methodology and Practicum: Support Role School ICT 3B	MOFPIA3	8
Methodology and Practicum: Addressing Neurodevelopmental Learning 3A	MOFPNA3	8	Methodology and Practicum: Addressing Neurodevelopmental Learning 3B	MOFPNB3	8
Methodology and Practicum: Support Role School Library 3A	SLI13A3	8	Methodology and Practicum: Support Role School Library 3B	SLI23B3	8
Total credits required in third year = 120. (12 modules)					

Fourth Year		
Compulsory Year Modules		
Module Name	Code	Credits
Teaching Studies 4	TST00Y4	40
Methodology and Practicum: FET Business Studies 4	MOFPBY4	40
Elective Year Modules		
Methodology and Practicum: FET Accounting 4	MOFPAY4	40
Methodology and Practicum: FET Economics 4	MOFPEY4	40
Methodology and Practicum: Support Role Physical Education 4	MOFPXY4	40
Methodology and Practicum: Support Role School ICT 4	MOFPIY4	40
Methodology and Practicum: Addressing Neurodevelopmental Learning 4	MOFPNY4	40
Methodology and Practicum: Support Role School Library 4	SLI1400	40
Total credits required in fourth year = 120. (3 modules)		

BEd in Senior Phase and FET Teaching: Economics (B5BSEQ) Curriculum					
First Year					
Compulsory Year Modules					
Computer Skills Development Programme (CSDP000 - 12 credits)					
Academic Literacy for Education (ALE00Y1 – 8 credits)					
Compulsory Semester Modules					
First Semester			Second Semester		
Module name	Code	Credits	Module name	Code	Credits
Education Studies 1A	EST10A1	16	Education Studies 1B	EST20B1	16
Teaching Studies 1A	TST10A1	8	Teaching Studies 1B	TST20B1	8
<i>English is not offered in the first semester</i>			English as Language for Teaching and Learning 1B	EFT20B1	8
Economics 1A	ECO01A1	12	Economics 1B	ECO01B1	12
Electives					
Accounting 1A	ACC01A1	12	Accounting 1B	ACC01B1	12
Business Management 1A	BMA11A1	12	Business Management 1B	BMA21B1	12
Physical Education 1A	HMSEA01	16	Physical Education 1B	HMSEB01	16
School ICT Support 1A	ITS10A1	16	School ICT Support 1B	ITS20B1	16
Addressing Neurodevelopmental Learning Needs 1A	NDL10A1	16	Addressing Neurodevelopmental Learning Needs 1B	NDL20B1	16
School Library and Information Centre Support 1A	SLI11A1	16	School Library and Information Centre Support 1B	SLI21B1	16
Total credits required in first year = 124-132. (11 modules)					

Second Year					
Compulsory Semester Modules					
First Semester			Second Semester		
Module name	Code	Credits	Module name	Code	Credits
Education Studies 2A	EST10A2	16	Education Studies 2B	EST20B2	16
Teaching Studies 2A	TST10A2	8	Teaching Studies 2B	TST20B2	8
Economics 2A	ECO02AA2	16	Economics 2B	ECO02BB2	16
Teaching Methodology and Practicum 2A	FSM10A2	4	Teaching Methodology and Practicum 2B	FSM10B2	4
Conversational Competency (<i>Choose one Language</i>)					
Northern Sotho for Senior and FET Phase 1A	NSS1AA1	4	Northern Sotho for Senior and FET Phase 1B	NSS1BB1	4
Zulu for Senior and FET Phase 1A	ZUS1AA1	4	Zulu for Senior and FET Phase 1B	ZUS1BB1	4
Electives					
Accounting 2A	ACT02A2	12	Accounting 2B	ACT02B2	12
Business Management 2A	BMG02A2	16	Business Management 2B	BMG02B2	16
Physical Education 2A	HMSEA02	16	Physical Education 2B	HMSEB02	16
School ICT Support 2A	ITS10A2	16	School ICT Support 2B	ITS20B2	16
Addressing Neurodevelopmental Learning Needs 2A	NDL10A2	16	Addressing Neurodevelopmental Learning Needs 2B	NDL20B2	16
School Library and Information Centre Support 2A	SLI12A2	16	School Library and Information Centre Support 2B	SLI22B2	16
Total credits required in second year = 120. (12 modules)					

Third Year					
Compulsory Semester Modules					
First Semester			Second Semester		
Module name	Code	Credits	Module name	Code	Credits
Education Studies 3A	EST10A3	16	Education Studies 3B	EST20B3	16
Teaching Studies 3A	TST10A3	12	Teaching Studies 3B	TST20B3	12
Business Management 3A	BMA13A3	16	Business Management 3B	BMG03B3	16
Methodology and Practicum: FET Economics 3A	MOFPEA3	8	Methodology and Practicum: FET Economics 3B	MOFPEB3	8
Methodology and Practicum: Senior Phase EMS 3A	MOSPEA3	8	Methodology and Practicum: Senior Phase EMS 3B	MOSPEB3	8
Electives					
Methodology and Practicum: FET Accounting 3A	MOFPAA3	8	Methodology and Practicum: FET Accounting 3B	MOFPAB3	8

Methodology and Practicum: FET Business Studies 3A	MOFPBA3	8	Methodology and Practicum: FET Business Studies 3B	MOFPBB3	8
Methodology and Practicum: Support Role Physical Education 3A	MOFPXA3	8	Methodology and Practicum: Support Role Physical Education 3B	MOFPXB3	8
Methodology and Practicum: Support Role School ICT 3A	MOFPJA3	8	Methodology and Practicum: Support Role School ICT 3A	MOFPJA3	8
Methodology and Practicum: Addressing Neurodevelopmental Learning 3A	MOFPNA3	8	Methodology and Practicum: Addressing Neurodevelopmental Learning 3B	MOFPNB3	8
Methodology and Practicum: Support Role School Library 3A	SLI13A3	8	Methodology and Practicum: Support Role School Library 3B	SLI23B3	8
Total credits required in third year = 120. (12 modules)					

Fourth Year		
Compulsory Year Modules		
Module Name	Code	Credits
Teaching Studies 4	TST00Y4	40
Methodology and Practicum: FET Economics 4	MOFPEY4	40
Elective Year Modules		
Methodology and Practicum: FET Accounting 4	MOFPAY4	40
Methodology and Practicum: FET Business Studies 4	MOFPBY4	40
Methodology and Practicum: Support Role Physical Education 4	MOFPXY4	40
Methodology and Practicum: Support Role School ICT 4	MOFPIY4	40
Methodology and Practicum: Addressing Neurodevelopmental Learning 4	MOFPNY4	40
Methodology and Practicum: Support Role School Library 4	SLI1400	40
Total credits required in fourth year = 120. (3 modules)		

BEd in Senior Phase and FET Teaching: Life Orientation (B5LOPQ) Curriculum					
First Year					
Compulsory Year Modules					
Computer Skills Development Programme (CSDP000 - 0 credits)					
Academic Literacy for Education (ALE00Y1 – 8 credits)					
Compulsory Semester Modules					
First Semester			Second Semester		
Module name	Code	Credits	Module name	Code	Credits
Education Studies 1A	EST10A1	16	Education Studies 1B	EST20B1	16
Teaching Studies 1A	TST10A1	8	Teaching Studies 1B	TST20B1	8
<i>English is not offered in the first semester</i>			English as Language for Teaching and Learning 1B	EFT20B1	8
Psychology 1A	PSY1AA1	16	Psychology 1B	PSY1BB1	16
Electives					
History 1A	HIS1AA1	16	History 1B	HIS1BB1	16
Physical Education 1A	HMSEA01	16	Physical Education 1B	HMSEB01	16
School ICT Support 1A	ITS10A1	16	School ICT Support 1B	ITS20B1	16
Addressing Neurodevelopmental Learning Needs 1A	NDL10A1	16	Addressing Neurodevelopmental Learning Needs 1B	NDL20B1	16
School Library and Information Centre Support 1A	SLI11A1	16	School Library and Information Centre Support 1B	SLI21B1	16
Total credits required in first year = 128. (11 modules)					

Second Year					
Compulsory Semester Modules					
First Semester			Second Semester		
Module name	Code	Credits	Module name	Code	Credits
Education Studies 2A	EST10A2	16	Education Studies 2B	EST20B2	16
Teaching Studies 2A	TST10A2	8	Teaching Studies 2B	TST20B2	8
Psychology 2A: Developmental Psych	PSY2AA2	16	Psychology 2D: Positive Psychology	PSY2DB2	16
Teaching Methodology and Practicum 2A	FSM10A2	4	Teaching Methodology and Practicum 2B	FSM10B2	4
Conversational Competency (<i>Choose one language</i>)					
Northern Sotho for Senior and FET Phase 1A	NSS1AA1	4	Northern Sotho for Senior and FET Phase 1B	NSS1BB1	4
Zulu for Senior and FET Phase 1A	ZUS1AA1	4	Zulu for Senior and FET Phase 1B	ZUS1BB1	4
Electives					
History 2A	HIS2AA2	16	History 2A	HIS2AA2	16
Physical Education 2A	HMSEA02	16	Physical Education 2B	HMSEB02	16
School ICT Support 2A	ITS10A2	16	School ICT Support 2B	ITS20B2	16

Addressing Neurodevelopmental Learning Needs 2A	NDL10A2	16	Addressing Neurodevelopmental Learning Needs 2B	NDL20B2	16
School Library and Information Centre Support 2A	SLI12A2	16	School Library and Information Centre Support 2B	SLI22B2	16
Total credits required in second year = 128. (12 modules)					

Third Year					
Compulsory Semester Modules					
First Semester			Second Semester		
Module name	Code	Credits	Module name	Code	Credits
Education Studies 3A	EST10A3	16	Education Studies 3B	EST20B3	16
Teaching Studies 3A	TST10A3	12	Teaching Studies 3B	TST20B3	12
Psychology 3G: Cognitive Psychology	PSY3GA3	22	Psychology 3D: Psychopathology	PSY3DB3	22
Methodology and Practicum: FET and Senior Phase Life Orientation 3A	MFSPLA3	8	Methodology and Practicum: FET and Senior Phase Life Orientation 3B	MFSPLB3	8
Electives					
Methodology and Practicum: FET History 3A	MOFPOA3	8	Methodology and Practicum: FET History 3B	MOFPOB3	8
Methodology and Practicum: Support Role Physical Education 3A	MOFPXA3	8	Methodology and Practicum: Support Role Physical Education 3B	MOFPXB3	8
Methodology and Practicum: Support Role School ICT 3A	MOFPJA3	8	Methodology and Practicum: Support Role School ICT 3B	MOFPJB3	8
Methodology and Practicum: Addressing Neurodevelopmental Learning 3A	MOFPNA3	8	Methodology and Practicum: Addressing Neurodevelopmental Learning 3B	MOFPNB3	8
Methodology and Practicum: Support Role School Library 3A	SLI13A3	8	Methodology and Practicum: Support Role School Library 3B	SLI23B3	8
Total credits required in third year = 132. (10 modules)					

Fourth Year		
Compulsory Year Modules		
Module Name	Code	Credits
Teaching Studies 4	TST00Y4	40
Methodology and Practicum: FET Life Orientation 4	MFSPZY4	40
Elective Year Modules		
Methodology and Practicum: FET History 4	MOFPOY4	40
Methodology and Practicum: Support Role Physical Education 4	MOFPXY4	40
Methodology and Practicum: Support Role School ICT 4	MOFPY4	40
Methodology and Practicum: Addressing Neurodevelopmental Learning 4	MOFPNY4	40
Methodology and Practicum: Support Role School Library 4	SLI1400	40
Total credits required in fourth year = 120. (3 modules)		

BEd in Senior Phase and FET Teaching: Geography (B5SGEQ) Curriculum					
First Year					
Compulsory Year Modules					
Computer Skills Development Programme (CSDP000 – 12 credits)					
Academic Literacy for Education (ALE00Y1 – 8 credits)					
Compulsory Semester Modules					
First Semester			Second Semester		
Module name	Code	Credits	Module name	Code	Credits
Education Studies 1A	EST10A1	16	Education Studies 1B	EST20B1	16
Teaching Studies 1A	TST10A1	8	Teaching Studies 1B	TST20B1	8
<i>English is not offered in the first semester</i>			English as Language for Teaching and Learning 1B	EFT20B1	8
Geography 1A for FET	GR1AFET	16	Geography 1B for FET	GR1BFET	16
Electives					
Life Sciences 1A for FET	LSFT0A1	16	Life Sciences 1B for FET	LSFT0B1	16
Physical Sciences 1A for FET	PSFT0A1	16	Physical Sciences 1B for FET	PSFT0B1	16
Physical Education 1A	HMSEA01	16	Physical Education 1B	HMSEB01	16
School ICT Support 1A	ITS10A1	16	School ICT Support 1B	ITS20B1	16
Addressing Neurodevelopmental Learning Needs 1A	NDL10A1	16	Addressing Neurodevelopmental Learning Needs 1B	NDL20B1	16
School Library and Information Centre Support 1A	SLI11A1	16	School Library and Information Centre Support 1B	SLI21B1	16
Total credits required in first year = 140. (11 modules)					

Second Year					
Compulsory Semester Modules					
First Semester			Second Semester		
Module name	Code	Credits	Module name	Code	Credits
Education Studies 2A	EST10A2	16	Education Studies 2B	EST20B2	16
Teaching Studies 2A	TST10A2	8	Teaching Studies 2B	TST20B2	8
Geography 2A for FET	GR2AFET	24	Geography 2B for FET	GR2BFET	24
Teaching Methodology and Practicum 2A	FSM10A2	4	Teaching Methodology and Practicum 2B	FSM10B2	4
Conversational Competency (<i>Choose one language</i>)					
Northern Sotho for Senior and FET Phase 1A	NSS1AA1	4	Northern Sotho for Senior and FET Phase 1B	NSS1BB1	4
Zulu for Senior and FET Phase 1A	ZUS1AA1	4	Zulu for Senior and FET Phase 1B	ZUS1BB1	4
Electives					
Life Sciences 2A for FET	LSFT0A2	20	Life Sciences 2B for FET	LSFT0B2	20
Physical Sciences 2A for FET	PSFT0A2	20	Physical Sciences 2B for FET	PSFT0B2	20
Physical Education 2A	HMSEA02	16	Physical Education 2B	HMSEB02	16
School ICT Support 2A	ITS10A2	16	School ICT Support 2B	ITS20B2	16
Addressing Neurodevelopmental Learning Needs 2A	NDL10A2	16	Addressing Neurodevelopmental Learning Needs 2B	NDL20B2	16
School Library and Information Centre Support 2A	SLI12A2	16	School Library and Information Centre Support 2B	SLI22B2	16
Total credits required in second year = 144-152. (12 modules)					

Third Year					
Compulsory Semester Modules					
First Semester			Second Semester		
Module name	Code	Credits	Module name	Code	Credits
Education Studies 3A	EST10A3	16	Education Studies 3B	EST20B3	16
Teaching Studies 3A	TST10A3	12	Teaching Studies 3B	TST20B3	12
Geography 3A for FET	GR3AFET	24	Geography 3B for FET	GR3BFET	24
Methodology and Practicum: FET Geography 3A	MOFPGA3	8	Methodology and Practicum: FET Geography 3B	MOFPGB3	8
Methodology and Practicum: Senior Phase Natural Sciences 3A	MOSPNA3	8	Methodology and Practicum: Senior Phase Natural Sciences 3B	MOSPNB3	8
Electives					
Methodology and Practicum: FET Life Sciences 3A	MOFPLA3	8	Methodology and Practicum: FET Life Sciences 3B	MOFPLB3	8
Methodology and Practicum: FET Physical Sciences 3A	MOFPPA3	8	Methodology and Practicum: FET Physical Sciences 3B	MOFPPB3	8

Methodology and Practicum: Support Role Physical Education 3A	MOFPXA3	8	Methodology and Practicum: Support Role Physical Education 3B	MOFPXB3	8
Methodology and Practicum: Support Role School ICT 3A	MOFPIA3	8	Methodology and Practicum: Support Role School ICT 3B	MOFPIB3	8
Methodology and Practicum: Addressing Neurodevelopmental Learning 3A	MOFPNA3	8	Methodology and Practicum: Addressing Neurodevelopmental Learning 3B	MOFPNB3	8
Methodology and Practicum: Support Role School Library 3A	SLI13A3	8	Methodology and Practicum: Support Role School Library 3B	SLI23B3	8
Total credits required in third year = 154. (12 modules)					

Fourth Year		
Compulsory Year Modules		
Module Name	Code	Credits
Teaching Studies 4	TST00Y4	40
Methodology and Practicum: FET Geography 4	MOFPGY4	40
Elective Year Modules		
Methodology and Practicum: FET Life Sciences 4	MOFPLY4	40
Methodology and Practicum: FET Physical Sciences 4	MOFPPY4	40
Methodology and Practicum: Support Role Physical Education 4	MOFPXY4	40
Methodology and Practicum: Support Role School ICT 4	MOFPIY4	40
Methodology and Practicum: Addressing Neurodevelopmental Learning 4	MOFPNY4	40
Methodology and Practicum: Support Role School Library 4	SLI1400	40
Total credits required in fourth year = 120. (3 modules)		

BEd in Senior Phase and FET Teaching: Life Sciences (B5SLSQ) Curriculum					
First Year					
Compulsory Year Modules					
Computer Skills Development Programme (CSDP000 - 12 credits)					
Academic Literacy for Education (ALE00Y1 – 8 credits)					
Compulsory Semester Modules					
First Semester			Second Semester		
Module name	Code	Credits	Module name	Code	Credits
Education Studies 1A	EST10A1	16	Education Studies 1B	EST20B1	16
Teaching Studies 1A	TST10A1	8	Teaching Studies 1B	TST20B1	8
<i>English is not offered in the first semester</i>			English as Language for Teaching and Learning 1B	EFT20B1	8
Life Sciences 1A for FET	LSFT0A1	16	Life Sciences 1B for FET	LSFT0B1	16
Electives					
Geography 1A for FET	GR1AFET	16	Geography 1B for FET	GR1BFET	16
Physical Sciences 1A for FET	PSFT0A1	16	Physical Sciences 1B for FET	PSFT0B1	16
Physical Education 1A	HMSEA01	16	Physical Education 1B	HMSEB01	16
School ICT Support 1A	ITS10A1	16	School ICT Support 1B	ITS20B1	16
Addressing Neurodevelopmental Learning Needs 1A	NDL10A1	16	Addressing Neurodevelopmental Learning Needs 1B	NDL20B1	16
School Library and Information Centre Support 1A	SLI11A1	16	School Library and Information Centre Support 1B	SLI21B1	16
Total credits required in first year = 140. (11 modules)					

Second Year					
Compulsory Semester Modules					
First Semester			Second Semester		
Module name	Code	Credits	Module name	Code	Credits
Education Studies 2A	EST10A2	16	Education Studies 2B	EST20B2	16
Teaching Studies 2A	TST10A2	8	Teaching Studies 2B	TST20B2	8
Life Sciences 2A for FET	LSFT0A2	20	Life Sciences 2B for FET	LSFT0B2	20
Teaching Methodology and Practicum 2A	FSM10A2	4	Teaching Methodology and Practicum 2B	FSM10B2	4
Conversational Competency (Choose one language)					
Northern Sotho for Senior and FET Phase 1A	NSS1AA1	4	Northern Sotho for Senior and FET Phase 1B	NSS1BB1	4
Zulu for Senior and FET Phase 1A	ZUS1AA1	4	Zulu for Senior and FET Phase 1B	ZUS1BB1	4
Electives					
Geography 2A for FET	GR2AFET	24	Geography 2B for FET	GR2BFET	24
Physical Sciences 2A for FET	PSFT0A2	20	Physical Sciences 2B for FET	PSFT0B2	20

Physical Education 2A	HMSEA02	16	Physical Education 2B	HMSEB02	16
School ICT Support 2A	ITS10A2	16	School ICT Support 2B	ITS20B2	16
Addressing Neurodevelopmental Learning Needs 2A	NDL10A2	16	Addressing Neurodevelopmental Learning Needs 2B	NDL20B2	16
School Library and Information Centre Support 2A	SLI12A2	16	School Library and Information Centre Support 2B	SLI22B2	16
Total credits required in second year = 144-152. (12 modules)					

Third Year					
Compulsory Semester Modules					
First Semester			Second Semester		
Module name	Code	Credits	Module name	Code	Credits
Education Studies 3A	EST10A3	16	Education Studies 3B	EST20B3	16
Teaching Studies 3A	TST10A3	12	Teaching Studies 3B	TST20B3	12
Life Sciences 3A for FET	LSFT0A3	24	Life Sciences 3B for FET	LSFT0AB	24
Methodology and Practicum: FET Life Sciences 3A	MOFPLA3	8	Methodology and Practicum: FET Life Sciences 3B	MOFPLB3	8
Methodology and Practicum: Senior Phase Natural Sciences 3A	MOSPNA3	8	Methodology and Practicum: Senior Phase Natural Sciences 3B	MOSPNB3	8
Electives					
Methodology and Practicum: FET Geography 3A	MOFPGA3	8	Methodology and Practicum: FET Geography 3B	MOFPGB3	8
Methodology and Practicum: FET Physical Sciences 3A	MOFPPA3	8	Methodology and Practicum: FET Physical Sciences 3B	MOFPPB3	8
Methodology and Practicum: Support Role Physical Education 3A	MOFPXA3	8	Methodology and Practicum: Support Role Physical Education 3B	MOFPXB3	8
Methodology and Practicum: Support Role School ICT 3A	MOFPJA3	8	Methodology and Practicum: Support Role School ICT 3B	MOFPJB3	8
Methodology and Practicum: Addressing Neurodevelopmental Learning 3A	MOFPNA3	8	Methodology and Practicum: Addressing Neurodevelopmental Learning 3B	MOFPNB3	8
Methodology and Practicum: Support Role School Library 3A	SLI13A3	8	Methodology and Practicum: Support Role School Library 3B	SLI23B3	8
Total credits required in third year = 154. (12 modules)					

Fourth Year		
Compulsory Year Modules		
Module Name	Code	Credits
Teaching Studies 4	TST00Y4	40
Methodology and Practicum: FET Life Sciences 4	MOFPLY4	40
Elective Year Modules		
Methodology and Practicum: FET Geography 4	MOFPGY4	40
Methodology and Practicum: FET Physical Sciences 4	MOFPPY4	40
Methodology and Practicum: Support Role Physical Education 4	MOFPXY4	40
Methodology and Practicum: Support Role School ICT 4	MOFPIY4	40
Methodology and Practicum: Addressing Neurodevelopmental Learning 4	MOFPNY4	40
Methodology and Practicum: Support Role School Library 4	SLI1400	40
Total credits required in fourth year = 120. (3 modules)		

BEd in Senior Phase and FET Teaching: Mathematics (B5SMMQ) Curriculum					
First Year					
Compulsory Year Modules					
Computer Skills Development Programme (CSDP000 - 12 credits)					
Academic Literacy for Education (ALE00Y1 – 8 credits)					
Compulsory Semester Modules					
First Semester			Second Semester		
Module name	Code	Credits	Module name	Code	Credits
Education Studies 1A	EST10A1	16	Education Studies 1B	EST20B1	16
Teaching Studies 1A	TST10A1	8	Teaching Studies 1B	TST20B1	8
<i>English is not offered in the first semester</i>			English as Language for Teaching and Learning 1B	EFT20B1	8
Mathematics 1A for FET	MAFT0A1	16	Mathematics 1B for FET	MAFT0B1	16
Electives					
Geography 1A for FET	GR1AFET	16	Geography 1B for FET	GR1BFET	16
Life Sciences 1A for FET	LSFT0A1	16	Life Sciences 1B for FET	LSFT0B1	16
Physical Sciences 1A for FET	PSFT0A1	16	Physical Sciences 1B for FET	PSFT0B1	16
Physical Education 1A	HMSEA01	16	Physical Education 1B	HMSEB01	16
School ICT Support 1A	ITS10A1	16	School ICT Support 1B	ITS20B1	16
Addressing Neurodevelopmental Learning Needs 1A	NDL10A1	16	Addressing Neurodevelopmental Learning Needs 1B	NDL20B1	16
School Library and Information Centre Support 1A	SLI11A1	16	School Library and Information Centre Support 1B	SLI21B1	16

Total credits required in first year = 140. (11 modules)

Second Year					
Compulsory Semester Modules					
First Semester			Second Semester		
Module name	Code	Credits	Module name	Code	Credits
Education Studies 2A	EST10A2	16	Education Studies 2B	EST20B2	16
Teaching Studies 2A	TST10A2	8	Teaching Studies 2B	TST20B2	8
Mathematics 2A for FET	MAFT0A2	20	Mathematics 2B for FET	MAFT0B2	20
Teaching Methodology and Practicum 2A	FSM10A2	4	Teaching Methodology and Practicum 2B	FSM10B2	4
Conversational Competency (<i>Choose one language</i>)					
Northern Sotho for Senior and FET Phase 1A	NSS1AA1	4	Northern Sotho for Senior and FET Phase 1B	NSS1BB1	4
Zulu for Senior and FET Phase 1A	ZUS1AA1	4	Zulu for Senior and FET Phase 1B	ZUS1BB1	4
Electives					
Geography 2A for FET	GR2AFET	24	Geography 2B for FET	GR2BFET	24
Life Sciences 2A for FET	LSFT0A2	20	Life Sciences 2B for FET	LSFT0B2	20
Physical Sciences 2A for FET	PSFT0A2	20	Physical Sciences 2B for FET	PSFT0B2	20
Physical Education 2A	HMSEA02	16	Physical Education 2B	HMSEB02	16
School ICT Support 2A	ITS10A2	16	School ICT Support 2B	ITS20B2	16
Addressing Neurodevelopmental Learning Needs 2A	NDL10A2	16	Addressing Neurodevelopmental Learning Needs 2B	NDL20B2	16
School Library and Information Centre Support 2A	SLI12A2	16	School Library and Information Centre Support 2B	SLI22B2	16
Total credits required in second year = 144-152. (12 modules)					

Third Year					
Compulsory Semester Modules					
First Semester			Second Semester		
Module name	Code	Credits	Module name	Code	Credits
Education Studies 3A	EST10A3	16	Education Studies 3B	EST20B3	16
Teaching Studies 3A	TST10A3	12	Teaching Studies 3B	TST20B3	12
Mathematics 3A for FET	MAFT0A3	24	Mathematics 3B for FET	MAFT0B3	24
Methodology and Practicum: FET and Senior Phase Mathematics 3A	MFSPMA3	8	Methodology and Practicum: FET and Senior Phase Mathematics 3B	MFSPMB3	8
Electives					
Methodology and Practicum: FET Geography 3A	MOFPGA3	8	Methodology and Practicum: FET Geography 3B	MOFPGB3	8

Methodology and Practicum: FET Life Sciences 3A	MOFPLA3	8	Methodology and Practicum: FET Life Sciences 3B	MOFPLB3	8
Methodology and Practicum: FET Physical Sciences 3A	MOFPPA3	8	Methodology and Practicum: FET Physical Sciences 3B	MOFPPB3	8
Methodology and Practicum: Support Role Physical Education 3A	MOFPXA3	8	Methodology and Practicum: Support Role Physical Education 3B	MOFPXB3	8
Methodology and Practicum: Support Role School ICT 3A	MOFPJA3	8	Methodology and Practicum: Support Role School ICT 3A	MOFPJA3	8
Methodology and Practicum: Addressing Neurodevelopmental Learning 3A	MOFPNA3	8	Methodology and Practicum: Addressing Neurodevelopmental Learning 3B	MOFPNB3	8
Methodology and Practicum: Support Role School Library 3A	SLI13A3	8	Methodology and Practicum: Support Role School Library 3B	SLI23B3	8
Total credits required in third year = 136. (10 modules)					

Fourth Year		
Compulsory Year Modules		
Module Name	Code	Credits
Teaching Studies 4	TST00Y4	40
Methodology and Practicum: FET Mathematics 4	MFSPMY4	40
Elective Year Modules		
Methodology and Practicum: FET Geography 4	MOFPGY4	40
Methodology and Practicum: FET Life Sciences 4	MOFPLY4	40
Methodology and Practicum: FET Physical Sciences 4	MOFPPY4	40
Methodology and Practicum: Support Role Physical Education 4	MOFPXY4	40
Methodology and Practicum: Support Role School ICT 4	MOFPIY4	40
Methodology and Practicum: Addressing Neurodevelopmental Learning 4	MOFPNY4	40
Methodology and Practicum: Support Role School Library 4	SLI1400	40
Total credits required in fourth year = 120. (3 modules)		

BEd in Senior Phase and FET Teaching: Physical Sciences (B5SPSQ) Curriculum
First Year
Compulsory Year Modules
Computer Skills Development Programme (CSDP000 - 12 credits)
Academic Literacy for Education (ALE00Y1 – 8 credits)

Compulsory Semester Modules					
First Semester			Second Semester		
Module name	Code	Credits	Module name	Code	Credits
Education Studies 1A	EST10A1	16	Education Studies 1B	EST20B1	16
Teaching Studies 1A	TST10A1	8	Teaching Studies 1B	TST20B1	8
<i>English is not offered in the first semester</i>			English as Language for Teaching and Learning 1B	EFT20B1	8
Physical Sciences 1A for FET	PSFT0A1	16	Physical Sciences 1B for FET	PSFT0B1	16
Electives					
Geography 1A for FET	GR1AFET	16	Geography 1B for FET	GR1BFET	16
Life Sciences 1A for FET	LSFT0A1	16	Life Sciences 1B for FET	LSFT0B1	16
Physical Education 1A	HMSEA01	16	Physical Education 1B	HMSEB01	16
School ICT Support 1A	ITS10A1	16	School ICT Support 1B	ITS20B1	16
Addressing Neurodevelopmental Learning Needs 1A	NDL10A1	16	Addressing Neurodevelopmental Learning Needs 1B	NDL20B1	16
School Library and Information Centre Support 1A	SLI11A1	16	School Library and Information Centre Support 1B	SLI21B1	16
Total credits required in first year = 140. (11 modules)					

Second Year					
Compulsory Semester Modules					
First Semester			Second Semester		
Module name	Code	Credits	Module name	Code	Credits
Education Studies 2A	EST10A2	16	Education Studies 2B	EST20B2	16
Teaching Studies 2A	TST10A2	8	Teaching Studies 2B	TST20B2	8
Physical Sciences 2A for FET	PSFT0A2	20	Physical Sciences 2B for FET	PSFT0B2	20
Teaching Methodology and Practicum 2A	FSM10A2	4	Teaching Methodology and Practicum 2B	FSM10B2	4

Conversational Competency (<i>Choose one language</i>)					
Northern Sotho for Senior and FET Phase 1A	NSS1AA1	4	Northern Sotho for Senior and FET Phase 1B	NSS1BB1	4
Zulu for Senior and FET Phase 1A	ZUS1AA1	4	Zulu for Senior and FET Phase 1B	ZUS1BB1	4
Electives					
Geography 2A for FET	GR2AFET	24	Geography 2B for FET	GR2BFET	24
Life Sciences 2A for FET	LSFT0A2	20	Life Sciences 2B for FET	LSFT0B2	20
Physical Education 2A	HMSEA02	16	Physical Education 2B	HMSEB02	16
School ICT Support 2A	ITS10A2	16	School ICT Support 2B	ITS20B2	16
Addressing Neurodevelopmental Learning Needs 2A	NDL10A2	16	Addressing Neurodevelopmental Learning Needs 2B	NDL20B2	16
School Library and Information Centre Support 2A	SLI12A2	16	School Library and Information Centre Support 2B	SLI22B2	16
Total credits required in second year = 144-152. (12 modules)					

Third Year					
Compulsory Semester Modules					
First Semester			Second Semester		
Module name	Code	Credits	Module name	Code	Credits
Education Studies 3A	EST10A3	16	Education Studies 3B	EST20B3	16
Teaching Studies 3A	TST10A3	12	Teaching Studies 3B	TST20B3	12
Physical Sciences 3A for FET	PSFT0A3	24	Physical Sciences 3B for FET	PSFT0B3	24
Methodology and Practicum: FET Physical Sciences 3A	MOFPPA3	8	Methodology and Practicum: FET Physical Sciences 3B	MOFPPB3	8
Methodology and Practicum: Senior Phase Natural Sciences 3A	MOSPNA3	8	Methodology and Practicum: Senior Phase Natural Sciences 3B	MOSPNB3	8
Electives					
Methodology and Practicum: FET Geography 3A	MOFPGA3	8	Methodology and Practicum: FET Geography 3B	MOFPGB3	8

Methodology and Practicum: FET Life Sciences 3A	MOFPLA3	8	Methodology and Practicum: FET Life Sciences 3B	MOFPLB3	8
Methodology and Practicum: Support Role Physical Education 3A	MOFPXA3	8	Methodology and Practicum: Support Role Physical Education 3B	MOFPXB3	8
Methodology and Practicum: Support Role School ICT 3A	MOFPJA3	8	Methodology and Practicum: Support Role School ICT 3B	MOFPJB3	8
Methodology and Practicum: Addressing Neurodevelopmental Learning 3A	MOFPNA3	8	Methodology and Practicum: Addressing Neurodevelopmental Learning 3B	MOFPNB3	8
Methodology and Practicum: Support Role School Library 3A	SLI13A3	8	Methodology and Practicum: Support Role School Library 3B	SLI23B3	8
Total credits required in third year = 154. (12 modules)					

Fourth Year		
Compulsory Year Modules		
Module Name	Code	Credits
Teaching Studies 4	TST00Y4	40
Methodology and Practicum: FET Physical Sciences 4	MOFPY4	40
Elective Year Modules		
Methodology and Practicum: FET Geography 4	MOFPGY4	40
Methodology and Practicum: FET Life Sciences 4	MOFPLY4	40
Methodology and Practicum: Support Role Physical Education 4	MOFPXY4	40
Methodology and Practicum: Support Role School ICT 4	MOFPIY4	40
Methodology and Practicum: Addressing Neurodevelopmental Learning 4	MOFPNY4	40
Methodology and Practicum: Support Role School Library 4	SLI1400	40
Total credits required in fourth year = 120. (3 modules)		

ED2.1.4.5 Programme structure

- a) Minimum duration: four years' formal instruction.
- b) The programme is offered full-time.
- c) Number of modules per year of study:
 - i) First year: 4 first-semester, 5 second-semester, 1 year- module
 - ii) Second year: 6 first-semester, 6 second-semester-modules
 - iii) Third year: 5/6 first-semester, 5/6 second semester-modules
 - iv) Fourth year: 3 year modules

ED2.1.4.6 Promotion requirements

- 1.1 For access to the combined methodology in the second year students must pass both academic modules related to the school subject on first year level.
- 1.2 Students may only register for a third year module if a related module has been passed on at least the first year level.
- 1.3 Students may only be promoted to the fourth year of study if they have passed all the first, second and third year modules.
- 1.4 Students may not register for the more than 1.2 stats credits in any given year of study.
- 1.5 Students may only register for the Teaching Methodology and Practicum in their third year of study if the related academic major was passed on second year level.
- 1.6 Students may continue with the Teaching Methodology and Practicum components in the third year of study if the Teaching Methodology and Practicum was failed in the previous year.

ED2.1.4.7 Award of degree

The Bachelor of Education in Senior Phase and FET Teaching will be awarded to students who have completed all the prescribed modules successfully.

ED2.1.4.8 Specific regulations for the BEd in Senior Phase and FET Teaching

- 1. Teaching methodology and practicum are integrated. This implies that students will engage in learning from practice, learning in practice and learning from service, aiming at developing specialised pedagogical content knowledge and teaching competence in each subject area.
- 2. The fourth year of the programme will strongly focus on developing the student teacher as reflective practitioner. During their fourth year students will be placed in different schools on the list of approved schools for WIL. During their placements at schools they will not only take on teaching responsibilities, but they will also do assignments which will require the demonstration of integrated and applied knowing. These assignments will form the basis for engaging in critical reflection during coursework on campus.
- 3. The fourth year module follows a “commuting” (Korthagen et al 2001)² structure. In the fourth year a practice-to-theory-to-practice approach is followed – an alternation between practical in-school experiences, reflection on these experiences, relating experiences to relevant theory, and bringing theory to bear on fresh situations. The academic coursework on campus is primarily aimed at preparing students for their placement in schools, but also affords students the opportunity to reflect on their experiences in schools and to enrich these experiences through invoking theory, which in turn will initiate the next cycle in the practice-to-theory-to-practice approach. During placement at schools, students will be required to take on teaching responsibilities, as well as completion of assignments which will require the demonstration of integrated and applied knowing.

² Korthagen, A.J., Kesselss, J., Koster, B., Lagerwerf B., & Wubbels T. (2001).

Linking practice and theory. The pedagogy of realistic teacher education. Mahwah: Lawrence Erlbaum. Kindle edition.

4. The curriculum does not include the development of basic Information Communications Technology (ICT) competence as fundamental learning. Students who do not pass a basic ICT competency test will be required to attend compulsory ICT skills workshops
5. Students do the academic majors with other faculties therefore the content is not reflected in the presentation. The home department principle applies that other faculties take full responsibility for the modules. However, the learning support specializations and the Technology related majors are offered by the Faculty of Education and are included in this presentation.

Practicum which includes WIL		
Study period	Duration	Assessment
First Year	1 week	
Second Year	3 weeks	The WIL at schools consists mainly of structured observation linked to assignments which are formally assessed
Third Year	3 weeks	During WIL at school's students take up teaching responsibilities which are formally assessed by the teacher mentors and also by staff. Students also submit assignments which are formally assessed.
Fourth Year	12 weeks at selected schools	During WIL at school's students take up teaching responsibilities which are formally assessed by the teacher mentors and also by staff. Students also submit assignments which are formally assessed.

Options available in the BEd in Senior Phase and FET Teaching Programme linked to the Academic majors and Teaching Methodologies:

Option 1: Students take a combination of one Senior Phase and one FET Phase methodology to support teaching in a secondary school plus one FET phase methodology or One Support Role		
Option 2: Students take a combination of one Senior Phase and two FET Phase methodologies to support teaching in a secondary school. Offering of these methodologies is dependent on a sufficient number of enrolments per methodology.		
The following teaching specializations for the Senior and FET Phase are available:		
	Senior Phase Methodologies <ul style="list-style-type: none"> • Arts and Culture • Languages • Mathematics • Natural Sciences • Life Orientation • Economic and Management Sciences • Social Sciences • Technology 	FET Methodologies: <ul style="list-style-type: none"> • Design • Visual Arts • Afrikaans • English • isiZulu • Sepedi • Accounting • Business Studies • Economics • Tourism • Hospitality Studies • Mathematics • Life Sciences • Physical Sciences • Historical Studies • Geography

		<ul style="list-style-type: none"> • Life Orientation • Engineering Graphics and Design • Civil Technology
Support Role Methodologies <ul style="list-style-type: none"> • Addressing Neurodevelopmental Learning Needs (School guidance and support phasing out as from 2018) • Physical Education • School ICT Support • School Library and Information Centre Support 		

ED2.1.4.8.1 Module requirements and prerequisites: Academic Majors

Admission requirements for the academic majors linked to the following home faculties. Students must meet the requirements set by the home faculty and meet the progressions requirements to continue to the following year of study		
Faculty of Art, Design and Architecture: No intake for these modules in 2018 only offered to pipeline students in 2018		
Module Code	Description	Prerequisite
ADSB5A1	Art and Design 1A	No matriculation prerequisite subjects required- no prior knowledge required
ADSB5B1	Art and Design 1B	ADSB5A1
ADSB5A2	Art and Design 2A	ADSB5A1 and ADSB5B1
ADSB5B2	Art and Design 2B	ADSB5A2
ADSB5A3	Art and Design 3A	ADSB5A2 and ADSB5B2
ADSB5B3	Art and Design 3B	ADSB5A3
Faculty of Economic and Financial Science		
Module Code	Description	Prerequisite
ACC01A1	Accounting 1A	Mathematics APS Rating 3
ACC02B1	Accounting 1B	ACC01A1- 40%
ACC02A2	Accounting 2A	ACC01A1, ACC01B1
ACC02B2	Accounting 2B	ACC01A1, ACC01B1
ACC3AB0	Accounting 3AB	
ECO01A1	Economics 1A	Mathematics APS Rating 3
ECO01B1	Economics 1B	
ECO2AA2	Economics 2A	
ECO2BB2	Economics 2B	ECO01A1
ECO3AA3	Economics 3A	ECO01A1, ECO01B1
ECO3BB3	Economics 3B	ECO01A1, ECO01B1, ECO2AA2
Faculty of Education		
Module Code	Description	Prerequisite
No intake for CTE10A1 and CTE20B1; EGD10A1 and EGD20B2 in 2018 only pipeline management in 2018		
CTE10A1	Civil Technology 1A	NSC Engineering Graphics and Design level 4
CTE20B1	Civil Technology 1B	CTE10A1
CTE10A2	Civil Technology 2A	CTE10A1 and CTE20B1
CTE20B2	Civil Technology 2B	CTE10A2

EGD10A1	Engineering Graphics and Technology Education 1A	NSC Engineering Graphics and Design level 4
EGD20B1	Engineering Graphics and Technology Education 1B	EGD10A1
EGD10A2	Engineering Graphics and Technology Education 2A	EGD10A1 and EGD20B1
EGD20B2	Engineering Graphics and Technology Education 2B	EGD10A2
EGD10A3	Engineering Graphics and Technology Education 3A	EGD 10A2 and EGD20B2
EGD20B3	Engineering Graphics and Technology Education 3B	EGD10A3
NDL10A1	Addressing Neurodevelopmental Learning Needs 1A	No matriculation prerequisite subjects required- no prior knowledge required
NDL20B1	Addressing Neurodevelopmental Learning Needs 1B	
New code to be allocated	Addressing Neurodevelopmental Learning Needs 2A	
New code to be allocated	Addressing Neurodevelopmental Learning Needs 2B	
ITS10A1	School ICT Support 1A	No matriculation prerequisite subjects required- no prior knowledge required
ITS20B1	School ICT Support 1B	
ITS10A2	School ICT Support 2A	
ITS20B2	School ICT Support 2B	
School Guidance and Support phasing out from 2018- no intake for these modules: pipeline management only		
SGS10A1	School Guidance and Support 1A	No matriculation prerequisite subjects required- no prior knowledge required
SGS20B1	School Guidance and Support 1B	
SGS10A2	School Guidance and Support 2A	
SGS20B2	School Guidance and Support 2B	
Faculty of Health Science		
Module Code	Description	Prerequisite
HMSEA01	Physical Education 1A	No matriculation prerequisite subjects required- no prior knowledge required
HMSEB01	Physical Education 1B	
HMSEA02	Physical Education 2A	
HMSEB02	Physical Education 2B	
Faculty of Humanities		
Module Code	Description	Prerequisite
AFR1AA1	Afrikaans 1A	NSC Afrikaans level 4
AFR1BB1	Afrikaans 1B	
AFR2AA2	Afrikaans 2A	
AFR2BB2	Afrikaans 2B	
AFR3AA3	Afrikaans 3A	AFR1AA1 and AFR1BB1
AFR3BB3	Afrikaans 3B	AFR1AA1 and AFR1BB1

ENG1AA1	English 1A	NSC English First or Second Language level 5
ENG1BB1	English 1B	
ENG2AA2	English 2A	ENG1AA1 and ENG1BB1
ENG2BB2	English 2B	
ENG3AA3	English 3A	ENG2AA2 and ENG2BB2
ENG3BB3	English 3B	
HIS1AA1	Historical Studies 1A	No matriculation prerequisite subjects required- no prior knowledge required
HIS1BB1	Historical Studies 1B	
HIS2AA2	Historical Studies 2A	
HIS2BB2	Historical Studies 2B	
HIS3AA3	Historical Studies 3A	HIS1AA1 and HIS1BB1
HIS3BB3	Historical Studies 3B	HIS1AA1 and HIS1BB1
IZU1AA1	iZiZulu 1A	Zulu Home Language
IZU1BB1	iZiZulu 1B	Zulu Home Language
IZU2AA2	iZiZulu 2A	IZU1AA1
IZU2BB2	iZiZulu 2B	IZU1BB1
IZU3AA3	iZiZulu 3A	IZU2AA2
IZU3BB3	iZiZulu 3B	IZU2BB2
NSP1AA1	Northern Sotho for the Senior and FET Phase 1A (Competency module)	
NSS1AA1	Northern Sotho for the Senior and FET Phase 1A	
NSS1BB1	Northern Sotho for the Senior and FET Phase 1B	NSS1AA1 and NSP1AA1
PSY1AA1	Psychology 1A	No matriculation prerequisite subjects required- no prior knowledge required
PSY1BB1	Psychology 1B	PSY1AA1
PSY2AA2	Psychology 2A	PSY1AA1 and PSY1BB1
PSY2BB2	Psychology 2B	
PSY3AA3	Psychology 3A	
PSY3BB3	Psychology 3B	
SEP1AA1	Sepedi 1A	Sepedi Home Language
SEP1BB1	Sepedi 1B	Sepedi Home Language
SEP2AA2	Sepedi 2A	SEP1AA1
SEP2BB2	Sepedi 2B	SEP1BB1
SEP3AA3	Sepedi 3A	SEP2AA2
SEP3BB3	Sepedi 3B	SEP2BB2
Sociology phasing out from 2018- no intake for these modules: pipeline management only		
SOS1AA1	Sociology 1A	No matriculation prerequisite subjects required- no prior knowledge required
SOS1BB1	Sociology 1B	
SOS2AA2	Sociology 2A	
SOS2BB2	Sociology 2B	
SOS3AA3	Sociology 3A	SOS1AA1 and SOS1BB1
SOS3BB3	Sociology 3B	SOS1AA1 and SOS1BB1
ZSP1AA1	Zulu for the Senior and FET Phase 1A (Competency module)	
ZUS1AA1	Zulu for the Senior and FET Phase 1A	No prior knowledge required

ZUS1BB1	Zulu for the Senior and FET Phase 1B	ZUS1AA1 or ZFP1BB1
Faculty of Management		
Module Code	Description	Prerequisite
BMA11A1	Business Management 1A	Mathematics APS Rating 4
BMA21B1	Business Management 1B	
BMA12A2	Business Management 2A	BMA11A1
BMA22B2	Business Management 2B	BMA21B1
BMX2A01	Business Studies 2A	Mathematical Literacy Rating 6
BMX22B2	Business Studies 2B	BMX2A01
BMA13A3	Business Management 3A	BMA12A2
BMA23B3	Business Management 3B	BMA22B2
Hospitality Studies phasing out from 2018- no intake for these modules: pipeline management only		
HOS11A1	Hospitality Studies 1A	No matriculation prerequisite subjects required- no prior knowledge required
HOS21B1	Hospitality Studies 1B	
HOS12A2	Hospitality Studies 2A	
HOS22B2	Hospitality Studies 2B	
SLI11A1	School Library and Information Centre Support 1A	No matriculation prerequisite subjects required- no prior knowledge required
SLI21B1	School Library and Information Centre Support 1B	
SLI12A2	School Library and Information Centre Support 2A	
SLI22B2	School Library and Information Centre Support 2B	
TOU11A1	Tourism 1A	No matriculation prerequisite subjects required- no prior knowledge required
TOU21B1	Tourism 1B	
TOU12A2	Tourism 2A	TOU11A1 and TOU21B1
TOU22B2	Tourism 2B	TOU11A1 and TOU21B1
Faculty of Science		
Module Code	Description	Prerequisite
GR1AFET	Geography for FET 1A	Grade 12 Physical Science (APS 3) or Life Science (APS 3) or Mathematics (APS 4) or Mathematical Literacy (APS 6) and Geography (APS 3)
GR1BFET	Geography for FET 1B	Grade 12 Physical Science (APS 3) or Life Science (APS 3) or Mathematics (APS 4) or Mathematical Literacy (APS 6) and Geography (APS 3)
GR2AFET	Geography for FET 2A	GR1AFET and GR1BFET
GR2BFET	Geography for FET 2B	GR1AFET and GR1BFET
GR3AFET	Geography for FET 3A	GR2AFET and GR2BFET
GR3BFET	Geography for FET 3B	GR2AFET and GR2BFET
LSFT0A1	Life Sciences for FET 1A	Grade 12 Mathematics (APS 4) or Mathematical Literacy (min. APS 6) and Physical Science or Life Science (min. APS 4)

LSFT0B1	Life Sciences for FET 1B	LSFT0A1
LSFT0A2	Life Sciences for FET 2A	LSFT0A1 and LSFT0B1
LSFT0B2	Life Sciences for FET 2B	LSFT0A2
LSFT0A3	Life Sciences for FET 3A	LSFT0A2 and LSFT0B2
LSFT0B3	Life Sciences for FET 3B	LSFT0A3
PSFT0A1	Physical Sciences for FET 1A (Physics)	Grade 12 Physical Science and Mathematics APS 4
PSFT0B1	Physical Sciences for FET 1B (Chemistry)	Grade 12 Physical Science and Mathematics APS 4
PSFT0A2	Physical Sciences for FET 2A (Physics)	PSFT0A1
PSFT0B2	Physical Sciences for FET 2B (Chemistry)	PSFT0B1
PSFT0A3	Physical Sciences for FET 3A (Physics)	PSFT0A2
PSFT0B3	Physical Sciences for FET 3B (Chemistry)	PSFT0B2
MAFT0A1	Mathematics for FET 1A	Grade 12 Mathematics (min. APS 4) or Grade 12 Mathematical Literacy (min. APS 6)
MAFT0B1	Mathematics for FET 1B	MAFT0A1
MAFT0A2	Mathematics for FET 2A	MAFT0A1
MAFT0B2	Mathematics for FET 2B	MAFT0B1
MAFT0A3	Mathematics for FET 3A	MAFT0B1 and MAFT0B2
MAFT0B3	Mathematics for FET 3B	MAFT0B1

ED2.1.4.8.2 List of modules requirements and prerequisites in the BEd in Senior Phase and FET Teaching

Module Code	Description	Prerequisite
ALE00Y1	Academic Literacy for Education	No matriculation prerequisite subjects required- no prior knowledge required
EFT20B1	English as Language for Teaching and Learning	No matriculation prerequisite subjects required- no prior knowledge required
EST10A1	Education Studies 1A	
EST20B1	Education Studies 1B	
EST10A2	Education Studies 2A	
EST20B2	Education Studies 2B	
EST10A3	Education Studies 3A	EST10A1 and EST20B1
EST20B3	Education Studies 3B	EST10A1 and EST20B1
FSM10A2	Teaching Methodology and Practicum 2A	Both academic majors must have been passed in the first year to continue in the second year
FSM20B2	Teaching Methodology and Practicum 2B	Both academic majors must have been passed in the first year to continue in the second year
MOSPAA3	Teaching Methodology and Practicum Senior Phase Arts and Culture 3A	ADSB5A2, ADSB5B2 FSM10A2, FSM20B2
MOSPAB3	Teaching Methodology and Practicum Senior Phase Arts and Culture 3B	ADSB5A2, ADSB5B2 FSM10A2, FSM20B2
MOSPEA3	Teaching Methodology and Practicum Senior Phase Economics and Management Sciences 3A	ACC02A2, ACC02B2 or ECO2AA2, ECO2BB2 or BMA12A2, BMA22B2 FSM10A2, FSM20B2
MOSPEB3	Teaching Methodology and Practicum Senior Phase Economics and Management Sciences 3B	ACC02A2, ACC02B2 or ECO2AA2, ECO2BB2 or BMA12A2, BMA22B2

		FSM10A2, FSM20B2
MOSPNA3	Teaching Methodology and Practicum Senior Phase Natural Sciences 3A	GR2AFET, GR2BFET or LSFT0A2, LSFT0B2 or PSFT0A2, PSFT0B2 FSM10A2, FSM20B2
MOSPNB3	Teaching Methodology and Practicum Senior Phase Natural Sciences 3B	GR2AFET, GR2BFET or LSFT0A2, LSFT0B2 or PSFT0A2, PSFT0B2 FSM10A2, FSM20B2
MOSPSA3	Teaching Methodology and Practicum Senior Phase Social Sciences 3A	HIS2AA2, HIS2BB2 or GR2AFET, GR2BFET FSM10A2, FSM20B2
MOSPSB3	Teaching Methodology and Practicum Senior Phase Social Sciences 3B	HIS2AA2, HIS2BB2 or GR2AFET, GR2BFET FSM10A2, FSM20B2
MFSPAA3	Teaching Methodology and Practicum Senior Phase Afrikaans and FET Afrikaans 3A	AFR2AA2, AFR2BB2 FSM10A2, FSM20B2
MFSPAB3	Teaching Methodology and Practicum Senior Phase Afrikaans and FET Afrikaans 3B	AFR2AA2, AFR2BB2 FSM10A2, FSM20B2
MFSPEA3	Teaching Methodology and Practicum Senior Phase English and FET English 3A	ENG2AA2, ENG2BB2 FSM10A2, FSM20B2
MFSPEB3	Teaching Methodology and Practicum Senior Phase English and FET English 3B	ENG2AA2, ENG2BB2 FSM10A2, FSM20B2
MFSPZA3	Teaching Methodology and Practicum Senior Phase isiZulu and FET isiZulu 3A	IZU2AA2, IZU2BB2 FSM10A2, FSM20B2
MFSPZB3	Teaching Methodology and Practicum Senior Phase isiZulu and FET isiZulu 3B	IZU2AA2, IZU2BB2 FSM10A2, FSM20B2
MFSPLA3	Teaching Methodology and Practicum Senior Phase Life Orientation and FET Life Orientation 3A	PSY2AA2, PSY2BB2 FSM10A2, FSM20B2
MFSPLB3	Teaching Methodology and Practicum Senior Phase Life Orientation and FET Life Orientation 3B	PSY2AA2, PSY2BB2 FSM10A2, FSM20B2
MFSPMA3	Teaching Methodology and Practicum Senior Phase Mathematics and FET Mathematics 3A	MAFT0A2, MAFT0B2 FSM10A2, FSM20B2
MFSPMB3	Teaching Methodology and Practicum Senior Phase Mathematics and FET Mathematics 3B	MAFT0A2, MAFT0B2 FSM10A2, FSM20B2
MFSPSA3	Teaching Methodology and Practicum Senior Phase Sepedi and FET Sepedi 3A	SEP2AA2, SEP2BB2 FSM10A2, FSM20B2
MFSPSB3	Teaching Methodology and Practicum Senior Phase Sepedi and FET Sepedi 3B	SEP2AA2, SEP2BB2 FSM10A2, FSM20B2

MFSPTA3	Teaching Methodology and Practicum Senior Phase Technology and FET Engineering Graphics and Design 3A	EGD10A2, EGD20B2 FSM10A2, FSM20B2
MFSPTB3	Teaching Methodology and Practicum Senior Phase Technology and FET Engineering Graphics and Design 3B	EGD10A2, EGD20B2 FSM10A2, FSM20B2
MOFPAA3	Teaching Methodology and Practicum FET Accounting 3A	ACC02A2, ACC02B2 FSM10A2, FSM20B2
MOFPAB3	Teaching Methodology and Practicum FET Accounting 3B	ACC02A2, ACC02B2 FSM10A2, FSM20B2
New code to allocated	Teaching Methodology and Practicum Addressing Neurodevelopmental Learning Needs 3A	New code for year two in 2019 FSM10A2, FSM20B2
New code to allocated	Teaching Methodology and Practicum Addressing Neurodevelopmental Learning Needs 3B	New code for year two in 2019 FSM10A2, FSM20B2
MOFPBA3	Teaching Methodology and Practicum FET Business Studies 3A	BMA12A2, BMA22B2 FSM10A2, FSM20B2,
MOFPBB3	Teaching Methodology and Practicum FET Business Studies 3B	BMA12A2, BMA22B2 FSM10A2, FSM20B2,
MOFPCA3	Teaching Methodology and Practicum FET Civil Technology 3A	CTE10A2, CTE20B2 FSM10A2, FSM20B2
MOFPCB3	Teaching Methodology and Practicum FET Civil Technology 3B	CTE10A2, CTE20B2 FSM10A2, FSM20B2
MOFPEA3	Teaching Methodology and Practicum FET Economics 3A	ECO2AA2, ECO2BB2 FSM10A2, FSM20B2
MOFPEB3	Teaching Methodology and Practicum FET Economic 3B	ECO2AA2, ECO2BB2 FSM10A2, FSM20B2
MOFPGA3	Teaching Methodology and Practicum FET Geography 3A	GR2AFET, GR2BFET FSM10A2, FSM20B2
MOFPGB3	Teaching Methodology and Practicum FET Geography 3B	GR2AFET, GR2BFET FSM10A2, FSM20B2
MOFP0A3	Teaching Methodology and Practicum FET History 3A	HIS2AA2, HIS2BB2 FSM10A2, FSM20B2
MOFP0B3	Teaching Methodology and Practicum FET History 3B	HIS2AA2, HIS2BB2 FSM10A2, FSM20B2
MOFPHA3	Teaching Methodology and Practicum FET Hospitality Studies 3A	HOS12A2, HOS22B2 FSM10A2, FSM20B2
MOFPHB3	Teaching Methodology and Practicum FET Hospitality Studies 3B	HOS12A2, HOS22B2 FSM10A2, FSM20B2
MOFP0A3	Teaching Methodology and Practicum School ICT Support 3A	ITS10A2, ITS10B2 FSM10A2, FSM20B2
MOFP0B3	Teaching Methodology and Practicum School ICT Support 3B	ITS10A2, ITS10B2 FSM10A2, FSM20B2
MOFPLA3	Teaching Methodology and Practicum FET Life Sciences 3A	LSFT0A2, LSF0B2 FSM10A2, FSM20B2
MOFPLB3	Teaching Methodology and Practicum FET Life Sciences 3B	LSFT0A2, LSF0B2 FSM10A2, FSM20B2
MOFPPA3	Teaching Methodology and Practicum FET Physical Science 3A	PSF0A2, PSF0B2 FSM10A2, FSM20B2

MOFPPB3	Teaching Methodology and Practicum FET Physical Science 3B	PSF0A2, PSF0B2 FSM10A2, FSM20B2
MOFPXA3	Teaching Methodology and Practicum Physical Education 3A	HMSEA02, HMSEB02 FSM10A2, FSM20B2
MOFPXB3	Teaching Methodology and Practicum Physical Education 3B	HMSEA02, HMSEB02 FSM10A2, FSM20B2
MOFPSA3	Teaching Methodology and Practicum School Guidance and Support 3A	SGS10A2, SGS20B2 FSM10A2, FSM20B2
MOFPSB3	Teaching Methodology and Practicum School Guidance and Support 3B	SGS10A2, SGS20B2 FSM10A2, FSM20B2
New code to be allocated	Teaching Methodology and Practicum School Library and Information Centre Support 3A	SLI12A2, SLI22B2 FSM10A2, FSM20B2
New code to be allocated	Teaching Methodology and Practicum School Library and Information Support 3B	SLI12A2, SLI22B2 FSM10A2, FSM20B2
MOFPTA3	Teaching Methodology and Practicum FET Tourism 3A	TOU12A2, TOU22B2 FSM10A2, FSM20B2
MOFPTB3	Teaching Methodology and Practicum FET Tourism 3B	TOU12A2, TOU22B2 FSM10A2, FSM20B2
MOFPVA3	Teaching Methodology and Practicum FET Visual Arts 3A	ADSB5A2, ADSB5B2 FSM10A2, FSM20B2
MOFPVB3	Teaching Methodology and Practicum FET Visual Arts 3B	ADSB5A2, ADSB5B2 FSM10A2, FSM20B2
MOFPAY4	Teaching Methodology and Practicum FET Accounting 4	ACC3AB0(First Major) or ACC02A2 ACC02B2(Second Major) MOFAA3, MOFAB3
MFSPAY4	Teaching Methodology and Practicum FET Afrikaans 4	AFR3AA3, AFR3BB3 MFSPAA3,MFSPAB3
MOFPBY4	Teaching Methodology and Practicum FET Business Studies 4	BMA13A3, BMA23B3 (First Major) or BMA12A2, BMA22B2 (Second Major) MOFBA3, MOFPBB3
MOFPCY4	Teaching Methodology and Practicum FET Civil Technology 4	CTE10A2, LYCTE2OB2 MOFPC A3, MOFOCB3
MOFPEY4	Teaching Methodology and Practicum FET Economics 4	ECO3AA3, ECO3BB3 (First Major) or ECO2AA2, ECO2BB2 (Second Major) MOFPEA3,MOFPEB3
MFSPTY4	Teaching Methodology and Practicum FET Engineering Graphics and Design 4	EGD10A3, EGD20B3 MFSPTA3,MFSPTB3
MFSPEY4	Teaching Methodology and Practicum FET English 4	ENG3AA3, ENG3BB3 MSPEA3, MFSPEB3
MOFPGY4	Teaching Methodology and Practicum FET Geography 4	GR3AFET, GR3B FET (First Major) or GR2AFET, GR2B FET (Second Major) MOFPGA3, MOFPGB3
MOFP0Y4	Teaching Methodology and Practicum FET History 4	HIS3AA3, HIS3BB3(First Major) or HIS2AA2, HIS2BB2(Second Major) MOFP0A3, MOFP0B3
MOFPHY4	Teaching Methodology and Practicum FET Hospitality Studies 4	HOS12A2 HOS22B2 MOFPHA3, MOFPHB3

MFSPZY4	Teaching Methodology and Practicum FET isiZulu 4	IZU3AA3, IZU3BB3 MFSPZA3, MFSPZB3
MOFPLY4	Teaching Methodology and Practicum FET Life Sciences 4	LST0A3, LFST0B3 (First Major) or LSF0A2, LSFT0B2 (Second Major) MOPLA3, MOPLB3
MOFPLY4	Teaching Methodology and Practicum FET Life Orientation 4	PSY3AA3, PSY3BB3 or SOS3AA3, SOS3BB3 MFSPLA3, MFSPLB3
MFSPMY4	Teaching Methodology and Practicum FET Mathematics 4	MA3AFET, MA3BFET/ MAFT0A3, MAFTOB3 MFSPMA3, MFSPMB3
MOFPPY4	Teaching Methodology and Practicum FET Physical Sciences 4	PSFT0A3S PSFTOB3 MOFPPA3, MOFPPB3
MFSPSY4	Teaching Methodology and Practicum FET Sepedi 4	SEP3AA3, SEP3BB3 MFSPSA3, MFSPSB3
MOFPY4	Teaching Methodology and Practicum School ICT Support 4	ITS10A2, ITS10B2 MOFPYA3, MOFPYB3
MOFPXY4	Teaching Methodology and Practicum Physical Education 4	HSMEA02, HMSEB02 MOFPXA3, MOFPXB3
MOFPSY4	Teaching Methodology and Practicum School Guidance and Support 4	SGS10A2, SGS20B2 MOFPSA3, MOFPSB3
New code to be allocated	Teaching Methodology and Practicum School Library and Information Centre Support 4	SLI12A2, SLI22B2 Codes to be allocated
MOFPTY4	Teaching Methodology and Practicum FET Tourism 4	TOU12A2, TOU22B2 MOFPTA3, MOFPTB3
MOFPVY4	Teaching Methodology and Practicum FET Visual Arts 4	ADSB5A3, ADSB5B3 MOFPVA3, MOFPVB3
TST10A1	Teaching Studies 1A	
TST20B1	Teaching Studies 1B	
TST10A2	Teaching Studies 2A	
TST20B2	Teaching Studies 2B	
TST10A3	Teaching Studies 3A	TST10A1 and TST20B1
TST20B3	Teaching Studies 3B	TST10A1 and TST20B1
TST00Y4	Teaching Studies 4	TST10A1, TST20B1, TST10A2, TST20B2, TST10A3 and TST20B2
NSP1AA1	Northern Sotho for the Senior and FET Phase 1A	Competency test
NSS1AA1	Northern Sotho for the Senior and FET Phase 1A	No prior knowledge required
NSS1BB1	Northern Sotho for the Senior and FET Phase 1B	NSP1AA1 or NSS1AA1
ZP1AA1	Zulu for the Senior and FET Phase 1A	Competency test
ZUS1AA1	Zulu for the Senior and FET Phase 1A	No prior knowledge required
ZUS1BB1	Zulu for the Senior and FET Phase 1B	ZUS1AA1 or ZFP1AA1

ED 2.1.4.9 MODULES IN THE BACHELOR OF EDUCATION in SENIOR PHASE AND FET TEACHING

Year 1							
Module name	Academic Literacy for Education	Module code	ALE00Y1	Credits	8	NQF Level	5
Purpose of the module							
The purpose of this module is to introduce students to academic reading and writing and exposes students to the various aspects of academic literacy at university in order to develop critical thinking, broader language awareness, as well as a heightened ability to communicate in various modes.							
Outcomes of the module							
The purpose of this module is to introduce students to academic reading and writing and expose students to the various aspects of academic literacy at university in order to develop critical thinking, broader language awareness, as well as a heightened ability to communicate in various modes.							
Content of the module							
The role of language in teaching and learning Genres and text types in academic writing Searching for literature sources Textual cohesion Reading academic texts critically Analysis of academic texts Composing different academic texts Argumentation in academic writing Writing a literature review Interpreting visual texts Referencing and avoiding plagiarism							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Education Studies 1A	Module code	EST10A1	Credits	16	NQF Level	5
Purpose of the module							
To guide students to analyse experiences of school education from personal and historical perspectives in order to understand how education is shaped historically.							
Outcomes of the module							
<ul style="list-style-type: none"> • Demonstrate an understanding of the concept and content of education and training • Apply your understanding of how the dominant ideology in society is reflected in the education system today • Analyse the different influences that shape the education system • Explain how the education and training system developed in South Africa before and after colonisation • Evaluate the successes and failures of the resistance to apartheid education • Reflect on your own experience of how education has impacted on your life and your educational journey • Apply your understanding of challenges endured in the past to those confronting the education system today. 							
Content of the module							
The journey of education: Personal educational history							

Comparing histories of education How education is shaped historically Linking personal history with the national history of education
Assessment
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.

Module name	Education Studies 1B	Module code	EST20B1	Credits	16	NQF Level	6
Purpose of the module							
To guide students in studying current educational challenges from perspectives of socio-cultural theories of education in order understand how education is shaped socially and politically.							
Outcomes of the module							
<p>Upon the successful completion of this module, you should be able to:</p> <ul style="list-style-type: none"> •Give a defensible account of what you think education is and what it is for •Meaningfully identify key theories that underpin educational practices and policies. •Provide an informed opinion on the intersections between the idea of a good humanistic education in the face of 4IR and other technological advancements. •Discuss and appreciate plausible emancipatory approaches that inform South Africa's educational transformation. •Understand how inequalities and poverty affect education outcomes and begin to devise ways of developing meaningful educational practices in contexts riddled with poverty and inequalities. 							
Content of the module							
<p>Current issues in education: Social context, culture, diversity, and multicultural education Language diversity How education systems evolve Race, class, gender Inclusive Education</p>							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.							

Module name	Teaching Studies 1A	Module code	TST10A1	Credits	8	NQF Level	5
Purpose of the module							
The purpose of this module is to provide students with an overview of the teaching profession in order for them to develop a conceptually coherent view of the interplay of the various roles which underlie teaching as professional practice.							
Outcomes of the module							
<p>A number of learning outcomes have been identified for each unit in this module:</p> <ul style="list-style-type: none"> *develop strategies to guide critical reflection, e.g. the DATA process and guided reflection protocol; *keep a reflective journal, and constantly set goals for professional development; *unpack what it means to be a caring teacher; *to explain critical education theory; *to explain the relevance of different learning theories in the classroom; *distinguish between and explain behaviourism, Piaget's developmental stages of cognitive growth, Lev Vygotsky's 							

views on social learning and ZPD, and Feuerstein's Mediated Learning Experience; *explain what is meant by a curriculum; *discuss the Tyler, Stenhouse and Freire takes on the curriculum; *discuss the relevance and implications of the Saber-tooth curriculum, and Tyler's, Stenhouse's and Freire's models for the NCS and CAPS; *demonstrate competence in planning, designing, and reflecting on learning activities that are appropriate for learners; *explain what is meant by learning-centered teaching; *use the six questions approach as a guide in lesson planning; *plan lessons according to the phases discussed in this module; *explain the general principles of assessment; *distinguish between criterion-referenced and norm-referenced assessment; *discuss assessment practices that could deepen student learning; *explain the role of media and technology in the classroom; *explain how behaviour management theories will assist you in your classroom management; and *give practical ideas of how you will create a classroom environment conducive for effective learning.
Content of the module
Teaching as profession A personal teaching philosophy Teacher as mediator of learning
Assessment

Module name	Teaching Studies 1B	Module code	TST20B1	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to introduce students to community engagement and service learning in order to help them understand teaching as the practice of citizenship							
Outcomes of the module							
To define and explain citizenship as central to being a teacher. To distinguish between community engagement and service learning. To analyse and evaluate the importance of service learning in relation to community engagement. To explain how social justice influence your role as a teacher and responsible citizen. To define and explore CARE and how it influence the practice of citizenship in teaching and learning context.							
Content of the module							
Introduction to community engagement and service learning Teaching as practice of citizenship Teaching for social justice Teaching for CARE (Community, agency, responsibility and education) Inclusivity							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module							

Module name	Addressing Neurodevelopmental Learning Needs 1A	Module code	NDL10A1	Credits	16	NQF Level	5
Purpose of the module							
The purpose of this module is to assist the teacher in developing knowledge about neurodevelopment in adolescence							
Outcomes of the module							
A. Define Neurodevelopmental Learning Challenges B. Identify the different Neurodevelopmental Disorders with specific reference to: Intellectual Disabilities Communication Learning Challenges Autism Spectrum Learning Challenges Attention-Deficit/Hyperactivity Learning Challenges Specific Learning Challenges Motor Learning Challenges C. Define and apply the principles of prevention of developmental disabilities Identify the educational structure of South African schools, with specific reference to special educational needs of learners living with Neurodevelopmental Challenges							
Content of the module							
An introduction to neurodevelopment. Brain anatomy and function Adolescent development and the brain Cognitive development, learning, memory and attention Primary and Multiple Language acquisition Emotional development Social development Cyber world and adolescent neurodevelopment .Poverty, diversity and brain development							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.							

Module name	Addressing Neurodevelopmental Learning Needs 1B	Module code	NDL20B1	Credits	5	NQF Level	16
Purpose of the module							
The purpose of this module is to develop the role of the teacher as a support specialist of Addressing neurodevelopmental learning needs							
Outcomes of the module							
<ul style="list-style-type: none"> • Bio-ecological theory of human development of Bronfenbrenner • Philosophy of inclusive education • Discourses in inclusive education • Roles of the support specialist • Basic counselling (guidance) skills for teachers • Functioning of school based support teams • Supporting adolescents with neurodevelopmental barriers to learning • Developing family - school partnerships • Collaboration with stakeholders 							

Content of the module
Bio-ecological theory of human development of Bronfenbrenner Philosophy of Inclusive Education Discourses in Inclusive Education Roles of the support specialist Basic counselling skills for teachers Functioning of school based support teams Supporting adolescents with neuro-developmental barriers to learning Developing family – school partnerships Collaboration with stakeholders
Assessment
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module

Module name	School ICT support specialist 1A	Module code	ITS10A1	Credits	16	NQF Level	6
Purpose of the module							
The purpose of this module is to assist students in developing sufficient knowledge and skills to enable them to fulfil the role of ICT Support Specialist in an FET school. For this module, the ICT Support Specialist role focuses on the development of an appropriate ICT implementation strategy for a school							
Outcomes of the module							
Upon the successful completion of this module, you should be able to: *Reflect on the successes and failures of ICT in Education throughout time in order to make sound decisions regarding ICT use in a school *Accurately describe the hardware components of a typical computer system, and perform minor hardware repairs *Develop an appropriately approach to ICT Integration by critically comparing a variety of standards and frameworks *Propose viable solutions to the ICT in Education challenges that South Africa face *Develop an ICT implementation plan for a school *Demonstrate advanced skills in productivity software *Develop a Personal Digital Portfolio that reflects your skills and competencies as a School ICT Specialist							
Content of the module							
ICT implementations Computer concepts and skills ICT in Education White paper on e-Education Developing an ICT vision and implementation plan Teacher development for ICT integration							
Assessment							
Please consult the College of Business and Economics regulations.							

Module name	School ICT support specialist 1B	Module code	ITS20B1	Credits	16	NQF Level	6
Purpose of the module							
The purpose of this module is to assist students in developing sufficient knowledge and skills to enable them to fulfil the role of ICT support specialist in an FET school. For this module, the ICT support specialist role focuses on the development on Innovative attitudes and practices							
Outcomes of the module							
<p>Upon the successful completion of this module, you should be able to:</p> <ul style="list-style-type: none"> *Critically discuss the use of ICT for teaching and learning *Evaluate pedagogical approaches, practices and frameworks when using digital tools *Describe the TPACK framework and authentic learning *Conceptualise and discuss digital disruption in education *List and evaluate digital tools for education *Create effective online quizzes using various ICT tools *Effectively use Spreadsheets for marks and other educational administration 							
Content of the module							
<p>ICT pedagogy ICT and learning Pedagogical approaches for ICT integration ICT and assessment Assessing ICT resources</p>							
Assessment							
Please consult the College of Business and Economics regulations.							

Module name	Physical Education 1A	Module code	HMSEA01	Credits	16	NQF Level	5
Purpose of the module							
The purpose of this module is to develop the role of the teacher as a support specialist in secondary schools in order to address movement programmes in the holistic development of the secondary school learner							
Outcomes of the module							
To consult the Faculty of Health Sciences yearbook.							
Content of the module							
<p>Motor development Anatomy and applied physiology Outdoor education Adapted physical activity and recreation.</p>							
Assessment							
Please consult the Faculty of Health Sciences regulations.							

Module name	Physical Education 1B	Module code	HMSEB01	Credits	16	NQF Level	6
Purpose of the module							
The purpose of this module is to develop the role of the teacher as a support specialist in secondary schools in order to address movement programmes in the holistic development of the secondary school learner							
Outcomes of the module							
Please consult the Faculty of Health Sciences regulations.							
Content of the module							

Motor development Anatomy and applied physiology Outdoor education Adapted physical activity and recreation.
Assessment
Please consult the Faculty of Health Sciences regulations.

Module name	School Library and Information Centre Support 1A	Module code	SLI11A1	Credits	16	NQF Level	5
Purpose of the module							
The purpose of this module is to assist students in developing sufficient knowledge and skills to enable them to fulfil the role of Information Management (IM) Support Specialist in a secondary school. For this module, the IM Support Specialist role focuses on the development of an understanding of the role and function of the school library and information centre.							
Outcomes of the module							
Please consult the College of Business and Economics regulations.							
Content of the module							
History of recorded information. Different types of libraries. General orientation to library and information services. The bibliographic chain. Clarification of key concepts							
Assessment							
Please consult the College of Business and Economics regulations.							

Module name	School Library and Information Centre Support 1B	Module code	SLI21B1	Credits	16	NQF Level	6
Purpose of the module							
The purpose of this module is to assist students in developing sufficient knowledge and skills to enable them to fulfil the role of Information Management (IM) Support Specialist in a secondary school. For this module, the IM Support Specialist role focuses on the development of an understanding of the administration and management of a school library and information centre.							
Outcomes of the module							
Please consult the College of Business and Economics regulations.							
Content of the module							
Identify and compare the different technical services in a school library. Library and information technologies. Information sources and tools for reference work. Clarification of key concepts							
Assessment							
Please consult the College of Business and Economics regulations.							

Year 2							
Module name	Education Studies 2A	Module code	EST10A2	Credits	16	NQF Level	6
Purpose of the module							
To study diverse abilities and needs of adolescents in order to engage in educational actions that are developmentally appropriate.							
Outcomes of the module							
1. sound knowledge concerning adolescent development and developmental areas; 2. knowledge, skills and understanding relating to teaching adolescent learners; 3. knowledge about the adolescent brain and learning and how this evidence-based information can inform teaching planning and implementation and critical reflection as a teacher relating to what to do in the learning settings. 4. understand how theories of development enhance the understanding of teaching and learning.							
Content of the module							
Diverse abilities and needs of adolescents: Theories of diversity Developmental characteristics of adolescents Language development Development theory Psychological perspectives on discipline Learning equity Purpose of education Learning in context – notions of cognitive justice and emancipatory learning Cognitive and affective/motivational theories of learning The role of language in learning Inquiry methods into issues of learning							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module							

Module name	Education Studies 2B	Module code	EST20B2	Credits	16	NQF Level	6
Purpose of the module							
To understand the nature, range, extent and complexity of intrinsic and extrinsic barriers to learning.							
Outcomes of the module							
A. Clarify the challenges and purposes of learning and the need to study learning theories for educational and learning equity purposes; B. Describe and evaluate prominent theories of learning relevant to adolescents with diverse abilities and needs; C. Describe the ways in which sociocultural contexts, language and learner motivation and affect are instrumental to learning; D. Formulate own views of learning and the implications for educational practices; E. Describe the basic inquiry methods for the study of adolescent learning in diverse settings.							
Content of the module							
Learning equity Purpose of education Learning in context – notions of cognitive justice and emancipatory learning Cognitive and affective/motivational theories of learning The role of language in learning							

Inquiry methods into issues of learning
Assessment
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module

Module name	Teaching Studies 2A	Module code	TST10A2	Credits	8	NQF Level	6
Purpose of the module							
The purpose of the module is to equip beginner teachers with educational leadership, education policy and legislation and classroom competencies in order to become professional teachers							
Outcomes of the module							
A. Identify the education law sources regulating classroom management B. Describe how management tasks and good planning influence classroom management C. Identify and describe the various law provisions regulating classroom management D. Work with various discipline models/theories for reflection in classroom management E. Analyze several court cases/research studies in order to learn from and in practice.							
Content of the module							
Education policy and legislation in SA Classroom management and administration Supportive classroom discipline Teaching for motivation and engagement Developing an orderly and purposeful learning environment Repairing and restoring behaviour Curriculum development Programme development Text selection Learning materials Assessment as core component in pedagogy Principles of assessment – criteria and feedback Formative assessment Evaluation and summative assessment							
Assessment							

Module name	Teaching Studies 2B	Module code	TST20B2	Credits	8	NQF Level	6
Purpose of the module							
The purpose of the module is for beginner teachers to develop assessment skills in order to effectively and methodically assess learners for progression and promotion purposes							
Outcomes of the module							
A. Determine the purpose of assessment B. Articulate competencies which are to be assessed C. Plan assessment activities D. Implement assessment E. Evaluate assessment evidence F. Record and report assessment G. Provide feedback to candidates							

H. Reflect on your assessment practice I. Evaluate the competencies against which the assessment was carried out.
Content of the module
Education policy and legislation in SA Classroom management and administration Supportive classroom discipline Teaching for motivation and engagement Developing an orderly and purposeful learning environment Repairing and restoring behaviour Curriculum development Programme development Text selection Learning materials Assessment as core component in pedagogy Principles of assessment – criteria and feedback Formative assessment Evaluation and summative assessment
Assessment

Module name	Teaching Methodology and Practicum 2A	Module code	FSM10A2	Credits	4	NQF Level	6
Purpose of the module							
The purpose of this module is twofold, namely, to guide students in developing an understanding of the nature of the subject discipline; and acquiring pedagogic content knowledge and skill in designing and presenting lessons and learning programmes							
Outcomes of the module							
<ul style="list-style-type: none"> • Plan and present lessons using a variety of teaching and assessment strategies and teaching aids applicable to their subject specialization. • Plan and present lessons that is inclusive of learners with diverse abilities and needs. • Display an understanding of the nature, purpose, and function of assessment in general. Critically and objectively evaluate your own teaching and learning strategies and adjust these where necessary.							
Content of the module							
An introduction to the school curriculum The nature of the subject PCK Lesson planning and lesson presentation An introduction to assessment Addressing barriers to learning							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module							

Module name	Teaching Methodology and Practicum 2B	Module code	FSM20B2	Credits	4	NQF Level	6
Purpose of the module							
The purpose of this module is to guide students in developing an understanding of assessment and inclusive practices.							
Outcomes of the module							

<p>Upon the successful completion of this module, you should be able to:</p> <ul style="list-style-type: none"> *Identify and explain the key features of digitalized education versus digitized education; *Describe the foundation of the TPACK framework and relate that to the concept of authentic learning; *Identify the features of online learning and relate it to the context of the lockdown; *Identify various digital online assessment platforms and explain their features; *Design and develop an Interactive Video lesson; *Identify the key features of an Interactive Video Assessment *Define what an e-Book is and what it is not; *Design and develop a simple e-Book; *Describe the concept of computational thinking; *Analyze the use of Abstraction, Analysis, and Automation in computational thinking; *Describe the relationship between human abilities and computer affordances in the field of computational thinking.
Content of the module
<p>The school curriculum Lesson planning and presentation with a focus on assessment Formative and summative assessment Developing assessment processes tasks and tools Analysing student performance. Addressing learning barriers</p>
Assessment

Module name	isiZulu for Senior- and FET Phase 1A	Module code	ZUS1AA1	Credits	4	NQF Level	5
Purpose of the module							
<p>The module introduces the student to the fundamentals of the Zulu language with emphasis on communicative skills in three aspects of the language: a) pronunciation with the view to acquiring basic proficiency; b) language usage with the purpose of acquiring the basics of the language; c) culture with the purpose of understanding cultural values and using the knowledge to communicate more acceptably.</p>							
Outcomes of the module							
<p>Upon completion of this module, students should be able to: Pronunciation: Pronounce the common speech sounds. Language usage: Students should be able to use all aspects of the language included in the curriculum, either in speech or in writing as follows: • Address (by means of titles/names/surnames) and greet another speaker. • Refer to persons (first, second, third) by way of subject and object markers. • Pose questions. • Answer questions. • Encode language by using reference words (time and place) and tense forms in the positive and negative. • Express ability, or the negative thereof. • Express expressions: 'still', 'may', 'not yet' (positive or negative).</p>							
Content of the module							
Pronunciation and language usage necessary for elementary discourse. Cultural orientation and practicals.							
Assessment							
Minimum Full Period Mark for Examination Admission – 0% Full Period Mark Weight – 100% Examination Mark Weight – 0%							

Module name	isiZulu for Senior- and FET Phase 1B:	Module code	ZUS1BB1	Credits	4	NQF Level	5
Purpose of the module							
The module completes the fundamentals of the Zulu language with emphasis on communicative skills in four aspects of the language: a) pronunciation with the purpose of consolidating basic proficiency; b) language usage with the purpose of acquiring basic proficiency in the remaining aspects the language; c) culture to understand cultural values and use the knowledge to communicate more acceptably; d) reading texts with the purpose of equipping the student to read elementary isiZulu.							
Outcomes of the module							
<p>Upon completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Pronunciation: <ul style="list-style-type: none"> • pronounce speech sounds and phonetic phenomena included in the curriculum. • Language usage: <ul style="list-style-type: none"> • Students should be able to use all aspects of the language included in the curriculum, either in speech or in writing, as follows: <ul style="list-style-type: none"> • Express polite commands and requests. • Use particles ('with', 'and', 'by means of'). • Express possession. • Express locatives (to indicate place). • Describe nouns by means of qualificatives. • Construct a verbal qualifier by means of the relative mood. • Use pronouns (emphatic, demonstrative, quantitative, qualitative). • Construct sentences in the consecutive and simulative moods. • Use conjunctions, verbal extensions, interjections, ideophones, diminutives. • Culture: <ul style="list-style-type: none"> • Students should be able to discuss aspects of culture as follows: <ul style="list-style-type: none"> • Explain the features of proverbs, riddles, folktales. • Discuss the significance of a name in Africa. • Provide examples of language varieties in the townships. • List and comment on references to time (phases of the day, etc.). • Discuss traditional religion. • Discuss women's language of respect. • Texts: <ul style="list-style-type: none"> • Read elementary texts, as follows: <ul style="list-style-type: none"> • Understand, answer elementary questions on them, and be able to translate. Paragraphs. 							
Content of the module							
Pronunciation, language usage necessary for elementary discourse Cultural orientation Practical's, reading							
Assessment							
Minimum Full Period Mark for Examination Admission – 0% Full Period Mark Weight – 100% Examination Mark Weight – 0% Supplementary assessment opportunity permitted.							

Module name	Sepedi for Senior- and FET Phase 1A:	Module code	NSS1AA1	Credits	4	NQF Level	5
Purpose of the module							
The purpose of the module is to introduce the student to the fundamentals of the Northern Sotho language with emphasis on communicative skills in three aspects of the language: a) Pronunciation with the view to acquiring basic proficiency. b) Language usage with the purpose of acquiring the basics of the language. c) Culture with the purpose of understanding cultural values and using the knowledge to communicate more acceptably.							
Outcomes of the module							
<p>Upon completion of this module, students should be able to do the following:</p> <ul style="list-style-type: none"> • Pronounce the common speech sounds. • Use all aspects of the language included in the curriculum, either in speech or in writing, as follows: • Address (by means of titles/names/surnames) and greet another speaker. • Refer to persons (first, second, third) by way of subject and object markers. • Pose questions. • Answer questions. • Encode language by using reference words (time and place) and tense forms in the positive and negative. • Express ability, or the negative thereof. • Express expressions: 'still', 'may', 'not yet' (positive or negative). • Culture: Discuss aspects of culture: • Know the main periods and main traditional leaders in Northern Sotho history. • Write a short historical overview on Morena boloka setšhaba sa gešo'. • Discuss the following topics: traditional name giving; initiation, totemism, funerals, • Traditional weddings, witchcraft. • Define and explain the following aspects of oral art: folktales, praise poetry. 							
Content of the module							
Pronunciation, language usage necessary for elementary discourse Cultural orientation Practical's, reading							
Assessment							
Minimum Full Period Mark for Examination Admission – 40% Full Period Mark Weight – 40% Examination Mark Weight – 60%							

Module name	Sepedi for Senior- and FET Phase 1B:	Module code	NSS1BB1	Credits	4	NQF Level	5
Purpose of the module							
The module completes the fundamentals of the Northern Sotho language with emphasis on communicative skills in four aspects of the language: a) pronunciation with the purpose of consolidating basic proficiency; b) language usage with the purpose of acquiring basic proficiency in the remaining aspects of the language; c) culture with the purpose of understanding cultural values and using the knowledge to communicate more acceptably; d) reading texts with the purpose of equipping the student to read elementary Northern Sotho.							
Outcomes of the module							
<p>Upon completion of this module, students should be able to do the following:</p> <ul style="list-style-type: none"> • Pronunciation: • Pronounce speech sounds and phonetic phenomena included in the curriculum. • Language usage: 							

<ul style="list-style-type: none"> • Use all aspects of the language included in the curriculum, either in speech or in writing, • as follows: • Express polite commands and requests. • Use particles ('with', 'and', 'by means of'). • Express possession. • Express locatives (to indicate place). • Describe nouns by means of qualificatives. • Construct a verbal qualifier by means of the relative mood. • Use pronouns (emphatic, demonstrative, quantitative, and qualificative). • Construct sentences in the consecutive and situative moods. • Use conjunctions, verbal extensions, interjections, ideophones, diminutives. • Culture: • Discuss aspects of culture: • Explain the features of proverbs, riddles, folktales. • Discuss the significance of a name in Africa. • Provide examples of language varieties in the townships. • List and comment on references to time (phases of the day, etc.). • Discuss traditional religion. • Discuss women's language of respect. • Texts: • Read elementary texts, as follows: • Understand, answer elementary questions on them, and be able to translate • Paragraphs.
Content of the module
Pronunciation, language usage necessary for elementary discourse Cultural orientation Practical's, reading
Assessment
Minimum Full Period Mark for Examination Admission – 40% Full Period Mark Weight – 40% Examination Mark Weight – 60%

Module name	Engineering Graphics and Technology Education 2A	Module code	EGD10A2	Credits	16	NQF Level	6
Purpose of the module							
The purpose of the module is to guide students in developing an understanding of geometrical and orthographic concepts in order to enable multi view drawing.							
Outcomes of the module							
At the end of this module, you are required to demonstrate that you have a basic knowledge of construction methods, materials, services, structures, detailing and working drawings relating to simple domestic structures. You should also be able to apply the design principles and processes and develop explorative, presentation, communication and critical thinking skills used in the design process. You should also be able to use the SANS code of practice to produce accurate, neat, and correctly dimensioned building drawings by using Computer Aided Design (CAD). The assessment criteria for each unit are listed in the semester programme.							
Content of the module							
Mechanical systems and control; materials for mechanical systems, e.g. metals and plastics; mechanical drawings; isometric drawings Structures; materials for structures, e.g. steel, timber and concrete; construction methods; civil drawings; perspective drawings							
Assessment							

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Module name	Addressing Neurodevelopmental Learning Needs 2A	Module code	NDL10A2	Credits	16	NQF Level	6
Purpose of the module							
The purpose of this module is to assist the teacher in developing sufficient knowledge and skills to screen, identify, assess and support secondary school learners with neuro-developmental learning needs.							
Outcomes of the module							
<p>Explain neurodevelopmental impairments within a systemic perspective</p> <p>Explain the SIAS policy and implementation processes.</p> <p>Describe the characteristics, causes and symptoms of Intellectual Disabilities (ID) and Specific Learning Disorders (SLD)</p> <p>Describe the assessment accommodations that relate to ID and SLD</p> <p>Explain and implement supportive classroom instructional strategies for learning problems in the domains of oral language, reading, spelling, and written language.</p>							
Content of the module							
<p>Screening and identification of specific learning difficulties in language, reading, writing and spelling; ADHD</p> <p>Intellectual disability and autism</p> <p>Assessment and support of specific learning disorders in language, reading, writing and spelling ADHD</p> <p>Intellectual disability and autism</p> <p>Supporting adolescents with neuro-developmental learning needs</p> <p>Curriculum differentiation and adaptation</p> <p>Alternative assessments and concessions</p>							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module							

Module name	Addressing Neurodevelopmental Learning Needs 2B	Module code	NDL20B2	Credits	16	NQF Level	6
Purpose of the module							
The purpose of this module is to develop the role of teacher as a support specialist in order to manage the social, career and life skills development of the learner with Addressing neurodevelopmental learning needs							
Outcomes of the module							
1. Examine strategies to manage the social needs of learners with neurodevelopmental learning needs. 2. Explore the role of the teacher as a support specialist in order to manage the career transition of learners with neurodevelopmental learning needs. 3. Explore life Skills development of learners with neuro developmental learning needs.							
Content of the module							
<p>Addressing social difficulties/challenges of adolescents with neurodevelopmental learning needs</p> <p>Addressing the career development of learners with neurodevelopmental learning needs</p> <p>Life skills in career development.</p>							
Assessment							

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module

Module name	School ICT Support 2A	Module code	ITS10A2	Credits		NQF Level	
Purpose of the module							
The purpose of this module is to assist students in developing sufficient knowledge and skills to enable them to fulfil the role of ICT support specialist in an FET school. For this module, the ICT support specialist role focuses on the development on Innovative attitudes and practices.							
Outcomes of the module							
<p>Upon the successful completion of this module, you should be able to:</p> <ul style="list-style-type: none"> • demonstrate appropriate classroom management skills • develop insight into resource management in the modern age • demonstrate record keeping and report writing skills • demonstrate appropriate use software for School-based ICT administrative systems • use ICT innovatively and creatively as a management tool • develop an appropriate ICT implementation strategy • apply the six Dimensions of 21 Century Learning Design in teaching activities • apply the theoretical underpinnings in the use of ICTs in the school management and administration 							
Content of the module							
<p>School innovation and ICT</p> <p>Innovation frameworks</p> <p>Innovative use of ICT</p> <p>Developing integrating learning systems using innovative tools</p>							
Assessment							
Please consult the College of Business and Economics regulations.							

Module name	School ICT Support 2B:	Module code	ITS20B2	Credits	16	NQF Level	6
Purpose of the module							
The purpose of this module is to assist students in developing sufficient knowledge and skills to enable them to fulfil the role of ICT support specialist in an FET school. For this module, the ICT support specialist role focuses on the development of an appropriate ICT administrative strategy							
Outcomes of the module							
<p>Upon the successful completion of this module, you should be able to:</p> <ul style="list-style-type: none"> *Utilize online LMS *Define, evaluate and create aspects pertaining to e-communication *Discuss file management and create guidelines for effective file management *Creatively utilize and evaluate ICT tools for school and assessment administration *Create an online subject file with all respective items 							
Content of the module							
<p>ICT and school administration and management</p> <p>Classroom management</p> <p>Resource management</p> <p>Record keeping and report writing</p> <p>School-based ICT administrative systems</p> <p>Using ICT as a management tool</p>							

Assessment
Please consult the College of Business and Economics regulations.

Module name	Physical Education 2A:	Module code	HMSEA02	Credits	16	NQF Level	6
Purpose of the module							
The purpose of this module is to assist students in developing the necessary pedagogic content knowledge to support physical education and sport.							
Outcomes of the module							
Please consult the Faculty of Health Sciences regulations.							
Content of the module							
Sports coaching for Volleyball and Cricket: Rules and umpiring Coaching principles Learn to swim: Water safety Swimming strokes and techniques Lifesaving, health, and safety							
Assessment							
Please consult the Faculty of Health Sciences regulations.							

Module name	Physical Education 2B:	Module code	HMSEB02	Credits	15	NQF Level	6
Purpose of the module							
The purpose of this module is to assist students in developing the necessary organisational and administrative skills to organise sports events							
Outcomes of the module							
Please consult the Faculty of Health Sciences regulations.							
Content of the module							
Organisation (Macro and micro level): 6 step modules. Conducting formal meetings Tournaments: round robin and knockout							
Assessment							
Please consult the Faculty of Health Sciences regulations.							

Module name	School Library and Information Centre Support 2A	Module code	SLI12A2	Credits	16	NQF Level	6
Purpose of the module							
The purpose of this module is to assist students in developing sufficient knowledge and skills to enable them to fulfil the role of Information Management (IM) Support Specialist in a secondary school. For this module, the IM Support Specialist role focuses on the development of information collections							
Outcomes of the module							
Please consult the College of Business and Economics regulations.							
Content of the module							
Developing and managing information collections. Information organization and retrieval. Information classification theory.							

Clarification of key concepts
Assessment
Please consult the College of Business and Economics regulations.

Module name	School Library and Information Centre Support 2B:	Module code	SLI22B2	Credits	16	NQF Level	6
Purpose of the module							
The purpose of this module is to assist students in developing sufficient knowledge and skills to enable them to fulfil the role of Information Management (IM) Support Specialist in a secondary school. For this module, the IM Support Specialist role focuses on online information searching and retrieval.							
Outcomes of the module							
Please consult the College of Business and Economics regulations.							
Content of the module							
History of the Internet and Web. Using the Web and search engines. Information literacy. Information seeking behaviour. Information ethics. Clarification of key concepts							
Assessment							
Please consult the College of Business and Economics regulations.							

Year 3							
Module name	Education Studies 3A	Module code	EST10A3	Credits	16	NQF Level	7
Purpose of the module							
To study the nature of education and to understand the philosophical theories underlying educational practices in order to be able to make informed educational decisions/actions.							
Outcomes of the module							
Upon the successful completion of this module, you should be able to: •Give a defensible account of what you think education is and what it is for. •Meaningfully identify key theories that underpin educational practices and policies. •Provide an informed opinion on the intersections between the idea of a good humanistic education in the face of 4IR and other technological advancements. •Discuss and appreciate plausible emancipatory approaches that inform South Africa's educational transformation. •Understand how inequalities and poverty affect education outcomes and begin to devise ways of developing meaningful educational practices in contexts riddled with poverty and inequalities.							
Content of the module							
Being a thoughtful educator in diverse settings: Aims and purposes of education. Development of a theory of education Linking theories and practices The nature of educational knowledge Ethics in education The nature of learning and teaching Understanding knowledge and the organisation of learning: Approaches to and principles of curriculum design and delivery							

Curriculum, society and power Language in the curriculum Subject epistemologies and their educational implications Diversity in the curriculum implementation
Assessment
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.

Module name	Education Studies 3B	Module code	EST20B3	Credits	16	NQF Level	7
Purpose of the module							
To study perspectives defining educational knowledge and the content organisation of the curriculum in order to facilitate meaningful curriculum delivery practices							
Outcomes of the module							
<p>Drawing on a variety of local and international articles this course will explore issues like: The origins and nature of curriculum. The subject based and integrated curriculum Forms of knowledge. Capacity to read and present understanding systematically. Capacity to analyse and write coherently .Capacity to think critically and reflexively. Capacity to present and defend a coherent argument Capacity to communicate effectively using written and spoken English. Capacity to read and present understanding systematically</p> <ul style="list-style-type: none"> • Capacity to analyze and write coherently • Capacity to think critically and reflexively • Capacity to review, analyse and synthesize relevant literature. • Capacity to present and defend a coherent argument • Capacity to communicate effectively using written and spoken English 							
Content of the module							
<p>Being a thoughtful educator in diverse settings: Aims and purposes of education Development of a theory of education Linking theories and practices The nature of educational knowledge Ethics in education The nature of learning and teaching Understanding knowledge and the organisation of learning: Approaches to and principles of curriculum design and delivery Curriculum, society and power Language in the curriculum Subject epistemologies and their educational implications Diversity in the curriculum implementation</p>							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.							

Module name	Teaching Studies 3A	Module code	TST10A3	Credits	12	NQF Level	6
Purpose of the module							
The purpose of this module is to guide future teachers in the processes of effective communication to enable them to mediate classroom learning; lead, manage and administer and communicate with education stakeholders.							
Outcomes of the module							
Critically interpret teaching as communication, demonstrate awareness, understanding and sensitivity to communication frameworks; demonstrate communication competence through application; apply communication frameworks to analyse challenging communication scenario in education;							
Content of the module							
Assessment							

Module name	Teaching Studies 3B:	Module code	TST20B3	Credits	12	NQF Level	7
Purpose of the module							
The purpose of this module is to provide students with an overview of the innovative use of technologies within the broad educational context as well as the theoretical foundations of technologies for teaching and learning in order to prepare them for their role as an activist and agent of collaborative change in the classroom.							
Outcomes of the module							
<p>The specific BEd outcome that is addressed in this module is competence in managing & administering learning environments & supporting learners. Upon the successful completion of this module, you should be able to:</p> <ul style="list-style-type: none"> • recognize and select Apps and services that support personal development as teachers and the creation of Personal Learning Networks (PLNs). • show new peer connections within various Apps /interest groups . • list Apps and services pertinent to a specific area of expertise. • recognize opportunities for learning during the creation of a PLN. • describe / clarify the functionalities of Apps and services that are relevant to creating a PLN. • provide evidence of the level of sophistication in the use of Apps and services in creating PLNs. • demonstrate technological skills that are relevant to teaching in the 21st century • apply higher-order thinking skills related to a wide range of technologies and the creation of a PLN (theorize, generalize, hypothesize) • compare / contrast Apps and services with similar functionalities within the PLN. • analyze Apps and services regarding issues like responsible use. • contrast a deep approach to learning vs a surface approach using Apps and services. • reflect meaningfully on the process of PLN design, creation, and implementation • design a PLN that shows innovation and creativity and will stand the test of time. • identify explicit or implicit use of tech that underlies a variety of pedagogies • propose pedagogical reasoning that underpins the use of selected Apps and services 							
Content of the module							
<p>Perspectives on integrating technologies into education Theoretical underpinnings of a pedagogy for ICT integration Innovative pedagogical practices incorporating new technologies Educational technologies in diverse contexts Authentic application of technologies for teaching and learning</p>							
Assessment							

Module name	Teaching Methodology and Practicum 3A: <i>See module name according to academic major in the assessment section of this table</i>	Module code	See codes in the assessment section of this table	Credits	8	NQF Level	6
Purpose of the module							
The purpose of this module is to guide students in mapping their pedagogical content knowledge to enable critical-reflective engagement with regard to the subject.							
Outcomes of the module							
Content of the module							
The school curriculum Questioning techniques to identify and map “big ideas” in the subject Identifying difficulties and limitations in connection with teaching the “big ideas”. Assessing understanding of “big ideas” Addressing options							
Assessment							
Module code	Module name	Assessment detail					
MFSPEA3	Methodology and Practicum: FET and Senior Phase English 3A	The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.					
MFSPLA3	Methodology and Practicum: FET and Senior Phase Life Orientation 3A	The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.					
MOFPAA3	Methodology and Practicum: FET and Senior Phase Accounting 3A	The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.					
MOFPBA3	Methodology and Practicum: FET and Senior Phase Business Studies 3A	The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.					
MOFPEA3	Methodology and Practicum: FET and Senior Phase Economics 3A	The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.					

MOFPGA3	Methodology and Practicum: FET and Senior Phase Geography 3A	The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.
MOFPLA3	Methodology and Practicum: FET and Senior Phase Life Sciences	The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.
MOFPNA3	Methodology Practical 3A	The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.
MOFPOA3	Methodology and Practicum: FET and Senior Phase History 3A	The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.
MOFPXA3	Methodology and Practicum: FET and Senior Phase School role physical education 3A	The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.
MOFPEA3	Methodology and Practicum: FET and Senior Phase Economics and Management Sciences 3A	The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.

Module name	Teaching Methodology and Practicum 3B: <i>See module name according to academic major in the assessment section of this table</i>	Module code	See codes in the assessment section of this table	Credits	8	NQF Level	7
Purpose of the module							
The purpose of this module is to guide students in mapping their pedagogical content knowledge to enable critical-reflective engagement with regard to the subject.							
Outcomes of the module							

Content of the module		
The school curriculum Questioning techniques to identify and map “big ideas” in the subject Identifying difficulties and limitations in connection with teaching the “big ideas”. Assessing understanding of “big ideas” Researching own pedagogical		
Assessment		
Module code	Module name	Assessment detail
MFSPB3	Methodology and Practicum: FET and Senior Phase English 3B	There is a 40% exam entry requirement. The final mark is calculated by a 60% semester mark and 40% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.
MFSPB3	Methodology and Practicum: FET and Senior Phase Life Orientation 3B	There is a 40% exam entry requirement. The final mark is calculated by a 60% semester mark and 40% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.
MFSPMB3	Methodology and Practicum: FET and Senior Phase Mathematics 3B	There is a 40% exam entry requirement. The final mark is calculated by a 60% semester mark and 40% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.
MOFPAB3	Methodology and Practicum: FET and Senior Phase Accounting 3B	There is a 40% exam entry requirement. The final mark is calculated by a 60% semester mark and 40% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.
MOFPBB3	Methodology and Practicum: FET and Senior Phase Business Studies 3B	There is a 0% exam entry requirement. The final mark is calculated by a 60% semester mark and 40% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.
MOFPEB3	Methodology and Practicum: FET and Senior Phase Economics 3B	There is a 0% exam entry requirement. The final mark is calculated by a 60% semester mark and 40%

		exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.
MOFPGB3	Methodology and Practicum: FET and Senior Phase Geography 3B	There is a 40% exam entry requirement. The final mark is calculated by a 60% semester mark and 40% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.
MOFPLB3	Methodology and Practicum: FET and Senior Phase Life Sciences 3B	There is a 40% exam entry requirement. The final mark is calculated by a 60% semester mark and 40% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.
MOFPNB3	Methodology Practical 3B	The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.
MOFPOB3	Methodology and Practicum: FET and Senior Phase History 3B	There is a 40% exam entry requirement. The final mark is calculated by a 60% semester mark and 40% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.
MOFPXB3	Methodology and Practicum: FET and Senior Phase School role physical education 3B	There is a 40% exam entry requirement. The final mark is calculated by a 60% semester mark and 40% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.
MOFPEB3	Methodology and Practicum: FET and Senior Phase Economics and Management Sciences 3B	There is a 40% exam entry requirement. The final mark is calculated by a 60% semester mark and 40% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.
MOFPNB3	Methodology and Practicum: FET and Senior Phase Natural Sciences 3B	There is a 40% exam entry requirement. The final mark is calculated by a 60% semester mark and 40% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the

		module. The semester mark is compiled through various methods as are noted in the online management system of the module.
MOFPPB3	Methodology and Practicum: FET and Senior Phase Physical Sciences 3B	There is a 40% exam entry requirement. The final mark is calculated by a 60% semester mark and 40% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system of the module.

Year 4							
Module name	Teaching Studies 4	Module code	TST00Y4	Credits	40	NQF Level	7
Purpose of the module							
The purpose of this module is to support students in honing their teaching and professional competence and to develop as critically reflective practitioners.							
Outcomes of the module							
1. Develop a reflective and reflexive praxis for teachers as researchers and change agents. 2. Problematised the notion of “ideal” in terms of how your current initial teacher education program facilitates “ideal” teacher preparation for “ideal” classrooms in an “ideal” school in the South African context. 3. Evaluate the relevant paradigms, theorise of learning and pedagogy and apply them to interrogate the educational context and teacher praxis for improving teaching, student learning and achievement in the 21st century. 4. Propose approaches for a re-imagined future curriculum. 5. Apply the basic research (self-study) processes to conceptualise the ideal teacher agency for the re-imagined future.							
Content of the module							
Themes to be addressed: Curriculum and assessment policy statements Pedagogical content knowledge (PCK) focussing on Content Representation (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs) Design and delivery of lessons and teaching plans Assessment for and of learning The teaching profession and the context of schools Developing a teaching philosophy- here students will be required to invoke disciplinary, practical, situational and pedagogical learning dealt with during their first three years of study.							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Teaching Methodology and Practicum: FET(Accounting)	Module code	MOFPAY4	Credits	40	NQF Level	7
Purpose of the module							

The purpose of this module is to support students in honing their teaching and professional competence and to develop as critically reflective practitioners

Outcomes of the module

On completion of the module, students should be able to:

- Acquire, integrate and apply pedagogical learning, practical learning and disciplinary learning.
- Use innovative pedagogical content knowledge (PCK) to teach specific topics in the FET curriculum for maximum learner understanding.
- Apply different teaching strategies in Accounting class.
- Create effective learning and assessment opportunities to facilitate learner progress in the subject specialisation.
- Understand the teaching profession and the context of schools.
- Develop a teaching philosophy.
- Identify development needs and set goals for professional development.
- Understand the National Curriculum Statement (NCS).
- Use the Curriculum and Assessment Policy Statement (CAPS) FET Phase for Accounting.
- Implement teaching plan for Accounting.
- Develop and implement lesson plans for Accounting.
- Apply the basics in assessment in Accounting.

Content of the module

Themes to be addressed:

Curriculum and assessment policy statements

Pedagogical content knowledge (PCK) focussing on Content Representation (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs)

Design and delivery of lessons and teaching plans

Assessment for and of learning

The teaching profession and the context of schools

Developing a teaching philosophy- here students will be required to invoke disciplinary, practical, situational and pedagogical learning dealt with during their first three years of study.

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.

Module name	Teaching Methodology and Practicum: FET(Afrikaans)	Module code	MFSPAY4	Credits	40	NQF Level	7
Purpose of the module							
The purpose of this module is to guide students in developing pedagogic content knowledge and skill in designing and presenting lessons and learning programmes.							
Outcomes of the module							
Please consult the Faculty of Humanities regulations.							
Content of the module							
Themes to be addressed:							
Curriculum and assessment policy statements							
Pedagogical content knowledge (PCK) focussing on Content Representation (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs)							
Design and delivery of lessons and teaching plans							

Assessment for and of learning The teaching profession and the context of schools Developing a teaching philosophy- here students will be required to invoke disciplinary, practical, situational and pedagogical learning dealt with during their first three years of study.
Assessment
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.

Module name	Teaching Methodology and Practicum: FET (Business studies)	Module code	MOFPBY4	Credits	40	NQF Level	7
Purpose of the module							
The purpose of this module is to support students in honing their teaching and professional competence and to develop as critically reflective practitioners							
Outcomes of the module							
Acquire, integrate and apply pedagogical learning, practical learning and disciplinary learning. Use innovative pedagogical content knowledge (PCK) to teach specific topics in the FET curriculum for maximum learner understanding. Create effective learning and assessment opportunities to facilitate progress in the subject specialisations. Understand the teaching profession and the context of schools. Analytically engage with a diagnostic report for Grade 12 Business Studies. Identify development needs and set goals for professional development.							
Content of the module							
Themes to be addressed: Curriculum and assessment policy statements Pedagogical content knowledge (PCK) focussing on Content Representation (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs) Design and delivery of lessons and teaching plans Assessment for and of learning The teaching profession and the context of schools Developing a teaching philosophy- here students will be required to invoke disciplinary, practical, situational and pedagogical learning dealt with during their first three years of study.							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Teaching Methodology and Practicum: FET (Civil technology)	Module code	MOFPCY4	Credits	40	NQF Level	7
Purpose of the module							
The purpose of this module is to support students in honing their teaching and professional competence and to develop as critically reflective practitioners.							
Outcomes of the module							
Acquire, integrate and apply pedagogical learning, practical learning and disciplinary learning. Use innovative pedagogical content knowledge (PCK) to teach specific topics in the FET curriculum for maximum learner understanding.							

<p>Create effective learning and assessment opportunities to facilitate progress in the subject specialisations.</p> <p>Understand the teaching profession and the context of schools.</p> <p>Analytically engage with a diagnostic report for Grade 12 Business Studies.</p> <p>Identify development needs and set goals for professional development.</p>
Content of the module
<p>Themes to be addressed:</p> <p>Curriculum and assessment policy statements</p> <p>Pedagogical content knowledge (PCK) focussing on Content Representation (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs)</p> <p>Design and delivery of lessons and teaching plans</p> <p>Assessment for and of learning</p> <p>The teaching profession and the context of schools</p> <p>Developing a teaching philosophy- here students will be required to invoke disciplinary, practical, situational and pedagogical learning dealt with during their first three years of study.</p>
Assessment
<p>The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.</p>

Module name	Teaching Methodology and Practicum: FET (Economics)	Module code	MOFPEY4	Credits	40	NQF Level	7
Purpose of the module							
<p>The purpose of this module is to support students in honing their teaching and professional competence and to develop as critically reflective practitioners.</p>							
Outcomes of the module							
<p>Acquire, integrate and apply pedagogical learning, practical learning and disciplinary learning.</p> <p>Use innovative pedagogical content knowledge (PCK) to teach specific topics in the FET curriculum for maximum learner understanding.</p> <p>Create effective learning and assessment opportunities to facilitate progress in the subject specialisations.</p> <p>Understand the teaching profession and the context of schools.</p> <p>Analytically engage with a diagnostic report for Grade 12 Business Studies.</p> <p>Identify development needs and set goals for professional development.</p>							
Content of the module							
<p>Themes to be addressed:</p> <p>Curriculum and assessment policy statements</p> <p>Pedagogical content knowledge (PCK) focussing on Content Representation (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs)</p> <p>Design and delivery of lessons and teaching plans</p> <p>Assessment for and of learning</p> <p>The teaching profession and the context of schools</p> <p>Developing a teaching philosophy- here students will be required to invoke disciplinary, practical, situational and pedagogical learning dealt with during their first three years of study.</p>							
Assessment							
<p>The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.</p>							

Module name	Teaching Methodology and Practicum: FET (Engineering Graphics and Design)	Module code	MFSPTY4	Credits	40	NQF Level	7
Purpose of the module							
The purpose of this module is to support students in honing their teaching and professional competence and to develop as critically reflective practitioners.							
Outcomes of the module							
Acquire, integrate and apply pedagogical learning, practical learning and disciplinary learning. Use innovative pedagogical content knowledge (PCK) to teach specific topics in the FET curriculum for maximum learner understanding. Create effective learning and assessment opportunities to facilitate progress in the subject specialisations. Understand the teaching profession and the context of schools. Analytically engage with a diagnostic report for Grade 12 Business Studies. Identify development needs and set goals for professional development.							
Content of the module							
Themes to be addressed: Curriculum and assessment policy statements Pedagogical content knowledge (PCK) focussing on Content Representation (CoRes) and Pedagogical and Professional experience Repertoires (PaP-eRs) Design and delivery of lessons and teaching plans Assessment for and of learning The teaching profession and the context of schools Developing a teaching philosophy- here students will be required to invoke disciplinary, practical, situational and pedagogical learning dealt with during their first three years of study.							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Teaching Methodology and Practicum: FET (English)	Module code	MFSPEY4	Credits	40	NQF Level	7
Purpose of the module							
The purpose of this module is to support students in honing their teaching and professional competence and to develop as critically reflective practitioners.							
Outcomes of the module							
Acquire, integrate and apply pedagogical learning, practical learning and disciplinary learning. Use innovative pedagogical content knowledge (PCK) to teach specific topics in the FET curriculum for maximum learner understanding. Create effective learning and assessment opportunities to facilitate progress in the subject specialisations. Understand the teaching profession and the context of schools. Analytically engage with a diagnostic report for Grade 12 Business Studies. Identify development needs and set goals for professional development.							
Content of the module							
Themes to be addressed: Curriculum and assessment policy statements							

<p>Pedagogical content knowledge (PCK) focussing on Content Representation (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs)</p> <p>Design and delivery of lessons and teaching plans</p> <p>Assessment for and of learning</p> <p>The teaching profession and the context of schools</p> <p>Developing a teaching philosophy- here students will be required to invoke disciplinary, practical, situational and pedagogical learning dealt with during their first three years of study.</p>
Assessment
<p>The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.</p>

Module name	Teaching Methodology and Practicum: FET (Geography)	Module code	MOFPGY4	Credits	40	NQF Level	7
Purpose of the module							
The purpose of this module is to support students in honing their teaching and professional competence and to develop as critically reflective practitioners.							
Outcomes of the module							
<p>Acquire, integrate and apply pedagogical learning, practical learning and disciplinary learning.</p> <p>Use innovative pedagogical content knowledge (PCK) to teach specific topics in the FET curriculum for maximum learner understanding.</p> <p>Create effective learning and assessment opportunities to facilitate progress in the subject specialisations.</p> <p>Understand the teaching profession and the context of schools.</p> <p>Analytically engage with a diagnostic report for Grade 12 Business Studies.</p> <p>Identify development needs and set goals for professional development.</p>							
Content of the module							
<p>Themes to be addressed:</p> <p>Curriculum and assessment policy statements</p> <p>Pedagogical content knowledge (PCK) focussing on Content Representation (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs)</p> <p>Design and delivery of lessons and teaching plans</p> <p>Assessment for and of learning</p> <p>The teaching profession and the context of schools</p> <p>Developing a teaching philosophy- here students will be required to invoke disciplinary, practical, situational and pedagogical learning dealt with during their first three years of study.</p>							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Teaching Methodology and Practicum: FET (History)	Module code	MOFPOY4	Credits	40	NQF Level	7
Purpose of the module							
The purpose of this module is to support students in honing their teaching and professional competence and to develop as critically reflective practitioners.							
Outcomes of the module							
<p>Acquire, integrate and apply pedagogical learning, practical learning and disciplinary learning.</p> <p>Use innovative pedagogical content knowledge (PCK) to teach specific topics in the FET curriculum for maximum</p>							

<p>learner understanding.</p> <p>Create effective learning and assessment opportunities to facilitate progress in the subject specialisations.</p> <p>Understand the teaching profession and the context of schools.</p> <p>Analytically engage with a diagnostic report for Grade 12 Business Studies.</p> <p>Identify development needs and set goals for professional development.</p>
Content of the module
<p>Themes to be addressed:</p> <p>Curriculum and assessment policy statements</p> <p>Pedagogical content knowledge (PCK) focussing on Content Representation (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs)</p> <p>Design and delivery of lessons and teaching plans</p> <p>Assessment for and of learning</p> <p>The teaching profession and the context of schools</p> <p>Developing a teaching philosophy- here students will be required to invoke disciplinary, practical, situational and pedagogical learning dealt with during their first three years of study.</p>
Assessment
<p>The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.</p>

Module name	Teaching Methodology and Practicum: FET (Hospitality Studies)	Module code	MOFPHY4	Credits	40	NQF Level	7
Purpose of the module							
The purpose of this module is to support students in honing their teaching and professional competence and to develop as critically reflective practitioners.							
Outcomes of the module							
<p>Acquire, integrate and apply pedagogical learning, practical learning and disciplinary learning.</p> <p>Use innovative pedagogical content knowledge (PCK) to teach specific topics in the FET curriculum for maximum learner understanding.</p> <p>Create effective learning and assessment opportunities to facilitate progress in the subject specialisations.</p> <p>Understand the teaching profession and the context of schools.</p> <p>Analytically engage with a diagnostic report for Grade 12 Business Studies.</p> <p>Identify development needs and set goals for professional development.</p>							
Content of the module							
<p>Themes to be addressed:</p> <p>Curriculum and assessment policy statements</p> <p>Pedagogical content knowledge (PCK) focussing on Content Representation (CoRes) and Pedagogical and Professional experience Repertoires. (PaP-eRs)</p> <p>Design and delivery of lessons and teaching plans</p> <p>Assessment for and of learning</p> <p>The teaching profession and the context of schools</p> <p>Developing a teaching philosophy- here students will be required to invoke disciplinary, practical, situational and pedagogical learning dealt with during their first three years of study.</p>							
Assessment							

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.

Module name	Teaching Methodology and Practicum: FET (Isizulu)	Module code	MFSPZY4	Credits	40	NQF Level	7
Purpose of the module							
The purpose of this module is to support students in honing their teaching and professional competence and to develop as critically reflective practitioners.							
Outcomes of the module							
Acquire, integrate and apply pedagogical learning, practical learning and disciplinary learning. Use innovative pedagogical content knowledge (PCK) to teach specific topics in the FET curriculum for maximum learner understanding. Create effective learning and assessment opportunities to facilitate progress in the subject specialisations. Understand the teaching profession and the context of schools. Analytically engage with a diagnostic report for Grade 12 Business Studies. Identify development needs and set goals for professional development.							
Content of the module							
Themes to be addressed: Curriculum and assessment policy statements Pedagogical content knowledge (PCK) focussing on Content Representation (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs) Design and delivery of lessons and teaching plans Assessment for and of learning The teaching profession and the context of schools Developing a teaching philosophy- here students will be required to invoke disciplinary, practical, situational and pedagogical learning dealt with during their first three years of study.							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Teaching Methodology and Practicum: FET (Life Orientation)	Module code	MFSPLY4	Credits	40	NQF Level	7
Purpose of the module							
The purpose of this module is to support students in honing their teaching and professional competence and to develop as critically reflective practitioners.							
Outcomes of the module							
Acquire, integrate and apply pedagogical learning, practical learning and disciplinary learning. Use innovative pedagogical content knowledge (PCK) to teach specific topics in the FET curriculum for maximum learner understanding. Create effective learning and assessment opportunities to facilitate progress in the subject specialisations. Understand the teaching profession and the context of schools. Analytically engage with a diagnostic report for Grade 12 Business Studies. Identify development needs and set goals for professional development.							
Content of the module							

<p>Themes to be addressed:</p> <p>Curriculum and assessment policy statements</p> <p>Pedagogical content knowledge (PCK) focussing on Content Representation (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs)</p> <p>Design and delivery of lessons and teaching plans</p> <p>Assessment for and of learning</p> <p>The teaching profession and the context of schools</p> <p>Developing a teaching philosophy- here students will be required to invoke disciplinary, practical, situational and pedagogical learning dealt with during their first three years of study.</p>
<p>Assessment</p> <p>The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.</p>

Module name	Teaching Methodology and Practicum: FET (Life Sciences)	Module code	MOFPLY4	Credits	40	NQF Level	7
Purpose of the module							
The purpose of this module is to support students in honing their teaching and professional competence and to develop as critically reflective practitioners.							
Outcomes of the module							
<p>Acquire, integrate and apply pedagogical learning, practical learning and disciplinary learning.</p> <p>Use innovative pedagogical content knowledge (PCK) to teach specific topics in the FET curriculum for maximum learner understanding.</p> <p>Create effective learning and assessment opportunities to facilitate progress in the subject specialisations.</p> <p>Understand the teaching profession and the context of schools.</p> <p>Analytically engage with a diagnostic report for Grade 12 Business Studies.</p> <p>Identify development needs and set goals for professional development.</p>							
Content of the module							
<p>Themes to be addressed:</p> <p>Curriculum and assessment policy statements</p> <p>Pedagogical content knowledge (PCK) focussing on Content Representation (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs)</p> <p>Design and delivery of lessons and teaching plans</p> <p>Assessment for and of learning</p> <p>The teaching profession and the context of schools</p> <p>Developing a teaching philosophy- here students will be required to invoke disciplinary, practical, situational and pedagogical learning dealt with during their first three years of study.</p>							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Teaching Methodology and Practicum: FET (Mathematics)	Module code	MFSPMY4	Credits	40	NQF Level	7
Purpose of the module							

The purpose of this module is to support students in honing their teaching and professional competence and to develop as critically reflective practitioners.
Outcomes of the module
<p>Acquire, integrate and apply pedagogical learning, practical learning and disciplinary learning.</p> <p>Use innovative pedagogical content knowledge (PCK) to teach specific topics in the FET curriculum for maximum learner understanding.</p> <p>Create effective learning and assessment opportunities to facilitate progress in the subject specialisations.</p> <p>Understand the teaching profession and the context of schools.</p> <p>Analytically engage with a diagnostic report for Grade 12 Business Studies.</p> <p>Identify development needs and set goals for professional development.</p>
Content of the module
<p>Themes to be addressed:</p> <p>Curriculum and assessment policy statements</p> <p>Pedagogical content knowledge (PCK) focussing on Content Representation (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs)</p> <p>Design and delivery of lessons and teaching plans</p> <p>Assessment for and of learning</p> <p>The teaching profession and the context of schools</p> <p>Developing a teaching philosophy- here students will be required to invoke disciplinary, practical, situational and pedagogical learning dealt with during their first three years of study.</p>
Assessment
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.

Module name	Teaching Methodology and Practicum: FET (Physical Sciences 4)	Module code	MOFPPY4	Credits	40	NQF Level	7
Purpose of the module							
The purpose of this module is to support students in honing their teaching and professional competence and to develop as critically reflective practitioners.							
Outcomes of the module							
<p>Acquire, integrate and apply pedagogical learning, practical learning and disciplinary learning.</p> <p>Use innovative pedagogical content knowledge (PCK) to teach specific topics in the FET curriculum for maximum learner understanding.</p> <p>Create effective learning and assessment opportunities to facilitate progress in the subject specialisations.</p> <p>Understand the teaching profession and the context of schools.</p> <p>Analytically engage with a diagnostic report for Grade 12 Business Studies.</p> <p>Identify development needs and set goals for professional development.</p>							
Content of the module							
<p>Themes to be addressed:</p> <p>Curriculum and assessment policy statements</p> <p>Pedagogical content knowledge (PCK) focussing on Content Representation (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs)</p>							

Design and delivery of lessons and teaching plans Assessment for and of learning The teaching profession and the context of schools Developing a teaching philosophy- here students will be required to invoke disciplinary, practical, situational and pedagogical learning dealt with during their first three years of study.
Assessment
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.

Module name	Teaching Methodology and Practicum: FET (Sepedi 4)	Module code	MFSPSY4	Credits	40	NQF Level	7
Purpose of the module							
The purpose of this module is to support students in honing their teaching and professional competence and to develop as critically reflective practitioners.							
Outcomes of the module							
Acquire, integrate and apply pedagogical learning, practical learning and disciplinary learning. Use innovative pedagogical content knowledge (PCK) to teach specific topics in the FET curriculum for maximum learner understanding. Create effective learning and assessment opportunities to facilitate progress in the subject specialisations. Understand the teaching profession and the context of schools. Analytically engage with a diagnostic report for Grade 12 Business Studies. Identify development needs and set goals for professional development.							
Content of the module							
Themes to be addressed: Curriculum and assessment policy statements Pedagogical content knowledge (PCK) focussing on Content Representation (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs) Design and delivery of lessons and teaching plans Assessment for and of learning The teaching profession and the context of schools Developing a teaching philosophy- here students will be required to invoke disciplinary, practical, situational and pedagogical learning dealt with during their first three years of study.							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Teaching Methodology and Practicum: FET (Tourism 4)	Module code	MOFPTY4	Credits	40	NQF Level	7
Purpose of the module							
The purpose of this module is to support students in honing their teaching and professional competence and to develop as critically reflective practitioners.							

Outcomes of the module
<p>Acquire, integrate and apply pedagogical learning, practical learning and disciplinary learning.</p> <p>Use innovative pedagogical content knowledge (PCK) to teach specific topics in the FET curriculum for maximum learner understanding.</p> <p>Create effective learning and assessment opportunities to facilitate progress in the subject specialisations.</p> <p>Understand the teaching profession and the context of schools.</p> <p>Analytically engage with a diagnostic report for Grade 12 Business Studies.</p> <p>Identify development needs and set goals for professional development.</p>
Content of the module
<p>Themes to be addressed:</p> <p>Curriculum and assessment policy statements</p> <p>Pedagogical content knowledge (PCK) focussing on Content Representation (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs)</p> <p>Design and delivery of lessons and teaching plans</p> <p>Assessment for and of learning</p> <p>The teaching profession and the context of schools</p> <p>Developing a teaching philosophy- here students will be required to invoke disciplinary, practical, situational and pedagogical learning dealt with during their first three years of study.</p>
Assessment
<p>The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.</p>

Module name	Teaching Methodology and Practicum: FET (Visual Arts 4)	Module code	MOFPVY4	Credits	40	NQF Level	7
Purpose of the module							
The purpose of this module is to support students in honing their teaching and professional competence and to develop as critically reflective practitioners.							
Outcomes of the module							
<p>Acquire, integrate and apply pedagogical learning, practical learning and disciplinary learning.</p> <p>Use innovative pedagogical content knowledge (PCK) to teach specific topics in the FET curriculum for maximum learner understanding.</p> <p>Create effective learning and assessment opportunities to facilitate progress in the subject specialisations.</p> <p>Understand the teaching profession and the context of schools.</p> <p>Analytically engage with a diagnostic report for Grade 12 Business Studies.</p> <p>Identify development needs and set goals for professional development.</p>							
Content of the module							
<p>Themes to be addressed:</p> <p>Curriculum and assessment policy statements</p> <p>Pedagogical content knowledge (PCK) focussing on Content Representation (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs)</p> <p>Design and delivery of lessons and teaching plans</p> <p>Assessment for and of learning</p>							

<p>The teaching profession and the context of schools Developing a teaching philosophy- here students will be required to invoke disciplinary, practical, situational and pedagogical learning dealt with during their first three years of study.</p>							
Assessment							
<p>The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.</p>							

Module name	Teaching Methodology and Practicum: FET (Support Role)	Module code	Please consult the College of Business and Economics regulations.	Credits	40	NQF Level	7
Purpose of the module							
<p>The purpose of this module is to support students in honing their teaching and professional competence and to develop as critically reflective practitioners.</p>							
Outcomes of the module							
<p>Acquire, integrate and apply pedagogical learning, practical learning and disciplinary learning. Use innovative pedagogical content knowledge (PCK) to teach specific topics in the FET curriculum for maximum learner understanding. Create effective learning and assessment opportunities to facilitate progress in the subject specialisations. Understand the teaching profession and the context of schools. Analytically engage with a diagnostic report for Grade 12 Business Studies. Identify development needs and set goals for professional development.</p>							
Content of the module							
<p>Themes to be addressed: Curriculum and assessment policy statements Pedagogical content knowledge (PCK) focussing on Content Representation (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs) Design and delivery of lessons and teaching plans Assessment for and of learning The teaching profession and the context of schools Developing a teaching philosophy- here students will be required to invoke disciplinary, practical, situational and pedagogical learning dealt with during their first three years of study.</p>							
Assessment							
Please consult the College of Business and Economics regulations.							

Module name	Teaching Methodology and Practicum: FET (Addressing Neurodevelopmental Needs)	Module code	MOFPNY4	Credits	40	NQF Level	7
Purpose of the module							
<p>The purpose of this module is to support students in honing their teaching and professional competence and to develop as critically reflective practitioners.</p>							

Outcomes of the module
<p>Acquire, integrate and apply pedagogical learning, practical learning, and disciplinary learning.</p> <p>Use innovative pedagogical content knowledge (PCK) to teach specific topics in the FET curriculum for maximum learner understanding.</p> <p>Create effective learning and assessment opportunities to facilitate progress in the subject specializations.</p> <p>Understand the teaching profession and the context of schools.</p> <p>Analytically engage with a diagnostic report for Grade 12 Business Studies.</p> <p>Identify development needs and set goals for professional development.</p>
Content of the module
<p>Themes to be addressed:</p> <p>Curriculum and assessment policy statements</p> <p>Pedagogical content knowledge (PCK) focussing on Content Representation (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs)</p> <p>Design and delivery of lessons and teaching plans</p> <p>Assessment for and of learning</p> <p>The teaching profession and the context of schools</p> <p>Developing a teaching philosophy- here students will be required to invoke disciplinary, practical, situational and pedagogical learning dealt with during their first three years of study.</p>
Assessment
<p>The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.</p>

Module name	Teaching Methodology and Practicum: FET (Physical Education)	Module code	MOFPXY4	Credits	40	NQF Level	7
Purpose of the module							
The purpose of this module is to support students in honing their teaching and professional competence and to develop as critically reflective practitioners.							
Outcomes of the module							
<p>Acquire, integrate and apply pedagogical learning, practical learning and disciplinary learning.</p> <p>Use innovative pedagogical content knowledge (PCK) to teach specific topics in the FET curriculum for maximum learner understanding.</p> <p>Create effective learning and assessment opportunities to facilitate progress in the subject specialisations.</p> <p>Understand the teaching profession and the context of schools.</p> <p>Analytically engage with a diagnostic report for Grade 12 Business Studies.</p> <p>Identify development needs and set goals for professional development.</p>							
Content of the module							
<p>Themes to be addressed:</p> <p>Curriculum and assessment policy statements</p> <p>Pedagogical content knowledge (PCK) focussing on Content Representation (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs)</p> <p>Design and delivery of lessons and teaching plans</p> <p>Assessment for and of learning</p> <p>The teaching profession and the context of schools</p>							

Developing a teaching philosophy- here students will be required to invoke disciplinary, practical, situational and pedagogical learning dealt with during their first three years of study.

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.

Module name	Teaching Methodology and Practicum: FET (School Guidance and Support)	Module code	MOFPSY4	Credits	40	NQF Level	7
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Purpose of the module

The purpose of this module is to support students in honing their teaching and professional competence and to develop as critically reflective practitioners.

Outcomes of the module

Acquire, integrate and apply pedagogical learning, practical learning and disciplinary learning.
 Use innovative pedagogical content knowledge (PCK) to teach specific topics in the FET curriculum for maximum learner understanding.
 Create effective learning and assessment opportunities to facilitate progress in the subject specialisations.
 Understand the teaching profession and the context of schools.
 Analytically engage with a diagnostic report for Grade 12 Business Studies.
 Identify development needs and set goals for professional development.

Content of the module

Themes to be addressed:
 Curriculum and assessment policy statements
 Pedagogical content knowledge (PCK) focussing on Content Representation (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs)
 Design and delivery of lessons and teaching plans
 Assessment for and of learning
 The teaching profession and the context of schools
 Developing a teaching philosophy- here students will be required to invoke disciplinary, practical, situational and pedagogical learning dealt with during their first three years of study.

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.

Module name	Teaching Methodology and Practicum: FET School ICT Support	Module code	MOFPIY4	Credits	40	NQF Level	7
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Purpose of the module

The purpose of this module is to support students in honing their teaching and professional competence and to develop as critically reflective practitioners.

Outcomes of the module
<p>Acquire, integrate and apply pedagogical learning, practical learning and disciplinary learning.</p> <p>Use innovative pedagogical content knowledge (PCK) to teach specific topics in the FET curriculum for maximum learner understanding.</p> <p>Create effective learning and assessment opportunities to facilitate progress in the subject specialisations.</p> <p>Understand the teaching profession and the context of schools.</p> <p>Analytically engage with a diagnostic report for Grade 12 Business Studies.</p> <p>Identify development needs and set goals for professional development.</p>
Content of the module
<p>Themes to be addressed:</p> <p>Curriculum and assessment policy statements</p> <p>Pedagogical content knowledge (PCK) focussing on Content Representation (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs)</p> <p>Design and delivery of lessons and teaching plans</p> <p>Assessment for and of learning</p> <p>The teaching profession and the context of schools</p> <p>Developing a teaching philosophy- here students will be required to invoke disciplinary, practical, situational and pedagogical learning dealt with during their first three years of study.</p>
Assessment
<p>The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.</p>

Module name	Teaching Methodology and Practicum: FET School Library and Information Support	Module code	MOFPIY4	Credits	40	NQF Level	7
Purpose of the module							
The purpose of this module is to support students in honing their teaching and professional competence and to develop as critically reflective practitioners.							
Outcomes of the module							
<p>Acquire, integrate and apply pedagogical learning, practical learning and disciplinary learning.</p> <p>Use innovative pedagogical content knowledge (PCK) to teach specific topics in the FET curriculum for maximum learner understanding.</p> <p>Create effective learning and assessment opportunities to facilitate progress in the subject specialisations.</p> <p>Understand the teaching profession and the context of schools.</p> <p>Analytically engage with a diagnostic report for Grade 12 Business Studies.</p> <p>Identify development needs and set goals for professional development.</p>							
Content of the module							
<p>Themes to be addressed:</p> <p>Curriculum and assessment policy statements</p> <p>Pedagogical content knowledge (PCK) focussing on Content Representation (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs)</p> <p>Design and delivery of lessons and teaching plans</p> <p>Assessment for and of learning</p> <p>The teaching profession and the context of schools</p>							

Developing a teaching philosophy- here students will be required to invoke disciplinary, practical, situational and pedagogical learning dealt with during their first three years of study.

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.

EDU 3

SECTION C

Post Graduate Certificate in Education (PGCE) programmes

(Purpose, outcomes, admission requirements credits, assessment, module content)

EDU 3.1	POST GRADUATE CERTIFICATE IN EDUCATION: SENIOR PHASE AND FURTHER EDUCATION AND TRAINING TEACHING PGCE (Senior Phase and Further Education and Training Teaching)	
PROGRAMME CODES (phased in as of 2021)	A5SBUQ	(Commerce Education)
	A5SLAQ	(Languages)
	A5SMAQ	(Mathematics)
	A5NSSQ	(Sciences)
	A5STEQ	(Technology)
	A5SARQ	(Arts and Culture)
HEQF LEVEL	7	
TOTAL CREDITS FOR THE QUALIFICATION	120	
DATE INSTITUTED	1 JANUARY 2015	
SAQA NUMBER	97202	

EDU 3.1.1 Purpose of the programmes

The Postgraduate Certificate in Education is a professional teaching programme that 'caps' an undergraduate degree or an approved diploma. It offers entry-level initial professional preparation for qualifying undergraduate degree or diploma holders who wish to develop focused knowledge and skills as classroom teachers in a chosen phase(s) and/or subject(s). The qualification requires a specific depth and specialisation of knowledge, together with practical skills and workplace experience, to enable successful students to apply their learning as beginner teachers in schools in varying contexts.

EDU 3.1.2 Envisaged outcomes

Students who complete this programme will be able to:

- Teach at least two school subjects in chosen phase(s) as per their qualification.
- Support and nurture learning and development in diverse educational contexts.
- Identify and address barriers to learning in the classroom.
- Formulate a personal teaching philosophy and critically reflect on how it relates to a teacher's professional role.

To achieve the outcomes the programme integrates the knowledge mix of disciplinary, pedagogical, practical, and situational learning through the following in the programme:

- Education and Teaching Studies (mainly disciplinary, pedagogical and situational learning): Includes a focus on the adolescent as learner, the teaching profession, education policies, communication, teaching as the practice of citizenship, classroom management and information and communication technologies for the teaching profession. Teaching methodology and practicum (mainly pedagogical and practical learning with elements of situational learning): Teaching methodology and practicum are integrated. This implies that students will engage in learning from practice, learning in practice and learning from service, aiming at developing specialised pedagogical content

knowledge and teaching competence in the chosen subject.

- Even though the knowledge areas as indicated above are specified, the curriculum is organised to enable coherence and cohesiveness and an integration of theory and practice.

EDU 3.1.3 Duration of the programme and offering

1 Year (full time) or 2 years (part time): The coursework will be offered in contact mode making use of a blended learning approach necessitating engagement with the curriculum and completion of some activities in an online environment. The practical experience (WIL) will be conducted at faculty partner schools

EDU 3.1.4 Admission requirements

To gain access to the Postgraduate Certificate in Further Education and Training Phase Teaching (FET) an applicant must have sufficient disciplinary knowledge in appropriate academic fields to enable the development of teaching specialisation phases and/or subjects as specified for each school phase. This is outlined as follows:

- A first degree on an NQF Level 7 with a minimum of 360 credits, and
- Two school related subjects, both at 3rd year level.

To gain access to the Post Graduate Certificate in Senior Phase and Further Education and Training Teaching (SP and FET) applicant must have sufficient disciplinary knowledge in appropriate academic fields to enable the development of teaching specialisation phases and/or subjects as specified for each school phase. This is outlined as follows:

- A first degree on NQF level 7 with a minimum of 360 credits, and
- Two school related subjects, one on 3rd year level and one on 1st year level

OR

- An approved National Diploma on level 6 with a minimum of 360 credits from an accredited higher institution, and
- Two school related subjects, one on 2nd year level and one on 3rd year level.

The National N Diploma cannot be considered for admission to the PGCE.

Additional requirements for subject specialisations are listed in the relevant tables that follow.

EDU 3.1.5 Language competency

All qualifying PGCE students should be proficient in the use of at least one official South African language as a language of learning and teaching (LoLT), and partially proficient (i.e. sufficient for purposes of basic conversation) in at least one other official African language, or in South African Sign Language, as a language of conversational competence (LoCC). If the LoLT is English or Afrikaans, then the LoCC must be an African Language or South African Sign Language. All new certificates are to be endorsed to indicate the holder's level of competence in specific languages by using appropriate labels, for example: LoLT (English) and LoCC (isiZulu). A UJ short learning programme (SLP) in isiZulu will be on offer at an additional cost to those that do not meet the language competency requirements. This SLP must be successfully completed for a PGCE student to graduate. The following demonstrable competencies in LoCC will be accepted:

- An African home language
- Grade 12 school subject
- Successful completion of the UJ short learning programme in IsiZulu or an equivalent certification from another institution.

EDU 3.1.6 ICT Competency

All PGCE graduates must be digitally fluent requiring a high level of ICT competency. Where necessary, students that were identified lacking sufficient ICT skills will be required to complete an online short learning programme (SLP) in Basic computer skills. This SLP must be successfully completed for a PGCE student to graduate.

EDU 3.1.7 Disclaimer

- Fulfilling all the minimum entry requirements does not guarantee acceptance into a particular programme.

- The faculty reserves the right to limit numbers in line with its enrolment targets. The Faculty of Education also reserves the right to cancel an application or registration in the event that there are insufficient student enrolments to ensure the viability of the electives in the PGCE programme. Students will be advised if they fall into the latter category and offered an alternative if they meet the minimum entry requirements.

EDU 3.1.8 A typical qualification will have the following components		
FULL TIME (one year)	Part time (two years)	
Education and Teaching Studies (ETS)	Year 1	Education and Teaching Studies (ETS) (No WIL in Year 1)
Introduction to Teaching (ITT)	Year 2	Introduction to Teaching (ITT)
Methodology and Practicum FET		Methodology and Practicum FET
Methodology and Practicum FET/SP		Methodology and Practicum FET/SP
Excursion (compulsory) * <i>excluding during pandemics</i>		Excursion (compulsory) * <i>excluding during pandemics</i>
WIL (10 weeks: Three weeks in Semester 1 and seven consecutive weeks in Semester 2)		WIL (10 weeks: Three weeks in Semester 1 and seven consecutive weeks in Semester 2)
Additional training required LoCC and ICT if competencies are no in place		
Language of conversational competency (LoCC) – Short learning programme (SLP) in isiZulu	Year 1/Year 2	Language of conversational competency (LoCC) - Short learning programme (SLP) in isiZulu
ICT competency – online short learning programme (SLP) in basic computer skills		ICT competency - Online short learning programme (SLP) in Basic computer skills

EDU 3.1.9 Curriculum outline

EDU 3.1.9.1 Area of specialisation: ARTS AND CULTURE		
Qualification code: A5SARQ		
ADMISSION REQUIREMENTS		
1. METHODOLOGY AND PRACTICUM (SP)		
Arts and Culture		
Fine Arts on 2nd year university level or one of the Design Arts on 2nd year university level.		
2. METHODOLOGY AND PRACTICUM (FET)		
Design Arts		
One of the following fields on 3rd year university level:		
Digital design / Fashion and costume design /Graphic design /Industrial design / Information design, Information design / Interior design / Jewellery design / Textile design / Theatre set design		
Visual Arts		
Fine Arts on 3rd year university level		
See EDU 3.1.8 for programme components (ETS; ITT; LoCC competency; ICT competency and theExcursion are compulsory for all packages)		
In addition, two specific module options related to school subject areas must be selected from this package as set out below:		
Methodology and Practicum: Senior Phase (SP)	Creative Arts	MPSACY1
Methodology and Practicum: Further Education and Training Phase (FET)	Design Arts	MPFDAY1
	OR	

	Visual Arts	MPFVAY1

COMPULSORY							
Module name	isiNdebele, Sepedi, Sesotho, , Setswana, siSwati, South Arican Sign Language, Tshivenda, isiXhosa XiTsonga, isiZulu	Module code	NDEPGCE SEPPGCE SESPGCE SETPGCE SISPGCE SSLPGCE TSHPGCE XHOPGCE XITPGCE ZULPGCE	Credits	0	NQF Level	
Purpose of the module							
Only one language competency must be selected. Details on this requirement will be communication to students in the orientation session of the programme.							

Content of the modules in A5SARQ

COMPULSORY							
Module name	Education and Teaching Studies	Module code	ETS00Y1	Credits	48	NQF Level	7
Purpose of the module							
The purpose of the module is to assist student in developing a sound understanding of adolescent development, learning and teaching, inclusive education and the statutory context of the teaching profession in South Africa to enable them to function as competent beginning teachers and to teach in a critically-reflective manner.							
Outcomes of the module							
To justify teaching as an ethical and caring profession in South Africa. To describe the developmental phase of adolescence and the relevance for teachers. To critique Inclusive Education Philosophy, principles and policies, and the teaching of adolescents who exhibit various barriers to learning. To apply relevant learning and motivational theories in the classroom to engage adolescent learning To demonstrate the ability to use theoretical knowledge through service learning and documenting your learning. To explain teaching with technology To exercise teacher resilience and self-care							
Content of the module							
The adolescent learner: sociological, cognitive and psychological perspectives Teaching as a profession in the South African context Identifying and addressing barriers to learning Teaching for motivation and engagement Developing an orderly and purposeful learning environment Information and communication technology for learning Developing a teaching philosophy Service learning							

Assessment
The final mark is calculated by a 75% semester mark and 25% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the learning guide of the module that will be provided by the lecturer.

COMPULSORY							
Module name	Introduction to Teaching	Module code	ITT00Y1	Credits	0	NQF Level	7
Purpose of the module							
The purpose of this module is to ground students in a solid understanding of general pedagogical knowledge as a basis for the development of specific pedagogical content knowledge for teaching (Teaching Methodology and Practicum).							
Outcomes of the module							
Deliberate aspects of the Curriculum Assessment Policy Statements (CAPS) .Apply the science of learning principles in lesson design Differentiate between assessment types. Outline the components of a supportive and well-ordered learning environment. Prioritize ethics and professionalism as a teacher Integrate interactive pedagogies, including technology-mediated approaches, into practice. Critically reflect on Work-Integrated Learning (WIL) experiences. Demonstrate competency in generic teacher administration tasks.							
Content of the module							
Themes that will be addressed: Generic curriculum principles considering intended versus hidden curriculum; Assessment principles including approaches and strategies; Design principles in planning learning focusing on interactive pedagogies, dialogic teaching and skills and competencies for a changing world; Critical reflection and analysis leading to transformational learning.							
Assessment							
Continuous assessment							

COMPULSORY							
Module name	Teaching Methodology and Practicum (Senior Phase) Creative Arts	Module code	MPSACY1	Credits	36	NQF Level	7
Purpose of the module							
The purpose of this module is to assist student in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically-reflective manner.							
Outcomes							
Acquire, integrate and apply pedagogical learning, practical learning and disciplinary learning. Use innovative pedagogical content knowledge (PCK) to teach specific topics in the FET curriculum for maximum learner understanding. Create effective learning and assessment opportunities to facilitate progress in the subject specialisations. Understand the teaching profession and the context of schools.							
Content of the module							
Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge. Themes that will be addressed in all teaching methodologies, but specified for the subject area: Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs). Classroom communication Design and delivery of teaching plans and lessons Teaching methods							

The school curriculum
Assessment for and of learning
Classroom management

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.

ELECTIVE (select one of the two below)

Module name	Teaching Methodology and Practicum A: Further Education and Training Phase (FET) Design Arts	Module code	MPFDAY1	Credits	36	NQF Level	7
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Purpose of the module

The purpose of this module is to assist students in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically-reflective manner.

Outcomes of the module

Acquire, integrate and apply pedagogical learning, practical learning and disciplinary learning.
Use innovative pedagogical content knowledge (PCK) to teach specific topics in the FET curriculum for maximum learner understanding.
Create effective learning and assessment opportunities to facilitate progress in the subject specialisations.
Understand the teaching profession and the context of schools.

Content of the module

Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge.
Themes that will be addressed in all teaching methodologies, but specified for the subject area:
Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs).

Assessment

Continuous assessment

OR

Module name	Methodology and Practicum B: Further Education and Training Phase (FET) Visual Arts	Module code	MPFVAY1	Credits		NQF Level	
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Purpose of the module

The purpose of this module is to assist students in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically reflective manner.

Outcomes of the module

Acquire, integrate and apply pedagogical learning, practical learning and disciplinary learning.
Use innovative pedagogical content knowledge (PCK) to teach specific topics in the FET curriculum for maximum learner understanding.
Create effective learning and assessment opportunities to facilitate progress in the subject specialisations.
Understand the teaching profession and the context of schools.

Content of the module

Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge.
Themes that will be addressed in all teaching methodologies, but specified for the subject area:

Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs).

Assessment

There is a 50% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.

COMPULSORY							
Module name	isiNdebele, Sepedi, Sesotho, , Setswana, siSwati, South Arican Sign Language, Tshivenda, isiXhosa XiTsonga, isiZulu	Module code	NDEPGCE SEPPGCE SESPGCE SETPGCE SISPGCE SSLPGCE TSHPGCE XHOPGCE XITPGCE ZULPGCE	Credits	0	NQF Level	
Purpose of the module							
Only one language competency must be selected. Details on this requirement will be communication to students in the orientation session of the programme.							

EDU 3.1.9.2 Area of specialization: MATHEMATICS

Qualification code: A5SMAQ

ADMISSION REQUIREMENTS

1. METHODOLOGY AND PRACTICUM (SP AND FET)

Mathematics up to 3rd year university level. Maths Literacy is NOT accepted as an academic major.

See EDU 3.1.8 for programme components (ETS; ITT; LoCC competency; ICT competency and the Excursion are compulsory for all packages).

In addition, two Methodology and practicum modules in Mathematics are required. One on SP and one on FET as set out below:

Methodology and Practicum: Senior Phase (SP)	Mathematics (SP)	MPSMAY1
Methodology and Practicum: Further Education and Training Phase (FET)	Mathematics (FET)	MPFMAY1

Content of the modules in A5SMAQ

COMPULSORY							
Module name	Education and Teaching Studies	Module code	ETS00Y1	Credits	48	NQF Level	7
Purpose of the module							
The purpose of the module is to assist student in developing a sound understanding of adolescent development, learning and teaching, inclusive education and the statutory context of the teaching profession in South Africa to enable them to function as competent beginning teachers and to teach in a critically-reflective manner.							

Content of the module
<p>The adolescent learner: sociological, cognitive and psychological perspectives</p> <p>Teaching as a profession in the South African context</p> <p>Identifying and addressing barriers to learning</p> <p>Teaching for motivation and engagement</p> <p>Developing an orderly and purposeful learning environment</p> <p>Information and communication technology for learning</p> <p>Developing a teaching philosophy</p> <p>Service learning</p>
Outcomes of the module
<p>To justify teaching as an ethical and caring profession in South Africa.</p> <p>To describe the developmental phase of adolescence and the relevance for teachers.</p> <p>To critique Inclusive Education Philosophy, principles and policies, and the teaching of adolescents who exhibit various barriers to learning.</p> <p>To apply relevant learning and motivational theories in the classroom to engage adolescent learning</p> <p>To demonstrate the ability to use theoretical knowledge through service learning and documenting your learning.</p> <p>To explain teaching with technology</p> <p>To exercise teacher resilience and self-care</p>
Assessment
<p>The final mark is calculated by a 75% semester mark and 25% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.</p>

COMPULSORY							
Module name	Introduction to Teaching	Module code	ITT00Y1	Credits	0	NQF Level	7
Purpose of the module							
<p>The purpose of this module is to ground students in a solid understanding of general pedagogical knowledge as a basis for the development of specific pedagogical content knowledge for teaching (Teaching Methodology and Practicum).</p>							
Outcomes of the module							
<p>Deliberate aspects of the Curriculum Assessment Policy Statements (CAPS) .Apply the science of learning principles in lesson design Differentiate between assessment types. Outline the components of a supportive and well-ordered learning environment. Prioritize ethics and professionalism as a teacher Integrate interactive pedagogies, including technology-mediated approaches, into practice. Critically reflect on Work-Integrated Learning (WIL) experiences. Demonstrate competency in generic teacher administration tasks.</p>							
Content of the module							
<p>Themes that will be addressed: Generic curriculum principles considering intended versus hidden curriculum; Assessment principles including approaches and strategies; Design principles in planning learning focusing on interactive pedagogies, dialogic teaching and skills and competencies for a changing world; Critical reflection and analysis leading to transformational learning.</p>							
Assessment							
Continuous assessment							

COMPULSORY							
Module name	Teaching Methodology and Practicum (Senior Phase) Mathematics (SP)	Module code	MPSMAY1	Credits	36	NQF Level	7
Purpose of the module							

The purpose of this module is to assist student in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically-reflective manner.
Outcomes of the module
<p>The ability to demonstrate competence in:</p> <ul style="list-style-type: none"> -selecting, using and adjusting teaching and learning strategies appropriate to a specific target group and context - interpreting and using numerical and elementary statistical knowledge to facilitate own academic learning and to manage teaching and learning in others -facilitating learning programmes in Mathematics and reflecting on the development and facilitation thereof - teaching Mathematics problem-solving skills by considering aesthetic, cultural, political, entrepreneurial and socio-economic aspects and environmental aspects that relate to Mathematics.
Content of the module
<p>Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge.</p> <p>Themes that will be addressed in all teaching methodologies, but specified for the subject area:</p> <p>Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs).</p> <p>Classroom communication</p> <p>Design and delivery of teaching plans and lessons</p> <p>Teaching methods</p> <p>The school curriculum</p> <p>Assessment for and of learning</p> <p>Classroom management</p>
Assessment
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.

COMPULSORY							
Module name	Teaching Methodology and Practicum A: Further Education and Training Phase (FET) Mathematics (FET)	Module code	MPFMAY1	Credits	36	NQF Level	7
Outcomes of the module							
<p>"The ability to demonstrate competence in:</p> <p>selecting, using and adjusting teaching and learning strategies appropriate to a specific target group and context</p> <p>interpreting and using numerical and elementary statistical knowledge to facilitate own academic learning and to manage teaching and learning in others</p> <p>facilitating learning programmes in Mathematics and reflecting on the development and facilitation thereof</p> <p>teaching Mathematics problem-solving skills by considering aesthetic, cultural, political, entrepreneurial and socio-economic aspects and environmental aspects that relate to Mathematics "</p>							
Purpose of the module							
The purpose of this module is to assist students in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically-reflective manner.							
Content of the module							
<p>Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge.</p> <p>Themes that will be addressed in all teaching methodologies, but specified for the subject area:</p>							

Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs).

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.

COMPULSORY							
Module name	isiNdebele, Sepedi, Sesotho, , Setswana, siSwati, South Arican Sign Language, Tshivenda, isiXhosa XiTsonga, isiZulu	Module code	NDEPGCE SEPPGCE SESPGCE SETPGCE SISPGCE SSLPGCE TSHPGCE XHOPGCE XITPGCE ZULPGCE	Credits	0	NQF Level	
Purpose of the module							
Only one language competency must be selected. Details on this requirement will be communication to students in the orientation session of the programme.							

EDU 3.1.9.3

Area of specialization: COMMERCE EDUCATION

(Business Studies / Economics / Accounting / Economic and Management Sciences – according to school subject areas)

Qualification code: A5SBUQ

ADMISSION REQUIREMENTS

METHODOLOGY AND PRACTICUM (SP) Economic and Management Sciences (SP)

A combination of two of the three subjects: Business Management (Management is NOT accepted as an academic major); Accounting (Financial Accounting is NOT accepted as an academic major) and Economics. One subject on 1st year university level and the second on 3rd year university level.

METHODOLOGY AND PRACTICUM (FET) Business Studies

Business Management on 3rd year level
Accounting
Accounting on 3rd year university level
Economics
Economics on 3rd year university level

See EDU 3.1.8 for programme components (ETS; ITT; LoCC competency; ICT competency and the Excursion are compulsory for all packages).

In addition, two specific module options related to school subject areas (one on SP and one on FET level) must be selected from this package as set out below:

Methodology and practicum: Senior Phase (SP)	Economic and Management Sciences	MPSBMY1
Methodology and practicum: Further Education and Training Phase (FET) <i>(Select only one of the modules – if passed at 3rd year level)</i>	Business Studies	MPFBSY1
	OR	
	Accounting	MPFACY1
	OR	
	Economics	MPFECY1

Content of the modules in A5SBUQ

COMPULSORY							
Module name	Education and Teaching Studies	Module code	ETS00Y1	Credits	48	NQF Level	7
Purpose of the module							
The purpose of the module is to assist student in developing a sound understanding of adolescent development, learning and teaching, inclusive education and the statutory context of the teaching profession in South Africa to enable them to function as competent beginning teachers and to teach in a critically-reflective manner.							
Outcomes of the module							
To justify teaching as an ethical and caring profession in South Africa. To describe the developmental phase of adolescence and the relevance for teachers. To critique Inclusive Education Philosophy, principles and policies, and the teaching of adolescents who exhibit various barriers to learning. To apply relevant learning and motivational theories in the classroom to engage adolescent learning To demonstrate the ability to use theoretical knowledge through service learning and documenting your learning. To explain teaching with technology To exercise teacher resilience and self-care							
Content of the module							
The adolescent learner: sociological, cognitive and psychological perspectives Teaching as a profession in the South African context Identifying and addressing barriers to learning Teaching for motivation and engagement Developing an orderly and purposeful learning environment Information and communication technology for learning Developing a teaching philosophy Service learning							
Assessment							
The final mark is calculated by a 75% semester mark and 25% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the learning guide of the module that will be provided by the lecturer.							

COMPULSORY							
Module name	Introduction to Teaching	Module code	ITT00Y1	Credits	0	NQF Level	7
Purpose of the module							

The purpose of this module is to ground students in a solid understanding of general pedagogical knowledge as a basis for the development of specific pedagogical content knowledge for teaching (Teaching Methodology and Practicum).
Outcomes of the module
Deliberate aspects of the Curriculum Assessment Policy Statements (CAPS) .Apply the science of learning principles in lesson design Differentiate between assessment types. Outline the components of a supportive and well-ordered learning environment. Prioritize ethics and professionalism as a teacher Integrate interactive pedagogies, including technology-mediated approaches, into practice. Critically reflect on Work-Integrated Learning (WIL) experiences. Demonstrate competency in generic teacher administration tasks.
Content of the module
Themes that will be addressed: Generic curriculum principles considering intended versus hidden curriculum; Assessment principles including approaches and strategies; Design principles in planning learning focusing on interactive pedagogies, dialogic teaching and skills and competencies for a changing world; Critical reflection and analysis leading to transformational learning.
Assessment
Continuous assessment

COMPULSORY							
Module name	Teaching Methodology and Practicum (Senior Phase) Economic and Management Sciences	Module code	MPSBMY1	Credits	36	NQF Level	7
Purpose of the module							
The purpose of this module is to assist student in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically-reflective manner.							
Outcomes of the module							
1. Understand EMS as a teaching subject; 2. Understand & acquire PCK; 3. Understand why and how we apply education theory to teaching EMS; 4. Understand and evaluate CAPS for EMS; 5. Draw up an EMS lesson plan (using the 7-step model); 6. Design an excellent EMS lesson: using appropriate teaching strategies and resources; 7. Design an EMS fieldtrip 8. Understand the role of assessment in the teaching and learning of EMS 9. Distinguish between formal, informal, formative, summative, objective and subjective assessments in EMS 10. Design assessments in EMS 11. Reflect on your teaching and learning approaches/experiences in EMS 12. Develop an appreciation of the role of global superpowers and future technologies on economic development in the 4IR and its potential impact on teaching and learning in EMS. 13. Develop an EMS e-portfolio using Google Drive.							
Content of the module							
Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge. Themes that will be addressed in all teaching methodologies, but specified for the subject area: Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs). Classroom communication Design and delivery of teaching plans and lessons Teaching methods							

The school curriculum Assessment for and of learning Classroom management
Assessment
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.

ELECTIVE (select one of the three only if passed at third year level)							
Module name	Teaching Methodology and Practicum A: Further Education and Training Phase (FET) Business Studies	Module code	MPFBSY1	Credits	36	NQF Level	7
Purpose of the module							
The purpose of this module is to assist students in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically-reflective manner.							
Outcomes of the module							
Acquire, integrate and apply pedagogical learning, practical learning and disciplinary learning. Use innovative pedagogical content knowledge (PCK) to teach specific topics in the FET curriculum for maximum learner understanding. Apply different teaching strategies in Business Studies class. Create effective learning and assessment opportunities to facilitate progress in the subject specialisation. Understand the teaching profession and the context of schools. Identify development needs and set goals for professional development. Understand the National Curriculum Statement (NCS). Use the Curriculum and Assessment Policy Statement (CAPS) FET Phase for Business Studies. Implement a teaching plan for Business Studies. Develop and implement lesson plans for Business Studies. Apply the basics in assessment in Business Studies.							
Content of the module							
Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge. Themes that will be addressed in all teaching methodologies, but specified for the subject area: Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs).							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.							
OR							
Module name	Methodology and Practicum B: Further Education and Training Phase (FET) Accounting	Module code	MPFACY1	Credits	36	NQF Level	7
Purpose of the module							

The purpose of this module is to assist students in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically-reflective manner.							
Content of the module							
Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge. Themes that will be addressed in all teaching methodologies, but specified for the subject area: Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs).							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.							
OR							
Module name	Methodology and Practicum B: Further Education and Training Phase (FET) Economics	Module code	MPFECY1	Credits	36	NQF Level	7
Purpose of the module							
The purpose of this module is to assist students in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically-reflective manner.							
Outcomes of the module							
Acquire, integrate and apply pedagogical learning, practical learning and disciplinary learning. Use innovative pedagogical content knowledge (PCK) to teach specific topics in the FET curriculum for maximum learner understanding. Apply different teaching strategies in Economics class. Create effective learning and assessment opportunities to facilitate progress in the subject specialisation. Understand the teaching profession and the context of schools. Identify development needs and set goals for professional development. Understand the National Curriculum Statement (NCS). Use the Curriculum and Assessment Policy Statement (CAPS) FET Phase for Economics. Implement a teaching plan for Economics. Develop and implement lesson plans for Economics. Apply the basics in assessment in Economics.							
Content of the module							
Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge. Themes that will be addressed in all teaching methodologies, but specified for the subject area: Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs).							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.							

COMPULSORY							
Module name	isiNdebele, Sepedi, Sesotho, , Setswana, siSwati, South African Sign Language,	Module code	NDEPGCE SEPPGCE SESPGCE	Credits	0	NQF Level	

	Tshivenda, isiXhosa XiTsonga, isiZulu		SETPGCE SISPGCE SSLPGCE TSHPGCE XHOPGCE XITPGCE ZULPGCE				
Purpose of the module							
Only one language competency must be selected. Details on this requirement will be communication to students in the orientation session of the programme.							

EDU 3.1.9.4	Area of specialisation: LANGUAGES	
Qualification code: A5SLAQ		
ADMISSION REQUIREMENTS		
1.METHODOLOGY AND PRACTICUM (SP)Languages		
Two languages, one on 1st year university level and the remaining language on 3rd year university level. Language selection only includes Afrikaans / Sepedi / IsiZulu /English. English must be one ofthe two languages and the other language can be Afrikaans / Sepedi / IsiZulu.		
If your FET Methodology and practicum module is Afrikaans / Sepedi / IsiZulu, then English is required on 1st year university level. (Note: If you have English on 3rd year level, then Afrikaans /Sepedi / IsiZulu on 1st year level).		
2.METHODOLOGY AND PRACTICUM (FET)		
Any ONE of the following are required on 3rd year university level:English		
Afrikaans SepediIsiZulu		
See EDU 3.1.8 for programme components (ETS; ITT; LoCC competency; ICT competency and theExcursion are compulsory for all packages).		
In addition, two specific module options related to school subject areas (one on SP and one on FETlevel) must be selected from this package as set out below:		
Methodology and Practicum: Senior Phase (SP)	Languages	MPSLAY1
	English	MPFENY1
Methodology and Practicum: Further Education and Training Phase (FET) (Select only one of the modules – if they were taken to 3rd year level)	OR	
	Afrikaans	MPFAFY1
	OR	
	Sepedi	MPFSEY1
	OR	
	isiZulu	MPFZUY1

Content of the modules in A5SLAQ

COMPULSORY

Module name	Education and Teaching Studies	Module code	ETS00Y1	Credits	48	NQF Level	7
Purpose of the module							
The purpose of the module is to assist student in developing a sound understanding of adolescent development, learning and teaching, inclusive education and the statutory context of the teaching profession in South Africa to enable them to function as competent beginning teachers and to teach in a critically-reflective manner.							
Outcomes of the module							
To justify teaching as an ethical and caring profession in South Africa. To describe the developmental phase of adolescence and the relevance for teachers. To critique Inclusive Education Philosophy, principles and policies, and the teaching of adolescents who exhibit various barriers to learning. To apply relevant learning and motivational theories in the classroom to engage adolescent learning To demonstrate the ability to use theoretical knowledge through service learning and documenting your learning. To explain teaching with technology To exercise teacher resilience and self-care							
Content of the module							
The adolescent learner: sociological, cognitive and psychological perspectives Teaching as a profession in the South African context Identifying and addressing barriers to learning Teaching for motivation and engagement Developing an orderly and purposeful learning environment Information and communication technology for learning Developing a teaching philosophy Service learning							
Assessment							
The final mark is calculated by a 75% semester mark and 25% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.							

COMPULSORY							
Module name	Introduction to Teaching	Module code	ITT00Y1	Credits	0	NQF Level	7
Purpose of the module							
The purpose of this module is to ground students in a solid understanding of general pedagogical knowledge as a basis for the development of specific pedagogical content knowledge for teaching (Teaching Methodology and Practicum).							
Outcomes of the module							
Deliberate aspects of the Curriculum Assessment Policy Statements (CAPS) .Apply the science of learning principles in lesson design Differentiate between assessment types. Outline the components of a supportive and well-ordered learning environment. Prioritize ethics and professionalism as a teacher Integrate interactive pedagogies, including technology-mediated approaches, into practice. Critically reflect on Work-Integrated Learning (WIL) experiences. Demonstrate competency in generic teacher administration tasks.							
Content of the module							
Themes that will be addressed: Generic curriculum principles considering intended versus hidden curriculum; Assessment principles including approaches and strategies; Design principles in planning learning focusing on interactive pedagogies, dialogic teaching and skills and competencies for a changing world; Critical reflection and analysis leading to transformational learning.							
Assessment							
Continuous assessment							

COMPULSORY							
Module name	Teaching Methodology and Practicum (Senior Phase) Languages	Module code	MPSLAY1	Credits	36	NQF Level	7
Purpose of the module							
The purpose of this module is to assist student in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically reflective manner.							
Outcomes of the module							
<p>The main objective of this course is to introduce relevant language methodologies, develop basic analytic skill and subject competencies that prepares students to teach English in an effective, creative and critical way.</p> <p>By the end of this course, students should be able to:</p> <p>Understand and interpret the requirements of the CAPS curriculum in teaching English in the senior phase;</p> <p>Show awareness of the different approaches and methods of presenting content in English language classrooms;</p> <p>Design learning programmes for English language teaching in the senior phase;</p> <p>Plan and teach different types of lessons that lead to learning in the English language classrooms;</p> <p>Formulate assessments that facilitate learning in the classroom as well as assessments that measure learning that has taken place in the classroom;</p> <p>Develop critical awareness and reflective practice which involves self-interrogation of teaching practices; and</p> <p>Integrate technology in teaching in English language classrooms.</p>							
Content of the module							
<p>Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge.</p> <p>Themes that will be addressed in all teaching methodologies, but specified for the subject area:</p> <p>Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs).</p> <p>Classroom communication</p> <p>Design and delivery of teaching plans and lessons</p> <p>Teaching methods</p> <p>The school curriculum</p> <p>Assessment for and of learning</p> <p>Classroom management</p>							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.							

ELECTIVE (select one of the four only if passed at third year level)							
Module name	Teaching Methodology and Practicum A: Further Education and Training Phase (FET) English	Module code	MPFENY1	Credits	36	NQF Level	7
Purpose of the module							
The purpose of this module is to assist students in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically-reflective manner.							
Outcomes of the modules							

The main objective of this course is to introduce relevant language methodologies, develop basic analytic skill and subject competencies that prepares students to teach English in an effective, creative and critical way.

By the end of this course, students should be able to:

- Understand and interpret the requirements of the CAPS curriculum in teaching English in the FET phase;
 - Show awareness of the different approaches and methods of presenting content in English language classrooms;
 - Design learning programmes for English language teaching in the FET phase;
 - Plan and teach different types of lessons that lead to learning in the English language classrooms;
 - Formulate assessments that facilitate learning in the classroom as well as assessments that measure learning that has taken place in the classroom;
 - Develop critical awareness and reflective practice which involves self-interrogation of teaching practices; and
- Integrate technology in teaching in English language classrooms.

Content of the module

Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge.

Themes that will be addressed in all teaching methodologies, but specified for the subject area:

Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs).

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online learning management system. A minimum mark of 50% must be achieved to pass the module.

OR

Module name	Methodology and Practicum B: Further Education and Training Phase (FET) Afrikaans	Module code	MPFAFY1	Credits	36	NQF Level	7
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Purpose of the module

The purpose of this module is to assist students in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically-reflective manner.

Outcomes of the module

Please consult the Faculty of Humanities regulations.

Content of the module

Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge.

Themes that will be addressed in all teaching methodologies, but specified for the subject area:

Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs).

Assessment

Please consult the Faculty of Humanities regulations.

OR

Module name	Methodology and Practicum B: Further Education and Training Phase (FET) Sepedi	Module code	MPFSEY1	Credits	36	NQF Level	7
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Purpose of the module

The purpose of this module is to assist students in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically-reflective manner.							
Outcomes of the module							
Please consult the Faculty of Humanities regulations.							
Content of the module							
Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge. Themes that will be addressed in all teaching methodologies, but specified for the subject area: Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs).							
Assessment							
Please consult the Faculty of Humanities regulations.							
OR							
Module name	Methodology and Practicum B: Further Education and Training Phase (FET) IsiZulu	Module code	MPFZUY1	Credits	36	NQF Level	7
Purpose of the module							
The purpose of this module is to assist students in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically-reflective manner.							
Outcomes of the module							
Please consult the Faculty of Humanities regulations.							
Content of the module							
Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge. Themes that will be addressed in all teaching methodologies, but specified for the subject area: Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs).							
Assessment							
Please consult the Faculty of Humanities regulations.							

COMPULSORY							
Module name	isiNdebele, Sepedi, Sesotho, , Setswana, siSwati, South Arican Sign Language, Tshivenda, isiXhosa XiTsonga, isiZulu	Module code	NDEPGCE SEPPGCE SESPGCE SETPGCE SISPGCE SSLPGCE TSHPGCE XHOPGCE XITPGCE ZULPGCE	Credits	0	NQF Level	
Purpose of the module							
Only one language competency must be selected. Details on this requirement will be communication to students in the orientation session of the programme.							

EDU 3.1.9.5 Area of specialisation: SCIENCE**Qualification code: A5NSSQ****ADMISSION REQUIREMENTS****1. METHODOLOGY AND PRACTICUM (SP) Natural Sciences:**

A combination of two of the following subjects from Life Sciences: one subject on 1st year university level and the other on 3rd year university level. Biology, Botany, Zoology, Microbiology, Physiology AND subjects from Physical Sciences: Chemistry, Physics both at least on first year university level.

2. METHODOLOGY AND PRACTICUM (FET) Life Sciences:

Botany and Zoology (both required at least on first year university level) in combination with one of the following: Biochemistry, Microbiology and Physiology. One on 1st year level and one on 3rd year university level.

Physical Sciences:

A combination of Physics and Chemistry. One on first year university level and one on 3rd year university level.

Geography:

Geography up to 3rd year university level (Geology is NOT accepted as an academic major)

See EDU 3.1.8 for programme components (ETS; ITT; LoCC competency; ICT competency and the Excursion are compulsory for all packages).

In addition, two specific module options related to school subject areas (one on SP and one on FET level) must be selected from this package as set out below:

Methodology and Practicum: Senior Phase (SP)	Natural Sciences	MPSNAY1
Methodology and Practicum: Further Education and Training Phase (FET)	Life Sciences	MPFLSY1
	OR	
	Geography	MPFGEY1
	OR	
	Physical Sciences	MPFPSY1

Content of the modules in A5NSSQ

COMPULSORY							
Module name	Education and Teaching Studies	Module code	ETS00Y1	Credits	48	NQF Level	7
Purpose of the module							
The purpose of the module is to assist student in developing a sound understanding of adolescent development, learning and teaching, inclusive education and the statutory context of the teaching profession in South Africa to enable them to function as competent beginning teachers and to teach in a critically-reflective manner.							
Outcomes of the module							
To justify teaching as an ethical and caring profession in South Africa.							
To describe the developmental phase of adolescence and the relevance for teachers.							
To critique Inclusive Education Philosophy, principles and policies, and the teaching of adolescents who exhibit various barriers to learning.							
To apply relevant learning and motivational theories in the classroom to engage adolescent learning							
To demonstrate the ability to use theoretical knowledge through service learning and documenting your learning.							
To explain teaching with technology							
To exercise teacher resilience and self-care							

Content of the module
<p>The adolescent learner: sociological, cognitive and psychological perspectives</p> <p>Teaching as a profession in the South African context</p> <p>Identifying and addressing barriers to learning</p> <p>Teaching for motivation and engagement</p> <p>Developing an orderly and purposeful learning environment</p> <p>Information and communication technology for learning</p> <p>Developing a teaching philosophy</p> <p>Service learning</p>
Assessment
<p>The final mark is calculated by a 75% semester mark and 25% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.</p>

COMPULSORY							
Module name	Introduction to Teaching	Module code	ITT00Y1	Credits	0	NQF Level	7
Purpose of the module							
<p>The purpose of this module is to ground students in a solid understanding of general pedagogical knowledge as a basis for the development of specific pedagogical content knowledge for teaching (Teaching Methodology and Practicum).</p>							
Outcomes of the module							
<p>Deliberate aspects of the Curriculum Assessment Policy Statements (CAPS) .Apply the science of learning principles in lesson design Differentiate between assessment types. Outline the components of a supportive and well-ordered learning environment. Prioritize ethics and professionalism as a teacher Integrate interactive pedagogies, including technology-mediated approaches, into practice. Critically reflect on Work-Integrated Learning (WIL) experiences. Demonstrate competency in generic teacher administration tasks.</p>							
Content of the module							
<p>Themes that will be addressed: Generic curriculum principles considering intended versus hidden curriculum; Assessment principles including approaches and strategies; Design principles in planning learning focusing on interactive pedagogies, dialogic teaching and skills and competencies for a changing world; Critical reflection and analysis leading to transformational learning.</p>							
Assessment							
Continuous assessment							

COMPULSORY							
Module name	Teaching Methodology and Practicum (Senior Phase) Natural Sciences	Module code	MPSNAY1	Credits	36	NQF Level	7
Purpose of the module							
<p>The purpose of this module is to assist student in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically-reflective manner.</p>							
Outcomes of the module							
<p>At the end of this module students should be able to : 1.Develop pedagogical content knowledge in Natural Sciences (NS), which I believe you will teach after your studies; 2. Enable students to function as competent in designing school learning programmes, mediators of learning and to teach in a critically-reflective manner; 3. The intended exit-level outcomes of the PGCE programme are to render graduates who possess a well-rounded education consisting of integrated:</p>							

Pedagogical content knowledge; and the Education Context
Content of the module
<p>Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge.</p> <p>Themes that will be addressed in all teaching methodologies, but specified for the subject area:</p> <p>Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs).</p> <p>Classroom communication</p> <p>Design and delivery of teaching plans and lessons</p> <p>Teaching methods</p> <p>The school curriculum</p> <p>Assessment for and of learning</p> <p>Classroom management</p>
Assessment
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.

ELECTIVE (select one of the three)							
Module name	Teaching Methodology and Practicum A: Further Education and Training Phase (FET) Life Sciences	Module code	MPFLSY1	Credits	36	NQF Level	7
Purpose of the module							
The purpose of this module is to assist students in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically-reflective manner.							
Outcomes of the module							
<ul style="list-style-type: none"> • Describe your identity as Life Sciences teacher. • Describe the nature and significance of Life Sciences. • Interpret and translate the Life Sciences school curriculum (CAPS) into practice. • Design, plan, execute/implement and critique a lesson. • Develop and administer different assessment tools, rubrics, and memoranda. • Analyse and critique different assessment tools, rubrics, and memoranda. • Analyse Life Sciences learners' assessment results and design remediation and enrichment strategies for • <p>Describe your identity as Life Sciences teacher.</p> <ul style="list-style-type: none"> • Describe the nature and significance of Life Sciences. • Interpret and translate the Life Sciences school curriculum (CAPS) into practice. • Design, plan, execute/implement and critique a lesson. • Develop and administer different assessment tools, rubrics, and memoranda. • Analyse and critique different assessment tools, rubrics, and memoranda. • Analyse Life Sciences learners' assessment results and design remediation and enrichment strategies for learners. • Design investigations and practical work including field trips and projects for Life Sciences. • Integrate creative and effective teaching methods that utilise ICT and other technologies including indigenous technologies into a lesson. • Identify and utilise teaching strategies for teaching specific Life Sciences concepts whilst considering the role of context. • Identify developmental needs and set goals for professional development. 							

Content of the module							
Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge. Themes that will be addressed in all teaching methodologies, but specified for the subject area: Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs).							
Assessment							
Please consult the Faculty of Science regulations.							
OR							
Module name	Methodology and Practicum B: Further Education and Training Phase (FET) Geography	Module code	MPFGEY1	Credits	36	NQF Level	7
Purpose of the module							
The purpose of this module is to assist students in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically-reflective manner.							
Outcomes of the module							
Please consult the Faculty of Science regulations.							
Content of the module							
Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge. Themes that will be addressed in all teaching methodologies, but specified for the subject area: Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs).							
Assessment							
There is a 30% exam entry requirement. The final mark is calculated by a 75% semester mark and 25% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.							
OR							
Module name	Methodology and Practicum B: Further Education and Training Phase (FET) Physical Science	Module code	MPFPSY1	Credits	36	NQF Level	7
Purpose of the module							
The purpose of this module is to assist students in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically-reflective manner.							
Outcomes of the module							
<ul style="list-style-type: none"> • Describe your identity as Life Sciences teacher. • Describe the nature and significance of Life Sciences. • Interpret and translate the Life Sciences school curriculum (CAPS) into practice. • Design, plan, execute/implement and critique a lesson. • Develop and administer different assessment tools, rubrics, and memoranda. • Analyse and critique different assessment tools, rubrics, and memoranda. • Analyse Life Sciences learners' assessment results and design remediation and enrichment strategies for • Describe your identity as Life Sciences teacher. <ul style="list-style-type: none"> • Describe the nature and significance of Life Sciences. • Interpret and translate the Life Sciences school curriculum (CAPS) into practice. • Design, plan, execute/implement and critique a lesson. 							

- Develop and administer different assessment tools, rubrics, and memoranda.
- Analyse and critique different assessment tools, rubrics, and memoranda.
- Analyse Life Sciences learners' assessment results and design remediation and enrichment strategies for learners.
- Design investigations and practical work including field trips and projects for Life Sciences.
- Integrate creative and effective teaching methods that utilise ICT and other technologies including indigenous technologies into a lesson.
- Identify and utilise teaching strategies for teaching specific Life Sciences concepts whilst considering the role of context.
- Identify developmental needs and set goals for professional development.

Content of the module

Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge.

Themes that will be addressed in all teaching methodologies, but specified for the subject area:

Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs).

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.

COMPULSORY							
Module name	isiNdebele, Sepedi, Sesotho, , Setswana, siSwati, South African Sign Language, Tshivenda, isiXhosa XiTsonga, isiZulu	Module code	NDEPGCE SEPPGCE SESPGCE SETPGCE SISPGCE SSLPGCE TSHPGCE XHOPGCE XITPGCE ZULPGCE	Credits	0	NQF Level	
Purpose of the module							
Only one language competency must be selected. Details on this requirement will be communicated to students in the orientation session of the programme.							

EDU 3.1.9.6 Area of specialisation: TECHNOLOGY**Qualification code: A5STEQ****ADMISSION REQUIREMENTS****1. METHODOLOGY AND PRACTICUM (SP) Technology**

A minimum of a National Diploma/Diploma (360-credits) or a Bachelor's degree on university level in one of the following fields: Architecture / Civil Engineering / Electrical Engineering / Mechanical Engineering / Industrial Design.

2. METHODOLOGY AND PRACTICUM (FET) Engineering**Graphics and Design**

A minimum of a National Diploma/Diploma or a Bachelor's degree on university level in one of the following fields: Architecture / Civil Engineering / Mechanical Engineering / Industrial Design.

Electrical Technology

A minimum of a National Diploma/Diploma or a Bachelor's degree on university level in the field: Electrical Engineering.

See EDU 3.1.8 for programme components (ETS; ITT; LoCC competency; ICT competency and the Excursion are compulsory for all packages)

In addition, two specific module options related to school subject areas (one on SP and one on FET level) must be selected from this package as set out below:

Methodology and Practicum: Senior Phase (SP)	Technology	MPSTEY1
Methodology and Practicum: Further Education and Training Phase (FET)	Engineering Graphics and Design	MPFEDY1
	OR	
	Electrical Technology	MPFETY1

Content of the modules in A5STEQ

COMPULSORY							
Module name	Education and Teaching Studies	Module code	ETS00Y1	Credits	48	NQF Level	7
Purpose of the module							
The purpose of the module is to assist student in developing a sound understanding of adolescent development, learning and teaching, inclusive education and the statutory context of the teaching profession in South Africa to enable them to function as competent beginning teachers and to teach in a critically-reflective manner.							
Outcomes of the module							
To justify teaching as an ethical and caring profession in South Africa.							
To describe the developmental phase of adolescence and the relevance for teachers.							
To critique Inclusive Education Philosophy, principles and policies, and the teaching of adolescents who exhibit various barriers to learning.							
To apply relevant learning and motivational theories in the classroom to engage adolescent learning							
To demonstrate the ability to use theoretical knowledge through service learning and documenting your learning.							

To explain teaching with technology To exercise teacher resilience and self-care
Content of the module
The adolescent learner: sociological, cognitive and psychological perspectives Teaching as a profession in the South African context Identifying and addressing barriers to learning Teaching for motivation and engagement Developing an orderly and purposeful learning environment Information and communication technology for learning Developing a teaching philosophy Service learning
Assessment
The final mark is calculated by a 75% semester mark and 25% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.

COMPULSORY							
Module name	Introduction to Teaching	Module code	ITT00Y1	Credits	0	NQF Level	7
Purpose of the module							
The purpose of this module is to ground students in a solid understanding of general pedagogical knowledge as a basis for the development of specific pedagogical content knowledge for teaching (Teaching Methodology and Practicum).							
Outcomes of the modules							
Deliberate aspects of the Curriculum Assessment Policy Statements (CAPS) .Apply the science of learning principles in lesson design Differentiate between assessment types. Outline the components of a supportive and well-ordered learning environment. Prioritize ethics and professionalism as a teacher Integrate interactive pedagogies, including technology-mediated approaches, into practice. Critically reflect on Work-Integrated Learning (WIL) experiences. Demonstrate competency in generic teacher administration tasks.							
Content of the module							
Themes that will be addressed: Generic curriculum principles considering intended versus hidden curriculum; Assessment principles including approaches and strategies; Design principles in planning learning focusing on interactive pedagogies, dialogic teaching and skills and competencies for a changing world; Critical reflection and analysis leading to transformational learning.							
Assessment							
Continuous assessment							

COMPULSORY							
Module name	Teaching Methodology and Practicum (Senior Phase) Technology	Module code	MPSTEY1	Credits	36	NQF Level	7
Purpose of the module							
The purpose of this module is to assist student in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically-reflective manner.							
Outcomes of the modules							
Upon the successful completion of this module, you should be able to: design technology lessons for the Senior Phase; teach/facilitate technology lessons for the Senior Phase;							

assess learners performance in technology education in the Senior Phase;
critically reflect on these in terms of relevant theories, methods and techniques.

Content of the module

Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge.

Themes that will be addressed in all teaching methodologies, but specified for the subject area:

Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs).

Classroom communication

Design and delivery of teaching plans and lessons

Teaching methods

The school curriculum

Assessment for and of learning

Classroom management

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.

ELECTIVE (select one of the two)

Module name	Teaching Methodology and Practicum A: Further Education and Training Phase (FET) Engineering Graphics and Design	Module code	MPFEDY1	Credits	36	NQF Level	7
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Purpose of the module

The purpose of this module is to assist students in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically-reflective manner.

Outcomes of the module

Upon the successful completion of this module, you should be able to:
design technology lessons for the FET Phase;
teach/facilitate EGD lessons for the FET Phase;
assess learners performance in EGD education in the FET Phase;
critically reflect on these in terms of relevant theories, methods and techniques.

Content of the module

Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge.

Themes that will be addressed in all teaching methodologies, but specified for the subject area:

Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs).

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.

OR

Module name	Methodology and Practicum B: Further Education and Training Phase (FET) Electrical Technology	Module code	MPFETY1	Credits	36	NQF Level	7
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Purpose of the module
The purpose of this module is to assist students in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically-reflective manner.
Outcomes of the modules
Content of the module
Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge. Themes that will be addressed in all teaching methodologies, but specified for the subject area: Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs).
Assessment
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.
COMPULSORY

Module name	isiNdebele, Sepedi, Sesotho, , Setswana, siSwati, South Arican Sign Language, Tshivenda, isiXhosa XiTsonga, isiZulu	Module code	NDEPGCE SEPPGCE SESPGCE SETPGCE SISPGCE SSLPGCE TSHPGCE XHOPGCE XITPGCE ZULPGCE	Credits	0	NQF Level	
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Purpose of the module
Only one language competency must be selected. Details on this requirement will be communication to students in the orientation session of the programme.

EDU 3.2	POST GRADUATE CERTIFICATE IN EDUCATION: FURTHER EDUCATION AND TRAINING TEACHING (FET) PGCE (Further Education and Training Teaching)
NEW PROGRAMME CODES (phasing in as of 2021)	A5FLAQ (Languages) A5FBUQ (Commerce Education) A5FMAQ (Mathematics) A5FHIQ (History) A5FLOQ (Life Orientation)
HEQF LEVEL	7
TOTAL CREDITS FOR THE QUALIFICATION	120
DATE INSTITUTED	1 JANUARY 2015
SAQA NUMBER	115922

EDU 3.2.1 Purpose of the programmes

The Postgraduate Certificate in Education is a professional teaching programme that 'caps' an undergraduate degree or an approved diploma. It offers entry-level initial professional preparation for qualifying undergraduate degree or diploma holders who wish to develop focused knowledge and skills as classroom teachers in a chosen phase(s) and/or

subject(s). The qualification requires a specific depth and specialisation of knowledge, together with practical skills and workplace experience, to enable successful students to apply their learning as beginner teachers in schools in varying contexts.

EDU 3.2.2 Envisaged outcomes

Students who complete this programme will be able to:

- Teach at least two school subjects in chosen phase(s) as per their qualification.
- Support and nurture learning and development in diverse educational contexts.
- Identify and address barriers to learning in the classroom.
- Formulate a personal teaching philosophy and critically reflect on how it relates to a teacher's professional role.

To achieve the outcomes the programme integrates the knowledge mix of disciplinary, pedagogical, practical, and situational learning through the following in the programme:

- Education and Teaching Studies (mainly disciplinary, pedagogical and situational learning): Includes a focus on the adolescent as learner, the teaching profession, education policies, communication, teaching as the practice of citizenship, classroom management and information and communication technologies for the teaching profession. Teaching methodology and practicum (mainly pedagogical and practical learning with elements of situational learning): Teaching methodology and practicum are integrated. This implies that students will engage in learning from practice, learning in practice and learning from service, aiming at developing specialised pedagogical content knowledge and teaching competence in the chosen subject.
- Even though the knowledge areas as indicated above are specified, the curriculum is organised to enable coherence and cohesiveness and an integration of theory and practice.

EDU 3.2.3 Duration of the programme and offering

1 Year (full time) or 2 years (part time): The coursework will be offered in contact mode making use of a blended learning approach necessitating engagement with the curriculum and completion of some activities in an online environment. The practical experience (WIL) will be conducted at faculty partner schools

EDU 3.2.4 Admission requirements

To gain access to the Postgraduate Certificate in Further Education and Training Phase Teaching (FET) an applicant must have sufficient disciplinary knowledge in appropriate academic fields to enable the development of teaching specialisation phases and/or subjects as specified for each school phase. This is outlined as follows:

- A first degree on an NQF Level 7 with a minimum of 360 credits, and
- Two school related subjects, both at 3rd year level.

To gain access to the Post Graduate Certificate in Senior Phase and Further Education and Training Teaching (SP and FET) applicant must have sufficient disciplinary knowledge in appropriate academic fields to enable the development of teaching specialisation phases and/or subjects as specified for each school phase. This is outlined as follows:

- A first degree on NQF level 7 with a minimum of 360 credits, and
- Two school related subjects, one on 3rd year level and one on 1st year level

OR

- An approved National Diploma on level 6 with a minimum of 360 credits from an accredited higher institution, and
- Two school related subjects, one on 2nd year level and one on 3rd year level.

The National N Diploma cannot be considered for admission to the PGCE.

Additional requirements for subject specialisations are listed in the relevant tables that follow.

EDU 3.2.5 Language competency

All qualifying PGCE students should be proficient in the use of at least one official South African language as a language of learning and teaching (LoLT), and partially proficient (i.e. sufficient for purposes of basic conversation) in

at least one other official African language, or in South African Sign Language, as a language of conversational competence (LoCC). If the LoLT is English or Afrikaans, then the LoCC must be an African Language or South African Sign Language. All new certificates are to be endorsed to indicate the holder's level of competence in specific languages by using appropriate labels, for example: LoLT (English) and LoCC (isiZulu). A UJ short learning programme (SLP) in isiZulu will be on offer at an additional cost to those that do not meet the language competency requirements. This SLP must be successfully completed for a PGCE student to graduate. The following demonstrable competencies in LoCC will be accepted:

- An African home language
- Grade 12 school subject
- Successful completion of the UJ short learning programme in IsiZulu or an equivalent certification from another institution.

EDU 3.2.6 ICT Competency

All PGCE graduates must be digitally fluent requiring a high level of ICT competency. Where necessary, students that were identified lacking sufficient ICT skills will be required to complete an online short learning programme (SLP) in Basic computer skills. This SLP must be successfully completed for a PGCE student to graduate.

EDU 3.2.7 Disclaimer

- Fulfilling all the minimum entry requirements does not guarantee acceptance into a particular programme.
- The faculty reserves the right to limit numbers in line with its enrolment targets. The Faculty of Education also reserves the right to cancel an application or registration in the event that there are insufficient student enrolments to ensure the viability of the electives in the PGCE programme. Students will be advised if they fall into the latter category and offered an alternative if they meet the minimum entry requirements.

EDU 3.2.8 A typical qualification will have the following components		
FULL TIME (one year)	Part time (two years)	
Education and Teaching Studies (ETS)	Year 1	Education and Teaching Studies (ETS) (No WIL in Year 1)
Introduction to Teaching (ITT)	Year 2	Introduction to Teaching (ITT)
Methodology and Practicum FET		Methodology and Practicum FET
Methodology and Practicum FET/SP		Methodology and Practicum FET/SP
Excursion (compulsory) * <i>excluding during pandemics</i>		Excursion (compulsory) * <i>excluding during pandemics</i>
WIL (10 weeks: Three weeks in Semester 1 and seven consecutive weeks in Semester 2)		WIL (10 weeks: Three weeks in Semester 1 and seven consecutive weeks in Semester 2)
Additional training required LoCC and ICT if competencies are no in place		
Language of conversational competency (LoCC) – Short learning programme (SLP) in isiZulu	Year 1/Year 2	Language of conversational competency (LoCC) – Short learning programme (SLP) in isiZulu
ICT competency – online short learning programme (SLP) in basic computer skills		ICT competency - Online short learning programme (SLP) in Basic computer skills

EDU 3.2.9 Curriculum outline

EDU 3.2.9.1 Area of specialisation: LANGUAGES
Qualification code: A5FLAQ
ADMISSION REQUIREMENTS
English is required on 3rd year university level and one of the following on 3rd year level: Afrikaans/Sepedi / isiZulu. It is compulsory to have English as one of the FET Methodology and practicum modules.

See EDU 3.2.8 for programme components (ETS; ITT; LoCC competency; ICT competency and the Excursion are compulsory for all packages).
In addition, two specific module options related to school subject areas must be selected from this package as set out below:

Methodology and Practicum: Further Education and Training Phase (FET)	English	MPFENY1
Methodology and Practicum: Further Education and Training Phase (FET)	Sepedi	MPFSEY1
	OR	
	isiZulu	MPFZUY1
	OR	
	Afrikaans	MPFZUY1

Content of the modules in A5FLAQ

COMPULSORY							
Module name	Education and Teaching Studies	Module code	ETS00Y1	Credits	48	NQF Level	7
Purpose of the module							
The purpose of the module is to assist students in developing a sound understanding of adolescent development, learning and teaching, inclusive education and the statutory context of the teaching profession in South Africa to enable them to function as competent beginning teachers and to teach in a critically-reflective manner.							
Outcomes of the module							
To justify teaching as an ethical and caring profession in South Africa. To describe the developmental phase of adolescence and the relevance for teachers. To critique Inclusive Education Philosophy, principles and policies, and the teaching of adolescents who exhibit various barriers to learning. To apply relevant learning and motivational theories in the classroom to engage adolescent learning To demonstrate the ability to use theoretical knowledge through service learning and documenting your learning. To explain teaching with technology To exercise teacher resilience and self-care							
Content of the module							
The adolescent learner: sociological, cognitive and psychological perspectives Teaching as a profession in the South African context Identifying and addressing barriers to learning Teaching for motivation and engagement Developing an orderly and purposeful learning environment Information and communication technology for learning Developing a teaching philosophy Service learning							
Assessment							
The final mark is calculated by a 75% semester mark and 25% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the learning guide of the module that will be provided by the lecturer.							

COMPULSORY							
Module name	Introduction to Teaching	Module code	ITT00Y1	Credits	0	NQF Level	7

Purpose of the module
The purpose of this module is to ground students in a solid understanding of general pedagogical knowledge as a basis for the development of specific pedagogical content knowledge for teaching (Teaching Methodology and Practicum).
Outcomes of the module
Deliberate aspects of the Curriculum Assessment Policy Statements (CAPS) .Apply the science of learning principles in lesson design Differentiate between assessment types. Outline the components of a supportive and well-ordered learning environment. Prioritize ethics and professionalism as a teacher Integrate interactive pedagogies, including technology-mediated approaches, into practice. Critically reflect on Work-Integrated Learning (WIL) experiences. Demonstrate competency in generic teacher administration tasks.
Content of the module
Themes that will be addressed: Generic curriculum principles considering intended versus hidden curriculum; Assessment principles including approaches and strategies; Design principles in planning learning focusing on interactive pedagogies, dialogic teaching and skills and competencies for a changing world; Critical reflection and analysis leading to transformational learning.
Assessment
Continuous assessment

COMPULSORY							
Module name	Teaching Methodology and Practicum (FET Phase) English	Module code	MPFENY1	Credits	36	NQF Level	7
Purpose of the module							
The purpose of this module is to assist student in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically-reflective manner.							
Outcomes of the module							
<p>The main objective of this course is to introduce relevant language methodologies, develop basic analytic skill and subject competencies that prepares students to teach English in an effective, creative and critical way.</p> <p>By the end of this course, students should be able to:</p> <ul style="list-style-type: none"> • Understand and interpret the requirements of the CAPS curriculum in teaching English in the FET phase; • Show awareness of the different approaches and methods of presenting content in English language classrooms; • Design learning programmes for English language teaching in the FET phase; • Plan and teach different types of lessons that lead to learning in the English language classrooms; • Formulate assessments that facilitate learning in the classroom as well as assessments that measure learning that has taken place in the classroom; • Develop critical awareness and reflective practice which involves self-interrogation of teaching practices; and Integrate technology in teaching in English language classrooms. 							
Content of the module							
<p>Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge.</p> <p>Themes that will be addressed in all teaching methodologies, but specified for the subject area:</p> <p>Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs).</p> <p>Classroom communication</p> <p>Design and delivery of teaching plans and lessons</p> <p>Teaching methods</p> <p>The school curriculum</p> <p>Assessment for and of learning</p>							

Classroom management
Assessment
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.

ELECTIVE (select one of the three)							
Module name	Teaching Methodology and Practicum A: Further Education and Training Phase (FET) Sepedi	Module code	MPFSEY1	Credits	36	NQF Level	7
Purpose of the module							
The purpose of this module is to assist students in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically-reflective manner.							
Outcomes of the module							
Please consult the Faculty of Humanities regulations.							
Content of the module							
Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge. Themes that will be addressed in all teaching methodologies, but specified for the subject area: Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs).							
Assessment							
Please consult the Faculty of Humanities regulations.							
OR							
Module name	Methodology and Practicum B: Further Education and Training Phase (FET) isiZulu	Module code	MPFZUY1	Credits	36	NQF Level	7
Purpose of the module							
The purpose of this module is to assist students in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically-reflective manner.							
Outcomes of the module							
Please consult the Faculty of Humanities regulations							
Content of the module							
Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge. Themes that will be addressed in all teaching methodologies, but specified for the subject area: Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs).							
Assessment							
Please consult the Faculty of Humanities regulations.							
OR							
Module name	Methodology and Practicum B: Further Education and Training Phase (FET) Afrikaans	Module code	MPFAFY1	Credits	36	NQF Level	7

Purpose of the module
The purpose of this module is to assist students in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically-reflective manner.
Outcomes of the module
Please consult the Faculty of Humanities regulations.
Content of the module
Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge. Themes that will be addressed in all teaching methodologies, but specified for the subject area: Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs).
Assessment
There is a 40% exam entry requirement. The final mark is calculated by a 60% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the learning guide of the module that will be provided by the lecturer

COMPULSORY							
Module name	isiNdebele, Sepedi, Sesotho, , Setswana, siSwati, South Arican Sign Language, Tshivenda, isiXhosa XiTsonga, isiZulu	Module code	NDEPGCE SEPPGCE SESPGCE SETPGCE SISPGCE SSLPGCE TSHPGCE XHOPGCE XITPGCE ZULPGCE	Credits	0	NQF Level	
Purpose of the module							
Only one language competency must be selected. Details on this requirement will be communication to students in the orientation session of the programme.							

EDU 3.2.9.2	Area of specialisation: COMMERCE EDUCATION
Qualification code: A5FBUQ	
ADMISSION REQUIREMENTS	
Any TWO of the following can be selected for the FET Methodology and practicum modules: Business Studies	
Business Management on 3rd year level (NOT Management)	
Accounting	
Accounting on 3rd year university level (NOT Financial Accounting)	
Economics	
Economics on 3rd year university level	

See EDU 3.2.8 for programme components (ETS; ITT; LoCC competency; ICT competency and the Excursion are compulsory for all packages).

In addition, TWO specific module options related to school subject areas must be selected from this package as set out below:

Methodology and Practicum: Further Education and Training Phase (FET)	Business Studies	MPFBSY1
	OR	
	Accounting	MPFACY1
	OR	
	Economics	MPFACY1

Content of the modules in A5FBUQ

COMPULSORY							
Module name	Education and Teaching Studies	Module code	ETS00Y1	Credits	48	NQF Level	7
Purpose of the module							
The purpose of the module is to assist student in developing a sound understanding of adolescent development, learning and teaching, inclusive education and the statutory context of the teaching profession in South Africa to enable them to function as competent beginning teachers and to teach in a critically-reflective manner.							
Outcomes of the module							
To justify teaching as an ethical and caring profession in South Africa. To describe the developmental phase of adolescence and the relevance for teachers. To critique Inclusive Education Philosophy, principles and policies, and the teaching of adolescents who exhibit various barriers to learning. To apply relevant learning and motivational theories in the classroom to engage adolescent learning To demonstrate the ability to use theoretical knowledge through service learning and documenting your learning. To explain teaching with technology To exercise teacher resilience and self-care							
Content of the module							
The adolescent learner: sociological, cognitive and psychological perspectives Teaching as a profession in the South African context Identifying and addressing barriers to learning Teaching for motivation and engagement Developing an orderly and purposeful learning environment Information and communication technology for learning Developing a teaching philosophy Service learning							
Assessment							
The final mark is calculated by a 75% semester 25% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the learning management system.							

COMPULSORY							
Module name	Introduction to Teaching	Module code	ITT00Y1	Credits	0	NQF Level	7
Purpose of the module							

The purpose of this module is to ground students in a solid understanding of general pedagogical knowledge as a basis for the development of specific pedagogical content knowledge for teaching (Teaching Methodology and Practicum).							
Outcomes of the module							
Deliberate aspects of the Curriculum Assessment Policy Statements (CAPS) .Apply the science of learning principles in lesson design Differentiate between assessment types. Outline the components of a supportive and well-ordered learning environment. Prioritize ethics and professionalism as a teacher Integrate interactive pedagogies, including technology-mediated approaches, into practice. Critically reflect on Work-Integrated Learning (WIL) experiences. Demonstrate competency in generic teacher administration tasks.							
Content of the module							
Themes that will be addressed: Generic curriculum principles considering intended versus hidden curriculum; Assessment principles including approaches and strategies; Design principles in planning learning focusing on interactive pedagogies, dialogic teaching and skills and competencies for a changing world; Critical reflection and analysis leading to transformational learning.							
Assessment							
Continuous assessment							

COMPULSORY							
Module name	Teaching Methodology and Practicum (FET Phase) XX	Module code	MPFEXX	Credits	36	NQF Level	7
Purpose of the module							
The purpose of this module is to assist student in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically-reflective manner.							
Outcomes of the module							
Please consult the College of Business and Economics regulations.							
Content of the module							
Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge. Themes that will be addressed in all teaching methodologies, but specified for the subject area: Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs). Classroom communication Design and delivery of teaching plans and lessons Teaching methods The school curriculum Assessment for and of learning Classroom management							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.							

ELECTIVE (select one of the three)							
Module name	Teaching Methodology and Practicum A: Further Education and Training Phase (FET) Business Studies	Module code	MPFBSY1	Credits	36	NQF Level	7
Purpose of the module							

The purpose of this module is to assist students in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically-reflective manner.

Outcomes of the module

Acquire, integrate and apply pedagogical learning, practical learning and disciplinary learning.
 Use innovative pedagogical content knowledge (PCK) to teach specific topics in the FET curriculum for maximum learner understanding.
 Apply different teaching strategies in Business Studies class.
 Create effective learning and assessment opportunities to facilitate progress in the subject specialisation.
 Understand the teaching profession and the context of schools.
 Identify development needs and set goals for professional development.
 Understand the National Curriculum Statement (NCS).
 Use the Curriculum and Assessment Policy Statement (CAPS) FET Phase for Business Studies.
 Implement a teaching plan for Business Studies.
 Develop and implement lesson plans for Business Studies.
 Apply the basics in assessment in Business Studies.

Content of the module

Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge.
 Themes that will be addressed in all teaching methodologies, but specified for the subject area:
 Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs).

Assessment

There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.

OR

Module name	Methodology and Practicum B: Further Education and Training Phase (FET) Accounting	Module code	MPFACY1	Credits	36	NQF Level	7
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Purpose of the module

The purpose of this module is to assist students in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically-reflective manner.

Outcomes of module

On completion of the module, students should be able to:

- Acquire, integrate and apply pedagogical learning, practical learning and disciplinary learning.
- Use innovative pedagogical content knowledge (PCK) to teach specific topics in the FET curriculum for maximum learner understanding.
- Apply different teaching strategies in Accounting class.
- Create effective learning and assessment opportunities to facilitate learner progress in the subject specialisation.
- Understand the teaching profession and the context of schools.
- Develop a teaching philosophy.
- Identify development needs and set goals for professional development.
- Understand the National Curriculum Statement (NCS).
- Use the Curriculum and Assessment Policy Statement (CAPS) FET Phase for Accounting.
- Implement teaching plan for Accounting.
- Develop and implement lesson plans for Accounting.
- Apply the basics in assessment in Accounting.

Content of the module							
Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge. Themes that will be addressed in all teaching methodologies, but specified for the subject area: Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs).							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.							
OR							
Module name	Methodology and Practicum B: Further Education and Training Phase (FET) Economics	Module code	MPFECY1	Credits	36	NQF Level	7
Purpose of the module							
The purpose of this module is to assist students in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically-reflective manner.							
Outcomes of the module							
Acquire, integrate and apply pedagogical learning, practical learning and disciplinary learning. Use innovative pedagogical content knowledge (PCK) to teach specific topics in the FET curriculum for maximum learner understanding. Apply different teaching strategies in Economics class. Create effective learning and assessment opportunities to facilitate progress in the subject specialisation. Understand the teaching profession and the context of schools. Identify development needs and set goals for professional development. Understand the National Curriculum Statement (NCS). Use the Curriculum and Assessment Policy Statement (CAPS) FET Phase for Economics. Implement a teaching plan for Economics. Develop and implement lesson plans for Economics. Apply the basics in assessment in Economics.							
Content of the module							
Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge. Themes that will be addressed in all teaching methodologies, but specified for the subject area: Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs).							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.							

COMPULSORY							
Module name	isiNdebele, Sepedi, Sesotho, , Setswana, siSwati, South Arican Sign Language, Tshivenda, isiXhosa XiTsonga, isiZulu	Module code	NDEPGCE SEPPGCE SESPGCE SETPGCE SISPGCE SSLPGCE	Credits	0	NQF Level	

			TSHPGCE XHOPGCE XITPGCE ZULPGCE				
Purpose of the module							
Only one language competency must be selected. Details on this requirement will be communication to students in the orientation session of the programme.							

EDU 3.2.9.3 Area of specialisation: MATHEMATICS							
Qualification code: A5FMAQ							
ADMISSION REQUIREMENTS:							
Mathematics up to 3rd year university level. (NOT Mathematical Literacy) Mathematics must be one of the FET Methodology and practicum modules Any ONE of the following for the remaining FET Methodology and practicum module Physical Sciences (Physics and Chemistry – ONE on 1st year university level and ONE on 3rd year university level) Engineering Graphics and Design (Architecture / Civil Engineering / Mechanical Engineering up to 3rd year university level) Electrical Technology Electrical Engineering up to 3rd year university level)							
See EDU 3.2.8 for programme components (ETS; ITT; LoCC competency; ICT competency and the Excursion are compulsory for all packages).							
In addition, two specific module options related to school subject areas must be selected from this package as set out below:							
Methodology and Practicum:		Mathematics	MPFMAY1				
Further Education and Training Phase (FET)							
Methodology and Practicum:		Physical Sciences	MPFPSY1				
Further Education and Training Phase (FET)				OR			
		Engineering Graphics and Design	MPFEDY1				
				OR			
		Electrical Technology	MPFETY1				

Content of the modules in A5FMAQ

COMPULSORY							
Module name	Education and Teaching Studies	Module code	ETS00Y1	Credits	48	NQF Level	7
Purpose of the module							

The purpose of the module is to assist student in developing a sound understanding of adolescent development, learning and teaching, inclusive education and the statutory context of the teaching profession in South Africa to enable them to function as competent beginning teachers and to teach in a critically-reflective manner.
Outcomes of the module
<p>To justify teaching as an ethical and caring profession in South Africa.</p> <p>To describe the developmental phase of adolescence and the relevance for teachers.</p> <p>To critique Inclusive Education Philosophy, principles and policies, and the teaching of adolescents who exhibit various barriers to learning.</p> <p>To apply relevant learning and motivational theories in the classroom to engage adolescent learning</p> <p>To demonstrate the ability to use theoretical knowledge through service learning and documenting your learning.</p> <p>To explain teaching with technology</p> <p>To exercise teacher resilience and self-care</p>
Content of the module
<p>The adolescent learner: sociological, cognitive and psychological perspectives</p> <p>Teaching as a profession in the South African context</p> <p>Identifying and addressing barriers to learning</p> <p>Teaching for motivation and engagement</p> <p>Developing an orderly and purposeful learning environment</p> <p>Information and communication technology for learning</p> <p>Developing a teaching philosophy</p> <p>Service learning</p>
Assessment
The final mark is calculated by a 75% semester 25% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.

COMPULSORY							
Module name	Introduction to Teaching	Module code	ITT00Y1	Credits	0	NQF Level	7
Purpose of the module							
The purpose of this module is to ground students in a solid understanding of general pedagogical knowledge as a basis for the development of specific pedagogical content knowledge for teaching (Teaching Methodology and Practicum).							
Outcomes of the module							
Deliberate aspects of the Curriculum Assessment Policy Statements (CAPS) .Apply the science of learning principles in lesson design Differentiate between assessment types. Outline the components of a supportive and well-ordered learning environment. Prioritize ethics and professionalism as a teacher Integrate interactive pedagogies, including technology-mediated approaches, into practice. Critically reflect on Work-Integrated Learning (WIL) experiences. Demonstrate competency in generic teacher administration tasks.							
Content of the module							
Themes that will be addressed: Generic curriculum principles considering intended versus hidden curriculum; Assessment principles including approaches and strategies; Design principles in planning learning focusing on interactive pedagogies, dialogic teaching and skills and competencies for a changing world; Critical reflection and analysis leading to transformational learning.							
Assessment							
Continuous assessment							

COMPULSORY

Module name	Teaching Methodology and Practicum (FET Phase) Mathematics	Module code	MPFMAY1	Credits	36	NQF Level	7
Purpose of the module							
The purpose of this module is to assist student in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically-reflective manner.							
Outcomes of the module							
The ability to demonstrate competence in: <ul style="list-style-type: none"> - selecting, using and adjusting teaching and learning strategies appropriate to a specific target group and context - interpreting and using numerical and elementary statistical knowledge to facilitate own academic learning and to manage teaching and learning in others - facilitating learning programmes in Mathematics and reflecting on the development and facilitation thereof - teaching Mathematics problem-solving skills by considering aesthetic, cultural, political, entrepreneurial and socio-economic aspects and environmental aspects that relate to Mathematics 							
Content of the module							
Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge. Themes that will be addressed in all teaching methodologies, but specified for the subject area: Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs). Classroom communication Design and delivery of teaching plans and lessons Teaching methods The school curriculum Assessment for and of learning Classroom management							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.							
ELECTIVE (select one of the three)							
Module name	Teaching Methodology and Practicum A: Further Education and Training Phase (FET) Physical Sciences	Module code	MPFPSY1	Credits	36	NQF Level	7
Purpose of the module							
The purpose of this module is to assist students in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically-reflective manner.							
Outcomes of the module							
Design an effective teaching lesson plan catering for the critical needs of diverse learners in the classroom. Use various pedagogical strategies to make Physical Sciences concepts intellectually accessible to learners in the classroom. Appropriately integrate ICT in Physical Sciences teaching and learning							
Content of the module							
Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge. Themes that will be addressed in all teaching methodologies, but specified for the subject area: Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs).							

Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.							
OR							
Module name	Methodology and Practicum B: Further Education and Training Phase (FET) Engineering Graphics and Design	Module code	MPFEDY1	Credits	36	NQF Level	7
Purpose of the module							
The purpose of this module is to assist students in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically-reflective manner.							
Outcomes of the module							
Upon the successful completion of this module, you should be able to: design technology lessons for the FET Phase; teach/facilitate EGD lessons for the FET Phase; assess learners performance in EGD education in the FET Phase; critically reflect on these in terms of relevant theories, methods and techniques.							
Content of the module							
Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge. Themes that will be addressed in all teaching methodologies, but specified for the subject area: Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs).							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.							
OR							
Module name	Methodology and Practicum B: Further Education and Training Phase (FET) Electrical Technology	Module code	MPFETY1	Credits	36	NQF Level	7
Purpose of the module							
The purpose of this module is to assist students in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically-reflective manner.							
Outcomes of the module							
Content of the module							
Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge. Themes that will be addressed in all teaching methodologies, but specified for the subject area: Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs).							
Assessment							

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.

Module name	isiNdebele, Sepedi, Sesotho, , Setswana, siSwati, South Arican Sign Language, Tshivenda, isiXhosa XiTsonga, isiZulu	Module code	NDEPGCE SEPPGCE SESPGCE SETPGCE SISPGCE SSLPGCE TSHPGCE XHOPGCE XITPGCE ZULPGCE	Credits	0	NQF Level	
Purpose of the module							
Only one language competency must be selected. Details on this requirement will be communication to students in the orientation session of the programme.							

EDU 3.2.9.4 Area of specialisation: HISTORY

Qualification code: A5FHIQ

ADMISSION REQUIREMENTS

History up to 3rd year university level.

History must be one of the FET Methodology and practicum modules.

Any ONE of the following for the remaining FET Methodology and practicum module

(up to 3rd year university level)

English

Geography (NOT Geology)

IsiZulu

Sepedi

See EDU 3.2.8 for programme components (ETS; ITT; LoCC competency; ICT competency and the Excursion are compulsory for all packages).

In addition, two specific module options related to school subject areas must be selected from this package as set out below:

Methodology and Practicum: Further Education and Training Phase (FET)	History	MPFHIY1
Methodology and Practicum: Further Education and Training Phase (FET)	English	MPFENY1
	OR	
	Geography	MPFGEY1
	OR	
	IsiZulu	MPFZUY1
	OR	
	Sepedi	MPFSEY1

Content of the modules in A5FHIQ

COMPULSORY							
Module name	Education and Teaching Studies	Module code	ETS00Y1	Credits	48	NQF Level	7
Purpose of the module							
The purpose of the module is to assist student in developing a sound understanding of adolescent development, learning and teaching, inclusive education and the statutory context of the teaching profession in South Africa to enable them to function as competent beginning teachers and to teach in a critically-reflective manner.							
Outcomes of the module							
To justify teaching as an ethical and caring profession in South Africa. To describe the developmental phase of adolescence and the relevance for teachers. To critique Inclusive Education Philosophy, principles and policies, and the teaching of adolescents who exhibit various barriers to learning. To apply relevant learning and motivational theories in the classroom to engage adolescent learning To demonstrate the ability to use theoretical knowledge through service learning and documenting your learning. To explain teaching with technology To exercise teacher resilience and self-care							
Content of the module							
The adolescent learner: sociological, cognitive and psychological perspectives Teaching as a profession in the South African context Identifying and addressing barriers to learning Teaching for motivation and engagement Developing an orderly and purposeful learning environment Information and communication technology for learning Developing a teaching philosophy Service learning							
Assessment							
The final mark is calculated by a 75% semester 25% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.							

COMPULSORY							
Module name	Introduction to Teaching	Module code	ITT00Y1	Credits	0	NQF Level	7
Purpose of the module							
The purpose of this module is to ground students in a solid understanding of general pedagogical knowledge as a basis for the development of specific pedagogical content knowledge for teaching (Teaching Methodology and Practicum).							
Outcomes of the module							
Deliberate aspects of the Curriculum Assessment Policy Statements (CAPS) .Apply the science of learning principles in lesson design Differentiate between assessment types. Outline the components of a supportive and well-ordered learning environment. Prioritize ethics and professionalism as a teacher Integrate interactive pedagogies, including technology-mediated approaches, into practice. Critically reflect on Work-Integrated Learning (WIL) experiences. Demonstrate competency in generic teacher administration tasks.							
Content of the module							
Themes that will be addressed: Generic curriculum principles considering intended versus hidden curriculum; Assessment principles including approaches and strategies; Design principles in planning learning focusing on							

interactive pedagogies, dialogic teaching and skills and competencies for a changing world; Critical reflection and analysis leading to transformational learning.

Assessment

Continuous assessment.

COMPULSORY

Module name	Teaching Methodology and Practicum (FET Phase) History	Module code	MPFHIY1	Credits	36	NQF Level	7
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Purpose of the module

The purpose of this module is to assist student in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically-reflective manner.

Outcomes of the module

- Apply The National Curriculum Statement and National Curriculum and Assessment Policy documents.
- Justify the value and nature of history as a school subject
- Demonstrate the understanding of attributes of the History teacher and learner
- Plan and History Lessons using relevant History Scope and Content in teaching
- Select and employ learning and teaching resources used in History FET and employ proper essay writing strategies in History
- Identify, select and apply relevant teaching and assessment strategies in History FET
- Teach History concepts and Controversial Issues effectively without bias
- Plan and manage fieldwork, sites and excursions
- Manage the History classroom effectively

Content of the module

Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge.

Themes that will be addressed in all teaching methodologies, but specified for the subject area:

Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs).

Classroom communication

Design and delivery of teaching plans and lessons

Teaching methods

The school curriculum

Assessment for and of learning

Classroom management

Assessment

There is a 30% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.

ELECTIVE (select one of the four)

Module name	Teaching Methodology and Practicum A: Further Education and Training Phase (FET) English	Module code	MPFENY1	Credits	36	NQF Level	7
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Purpose of the module

The purpose of this module is to assist students in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically-reflective manner.

Outcomes of the module							
<p>The main objective of this course is to introduce relevant language methodologies, develop basic analytic skill and subject competencies that prepares students to teach English in an effective, creative and critical way.</p> <p>By the end of this course, students should be able to:</p> <ul style="list-style-type: none"> • Understand and interpret the requirements of the CAPS curriculum in teaching English in the FET phase; • Show awareness of the different approaches and methods of presenting content in English language classrooms; • Design learning programmes for English language teaching in the FET phase; • Plan and teach different types of lessons that lead to learning in the English language classrooms; • Formulate assessments that facilitate learning in the classroom as well as assessments that measure learning that has taken place in the classroom; • Develop critical awareness and reflective practice which involves self-interrogation of teaching practices; and <p>Integrate technology in teaching in English language classrooms.</p>							
Content of the module							
<p>Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge.</p> <p>Themes that will be addressed in all teaching methodologies, but specified for the subject area: Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs).</p>							
Assessment							
<p>The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.</p>							
OR							
Module name	Methodology and Practicum B: Further Education and Training Phase (FET) Geography	Module code	MPFGEY1	Credits	36	NQF Level	7
Purpose of the module							
<p>The purpose of this module is to assist students in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically-reflective manner.</p>							
Outcomes of the module							
<ul style="list-style-type: none"> ▪ Capture the value of integrating education and other applicable theory to teaching geography ▪ Promote a nuanced understanding of CAPS for geography ▪ Facilitate the development of a well-constructed geography lesson plan (using the 7-step model) ▪ Create excellence in developing geography lessons, using differentiated teaching, and learning strategies and resources ▪ Unpack the design of a well-planned geography fieldtrip that adds value to teaching and learning ▪ Understand the role and value of assessment in geography and develop such assessments ▪ Critically reflect on your teaching and learning approaches and experiences. 							
Content of the module							
<p>Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge.</p> <p>Themes that will be addressed in all teaching methodologies, but specified for the subject area: Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs).</p>							

Assessment							
There is a 30% exam entry requirement. The final mark is calculated by a 75% semester mark and 25% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.							
OR							
Module name	Methodology and Practicum B: Further Education and Training Phase (FET) isiZulu	Module code	MPFZUY1	Credits	36	NQF Level	7
Purpose of the module							
The purpose of this module is to assist students in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically-reflective manner.							
Outcomes of the module							
Please consult the Faculty of Humanities regulations.							
Content of the module							
Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge. Themes that will be addressed in all teaching methodologies, but specified for the subject area: Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs).							
Assessment							
Please consult the Faculty of Humanities regulations.							
OR							
Module name	Methodology and Practicum B: Further Education and Training Phase (FET) Sepedi	Module code	MPFSEY1	Credits	36	NQF Level	7
Purpose of the module							
The purpose of this module is to assist students in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically-reflective manner.							
Outcomes of the module							
Please consult the Faculty of Humanities regulations.							
Content of the module							
Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge. Themes that will be addressed in all teaching methodologies, but specified for the subject area: Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs).							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.							

COMPULSORY							
Module name	isiNdebele, Sepedi, Sesotho, , Setswana, siSwati, South African Sign Language,	Module code	NDEPGCE SEPPGCE SESPGCE	Credits	0	NQF Level	

	Tshivenda, isiXhosa XiTsonga, isiZulu		SETPGCE SISPGCE SSLPGCE TSHPGCE XHOPGCE XITPGCE ZULPGCE				
Purpose of the module							
Only one language competency must be selected. Details on this requirement will be communication to students in the orientation session of the programme.							

EDU 3.2.9.5	Area of specialisation: LIFE ORIENTATION	
Qualification code: A5FLOQ		
ADMISSION REQUIREMENTS:		
Psychology is required on 3rd year university level and one of the following on 3rd year level: English/ Afrikaans/ Sepedi / isiZulu / History. An additional requirement is that Psychology 1,2 and 3 must have an overall average of 65%.		
See EDU 3.2.8 for programme components (ETS; ITT; LoCC competency; ICT competency and the Excursion are compulsory for all packages).		
In addition, two specific module options related to school subject areas must be selected from this package as set out below:		
Methodology and Practicum: Further Education and Training Phase (FET)	Life Orientation	MPFLOY1
	Sepedi	MPFSEY1
Methodology and Practicum: Further Education and Training Phase (FET)	OR	
	English	MPFENY1
	OR	
	isiZulu	MPFZUY1
	OR	
	Afrikaans	MPFAFY1
	OR	
	History	MPFHIY1

Content of the modules in A5FLOQ

COMPULSORY							
Module name	Education and Teaching Studies	Module code	ETS00Y1	Credits	48	NQF Level	7
Purpose of the module							
The purpose of the module is to assist student in developing a sound understanding of adolescent development, learning and teaching, inclusive education and the statutory context of the teaching profession in South Africa to enable them to function as competent beginning teachers and to teach in a critically-reflective manner.							
Outcomes of the module							

<p>To justify teaching as an ethical and caring profession in South Africa.</p> <p>To describe the developmental phase of adolescence and the relevance for teachers.</p> <p>To critique Inclusive Education Philosophy, principles and policies, and the teaching of adolescents who exhibit various barriers to learning.</p> <p>To apply relevant learning and motivational theories in the classroom to engage adolescent learning</p> <p>To demonstrate the ability to use theoretical knowledge through service learning and documenting your learning.</p> <p>To explain teaching with technology</p> <p>To exercise teacher resilience and self-care</p>
Content of the module
<p>The adolescent learner: sociological, cognitive and psychological perspectives</p> <p>Teaching as a profession in the South African context</p> <p>Identifying and addressing barriers to learning</p> <p>Teaching for motivation and engagement</p> <p>Developing an orderly and purposeful learning environment</p> <p>Information and communication technology for learning</p> <p>Developing a teaching philosophy</p> <p>Service learning</p>
Assessment
<p>The final mark is calculated by a 75% semester mark and 25% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.</p>

COMPULSORY							
Module name	Introduction to Teaching	Module code	ITT00Y1	Credits	0	NQF Level	7
Purpose of the module							
<p>The purpose of this module is to ground students in a solid understanding of general pedagogical knowledge as a basis for the development of specific pedagogical content knowledge for teaching (Teaching Methodology and Practicum).</p>							
Outcomes of the module							
<p>Deliberate aspects of the Curriculum Assessment Policy Statements (CAPS) .Apply the science of learning principles in lesson design Differentiate between assessment types. Outline the components of a supportive and well-ordered learning environment. Prioritize ethics and professionalism as a teacher Integrate interactive pedagogies, including technology-mediated approaches, into practice. Critically reflect on Work-Integrated Learning (WIL) experiences. Demonstrate competency in generic teacher administration tasks.</p>							
Content of the module							
<p>Themes that will be addressed: Generic curriculum principles considering intended versus hidden curriculum; Assessment principles including approaches and strategies; Design principles in planning learning focusing on interactive pedagogies, dialogic teaching and skills and competencies for a changing world; Critical reflection and analysis leading to transformational learning.</p>							
Assessment							
Continuous evaluation.							

COMPULSORY							
Module name	Teaching Methodology and Practicum (FET Phase) English	Module code	MPFENY1	Credits	36	NQF Level	7
Purpose of the module							

The purpose of this module is to assist student in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically-reflective manner.

Outcomes of the module

The main objective of this course is to introduce relevant language methodologies, develop basic analytic skill and subject competencies that prepares students to teach English in an effective, creative and critical way.

By the end of this course, students should be able to:

- Understand and interpret the requirements of the CAPS curriculum in teaching English in the FET phase;
- Show awareness of the different approaches and methods of presenting content in English language classrooms;
- Design learning programmes for English language teaching in the FET phase;
- Plan and teach different types of lessons that lead to learning in the English language classrooms;
- Formulate assessments that facilitate learning in the classroom as well as assessments that measure learning that has taken place in the classroom;
- Develop critical awareness and reflective practice which involves self-interrogation of teaching practices; and
- Integrate technology in teaching in English language classrooms.

Content of the module

Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge.

Themes that will be addressed in all teaching methodologies, but specified for the subject area:

Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs).

Classroom communication

Design and delivery of teaching plans and lessons

Teaching methods

The school curriculum

Assessment for and of learning

Classroom management

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.

ELECTIVE (select one of the three)

Module name	Teaching Methodology and Practicum A: Further Education and Training Phase (FET) Sepedi	Module code	MPFSEY1	Credits	36	NQF Level	7
Purpose of the module							
The purpose of this module is to assist students in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically-reflective manner.							
Outcomes of the module							
Please consult the Faculty of Humanities regulations.							
Content of the module							
Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge.							
Themes that will be addressed in all teaching methodologies, but specified for the subject area:							
Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs).							

Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module							
OR							
Module name	Methodology and Practicum B: Further Education and Training Phase (FET) IsiZulu	Module code	MPFZUY1	Credits	36	NQF Level	7
Purpose of the module							
The purpose of this module is to assist students in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically-reflective manner.							
Outcomes of the module							
Please consult the Faculty of Humanities regulations.							
Content of the module							
Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge. Themes that will be addressed in all teaching methodologies, but specified for the subject area: Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs).							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.							
OR							
Module name	Methodology and Practicum B: Further Education and Training Phase (FET) Afrikaans	Module code	MPFAFY1	Credits	36	NQF Level	7
Purpose of the module							
The purpose of this module is to assist students in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically-reflective manner.							
Outcomes of the module							
Please consult the Faculty of Humanities regulations.							
Content of the module							
Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge. Themes that will be addressed in all teaching methodologies, but specified for the subject area: Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs).							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.							
OR							

Module name	Methodology and Practicum B: Further Education and Training Phase (FET) History	Module code	MPFHIY1	Credits	36	NQF Level	7
Purpose of the module							
The purpose of this module is to assist students in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent beginning learning programme designers and learning mediators and to teach in a critically-reflective manner.							
Outcomes of the module							
<ul style="list-style-type: none"> • Apply The National Curriculum Statement and National Curriculum and Assessment Policy documents. • Justify the value and nature of history as a school subject • Demonstrate the understanding of attributes of the History teacher and learner • Plan and History Lessons using relevant History Scope and Content in teaching • Select and employ learning and teaching resources used in History FET and employ proper essay writing strategies in History • Identify, select and apply relevant teaching and assessment strategies in History FET • Teach History concepts and Controversial Issues effectively without bias • Plan and manage fieldwork, sites and excursions • Manage the History classroom effectively 							
Content of the module							
Main focus of the teaching methodology module in each subject or subject area: the developing of pedagogic content knowledge. Themes that will be addressed in all teaching methodologies, but specified for the subject area: Pedagogical content knowledge (PCK) development, focusing on Content Representations (CoRes) and Pedagogical and Professional-experience Repertoires (PaP-eRs).							
Assessment							
There is a 30% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system							
COMPULSORY							
Module name	isiNdebele, Sepedi, Sesotho, , Setswana, siSwati, South African Sign Language, Tshivenda, isiXhosa, XiTsonga, isiZulu	Module code	NDEPGCE SEPPGCE SESPGCE SETPGCE SISPGCE SSLPGCE TSHPGCE XHOPGCE XITPGCE ZULPGCE	Credits	0	NQF Level	
Purpose of the module							
Only one language competency must be selected. Details on this requirement will be communicated to students in the orientation session of the programme.							

EDU 4	SECTION D ADVANCED DIPLOMA PROGRAMMES (Purpose, outcomes, admission requirements, credits, assessment, module content)
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EDU 4.1	ADVANCED DIPLOMA IN REMEDIAL EDUCATION
PROGRAMME CODE	A5REMO
HEQF LEVEL	7
TOTAL CREDITS FOR THE QUALIFICATION	120
DATE INSTITUTED	1 JANUARY 2019
SAQA NUMBER	115929

EDU 4.1.1 Purpose of the programme

The purpose of this Advanced Diploma in Remedial Education is to prepare teachers with theoretical knowledge and practical skills in order to develop as remedial teachers and learning support specialists. Students will develop specialised competence and evidence-based practices around the pedagogy and didactics of remedial education.

EDU 4.1.2 Outcomes of the programme

Exit level outcomes: Students must demonstrate:

- Sound knowledge concerning the pedagogy and didactics of remedial education: basic linguistics, language acquisition, emergent literacy, orthography, learning disability, diagnostic assessment principles, learning support and parental involvement.
- Competence in diagnosing scholastic learning difficulties;
- Appropriate and adaptable professional skills and judgement in evaluating appropriate and effective curriculum differentiation and adapted classroom practices which allow for remedial education to be promoted in classrooms.
- The capacity to critically analyse relevant remedial and support materials, resources and practices, in the light of a conceptual understanding of the specialist area of remedial education.
- A commitment to high ethical standards in the practice of remedial education, collaboration with stakeholders and on-going professional improvement.

EDU 4.1.3 Admission requirements

To gain admission into the Advanced Diploma in Remedial Education a potential student should possess a four-year Bachelor of Education degree

Or

A general NQF level 6 first degree or diploma, plus a 120C level 7 Advanced Diploma in Teaching

Or

A former 120C level 6 Postgraduate Certificate in Education

Or

A former Higher Diploma in Education (Undergraduate)

Or

A former Further Diploma in Education

Or

A former Advanced Certificate in Education (120C level 6)

Or

An Advanced Certificate in Teaching

Or

A former three- year College of Education Diploma or A National Professional Diploma in Education (NPDE) (360C at level 5) followed by an Advanced Certificate in Teaching

Specify the selection criteria for this programme.

In addition to the minimum admission requirements as outlined above, prospective students could undergo a selection process, including personal on-line interviews.

EDU 4.1.4 Programme structure

- a) The programme is offered part time (online)
- b) Formal instruction is two years part time
- c) All modules are compulsory
- d) Two modules per year

The curriculum integrates theoretical and practical components required in the training of remedial teachers and learning support specialists. Theory around the following topics informs the practice of remedial teachers: learning disability (dyslexia, dysgraphia, dyscalculia), primary and second language acquisition, linguistics (phonology, semantics, morpho-syntax, pragmatics), orthography, learning support and parental involvement. Students are involved practically in selecting pupils who have specialized remedial or learning needs and apply appropriate diagnostic scholastic assessments which then inform interventions, support and management of such pupils. The focus is on pupils who experience scholastic, learning, language, reading and maths difficulties. Collaboration and involvement of teachers, parents and members of multi-disciplinary teams is an essential skill for remedial teachers.

The practical component in the programme focuses on diagnosing scholastic learning difficulties; designing and implementing remedial intervention support plans; reporting on assessments and interventions; and collaborating with parents, teachers and multi-disciplinary teams. The practical work experience is included in each module and is supervised. The student identifies a learner with a scholastic learning difficulty and discusses the learning problem with a lecturer or tutor. An assessment plan is developed with the input of the lecturer and tutor. The student supports the learner over a period of time by designing and implementing an Individualised Education Support Plan (IESP) based on the assessment. The IESP is discussed with either a lecturer or a tutor on a continuous basis. This discussion can be either on line or face to face. The student writes a report on the intervention which may be submitted online. Feedback can be provided on line when necessary. The student collaborates with parents, teachers and a multi-disciplinary team on a regular basis and provides an audio or video recording of such a meeting for assessment by the lecturer. The student provides evidence of supervision of their interventions in the form of a logbook. The final summative assessment opportunity is substantive with the submission of a portfolio to ensure that the practical outcomes are assessed in an integrated manner.

EDU 4.1.5 Promotion requirements

EDU 4.1.6 Award of diploma

The Advanced Diploma in Education in Remedial Education will be awarded to students who have completed all the prescribed modules successfully.

ED 4.1.7 Curriculum

Curriculum summary – Advanced Diploma in Remedial Education			
All modules are compulsory			
Module name	Module code	NQF level	Credits
Remedial Foundations	REMFYE1	7	30
Scholastic assessment	SASSYE1	7	30
Learning support	LSUPYE1	7	40
Parental involvement	PARIYE1	7	20

EDU 4.1.8 Curriculum outline

Module name	Remedial Foundations	Module code	REMFYE1	Credits	30	NQF Level	7
Purpose of the module							
Students will be able to consult and counsel parents and design home remedial plans in collaboration with parents and multi-disciplinary teams.							
Outcomes of the module							
<p>Critically situate the field of Remedial Education in the special needs, inclusive and general education knowledge bases.</p> <p>Explain difficulties that children may experience with oral language acquisition, speech and second language learning.</p> <p>Explain difficulties that children may experience with emergent literacy, reading skills, orthography - spelling, handwriting, writing; and acquiring mathematical concepts.</p> <p>Explain the systems of Language constructions, related to Phonics, Phonology, Morphology, Semantics, Syntax, and Pragmatics.</p> <p>Explain theoretical constructs concerning learning problems, related to Specific Learning Disability (SLD), Intellectual Disability (ID), Attention Deficit and Hyperactivity Disorders (ADHD).</p>							
Content of the module							
<p>Basic Linguistics</p> <ul style="list-style-type: none"> -phonology -semantics -morph-syntax -pragmatics <p>Language Acquisition</p> <ul style="list-style-type: none"> -primary and secondary <p>Orthography</p> <p>Learning Disability</p> <ul style="list-style-type: none"> -dyslexia -dysgraphia -dyscalculia -aphasia 							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Scholastic assessment	Module code	SASSYE1	Credits	30	NQF Level	7
Purpose of the module							

Students will be able to discuss and describe appropriate assessment practices and practically assess and report on Specific Learning Disorders.
Outcomes of the module
Demonstrate an understanding of relevant theories, principles and concepts relating to assessment of learning in inclusive schools. Identify, apply, and evaluate appropriate methods and techniques of assessment within inclusive classrooms. Design, practically implement and reflect on scholastic assessment plans for learners with scholastic difficulties which demonstrate application of assessment principles in complex, real-life educational contexts. Report professionally and ethically on scholastic assessments for parents, educators, and other multi-disciplinary team members.
Content of the module
Assessment Theory Diagnostic Processes Assessment of Oral receptive and expressive language Reading assessment Spelling assessment Writing assessment Numeracy assessment Assessment reporting Concessions
Assessment
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.

Module name	Learning support	Module code	LSUPYE1	Credits	40	NQF Level	7
Purpose of the module							
Students will be able to discuss and describe appropriate didactic environments, design curriculum differentiations, and implement intervention support plans for learners with Specific Learning Disorders.							
Outcomes of the module							
1. Demonstrate sound knowledge concerning supportive didactic learning environments, remedial intervention plans and curriculum differentiation. 2. Critically analysis of remedial and support materials, resources, and classroom practices. 3. Illustrate competence in designing, implementing, and reporting on remedial intervention support plans. 4. Develop skills in collaborating with parents, teachers, and multi-disciplinary teams.							
Content of the module							
Didactic Environment Remedial Intervention plans and Curriculum differentiation Remediation of oral receptive and expressive language. Emergent literacy Reading support Spelling support Writing and handwriting support Numeracy support							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Parental involvement	Module code	PARIYE1	Credits	20	NQF Level	7
Purpose of the module							
Students will be able to discuss and describe principles of establishing parent-school partnerships in engaging learners with Specific Learning Disorders.							
Outcomes of the module							
<ul style="list-style-type: none"> • Sound knowledge concerning parent/ community – school partnerships and principles of parental engagement; • Skills in empathically consulting and counselling parents of a learner with cultural sensitivity; • Ethical and responsible work procedures in obtaining informed consent from parents and teachers when assessing, intervening, and reporting on learners. • Competence in creatively designing, implementing, and reporting on home remedial intervention support plans. 							
Content of the module							
Parent/Community School partnerships Principles of engagement in remedial education Parent consultations and counselling Home remedial plans Collaborating with parents, teachers and multi-disciplinary teams.							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.							

EDU 4.2	ADVANCED DIPLOMA IN SCHOOL LEADERSHIP AND MANAGEMENT
PROGRAMME CODE	A5SLMP (Carousel online)
HEQF LEVEL	7
TOTAL CREDITS FOR THE QUALIFICATION	120
DATE INSTITUTED	JANUARY 2018 (A5SLMP was first offered in 2022)
SAQA NUMBER	109010

EDU 4.2.1 Purpose of the programme

The Advanced Diploma in School Leadership and Management was designed for the school principal and the aspirant school principal to develop the skills and knowledge required in the changing world of education. The purpose of this programme is to provide expertise and competence in the field of teaching management so that students can apply the principles in their working environment.

EDU 4.2.2 Outcomes of the programme

This qualification makes provision for the development of knowledge and applied skills related to school systems, leadership and management within the school system, and managing people and change.

EDU 4.2.3 Admission requirements

The admission requirements for this programme will adhere to the University of Johannesburg's Admission and Selection Policy which is current at the time of the registration for this programme.

Teachers on post level 2, principals, aspirant principals, and School Management Team members wishing to develop a community of practice in school leadership, and who meet the criteria below, can apply.

- A professional teaching qualification at REQV level 14 or above
- At least three years' classroom experience
- In a school leadership role (school management team/acting position/grade head/subject head/district official) or aspire to be in a school leadership role

EDU 4.2.4 Programme structure

Modules are undertaken over a seven-week period. The programme is split over 20 months and consists of compulsory modules and a portfolio of evidence.

EDU 4.2.5 Promotion requirements

General University Academic Regulations for additional information regarding promotion and re-admission requirements apply.

EDU 4.2.6 Award of diploma

The Advanced Diploma in Remedial Education will be awarded to students who have completed all the prescribed modules successfully.

ED 4.2.7 Curriculum

Curriculum summary – Advanced Diploma in School Leadership and Management			
All modules are compulsory			
Module name	Module code	NQF level	Credits
Leading and Managing Teaching and Learning in the School A	LMTACP1	7	13
Working within and for the School System A	WWSACP1	7	12
Leading and Managing People and Change A	LMPACP1	7	12
Working with and for the Community	WWFCCP1	7	9
Leading and Managing the School as an Organisation A	LMSACP1	7	9
Leading and managing co-curricular and teaching and learning B	LMECCP1	7	14
Leading and Managing the School as an Organisation B	LMSBCP1	7	9
Leading and managing people, change and school systems B	LMPBCP1	7	12
Professional Portfolio and Workplace Project	PPWPCP1	7	30

EDU 4.2.8 Curriculum outline

Module name	Leading and Managing Teaching and Learning in the School A	Module code	LMTACP1	Credits	13	NQF Level	7
Purpose of the module							
Effective leadership and management of teaching and learning is a critical role for the school principal. All other leadership and management roles and functions of the school must serve and support this primary purpose. It will equip the student with the necessary competencies to lead quality teaching, manage curriculum implementation effectively and track and support improved learning.							
Outcomes of the module							
1. Demonstrates the personal and professional competencies, qualities, and attributes necessary for effective leadership and management of teaching and learning. 2. Demonstrates an ability to evaluate the types of							

knowledge and theories related to curriculum, teaching, and learning. 3. Makes explicit own personal and professional orientation to teaching and learning and how this influences how one leads and manages learning, teaching, and assessment activities 4. Relates own beliefs about curriculum, teaching and learning to key theories and debate the relative merits of different positions and practices. 5. Interrogates and debates the concept of "quality" in teaching and learning and relate this to practical issues such as planning and resourcing, teaching styles and assessment strategies. 6. Identifies the personal and professional qualities that are necessary for effective management of teaching and learning and critique own and others' practice in this regard. 7. Links professional practice with national, school, and personal vision to focus on the kind of learners the school aspires to nurture rather than a narrow focus on exit level results only. 8. Promotes a school culture that supports effective teaching and learning. 9. Constructively critiques policy, theory and practice related to curriculum teaching and learning in relation to context. 10. Explains the role of the principal within the leadership and management of teaching and learning and critiques own practice in this regard.

Content of the module

This module focusses on curriculum theories, teaching, learning and assessment theories, reflective practice/critical self-reflection, different interpretations of quality in education, professional expectations of teachers and managers, theories about vision, mission, graduateness, 21st C competencies, school culture and ethos and evaluating school context and implications for practice. The focus is also on curriculum as an evolving construct and the implications for practice, theory, and practice of assessment.

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.

Module name	Working within and for the School System A	Module code	WWSACP1	Credits	12	NQF Level	7
Purpose of the module							
Here we focus on helping student-principals locate the school and its practices within the wider context of the education system.							
Outcomes of the module							
1. Demonstrate a sound understanding of the overall contemporary policy context applicable to schooling in South Africa. 2. Demonstrate the personal qualities necessary for effective management of legislative mandates, policy, planning, school development and governance. 3. Develop and communicate school values, vision, mission, policies and plans in a collaborative way and secure commitment to these.							
Content of the module							
The module focuses on origin of policy within the education system. South African Constitution; Foreground the Bill of Rights; The distinction between policy and legislation; Highlight the relationship between the above and SASA and other education specific policies; and Transformational principles in NEPA. The basic principles being Policy as a form of distributing authority within a democratic context; Taking and sharing ownership and responsibility; Acceptance of differences and contestation; and Critical enquiry, research and reflective practice. Key concepts within the context of schooling: Administration, Management and leadership, Governance, Power, Organisation and Stakeholder. Schools as Transforming Communities: Contexts and dimensions: Systemic view; Democratisation; and Transformation. Interdependence of Structure, Agency and Support, National Department; Provincial Department; Districts; Circuits; Schools; and Individual roles.							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Leading and Managing People and Change A	Module code	LMPACP1	Credits	12	NQF Level	7
Purpose of the module							
This module emphasises people as the key resource of the school and explores the need for both theoretical understanding and practical competencies in the leadership and management of people, to manage oneself and others in both the school and the wider school communities. This module recognises that education is intrinsically about change and that change needs to be led and managed effectively to facilitate continuous improvement in and for the school.							
Outcomes of the module							
1. Validate leadership theories, models, and leadership styles for ethically leading and managing oneself and others. 2. Distinguish between change that is externally imposed on the school and change that is internally initiated. 3. Support and lead individuals through change processes initiated by communication and conflict. 4. Exhibit personal (ethical) qualities and attributes necessary for effective leadership and management of people. 5. Plan for and allocate staff to support and evaluate work undertaken by groups, teams, and individuals, ensuring clear delegation of tasks, responsibilities, and accountability. 6. Develop the professional skills of self, groups, and individuals to enhance their management and leadership performance. 7. Create an educational environment conducive for teacher appraisal, negotiation, and collaboration. 8. Contextualise schools as communities and be able to apply relevant content knowledge in leading and managing people both within and outside the school. 9. Examine case study scenarios, prepare reports and plan of action to improve overall performance of the school.							
Content of the module							
This module addresses ethical leadership in Schools and its alignment to the Manifesto of Values (DoE), the values entrenched in the Bill of Rights, and the SACE Code of Professional Ethics for Educators. The module also examines leadership theories, leadership styles and traits, change management, theories, and establishing institutional readiness for change and explores strategies for conflict management and crisis management theory and scenario planning. Staff disciplinary procedures, policies and processes are also explored.							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Working with and for the Community	Module code	WWFCCP1	Credits	9	NQF Level	7
Purpose of the module							
It is for students to proceed from the understanding that schools exist within particular social and economic communities that have an influence on and may be influenced by the school, and the school's leadership and management staff and structures. The wider community that the school serves, can provide a source of support and resources for the school, and the school can play an important role in the wellbeing and development of the community.							
Content of the module							
1. Demonstrate the personal qualities necessary for effective leadership and management in working with the immediate and broader school community. 2. Actively engage community resources in support of the school's vision, mission and curriculum and build the school into a broader community asset.							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Leading and Managing the School as an Organisation A	Module code	LMSACP1	Credits	9	NQF Level	7
Purpose of the module							
This module helps students to understand the school as an organisation, to manage organisational systems holistically in context and to lead and manage the use of ICT, physical and financial resources. It also addressed issues related to building and enhancing the school as a safe, disciplined, and caring environment conducive to effective teaching and learning.							
Outcomes of the module							
<ol style="list-style-type: none"> 1. Demonstrate the personal and professional qualities and skills necessary for effective leadership and management of organisational systems. 2. Improve the personal and professional qualities and skills necessary for decision making. 3. Reflect on the South African Standard for Principalship (SASP) and SASP requirements for school leaders and attitudes towards leadership skills and actions. 4. Evaluate the importance of organisational systems for the improvement of schools. 5. Apply/utilise appropriate information and communication technology (ICT) for the improvement of schools. 6. Manage the physical resources of the school in a transparent and accountable way. 7. Manage the financial resources of the school in a transparent and accountable way. 8. Apply relevant content knowledge and skills in the management of organisational systems, ICT, and physical and financial resources. 9. Manage for sustainability appropriate systems and procedures to enhance a caring and disciplined environment. 10. Utilise systems and procedures in a caring and disciplined environment to organise teaching and learning. 11. Create a caring and disciplined school environment that can enhance the learning and teaching process. 12. Manage discipline among learners in the school environment. 13. Evaluate the factors that constitute a safe school and how to achieve school safety 14. Apply appropriate principles, practices, policies, and codes to facilitate the implementation of inclusive education 15. Discuss issues of diversity and develop a safe learning environment. 							
Content of the module							
The focus in this module is in on knowledge of relevant policies, regulations, applicable legislation, and other applicable data. Practicing participatory management skills. Consulting with all relevant role players/ stakeholders and promoting teamwork. Knowledge of the qualities of an effective school. Knowledge of Constitutional values such as efficiency, accountability, transparency, fairness, building financial responsibility and punctuality. Knowledge of problem-solving techniques, innovation and creative thinking skills and using appropriate communication strategies.							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Leading and managing co-curricular and teaching and learning B	Module code	LMECCP1	Credits	14	NQF Level	7
Purpose of the module							
Supporting effective leadership and management of extra- and co-curricular activities is integral to the development of well-rounded individuals. Effective leadership and management of teaching and learning is a critical role for the school principal. All other leadership and management roles and functions of the school must serve and support this primary purpose of the school. It will equip them with the necessary competencies to lead quality teaching, manage curriculum implementation effectively and track and support improved learning							
Outcomes of the module							

1. Identify and reflect on personal and professional qualities necessary for effective leadership and management of extra-curricular and co-curricular activities; 2. Plan and implement extra-curricular and co-curricular activities to ensure quality learning for all in the context of national, provincial, and school policy; 3. Describe the processes for monitoring and evaluating the implementation of extra-curricular and co-curricular activities to ensure quality learning for all learners. Upon completion of Part B, students will be able to: 1. Describe the relationship between managing teaching and learning and 2. Integrate resource management in relation to curriculum and staffing needs.

Content of the module

This module focuses on evidence-based decision-making in action or design-designed based reflection and continuous improvement cycles, Curriculum, teaching, learning and assessment policies, understanding teaching and learning as an interactive process within a planned organisational context e.g. planning, organising, leading and control.

Curriculum is not only what is prescribed in the National Curriculum Statement and CAPS. It is what happens in your classrooms and school grounds and is informed by the context within which you and your learners engage with teaching and learning. Interventions should be based on evidence: Monitoring classroom performance; Modelling and mentoring. Accessing support systems; Policy review; Organisation; Applying data to bring about informed action.

This module will equip school leaders with the necessary competencies to lead quality teaching, manage curriculum implementation effectively and track and support improved learning. Supporting effective leadership and management of extra- and co-curricular activities as integral to the development of well-rounded individuals.

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.

Module name	Leading and Managing the School as an Organisation B	Module code	LMSBCP1	Credits	9	NQF Level	7
Purpose of the module							
This module helps students to understand the school as an organisation, to manage organisational systems holistically in context and to lead and manage the use of ICT, physical and financial resources. It also addressed issues related to building and enhancing the school as a safe, disciplined, and caring environment conducive to effective teaching and learning.							
Content of the module							
<ol style="list-style-type: none"> 1. Improve the personal and professional qualities and skills necessary for decision making. 2. Evaluate the importance of organisational systems for the improvement of schools. 3. Manage the financial resources of the school in a transparent and accountable way. 4. apply relevant content knowledge and skills in the management of organisational systems, ICT, and physical and financial resources. 5. Plan sustainable systems and procedures to enhance the learning and teaching process. 6. Utilise systems and procedures in a caring and disciplined environment to organise teaching and learning. 7. Create a caring and disciplined school environment that can enhance the learning and teaching process. 8. Manage discipline among learners in the school environment. 9. Evaluate the factors that constitute a safe school and how to achieve school safety. 10. Apply appropriate principles, practices, policies, and codes to facilitate the implementation of inclusive education. 11. Discuss issues of diversity and develop a safe learning environment. 							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Leading and managing people, change and school systems B	Module code	LMPBCP1	Credits	12	NQF Level	7
Purpose of the module							
This module emphasises people as the key resource of the school and explores the need for both theoretical understanding and practical competencies in leadership and management of people, to manage oneself and others in both the school and the wider school communities. It recognises that education is intrinsically about change and that change needs to be led and managed effectively to facilitate continuous improvement in and for the school. This module helps student-principals locate the school and its practices within the wider context of the education system. It addresses issues related to law, policy, governance, school planning and school development.							
Outcomes of the module							
<ol style="list-style-type: none"> 1. Develop and maintain sound working relationships with the school governing body as well as parents, learners, the community, and the department. 2. Apply, relevant knowledge and skills in leading and managing policy, planning, school development and governance. 3. Develop and exhibit qualities, values, and attributes necessary for effective management of labour matters regarding negotiation, arbitration, and collaboration. 4. Demonstrate an understanding of the Labour Relations Act (LRA), Educator Employment Act (EEA) with regards to employers' and employee's rights, roles, and responsibilities. 5. Contextualize schools as communities that enhance connectedness with other stakeholders. 6. Examine case study scenarios, prepare reports and plan of action to manage labour disputes and bargaining matters. 							
Content of the module							
This module examines the impact of the external environment on the school, socio-economic environment; South African labour legislation; Department of Education and Labour Unions; Parent and community involvement; Cross cultural management; and Networking with other schools, Higher Education Institutions, clinics, and business. Related national legislation and policies. (SACE, SASA, Labour Law, Employment of Educators Act, Employment Equity Act, Integrated Quality Management System, etc.) Develop school policies and understand Conditions of Service. Identification of legislation applicable to the South African school context and the impact of this on leading and managing people and change. Exploring strategies to manage community diversity.							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Professional Portfolio and Workplace Project	Module code	PPWPCP1	Credits	30	NQF Level	7
Purpose of the module							
Central to the portfolio will be a workplace project that will provide evidence, in an integrated way, of candidates' ability to undertake an evidence-based inquiry, making appropriate use of data and ICT, make evidence-based decisions, implement changed practices as a result of these decisions, evaluate the impact thereof and make changes or amendments as indicated by the findings through an action-research cycle.							
Outcomes of the module							
<ul style="list-style-type: none"> • Demonstrate a sound understanding of what is involved in school leadership and management in South Africa, and in relation to what constitutes good practices in South Africa and other parts of the world. • Demonstrate an understanding of the principles and values informing educational transformation in South Africa and how these create challenges for the leadership, management, and governance of schools. • Demonstrate a sound understanding of the nature and purpose of educational leadership, management, and governance both generally, and in the context of a changing South Africa, with a reference to appropriate policy and theory. • Practice evidence-based decision-making informed by evidence-based inquiry. 							

- Develop a professional portfolio that demonstrates competency in leadership and management:
- Understand how a professional portfolio can be used as a flexible assessment instrument within the context of a South African professional development qualification in leadership and management.
- Compile a professional portfolio which includes relevant evidence of professional development in school leadership and management with links between the evidence and the exit level outcomes, reflective commentaries, workplace project and the personal, professional, and organisational development plan.
- Plan, justify, execute, and evaluate a WPP aimed at school improvement with a direct benefit to learners.
- Understand and apply project management practices in the school context.
- Propose, plan, implement, monitor, evaluate and document a workplace project.
- Qualify decisions and actions by reference to appropriate theory, policy, and evidence from practices.
- Assess your own abilities in leadership and management in terms of current notions of competence and relevance in South Africa.
- Describe your current school management and leadership practices in terms of a transformative and contextualised understanding of management, leadership, and governance.
- Evaluate your management and leadership practices against given criteria.

Content of the module

This module basically focuses on an analysis of Principalship in the South African context and the role of school leaders and managers as agents of change with specific reference to the South African Standard for School Principalship, contemporary trends and emerging challenges and opportunities identified in relevant literature. Students will demonstrate accountability as part of the democratic transformation linked to the use of prevailing quality management systems in the South African context), as drivers of school quality control and development. Transformational, instructional, and distributed leadership, including teacher leadership, models will be explored (i.e., introducing all the themes that will be picked up in separate modules of the programme). Students will plan, justify, execute, and evaluate a workplace project aimed at school improvement. They will use evidence-based enquiry (including use of data derived from SIPs (SIM's), WSE, ANAs etc.). Reflective action and action research and project management.

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.

EDU 4.3	ADVANCED DIPLOMA IN SCHOOL LEADERSHIP AND MANAGEMENT
PROGRAMME CODE	A5SLMO (non-carousel online)
HEQF LEVEL	7
TOTAL CREDITS FOR THE QUALIFICATION	120
DATE INSTITUTED	January 2018
SAQA NUMBER	109010

EDU 4.3.1 Purpose of the programme

The Advanced Diploma in School Leadership and Management aims to empower and enable school leaders to develop the skills, knowledge and values needed to lead and manage schools effectively and efficiently, to work together in communities of practice and to contribute to improving the quality of delivery of education across the school system. The Programme aims to facilitate the development of competent educational leaders and managers for the growing educational leadership and management national and international market. To empower these educators to develop skills, knowledge, and values needed to lead and manage schools effectively and to contribute to improving the delivery of education across the school system taking into account the diversity of school types and contexts.

EDU 4.3.2 Outcomes of the programme

Exit level outcomes:

The ADV Dip will enable school leaders to develop professional skills, knowledge and attitudes that are necessary to become highly competent school managers and leaders. The ADV Dip will promote personal and professional growth; enable students to assume leadership and management roles in the education sector; enhance students' marketability and employability as leaders and managers; and enable students to have access to further education and training. Students who complete the ADV Dip will benefit society by extending their critical thinking and problem-solving skills to their various workplaces, in building visionary educational communities.

Students will be able to

- Demonstrate a sound understanding of what is involved in school leadership and management in South Africa and in relation to what constitutes good practice in South Africa and other parts of the world
- Plan, justify, execute and evaluate a workplace project aimed at school improvement.
- Make an assessment of own abilities in leadership and management in terms of current notions of competence and relevance in South Africa in relation to leadership and management.
- Demonstrate the personal and professional competencies, qualities and attributes necessary for effective leadership and management of teaching and learning.
- Lead and manage the planning and implementation and monitoring/ evaluation of teaching to ensure quality learning for all in the context of national, provincial and school policy.
- Understand and be able to apply relevant technical, pedagogic content knowledge in the design, implementation and evaluation of teaching and learning and the organisation of the school environment.
- Demonstrate the personal and professional qualities necessary for effective leadership and management of extra-curricular and co-curricular activities.
- Manage the planning and implementation and monitoring/ evaluation of extra-curricular and co-curricular activities to ensure quality learning for all in the context of national, provincial and school policy.
- Demonstrate sound understanding of the theories and models for leading and managing self and others.
- Demonstrate the personal qualities necessary for effective leadership and management of people.
- Demonstrate how to plan for and allocate staff; how to support and evaluate work undertaken by groups, teams and individuals ensuring clear delegation of tasks, responsibilities, and accountability.
- Develop the professional skills of self, groups, and individuals to enhance their performance and that of the school.
- Create an environment conducive to collective bargaining, collaboration, and negotiation.
- Understand schools as communities and be able to apply relevant content knowledge in leading and managing people both within and outside the school.
- Demonstrate the personal qualities necessary for effective leadership and management in working with the immediate and broader school community.
- Actively engage community resources in support of the school's vision, mission and curriculum and build the school into a broader community asset.
- Demonstrate the personal and professional qualities and skills necessary for effective management of organisational systems, including ICT, and financial and physical resources.
- Implement, evaluate and maintain and improve organisational systems for the school where possible making use of appropriate information and communication technology ICT.
- Lead and manage the physical and financial resources of the school in a transparent and accountable way.
- Understand and be able to apply relevant content knowledge and skills in the management of organisational systems, ICT and physical and financial resources.
- Create, manage, innovate, and sustain appropriate systems and procedures to enhance a caring and disciplined environment and show commitment to following this through in the way in which teaching and learning is organised.
- Demonstrate a sound understanding of the overall contemporary policy context applicable to schooling in South Africa

- Demonstrate the personal qualities necessary for effective management of legislative mandates, policy, planning, school development and governance.
- Develop and communicate school values, vision, mission, policies and plans in a collaborative way and secure commitment to these.
- Develop and maintain sound working relationships with the School Governing Body as well as parents, learners, the community, and the department.
- Understand and be able to apply relevant content knowledge in leading and managing policy, planning, school development and governance.
- Demonstrate a sound understanding of what is involved in school leadership and management in South Africa and in relation to what constitutes good practice in South Africa and other parts of the world (the outcome that is introduced here should be elaborated further in the introduction to each subsequent module of the programme).
- Plan, justify, execute, and evaluate a workplace project aimed at school improvement.

EDU 4.3.3 Admission requirements

Criteria for access to the programme will be as follows:

- Priority will be given to serving or aspirant principals who meet the criteria below as well as to SMT members wishing to enrol as a group/team in order to develop a community of practice in school leadership.
- Candidates should have a formal professional teacher qualification at REQV level 14 or above.
- Candidates should have at least 3 years teaching experience.
- Candidates should be employed at Post Level 2 and above. (However, in exceptional cases a candidate with Post Level 1 and related experience and competence could be considered.)
- Preferably, the principal and/or School Governing Body should endorse all applications.
- In order to meet the systemic objective of 50% of school principals being female, at least 50% of candidates for the Adv Dip programme should be female.
- If the applicant's immediate accounting officer refuses to endorse the application, the applicant has the right to appeal such refusal with the appropriate/relevant accounting officer in the system.

Specify the selection criteria for this programme.

Priority will be given to serving or aspirant principals or head teachers who meet the criteria below as well as to SMT members wishing to enrol as a group/team in order to develop a community of practice in school leadership. Candidates should have a formal professional qualification at REQV level 14 or above. Candidates should have at least 3 years teaching experience. Candidates should be employed at Post Level 2 and above. Exceptional cases on Post level 1 and related experience will be considered. In order to meet the systemic objective of 50% of school principals being female, at least 50% of candidates for the programme should be female.

EDU 4.3.4 Programme structure

- a) The programme is offered part time (online)
- b) Formal instruction is two years part time
- c) All modules are compulsory
Year 1: 4 modules
Year 2: 4 modules
- d) Four modules per year

EDU 4.3.5 Promotion requirements

General University Academic Regulations for additional information regarding promotion and re-admission requirements.

EDU 4.3.6 Award of diploma

The Advanced Diploma in School Leadership and Management will be awarded to students who have completed all the prescribed modules successfully.

ED 4.3.7 Curriculum

Curriculum summary – Advanced Diploma in School Leadership and Management			
All modules are compulsory			
Module name	Module code	NQF level	Credits
Leading and managing extra-curricular and co-curricular activities	LMCAYE1	7	9
Leading and managing people and change	LMPCYE1	7	18
Leading and managing teaching and learning in the school	LMTLYE1	7	18
Professional Portfolio and workplace project (Year 1)	PPWPYE1	7	10
Leading and managing the school as organization	LMSOYE1	7	18
Professional Portfolio and workplace project (Year 2)	PPWPYE2	7	20
Working within and for the school system	WWSSYE1	7	18
Working with and for the wider community	WWWCYE1	7	9

EDU 4.3.8 Curriculum outline

Module name	Leading and managing extra-curricular and co-curricular activities	Module code	LMCAYE1	Credits	9	NQF Level	7
Purpose of the module							
This module complements the leading and managing teaching and learning module by focussing on supporting effective leadership and management of extra- and co-curricular activities as integral to the development of well-rounded individuals.							
Outcomes of the module							
1. Demonstrate the personal and professional qualities necessary for effective leadership and management of extra-curricular and co-curricular activities. 2. Manage the planning and implementation and monitoring/ evaluation of extra-curricular and co-curricular activities to ensure quality learning for all in the context of national, provincial, and school policy.							
Content of the module							
Theory and research on the role of extra- and co-curricular activities in supporting learner success and contributing to the development of well-rounded individuals. Define extra-curricular activities and identify extra-curricular activities that would be appropriate in the context of the particular school. Define co-curricular activities and identify co-curricular activities that would be appropriate in the context of the particular school. Conducting a needs analysis. Planning a new intervention based on a sound contextual understanding of what is possible. Budgeting and fundraising. Coordinating and monitoring implementation. Evaluating impact. Establishing an ongoing action-research cycle with respect to extra- and co-curricular activities (the range of options should change with changing needs and opportunities).							
Assessment							

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.

Module name	Leading and managing people and change	Module code	LMPCYE1	Credits	18	NQF Level	7
Purpose of the module							
This module emphasises people as the key resource of the school and explores the need for both theoretical understanding and practical competences in leadership and management of people, to manage oneself and others in both the school and the wider school communities. It recognises that education is intrinsically about change and that change needs to be led and managed effectively to facilitate continuous improvement in and for the school.							
Outcomes of the module							
1. Demonstrate sound understanding of the theories and models for leading and managing self and others. 2. Demonstrate the personal qualities necessary for effective leadership and management of people. 3. Demonstrate how to plan for and allocate staff; how to support and evaluate work undertaken by groups, teams and individuals ensuring clear delegation of tasks, responsibilities, and accountability. 4. Develop the professional skills of self, groups, and individuals to enhance their performance and that of the school. 5. Create an environment conducive to collective bargaining, collaboration, and negotiation. 6. Understand schools as communities and be able to apply relevant content knowledge in leading and managing people both within and outside the school.							
Purpose of the module							
This module emphasises people as the key resource of the school and explores the need for both theoretical understanding and practical competences in leadership and management of people, to manage oneself and others in both the school and the wider school communities. It recognises that education is intrinsically about change and that change needs to be led and managed effectively to facilitate continuous improvement in and for the school.							
Content of the module							
<ul style="list-style-type: none"> Ethical Leadership in Schools and its alignment to the Manifesto of Values (DoE), the values entrenched in the Bill of Rights, and the SACE Code of Professional Ethics for Educators Exploring leadership theories Exploring leadership styles and traits Exploring change management theories, and establishing institutional readiness for change Exploring strategies for conflict management Exploring crisis management theory and scenario planning Staff disciplinary procedures, policies and processes Transformational leadership and approaches to change and transformation in human resource management Invitational leadership and practice. Exploring the personal qualities of effective leaders Personal growth and processes for moving from theory into action. Understanding labour relations and implications for good practice and processes Relationship-building (including external relations with e.g. NGOs, HEIs, Unions, and community/traditional leaders). Create a positive attitude to democratic values through involvement in teamwork. Compiling a work plan and applying effective deployment procedures with regard to: <ul style="list-style-type: none"> Staff and post analysis; Planning staffing requirements with consideration for equity and diversity; including race, gender, and disability Assessment, professional and personal development and empowerment Recruitment, short listing, interviewing and appointment; Orientation and induction of newly appointed teachers; 							

- Motivating and mentoring of teachers and support staff;
- Managing the impact of HIV and creating an environment within the school in which conflict can be managed creatively.
- Analysing and effecting change in the organisational culture of a school
- Understanding schools as communities.
- Managing health and wellness issues with the necessary respect and sensitivity
- Managing quality
- Securing accountability.

Professional leadership and management skills development in a learning organisation and community

To include:

- Communication skills (presentation – public speaking – facilitation);
- Team building
- Problem solving;
- Decision making;
- Goal setting/planning; and strategizing.
- Collaboration, negotiation and conflict resolution skills;
- Mentoring, coaching and collegiality

Exploring the impact of the external environment on the school

- Socio-economic environment;
- South African labour legislation;
- Department of Education and Labour Unions;
- Parent and community involvement;
- Cross cultural management; and
- Networking with other schools, Higher Education Institutions, clinics and business.

Related national legislation and policies. (SACE, SASA, Labour Law, Employment of Educators Act, Employment Equity Act, Integrated Quality Management System, etc.)

Develop school policies and understand Conditions of Service.

Identification of legislation applicable to the South African school context and the impact of this on leading and managing people and change.

Exploring strategies to manage community diversity.

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.

Module name	Leading and managing teaching and learning in the school	Module code	LMTLYE1	Credits	18	NQF Level	7
Purpose of the module							
This module emphasises that schools exist to provide systematic, quality learning opportunities for children and therefore that effective leadership and management of teaching and learning is a critical role for the school principal. It helps student-principals to see that all other leadership and management roles and functions of the school must serve and support this primary purpose of the school. It will equip them with the necessary competencies to lead quality teaching, manage curriculum implementation effectively and track and support improved learning.							
Outcomes of the module							
<ol style="list-style-type: none"> 1. Demonstrate the personal and professional qualities and skills necessary for effective leadership and management of organisational systems. 2. Improve the personal and professional qualities and skills necessary for decision making. 							

3. Reflect on the South African Standard for Principalship (SASP) and SASP requirements for school leaders and attitudes towards leadership skills and actions.
4. Evaluate the importance of organisational systems for the improvement of schools.
5. Apply/utilise appropriate information and communication technology (ICT) for the improvement of schools.
6. Manage the physical resources of the school in a transparent and accountable way.
7. Manage the financial resources of the school in a transparent and accountable way.
8. Apply relevant content knowledge and skills in the management of organisational systems, ICT and physical and financial resources.
9. Manage for sustainability appropriate systems and procedures to enhance a caring and disciplined environment.
10. Utilise systems and procedures in a caring and disciplined environment to organise teaching and learning.
11. Create a caring and disciplined school environment that can enhance the learning and teaching process.
12. Manage discipline among learners in the school environment.
13. Evaluate the factors that constitute a safe school and how to achieve school safety
14. Apply appropriate principles, practices, policies and codes to facilitate the implementation of inclusive education
15. Discuss issues of diversity and develop a safe learning environment.

Content of the module

Curriculum theories

Teaching, learning and assessment theories

Reflective practice/critical self-reflection

Different interpretations of quality in education

Professional expectations of teachers and managers

Theories about vision, mission, graduateness, 21st C competencies

School culture and ethos

Evaluating school context and implications for practice

Curriculum as an evolving construct and the implications for practice

Theory and practice of assessment

Data collection and management.

Data analysis and interpretation

Evidence-based decision-making in action or design-designed based reflection and continuous improvement cycles

Curriculum, teaching, learning and assessment policies

Schools as learning organisations.

Moving from data to action.

Understanding teaching and learning as an interactive process within a planned organisational context e.g. planning, organising, leading and control.

Curriculum is not only what is prescribed in the National Curriculum Statement and CAPS. It is what happens in your classrooms and school grounds and is informed by the context within which you and your learners engage with teaching and learning.

Intervening on the basis of evidence:

- Monitoring classroom performance;
- Modelling and mentoring;
- Accessing support systems;
- Policy review;
- Organisation;
- Applying data to bring about informed action.

Establishing a learning culture:

- What is a learning culture?
- Who is responsible for creating a learning culture in a school?

Role of the principal in helping educators to develop innovative teaching methodologies.
 Role of principal in facilitating access to necessary resources.
 Role of principal in encouraging the development of a critical, innovative and resourceful teaching corps and body of learners.

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.

Module name	Professional Portfolio and workplace project (Year 1)	Module code	PPWPYE1	Credits	10	NQF Level	7
Purpose of the module							
This module provides a record of evidence of growing applied competence across the programme in an integrated way: it is the glue that binds the whole together.							
Outcomes of the module							
1. Demonstrate a sound understanding of what is involved in school leadership and management in South Africa and in relation to what constitutes good practice in South Africa and other parts of the world. Plan, justify, execute, and evaluate a workplace project aimed at school improvement. 3. Make an assessment of own abilities in leadership and management in terms of current notions of competence and relevance in South Africa in relation to leadership and management.							
Content of the module							
<p>Professional Portfolio and Workplace Project module is the first module to be engaged with, provides an overview of the programme and its purpose as a whole collects evidence of practice from each of the constituent modules and provides an integrated record of evidence of changed practice over the duration of the programme as a whole. This module provides a record of evidence of growing applied competence across the programme in an integrated way: it is the glue that binds the whole together.</p> <p>In the course of their engagement with this introductory and over-arching module, student-principals will develop a portfolio of evidence that will run throughout and across the programme and provide a tool for their professional reflection and development throughout their subsequent careers. The portfolio will begin by asking them to reflect on the meaning for them of being a leader of a South African school.</p> <p>Central to the portfolio will be a workplace project that will provide evidence, in an integrated way, of candidates' ability to undertake evidence-based inquiry, making appropriate use of data and ICT, make evidence-based decisions, implement changed practices as a result of these decisions, evaluate the impact thereof and make changes or amendments as indicated by the findings through an action-research cycle.</p> <p>This module therefore requires the development of appropriate high level academic literacy skills. The portfolio and project will provide evidence of commitment and ability to shape the direction and development of the school. Therefore, this module will also address the following:</p> <p>Understand oneself as a leader: infusing identity development and reflexive practice.</p> <p>Demonstrate critical understanding of why the concept of 'context' is necessary as a departure point for understanding school leadership and management.</p> <p>Highlight contextual tensions, contradictions and harmonies, which are inherent in leadership and management.</p> <p>Explore how the SA Constitution foregrounds the values and practices that should underpin school culture and policies.</p> <p>Understand the legislative and policy frameworks affecting schools including the impact of the broader national development plan.</p> <p>Undertake analysis of Principalship in the South African context and the role of school leaders and managers as agents of change with specific reference to the South African Standard for School Principalship, contemporary trends and emerging challenges and opportunities identified in relevant literature.</p> <p>Understand the concept of school culture and the role of the school leaders and managers especially in relation to social justice and Child Rights.</p>							

Demonstrate accountability as part of the democratic transformation linked to the use of prevailing quality management systems in the South African context), as drivers of school quality control and development. Identification of different organisational models; ability to highlight generic leadership and management principles with regard to planning, organizing, governance, evaluation and control and how this conceptual understanding is applicable to managing and leading people; teaching and learning, physical facilities, external relations, learner affairs, administrative information systems and financial affairs within a school. Transformational, instructional and distributed leadership, including teacher leadership, models will be explored (i.e. introducing all the themes that will be picked up in separate modules of the programme).
Evidence-based enquiry (including use of data derived from SIPs (SIM's), WSE, ANAs etc.)
Reflective action and action research
Project management.
Knowledge and methodology of reflective practice, including aspects such as:

- Analyse personal and situational: self-evaluation and educational life story.
- Document personal experience of education change.
- Critical reflection: Develop a vision, set goals for own development, identify multiple roles, and practise self-evaluation.

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.

Module name	Professional Portfolio and workplace project (Year 2)	Module code	PPWPYE2	Credits	20	NQF Level	7
Purpose of the module							
This module provides a record of evidence of growing applied competence across the programme in an integrated way: it is the glue that binds the whole together.							
Outcomes of the module							
1. Demonstrate a sound understanding of what is involved in school leadership and management in South Africa and in relation to what constitutes good practice in South Africa and other parts of the world. Plan, justify, execute, and evaluate a workplace project aimed at school improvement. 3. Make an assessment of own abilities in leadership and management in terms of current notions of competence and relevance in South Africa in relation to leadership and management.							
Content of the module							
Workplace Project will inevitably draw upon the content of different modules in its planning, implementation, and evaluation and therefore the complementary nature of the different modules will be made explicit in practice. This module provides a record of evidence of growing applied competence across the programme in an integrated way: it is the glue that binds the whole together. In the course of their engagement with this introductory and over-arching module, student-principals will develop a portfolio of evidence that will run throughout and across the programme and provide a tool for their professional reflection and development throughout their subsequent careers. The portfolio will begin by asking them to reflect on the meaning for them of being a leader of a South African school. Central to the portfolio will be a workplace project that will provide evidence, in an integrated way, of candidates' ability to undertake evidence-based inquiry, making appropriate use of data and ICT, make evidence-based decisions, implement changed practices as a result of these decisions, evaluate the impact thereof and make changes or amendments as indicated by the findings through an action-research cycle. This module therefore requires the development of appropriate high level academic literacy skills. The portfolio and project will provide evidence of commitment and ability to shape the direction and development of the school. Therefore, this module will also address the following: Understand oneself as a leader: infusing identity development and reflexive practice.							

Demonstrate critical understanding of why the concept of 'context' is necessary as a departure point for understanding school leadership and management.

Highlight contextual tensions, contradictions and harmonies, which are inherent in leadership and management. Explore how the SA Constitution foregrounds the values and practices that should underpin school culture and policies.

Understand the legislative and policy frameworks affecting schools including the impact of the broader national development plan.

Undertake analysis of Principalship in the South African context and the role of school leaders and managers as agents of change with specific reference to the South African Standard for School Principalship, contemporary trends and emerging challenges and opportunities identified in relevant literature.

Understand the concept of school culture and the role of the school leaders and managers especially in relation to social justice and Child Rights.

Demonstrate accountability as part of the democratic transformation linked to the use of prevailing quality management systems in the South African context), as drivers of school quality control and development.

Identification of different organisational models; ability to highlight generic leadership and management principles with regard to planning, organizing, governance, evaluation and control and how this conceptual understanding is applicable to managing and leading people; teaching and learning, physical facilities, external relations, learner affairs, administrative information systems and financial affairs within a school. Transformational, instructional and distributed leadership, including teacher leadership, models will be explored (i.e. introducing all the themes that will be picked up in separate modules of the programme).

Evidence-based enquiry (including use of data derived from SIPs (SIM's), WSE, ANAs etc.)

Reflective action and action research

Project management.

Knowledge and methodology of reflective practice, including aspects such as:

- Analyse personal and situational: self-evaluation and educational life story.
- Document personal experience of education change.
- Critical reflection: Develop a vision, set goals for own development, identify multiple roles, and practice self-evaluation.

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.

Module name	Leading and managing the school as organization	Module code	LMSOYE1	Credits	18	NQF Level	7
Purpose of the module							
This module helps student-principals to understand the school as an organisation, to manage organisational systems holistically in context and to lead and manage the use of ICT, physical and financial resources. It also addressed issues related to building and enhancing the school as a safe, disciplined and caring environment conducive to effective teaching and learning.							
Outcomes of the module							
<ol style="list-style-type: none"> 1. Improve the personal and professional qualities and skills necessary for decision making. 2. Evaluate the importance of organisational systems for the improvement of schools. 3. Manage the financial resources of the school in a transparent and accountable way. 4. apply relevant content knowledge and skills in the management of organisational systems, ICT and physical and financial resources. 							

5. Plan sustainable systems and procedures to enhance the learning and teaching process.
6. Utilise systems and procedures in a caring and disciplined environment to organise teaching and learning.
7. Create a caring and disciplined school environment that can enhance the learning and teaching process.
8. Manage discipline among learners in the school environment.
9. Evaluate the factors that constitute a safe school and how to achieve school safety.
10. Apply appropriate principles, practices, policies, and codes to facilitate the implementation of inclusive education.
11. Discuss issues of diversity and develop a safe learning environment.

Content of the module

Knowledge of relevant policies, regulations, applicable legislation, and other applicable data.

Practicing participatory management skills.

Consulting with all relevant role players/ stakeholders and promoting teamwork.

Knowledge of the qualities of an effective school.

Knowledge of Constitutional values such as efficiency, accountability, transparency, fairness, building financial responsibility and punctuality.

knowledge of problem-solving techniques, innovation, and creative thinking skills.

Using appropriate communication strategies.

Communication media, technology, and systems.

Information management systems in schools.

School administration – the setting up of a school administrative office, setting up and maintaining school resource management systems (The school administrative system is consistent with the requirements of the South African Schools Act (SASA)).

Understands departmental guidelines on managing physical resources.

Understands the relationship between good communication systems and school effectiveness and improvement.

Theory, policy and guidelines on school financial management – make visible the institutional context as well as the broader structure in which the school operates.

Corporate development around finances and sources of finance for schools.

Integrating the school budget with the school development plan, relevant sections of SASA and theory of budgeting.

School financial budgeting within policy parameters.

Prescriptions and guidelines for financial monitoring and controlling.

Procurement procedures.

Basic accounting theory and skill.

financial controlling measures.

Relevant sections of the Public Financial Management Act.

The interpretation of financial records.

Fundraising strategies and mechanisms i.e. entrepreneurship.

Preparing a business plan for schools.

Marketing of schools.

Departmental and other useable guidelines and information.

Relevant information about the norms and standards of funding for schools in the South African education system.

Relevant information about basic financial management.

Relevant information about the principles of information management.

Departmental guidelines for management of financial and physical resources.

Policy related to Section 20 and 21(SASA) schools and their different financial requirements.

Understanding the principles and practices of the health-promoting school underpinned by Section 22 of the South African Constitution.

Understanding the principles and practices of safe schools.

Ascertain the needs of the school in relation to this specific outcome.

Use of data and research findings to plan improved safety conditions.

Understanding the principles and practices of inclusive education.

Ascertaining the needs of the school in relation to this specific outcome.
 Use of data and research findings to plan improved safety conditions.
 Codes of conduct for teachers and learners
 Address issues of racism, xenophobia, sexism ... policy and practice review

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.

Module name	Working within and for the school system	Module code	WWSSYE1	Credits	18	NQF Level	7
Purpose of the module							
This module helps student-principals locate the school and its practices within the wider context of the education system. It addresses issues related to law, policy, governance, school planning and school development. It should be noted that contributing to the system sometimes means being constructively critical of it but it also sometimes means being self-critical about one's own capacity or competency to contribute appropriately. Outcome 1 therefore focuses on gaining a deep understanding of the policy context. Outcome 2 then focuses on the principal's agency in providing leadership and management regarding the legislative mandates, the ability to self-evaluate and to enhance one's own capacity to lead and manage effectively. Outcomes three to five then focus on the principal as the driver or facilitator of planning, implementing, and reviewing processes involving all key role-players and the ability to facilitate or lead a collective change process effectively.							
Outcomes of the module							
1. Demonstrate a sound understanding of the overall contemporary policy context applicable to schooling in South Africa. 2. Demonstrate the personal qualities necessary for effective management of legislative mandates, policy, planning, school development and governance. 3 Develop and communicate school values, vision, mission, policies and plans in a collaborative way and secure commitment to these. 4. Develop and maintain sound working relationships with the School Governing Body as well as parents, learners, the community, and the department. 5. Understand and be able to apply relevant content knowledge in leading and managing policy, planning, school development and governance.							
Content of the module							
<p>The origin of policy.</p> <p>The leverage points for the module are:</p> <ul style="list-style-type: none"> • South African Constitution; • Foreground the Bill of Rights; • The distinction between policy and legislation; • Highlight the relationship between the above and SASA and other education specific policies; and • Transformational principles in NEPA. <p>Orientation.</p> <p>Basic principles:</p> <ul style="list-style-type: none"> • Policy as a form of distributing authority within a democratic context; • Taking and sharing ownership and responsibility; • Acceptance of differences and contestation; and • Critical enquiry, research and reflective practice. <p>Key concepts within the context of schooling:</p> <ul style="list-style-type: none"> • Administration • Management and leadership • Governance • Power • Organisation 							

- Stakeholder.

Schools as Transforming Communities:

Contexts and dimensions:

- Systemic view;
- Democratisation; and
- Transformation.

Interdependence of Structure, Agency and Support

- National Department;
- Provincial Department;
- Districts;
- Circuits;
- Schools; and
- Individual roles.

Exploring contemporary literature, including the South African Standard for Principalship focussing on personal qualities necessary for effective management and governance of schools

Establish the links between values, vision, mission, policy, planning and the role of leadership and management in relation to these.

Formulation of a description (definition) of policy. View policy holistically, in relation to multiple contexts:

- Policy as part of a process – focus on questions of why, how, when and who.
- Legislation as related to policy (basis of authority).
- Reviewing policy: What roles do principals and SGBs play in policy formulation and implementation?
- Policy as action plans.

Policy process.

Policy mediation from planning to action:

- Origins;
- Purpose and intentions;
- Participation and contestation;
- Development and formulation;
- Text;
- Implementation;
- Practice; and
- Evaluation (review and research).

Legal and Policy Context:

- Mapping policies and legislative frameworks;
- Specific policies and legislation;
- SA Constitution;
- South African Schools Act;
- National Curriculum Statement/ CAPS;
- Labour Relations;
- Employment of Educators Act;
- South African Council of Educators, etc. (See SA Standard for Principalship, pp.5-6).

How to develop/formulate policy:

Developing a practical framework for formulating, implementing and evaluating policy in the school context.

Case study:

Work through a case study about the development of a relevant recent education policy in the South African context.

Cooperative governance.

Departure points:

- The Constitution
- SASA;
- Governance as partnership;
- Stakeholders and interests;
- Difference between governance and professional management,
- Strengthening partnership and community building; and,
- Shared vision as departure point for school development.

Challenges and problems dealing with conflict over policy.
Planning for school development.

Different Approaches:

- School effectiveness;
- School improvement; and
- Whole School Evaluation.

A School Self-Evaluation.

situational Analysis.

The School Development Plan

Strategic Planning.

Application of co-operative governance for planning.

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.

Module name	Working with and for the wider community	Module code	WWWCYE1	Credits	9	NQF Level	7
Purpose of the module							
This module proceeds from the understanding that schools exist within particular social and economic communities that have an influence on and may be influenced by the school, and the school's leadership and management staff and structures. The wider community that the school serves can provide a source of support and resources for the school. In turn, the school itself can play an important role in the wellbeing and development of the community.							
Outcomes of the module							
1. Demonstrate the personal qualities necessary for effective leadership and management in working with the immediate and broader school community. 2. Actively engage community resources in support of the school's vision, mission and curriculum and build the school into a broader community asset.							
Content of the module							
The school as a community within a community – circles of support. Contemporary social issues: PEST factors impacting on communities (Political, Economic, Social and Technical) Approaches to building and maintaining partnerships between the school, the home and the wider community. Building and sustaining communities of practice. Recent and prominent court cases and reported case law on education with a wider community focus Current education legislation and educational policies in accordance with the legal developments or court decisions affecting schools' relationship with the wider community Diversity of resources available in the wider community. Sources and patterns of influence in the wider community. Curriculum opportunities both formal and informal.							

Existence and work of other relevant agencies in the wider community and the possibilities for collaboration. The work, capabilities and needs of other schools within the community and the district / circuit clusters and networks.

The candidate is able to engage with the parent community, education official and stakeholders in education to negotiate issues or prevent legal challenges.

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.

EDU 4.4 ADVANCED DIPLOMA IN TECHNICAL AND VOCATIONAL TEACHING (TVET)

There are four areas of specialised pedagogy in this Adv Dip (TVT) qualification. Successful applicants can only be registered in ONE of the specialisations for which they meet the entry requirements. The Faculty will offer three of the four in 2022 provided there are enough students registered. See specialisations listed below:

Specialisation areas	Qualification code
Advanced Diploma in Technical and Vocational Teaching (TVET) Civil engineering and building construction (Civil Engineering)	A5TVCO
Advanced Diploma in Technical and Vocational Teaching (TVET) Electrical infrastructure construction (Electrical engineering)	A5TVIO
Advanced Diploma in Technical and Vocational Teaching (TVET) Engineering and related design (Mechanical engineering)	A5TVEO
Advanced Diploma in Technical and Vocational Teaching (TVET) Engineering graphics/technical drawing (Drawing office practice)	A5TVDO

The detail of each specialisation is noted in the sections that follow. Note to review the section relevant to the qualification code noted in the table above.

EDU 4.4.1	ADVANCED DIPLOMA IN TECHNICAL AND VOCATIONAL TEACHING (TVET) Civil engineering and building construction (Civil Engineering)
PROGRAMME CODE	A5TVCO (This qualification will not be offered in 2024)
HEQF LEVEL	7
TOTAL CREDITS FOR THE QUALIFICATION	120
DATE INSTITUTED	January 2018
SAQA NUMBER	112551

EDU 4.4.1.1 Purpose of the programme

The purpose of the Adv Dip (Technical and Vocational Teaching) is the building of vocations and the linking of education and work. A TVET lecturer qualification consequently needs pedagogical practices that will prepare students for the world of work. Professional TVET lecturers are therefore seen to be competent in 'teaching for work'. The programme serves as a 'capping' qualification that enables a graduate or diplomate who already possesses a general undergraduate Bachelor's degree or diploma to become a professionally qualified TVET lecturer. The programme offers entry-level professional teaching preparation for graduates/diplomates to develop focused knowledge and skills as lecturers in a particular TVET field or subject. For this purpose, it requires a specific depth and specialisation of

knowledge, assumed to have been developed in the prior qualification, together with practical skills and workplace experience, to enable successful students to apply their learning as newly qualified, beginner TVET lecturers.

EDU 4.4.1. 2 Outcomes of the programme

Professionally qualified TVET lecturers will be able to:

- Teach their subject, and select, sequence and pace subject content in accordance with subject and student needs and the requirements of the curriculum;
- Manage their teaching environments effectively in order to enhance learning;
- Develop and administer assessment in varied and reliable ways, and use the results of assessment to improve their own practice and students' understanding;
- Equip themselves for incorporating work into teaching and for preparing their students for the demands of the workplaces;
- Engage with the TVET context, including the policy environment and contextual realities of the sector, in order to adjust their practice appropriately;
- Deal with diverse socio-economic contexts, ages, cultural backgrounds, life and work experience, learning styles and aspirations, and special education needs of their students, to ensure maximum student success;
- Communicate effectively through advanced speaking, reading and writing skills in the language of learning and teaching;
- Integrate information and communication technologies in an effective manner for their own and students' progress;
- Embody positive work ethic and values in a manner that honours and advances the vocational teaching and training profession;
- Reflect critically in, and with, the professional community of practitioners, on their own practice, in order to improve and adapt to changing environments.

EDU 4.4.1.3 Admission requirements

Subject to institutional rules and regulations, the minimum admission requirement is an appropriate 360-credit qualification at exit level 6 of the National Qualifications Framework (NQF), e.g. undergraduate diploma (including college Diploma); or Level 7 bachelor degree, namely one that includes adequate disciplinary learning in cognate academic fields at the exit level of the prior qualification. The prior qualification is linked to teaching specialisation relevant to the TVET context. Where disciplinary subject knowledge is insufficient, additional learning courses may be required before the qualification can be awarded.

Target group: The target group for this qualification is lecturers teaching in TVET or other vocational colleges such as lecturers teaching at non-DHET public colleges, for example agricultural, defence, police, forestry and other colleges associated with particular government departments; provincial and municipal colleges; and private colleges and training centres.

EDU 4.4.1.4 Programme structure

- a) The programme is offered part time.
- b) Formal instruction: Two years' part time
- c) All modules are compulsory.
- d) Number of modules per year of study:
 - i) First year part time: 3 year-modules
 - iii) Second year part time: 3-year modules

EDU 4.4.1.5 Promotion requirements

General University Academic Regulations for additional information regarding promotion and re-admission requirements apply.

EDU 4.4.1.6 Award of diploma

The Advanced Diploma in Technical and Vocational Teaching will be awarded to students who have completed all the prescribed modules successfully.

ED 4.4.1.7 Curriculum

Curriculum summary – Advanced Diploma in			
All modules are compulsory			
Module name	Module code	NQF level	Credits
Disciplinary learning	DISLSE1	7	32
Pedagogical learning: Civil Engineering and Building construction	PCBGSE1	7	8
Practical and work integrated learning: Civil engineering and building construction	WCBISE1	7	8
Pedagogical learning: Civil Engineering and Building construction	PCBSSE1	7	40
Situational learning	SITLSE1	7	8
Practical and work integrated learning: Civil Engineering and Building Construction	WCBTSE1	7	24

EDU 4.4.1.8 Curriculum outline

Module name	Disciplinary learning	Module code	DISLSE1	Credits	32	NQF Level	7
Purpose of the module							
The purpose of this module is to assist students in developing a sound understanding of the study of education and its foundations as well as the study of specific and specialised subject matter relevant to subject specialisations.							
Outcomes of the module							
Upon the successful completion of this module, you should be able to: Demonstrate an understanding of the philosophy, psychology, politics, economics, sociology and history of TVET; Demonstrate respect for professional ethics and issues related to knowledge of, and relationships between self and others in the life of a technical and vocational education and training educator; Reflect on own practice to support professional development.							
Content of the module							
This module includes the study of education and its foundations, and the study of specific and specialised subject matter relevant to subject specialisations. Key themes include: <ul style="list-style-type: none">• Education Studies in TVET and its foundations; and• Being a reflective practitioner TVET studies and its foundations: <ol style="list-style-type: none">i. The philosophy, psychology, politics, economics, sociology, and history of TVETii. Professional ethics and issues related to knowledge of, and relationships between self and others in the life of a technical and vocational education and training lecturer.iii. Being a reflective practitioner.							

Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the learning guide of the module that will be provided by the lecturer. A minimum mark of 50% must be achieved to pass the module.							
Module name	Pedagogical learning: Civil Engineering and Building construction	Module code	PCBGSE1	Credits	8	NQF Level	7
Purpose of the module							
The purpose of this module is to assist students in developing a sound understanding of the study of general pedagogy as well as the study of specialised pedagogical content knowledge relevant to subject specialisations.							
Outcomes of the module							
<p>The purpose of this module is to enable you to</p> <ul style="list-style-type: none"> teach your subject, and select, sequence, and pace subject content in accordance with subject and student needs and the requirements of the curriculum; manage your teaching environment effectively in order to enhance learning; develop and administer assessment in varied and reliable ways, and use the results of assessment to improve your own practice and students' understanding; integrate information and communication technologies in an effective manner for your own and students' progress; equip yourself for incorporating work into teaching and for preparing your students for the demands of the workplace. 							
Content of the module							
<p>This module includes general pedagogical knowledge in terms of the principles, practices, methods of teaching and assessment, inclusive education and an understanding of the barriers to learning; and, specialized PCK in respect of the concepts, methods, rules and practices of a subject specialization. Key learning outcomes encompass:</p> <ul style="list-style-type: none"> • Pedagogy; and • Specialised PCK in relation to subject matter that relates to materials, people or symbols <p>General pedagogy:</p> <ol style="list-style-type: none"> Principles, practices and methods of general teaching practice Vocational education and training, learning, curriculum and general instructional and assessment strategies Teamwork, organisations and group work. <p>Specialised pedagogy:</p> <ol style="list-style-type: none"> Concepts, methods, rules and practices of a TVET subject or field in order to create appropriate learning opportunities for students Appropriate assessment methods for the TVET subject or field to ensure progress in learning Possible barriers to learning experienced by students Technical and workplace knowledge and skills associated with the subject field or area to enhance teaching and learning Real-life workplace environments 							
Assessment							

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.

Module name	Practical and work integrated learning: Civil engineering and building construction	Module code	WCBISE1	Credits	8	NQF Level	7
Purpose of the module							
<p>The purpose of this module is to assist students in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent learning programme designers and learning mediators and to teach in a critically reflective manner.</p> <p>This module involves learning in, and from, practice. Learning to teach is central to practical learning; and, knowledge of the skills, techniques and practices as they are applied in business and industry in a specialised subject field makes up the remainder of practical learning. Learning involves inter alia:</p> <ul style="list-style-type: none"> • Learning to teach: Teaching practice, including classroom teaching, workshop teaching, laboratory teaching • Learning from work: Workplace practice, including updating and upgrading TVET lecturers' knowledge of the field, and preparing students for the workplace 							
Outcomes of the module							
<p>Upon the successful completion of this module, you should be able to:</p> <p>Apply teaching principles across a variety of contexts, including classrooms, workshops, laboratories, and simulated environments;</p> <p>Develop appropriate lesson plans, methods, and media to enhance learning;</p> <p>Design and conduct assessment;</p> <p>Prepare and teach lessons that link the subject taught to current industry applications, practices, and technology through incorporating relevant industry examples and knowledge and skills;</p> <p>Apply appropriate management and administration procedures in respect of classrooms, workshops, laboratories, and simulated work environments;</p> <p>Use appropriate discipline and control of learning spaces.</p>							
Content of the module							
<p>Learning to teach:</p> <ol style="list-style-type: none"> Teaching practices across a variety of technical and vocational education and training contexts, including classroom and workshop/laboratory practice; and in authentic workplaces and simulated environments Management of classrooms/workshops/ laboratories/simulated work environments <p>Learning from work:</p> <ol style="list-style-type: none"> Current application and relevance of specialised subject fields in associated workplaces Reflection on workplace knowledge and skills associated with the subject field or area to enhance teaching and learning Critical reflection on experiences during industry-based exposure depicting lessons learnt with regards to own subject specialisation and the subject's teaching <p>The envisaged programme follows a "commuter model" (Korthagen, 2001) which implies that students will move between online coursework and WIL in selected colleges and industry, thereby enabling integration of theory and practice. This model implies a practice-to-theory-to-practice approach - an alteration between practical experiences, reflecting on them, connecting them to relevant theory, and bringing theory to bear to fresh situations. The online</p>							

coursework will prepare students for their placement in colleges but will also provide students the opportunity to reflect on their experiences in colleges and industry for enrichment of these experiences through theoretical input. During their placements at colleges they will not only take on teaching responsibilities, but they will also do assignments which will require the demonstration of integrated and applied knowing. The online coursework will further enable lecturers who are currently teaching without teaching qualifications to also enrol for the programme.

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.

Module name	Pedagogical learning: Civil Engineering and Building construction	Module code	PCBSSE1	Credits	40	NQF Level	7
Purpose of the module							
The purpose of this module is to assist students in developing a sound understanding of the study of general pedagogy as well as the study of specialised pedagogical content knowledge relevant to subject specialisations.							
Outcomes of the module							
<p>The purpose of this module is to enable you to:</p> <p>Teach your subject, and select, sequence, and pace subject content in accordance with subject and student needs and the requirements of the curriculum;</p> <p>Manage your teaching environment effectively in order to enhance learning;</p> <p>Develop and administer assessment in varied and reliable ways, and use the results of assessment to improve your own practice and students' understanding;</p> <p>Integrate information and communication technologies in an effective manner for your own and students' progress;</p> <p>Equip yourself for incorporating work into teaching and for preparing your students for the demands of the workplace.</p>							
Content of the module							
<p>This module includes general pedagogical knowledge in terms of the principles, practices, methods of teaching and assessment, inclusive education and an understanding of the barriers to learning; and specialised PCK in respect of the concepts, methods, rules and practices of a subject specialisation. Key learning outcomes encompass:</p> <ul style="list-style-type: none"> • Pedagogy; and • Specialised PCK in relation to subject matter that relates to materials, people, or symbols <p>General pedagogy:</p> <ul style="list-style-type: none"> vi. Principles, practices and methods of general teaching practice vii. Vocational education and training, learning, curriculum and general instructional and assessment strategies viii. ix. Teamwork, organisations and group work. <p>Specialised pedagogy:</p> <ul style="list-style-type: none"> vi. Concepts, methods, rules and practices of a TVET subject or field in order to create appropriate learning opportunities for students vii. Appropriate assessment methods for the TVET subject or field to ensure progress in learning viii. Possible barriers to learning experienced by students ix. Technical and workplace knowledge and skills associated with the subject field or area to enhance teaching and learning x. Real-life workplace environments 							

Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.							

Module name	Situational learning	Module code	SITLSE1	Credits	8	NQF Level	7
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Purpose of the module							
The purpose of this module is to assist students in developing a sound understanding of the varied contexts and environments that will influence teaching and learning in the TVET context.							

Outcomes of the module							
<p>Upon the successful completion of this module, you should be able to:</p> <p>Demonstrate an understanding of relevant policy, political and organisational context important for the growth of technical and vocational education and training in South Africa;</p> <p>Demonstrate an understanding of the diverse challenges faced by technical and vocational education and training students the ability to work in teams, organisations and groups;</p> <p>Engage with professional peers in a community of practice to enhance the development of the profession and professional identities.</p>							

Content of the module							
<p>This module refers to the varied contexts and environments, including policy, political, organisational and economic environments that will influence teaching and learning in the TVET context. Challenges such as HIV and AIDS, unemployment, poverty, the economy, diversity of the student body, including gender issues, inclusivity and environmental sustainability will be the main topics of this area.</p> <p>The TVET context:</p> <ol style="list-style-type: none"> Relevant policy, political and organisational context important for the growth of technical and vocational education and training in South Africa Diverse challenges faced by technical and vocational education and training students Engagement with professional peers in a community of practice to enhance the development of the profession and professional identities 							

Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Practical and work integrated learning: Civil Engineering and Building Construction	Module code	WCBTSE1	Credits	24	NQF Level	7
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Purpose of the module							
The purpose of this module is to assist students in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent learning programme designers and learning mediators and to teach in a critically reflective manner.							

Outcomes of the module							
<p>Upon the successful completion of this module, you should be able to:</p> <p>Apply teaching principles across a variety of contexts, including classrooms, workshops, laboratories, and</p>							

simulated environments;
 Develop appropriate lesson plans, methods, and media to enhance learning;
 Design and conduct assessment;
 Prepare and teach lessons that link the subject taught to current industry applications, practices, and technology through incorporating relevant industry examples and knowledge and skills;
 Apply appropriate management and administration procedures in respect of classrooms, workshops, laboratories, and simulated work environments;
 Use appropriate discipline and control of learning spaces.

Content of the module

Learning to teach:

- i. Teaching practices across a variety of technical and vocational education and training contexts, including classroom and workshop/laboratory practice; and in authentic workplaces and simulated environments
- ii. Management of classrooms/workshops/ laboratories/simulated work environments

Learning from work:

- i. Current application and relevance of specialised subject fields in associated workplaces
- ii. Reflection on workplace knowledge and skills associated with the subject field or area to enhance teaching and learning
- iii. Critical reflection on experiences during industry-based exposure depicting lessons learnt with regards to own subject specialisation and the subject's teaching

The envisaged programme follows a "commuter model" (Korthagen, 2001) which implies that students will move between online coursework and WIL in selected colleges and industry, thereby enabling integration of theory and practice. This model implies a practice-to-theory-to-practice approach - an alteration between practical experiences, reflecting on them, connecting them to relevant theory, and bringing theory to bear to fresh situations. The online coursework will prepare students for their placement in colleges but will also provide students the opportunity to reflect on their experiences in colleges and industry for enrichment of these experiences through theoretical input. During their placements at colleges they will not only take on teaching responsibilities, but they will also do assignments which will require the demonstration of integrated and applied knowing. The online coursework will further enable lecturers who are currently teaching without teaching qualifications to also enroll for the programme.

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.

EDU 4.4.2	ADVANCED DIPLOMA IN TECHNICAL AND VOCATIONAL TEACHING (TVET) Electrical infrastructure construction (Electrical engineering)
PROGRAMME CODE	A5TVIO (This programme will not be offered in 2024)
HEQF LEVEL	7
TOTAL CREDITS FOR THE QUALIFICATION	120
DATE INSTITUTED	January 2018
SAQA NUMBER	112551

EDU 4.4.2.1 Purpose of the programme

The purpose of the Adv Dip (Technical and Vocational Teaching) is the building of vocations and the linking of education and work. A TVET lecturer qualification consequently needs pedagogical practices that will prepare students for the

world of work. Professional TVET lecturers are therefore seen to be competent in 'teaching for work'. The programme serves as a 'capping' qualification that enables a graduate or diplomate who already possesses a general undergraduate Bachelor's degree or diploma to become a professionally qualified TVET lecturer. The programme offers entry-level professional teaching preparation for graduates/diplomates to develop focused knowledge and skills as lecturers in a particular TVET field or subject. For this purpose, it requires a specific depth and specialisation of knowledge, assumed to have been developed in the prior qualification, together with practical skills and workplace experience, to enable successful students to apply their learning as newly qualified, beginner TVET lecturers.

EDU 4.4.2.2 Outcomes of the programme

Professionally qualified TVET lecturers will be able to:

- Teach their subject, and select, sequence and pace subject content in accordance with subject and student needs and the requirements of the curriculum;
- Manage their teaching environments effectively in order to enhance learning;
- Develop and administer assessment in varied and reliable ways, and use the results of assessment to improve their own practice and students' understanding;
- Equip themselves for incorporating work into teaching and for preparing their students for the demands of the workplaces;
- Engage with the TVET context, including the policy environment and contextual realities of the sector, in order to adjust their practice appropriately;
- Deal with diverse socio-economic contexts, ages, cultural backgrounds, life and work experience, learning styles and aspirations, and special education needs of their students, to ensure maximum student success;
- Communicate effectively through advanced speaking, reading and writing skills in the language of learning and teaching;
- Integrate information and communication technologies in an effective manner for their own and students' progress;
- Embody positive work ethic and values in a manner that honours and advances the vocational teaching and training profession;
- Reflect critically in, and with, the professional community of practitioners, on their own practice, in order to improve and adapt to changing environments.

EDU 4.4.2.3 Admission requirements

Subject to institutional rules and regulations, the minimum admission requirement is an appropriate 360-credit qualification at exit level 6 of the National Qualifications Framework (NQF), e.g. undergraduate diploma (including college Diploma); or Level 7 bachelor degree, namely one that includes adequate disciplinary learning in cognate academic fields at the exit level of the prior qualification. The prior qualification is linked to teaching specialisation relevant to the TVET context. Where disciplinary subject knowledge is insufficient, additional learning courses may be required before the qualification can be awarded.

Target group: The target group for this qualification is lecturers teaching in TVET or other vocational colleges such as lecturers teaching at non-DHET public colleges, for example agricultural, defence, police, forestry and other colleges associated with particular government departments; provincial and municipal colleges; and private colleges and training centres

EDU 4.4.2.4 Programme structure

- a) The programme is offered part time.

- b) Formal instruction: Two years' part time
- c) All modules are compulsory.
- d) Number of modules per year of study:
 - i) First year part time: 3 year-modules
 - iii) Second year part time: 3-year modules

EDU 4.4.2.5 Promotion requirements

General University Academic Regulations for additional information regarding promotion and re-admission requirements apply.

EDU 4.4.2.6 Award of diploma

The Advanced Diploma in Technical and Vocational Teaching will be awarded to students who have completed all the prescribed modules successfully.

EDU 4.4.2.7 Curriculum

Curriculum summary – Advanced Diploma in			
All modules are compulsory			
Module name	Module code	NQF level	Credits
Disciplinary learning	DISLSE1	7	32
Pedagogical learning: Electrical infrastructure construction (Electrical engineering)	PEIGSE1	7	8
Practical and work integrated learning: Electrical infrastructure construction (Electrical engineering)	WEIISE1	7	8
Pedagogical learning: Electrical infrastructure construction (Electrical engineering)	PEISSE1	7	40
Situational learning	SITLSE1	7	8
Practical and work integrated learning: Electrical infrastructure construction (Electrical engineering)	WEITSE1	7	24

EDU 4.4.2.8 Curriculum outline

Module name	Disciplinary learning	Module code	DISLSE1	Credits	32	NQF Level	7
Purpose of the module							
The purpose of this module is to assist students in developing a sound understanding of the study of education and its foundations as well as the study of specific and specialised subject matter relevant to subject specialisations.							
Outcomes of the module							
<p>Upon the successful completion of this module, you should be able to:</p> <p>Demonstrate an understanding of the philosophy, psychology, politics, economics, sociology and history of TVET;</p> <p>Demonstrate respect for professional ethics and issues related to knowledge of, and relationships between self and others in the life of a technical and vocational education and training educator;</p> <p>Reflect on own practice to support professional development.</p>							

Content of the module
<p>This module includes the study of education and its foundations; and, the study of specific and specialised subject matter relevant to subject specialisations. Key themes include:</p> <ul style="list-style-type: none"> • Education Studies in TVET and its foundations; and • Being a reflective practitioner <p>TVET studies and its foundations:</p> <ul style="list-style-type: none"> iii. The philosophy, psychology, politics, economics, sociology and history of TVET iv. Professional ethics and issues related to knowledge of, and relationships between self and others in the life of a technical and vocational education and training lecturer iii. Being a reflective practitioner
Assessment
<p>The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module..</p>

Module name	Pedagogical learning: Electrical infrastructure construction (Electrical engineering)	Module code	PEIGSE1	Credits	8	NQF Level	7
Purpose of the module							
The purpose of this module is to assist students in developing a sound understanding of the study of general pedagogy as well as the study of specialised pedagogical content knowledge relevant to subject specialisations.							
Outcomes of the module							
<p>Upon the successful completion of this module, you should be able to demonstrate:</p> <p>An understanding of the principles, practices, and methods of general teaching practice;</p> <p>An understanding of students, vocational education and training, learning, curriculum, and general teaching and assessment strategies;</p> <p>The ability to work in teams, organisations, and groups.</p>							
Content of the module							
<p>This module includes general pedagogical knowledge in terms of the principles, practices, methods of teaching and assessment, inclusive education and an understanding of the barriers to learning; and, specialised PCK in respect of the concepts, methods, rules and practices of a subject specialisation. Key learning outcomes encompass:</p> <ul style="list-style-type: none"> • Pedagogy; and • Specialised PCK in relation to subject matter that relates to materials, people or symbols <p>General pedagogy:</p> <ul style="list-style-type: none"> x. Principles, practices and methods of general teaching practice xi. Vocational education and training, learning, curriculum and general instructional and assessment strategies xii. xiii. Teamwork, organisations and group work. <p>Specialised pedagogy:</p> <ul style="list-style-type: none"> xi. Concepts, methods, rules and practices of a TVET subject or field in order to create appropriate learning opportunities for students xii. Appropriate assessment methods for the TVET subject or field to ensure progress in learning xiii. Possible barriers to learning experienced by students 							

xiv.	Technical and workplace knowledge and skills associated with the subject field or area to enhance teaching and learning
xv.	v. Real-life workplace environments
xiv.	
Assessment	
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.	

Module name	Practical and work integrated learning: Electrical infrastructure construction (Electrical engineering)	Module code	WEIISE1	Credits	8	NQF Level	7
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Purpose of the module

The purpose of this module is to assist students in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent learning programme designers and learning mediators and to teach in a critically reflective manner.

This module involves learning in, and from, practice. Learning to teach is central to practical learning; and knowledge of the skills, techniques and practices as they are applied in business and industry in a specialised subject field makes up the remainder of practical learning. Learning involves inter alia:

- Learning to teach:

Teaching practice, including classroom teaching, workshop teaching, laboratory teaching

- Learning from work:

Workplace practice, including updating and upgrading TVET lecturers' knowledge of the field, and preparing students for the workplace.

Outcomes of the module

Upon the successful completion of this module, you should be able to:

Demonstrate knowledge of the current application, requirements and relevance of specialised subject fields in associated workplaces;

Analyse and reflect on workplace knowledge and skills requirements in specialised subject fields and the implications for the curriculum, teaching and learning;

Critically reflect on industry WIL experiences depicting lessons learnt for teaching the subject specialisation and the benefits of college- workplace collaboration.

Content of the module

Learning to teach:

- Teaching practices across a variety of technical and vocational education and training contexts, including classroom and workshop/laboratory practice; and in authentic workplaces and simulated environments
- Management of classrooms/workshops/ laboratories/simulated work environments

Learning from work:

- Current application and relevance of specialised subject fields in associated workplaces
- Reflection on workplace knowledge and skills associated with the subject field or area to enhance teaching and learning
- Critical reflection on experiences during industry-based exposure depicting lessons learnt with regards to own subject specialisation and the subject's teaching

The envisaged programme follows a “commuter model” (Korthagen, 2001) which implies that students will move between online coursework and WIL in selected colleges and industry, thereby enabling integration of theory and practice. This model implies a practice-to-theory-to-practice approach - an alteration between practical experiences, reflecting on them, connecting them to relevant theory, and bringing theory to bear to fresh situations. The online coursework will prepare students for their placement in colleges but will also provide students the opportunity to reflect on their experiences in colleges and industry for enrichment of these experiences through theoretical input. During their placements at colleges they will not only take on teaching responsibilities, but they will also do assignments which will require the demonstration of integrated and applied knowing. The online coursework will further enable lecturers who are currently teaching without teaching qualifications to also enrol for the programme.

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.

Module name	Pedagogical learning: Electrical infrastructure construction (Electrical engineering)	Module code	PEISSE1	Credits	40	NQF Level	7
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Purpose of the module

The purpose of this module is to assist students in developing a sound understanding of the study of general pedagogy as well as the study of specialised pedagogical content knowledge relevant to subject specialisations.

Outcomes of the module

The purpose of this module is to enable you to:

- Teach your subject, and select, sequence, and pace subject content in accordance with subject and student needs and the requirements of the curriculum;
- Manage your teaching environment effectively in order to enhance learning;
- Develop and administer assessment in varied and reliable ways, and use the results of assessment to improve your own practice and students' understanding;
- Integrate information and communication technologies in an effective manner for your own and students' progress;
- Equip yourself for incorporating work into teaching and for preparing your students for the demands of the workplace.

Content of the module

This module includes general pedagogical knowledge in terms of the principles, practices, methods of teaching and assessment, inclusive education and an understanding of the barriers to learning; and, specialised PCK in respect of the concepts, methods, rules and practices of a subject specialisation. Key learning outcomes encompass:

- Pedagogy; and
- Specialised PCK in relation to subject matter that relates to materials, people or symbols

General pedagogy:

- xv. Principles, practices and methods of general teaching practice
- xvi. Vocational education and training, learning, curriculum and general instructional and assessment strategies
- xvii.
- xviii. Teamwork, organisations and group work.

Specialised pedagogy:

- xvi. Concepts, methods, rules and practices of a TVET subject or field in order to create appropriate learning opportunities for students
- xvii. Appropriate assessment methods for the TVET subject or field to ensure progress in learning
- xviii. Possible barriers to learning experienced by students

xix.	Technical and workplace knowledge and skills associated with the subject field or area to enhance teaching and learning
xx.	v. Real-life workplace environments
Assessment	
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.	

Module name	Situational learning	Module code	SITLSE1	Credits	8	NQF Level	7
Purpose of the module							
The purpose of this module is to assist students in developing a sound understanding of the varied contexts and environments that will influence teaching and learning in the TVET context.							
Outcomes of the module							
Upon the successful completion of this module, you should be able to: Demonstrate an understanding of relevant policy, political and organisational context important for the growth of technical and vocational education and training in South Africa; Demonstrate an understanding of the diverse challenges faced by technical and vocational education and training students the ability to work in teams, organisations and groups; Engage with professional peers in a community of practice to enhance the development of the profession and professional identities.							
Content of the module							
This module refers to the varied contexts and environments, including policy, political, organisational and economic environments that will influence teaching and learning in the TVET context. Challenges such as HIV and AIDS, unemployment, poverty, the economy, diversity of the student body, including gender issues, inclusivity and environmental sustainability will be the main topics of this area.							
The TVET context:							
iv. Relevant policy, political and organisational context important for the growth of technical and vocational education and training in South Africa							
v. Diverse challenges faced by technical and vocational education and training students							
vi. Engagement with professional peers in a community of practice to enhance the development of the profession and professional identities							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.							

Module name	Practical and work integrated learning: Electrical infrastructure construction (Electrical engineering)	Module code	WEITSE1	Credits	24	NQF Level	7
Purpose of the module							
The purpose of this module is to assist students in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent learning programme designers and learning mediators and to teach in a critically reflective manner.							

Outcomes of the module	
<p>Upon the successful completion of this module, you should be able to:</p> <p>Apply teaching principles across a variety of contexts, including classrooms, workshops, laboratories, and simulated environments;</p> <p>Develop appropriate lesson plans, methods, and media to enhance learning;</p> <p>Design and conduct assessment;</p> <p>Prepare and teach lessons that link the subject taught to current industry applications, practices, and technology through incorporating relevant industry examples and knowledge and skills;</p> <p>Apply appropriate management and administration procedures in respect of classrooms, workshops, laboratories, and simulated work environments;</p> <p>Use appropriate discipline and control of learning spaces.</p>	
Content of the module	
<p>Learning to teach:</p> <ol style="list-style-type: none"> Teaching practices across a variety of technical and vocational education and training contexts, including classroom and workshop/laboratory practice; and in authentic workplaces and simulated environments Management of classrooms/workshops/ laboratories/simulated work environments <p>Learning from work:</p> <ol style="list-style-type: none"> Current application and relevance of specialised subject fields in associated workplaces Reflection on workplace knowledge and skills associated with the subject field or area to enhance teaching and learning Critical reflection on experiences during industry-based exposure depicting lessons learnt with regards to own subject specialisation and the subject's teaching <p>The envisaged programme follows a “commuter model” (Korthagen, 2001) which implies that students will move between online coursework and WIL in selected colleges and industry, thereby enabling integration of theory and practice. This model implies a practice-to-theory-to-practice approach - an alteration between practical experiences, reflecting on them, connecting them to relevant theory, and bringing theory to bear to fresh situations. The online coursework will prepare students for their placement in colleges but will also provide students the opportunity to reflect on their experiences in colleges and industry for enrichment of these experiences through theoretical input. During their placements at colleges they will not only take on teaching responsibilities, but they will also do assignments which will require the demonstration of integrated and applied knowing. The online coursework will further enable lecturers who are currently teaching without teaching qualifications to also enrol for the programme.</p>	
Assessment	
<p>There is an exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.</p>	

EDU 4.4.3 ADVANCED DIPLOMA IN TECHNICAL AND VOCATIONAL TEACHING (TVET) Engineering and related design (Mechanical engineering)	
PROGRAMME CODE	A5TVEO
HEQF LEVEL	7
TOTAL CREDITS FOR THE QUALIFICATION	120
DATE INSTITUTED	January 2018
SAQA NUMBER	112551

EDU 4.4.3.1 Purpose of the programme

The purpose of the Adv Dip (Technical and Vocational Teaching) is the building of vocations and the linking of education and work. A TVET lecturer qualification consequently needs pedagogical practices that will prepare students for the world of work. Professional TVET lecturers are therefore seen to be competent in 'teaching for work'. The programme serves as a 'capping' qualification that enables a graduate or diplomate who already possesses a general undergraduate Bachelor's degree or diploma to become a professionally qualified TVET lecturer. The programme offers entry-level professional teaching preparation for graduates/diplomates to develop focused knowledge and skills as lecturers in a particular TVET field or subject. For this purpose, it requires a specific depth and specialisation of knowledge, assumed to have been developed in the prior qualification, together with practical skills and workplace experience, to enable successful students to apply their learning as newly qualified, beginner TVET lecturers.

EDU 4.4.3.2 Outcomes of the programme

Professionally qualified TVET lecturers will be able to:

- Teach their subject, and select, sequence and pace subject content in accordance with subject and student needs and the requirements of the curriculum;
- Manage their teaching environments effectively in order to enhance learning;
- Develop and administer assessment in varied and reliable ways, and use the results of assessment to improve their own practice and students' understanding;
- Equip themselves for incorporating work into teaching and for preparing their students for the demands of the workplaces;
- Engage with the TVET context, including the policy environment and contextual realities of the sector, in order to adjust their practice appropriately;
- Deal with diverse socio-economic contexts, ages, cultural backgrounds, life and work experience, learning styles and aspirations, and special education needs of their students, to ensure maximum student success;
- Communicate effectively through advanced speaking, reading and writing skills in the language of learning and teaching;
- Integrate information and communication technologies in an effective manner for their own and students' progress;
- Embody positive work ethic and values in a manner that honours and advances the vocational teaching and training profession;
- Reflect critically in, and with, the professional community of practitioners, on their own practice, in order to improve and adapt to changing environments.

EDU 4.4.3.3 Admission requirements

Subject to institutional rules and regulations, the minimum admission requirement is an appropriate 360-credit qualification at exit level 6 of the National Qualifications Framework (NQF), e.g. undergraduate diploma (including college Diploma); or Level 7 bachelor degree, namely one that includes adequate disciplinary learning in cognate academic fields at the exit level of the prior qualification. The prior qualification is linked to teaching specialisation relevant to the TVET context. Where disciplinary subject knowledge is insufficient, additional learning courses may be required before the qualification can be awarded.

Target group: The target group for this qualification is lecturers teaching in TVET or other vocational colleges such as lecturers teaching at non-DHET public colleges, for example agricultural, defence, police, forestry and other colleges associated with particular government departments; provincial and municipal colleges; and private colleges and training centres

EDU 4.4.3.4 Programme structure

- a) The programme is offered part time.
- b) Formal instruction: Two years' part time
- c) All modules are compulsory.
- d) Number of modules per year of study:
 - i) First year part time: 3 year-modules
 - iii) Second year part time: 3-year modules

EDU 4.4.3.5 Promotion requirements

General University Academic Regulations for additional information regarding promotion and re-admission requirements apply.

EDU 4.4.3.6 Award of diploma

The Advanced Diploma in Technical and Vocational Teaching will be awarded to students who have completed all the prescribed modules successfully.

ED 4.4.3.7 Curriculum

Curriculum summary – Advanced Diploma in			
All modules are compulsory			
Module name	Module code	NQF level	Credits
Disciplinary learning	DISLSE1	7	32
Pedagogical learning: Engineering and related design (Mechanical engineering)	PERGSE1	7	8
Practical and work integrated learning: Engineering and related design (Mechanical engineering)	WERISE1	7	8
Pedagogical learning: Engineering and related design (Mechanical engineering)	PERSSE1	7	40
Situational learning	SITLSE1	7	8
Practical and work integrated learning: Engineering and related design (Mechanical engineering)	WERTSE1	7	24

EDU 4.4.3.6 Curriculum outline

Module name	Disciplinary learning	Module code	DISLSE1	Credits	32	NQF Level	7
Purpose of the module							
The purpose of this module is to assist students in developing a sound understanding of the study of education and its foundations as well as the study of specific and specialised subject matter relevant to subject specialisations.							
Outcomes of the module							
Upon the successful completion of this module, you should be able to: demonstrate an understanding of the philosophy, psychology, politics, economics, sociology and history of TVET; demonstrate respect for professional ethics and issues related to knowledge of, and relationships between self							

and others in the life of a technical and vocational education and training educator;
reflect on own practice to support professional development.

Content of the module

This module includes the study of education and its foundations; and, the study of specific and specialised subject matter relevant to subject specialisations. Key themes include:

- Education Studies in TVET and its foundations; and
- Being a reflective practitioner

TVET studies and its foundations:

v. The philosophy, psychology, politics, economics, sociology and history of TVET

vi. Professional ethics and issues related to knowledge of, and relationships between self and others in the life of a technical and vocational education and training lecturer

iii. Being a reflective practitioner

Assessment

There is a exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.

Module name	Pedagogical learning: Engineering and related design (Mechanical engineering)	Module code	PERGSE1	Credits	8	NQF Level	7
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Purpose of the module

The purpose of this module is to assist students in developing a sound understanding of the study of general pedagogy as well as the study of specialised pedagogical content knowledge relevant to subject specialisations.

Outcomes of the module

By completing this module successfully you would be able to:
demonstrate an understanding of concepts, methods, rules, and practices of a TVET subject or field in order to create appropriate learning opportunities for students;
apply appropriate assessment methods for the TVET subject or field to ensure progress in learning ;
develop an understanding of possible barriers to learning experienced by students;
apply the technical and workplace knowledge and skills associated with the subject field or area to enhance teaching and learning;
prepare students for learning and work in real-life workplace environments.

Content of the module

This module includes general pedagogical knowledge in terms of the principles, practices, methods of teaching and assessment, inclusive education and an understanding of the barriers to learning; and, specialised PCK in respect of the concepts, methods, rules and practices of a subject specialisation. Key learning outcomes encompass:

- Pedagogy; and
- Specialised PCK in relation to subject matter that relates to materials, people or symbols

General pedagogy:

xix. Principles, practices and methods of general teaching practice

xx. Vocational education and training, learning, curriculum and general instructional and assessment strategies

xxi.

xxii. Teamwork, organisations and group work.

Specialised pedagogy:

- xxi. Concepts, methods, rules and practices of a TVET subject or field in order to create appropriate learning opportunities for students
- xxii. Appropriate assessment methods for the TVET subject or field to ensure progress in learning
- xxiii. Possible barriers to learning experienced by students
- xxiv. Technical and workplace knowledge and skills associated with the subject field or area to enhance teaching and learning
- xxv. v. Real-life workplace environments
- xxiii.

Assessment

There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.

Module name	Practical and work integrated learning: Engineering and related design (Mechanical engineering)	Module code	WERISE1	Credits	8	NQF Level	7
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Purpose of the module

The purpose of this module is to assist students in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent learning programme designers and learning mediators and to teach in a critically reflective manner.

This module involves learning in, and from, practice. Learning to teach is central to practical learning; and, knowledge of the skills, techniques and practices as they are applied in business and industry in a specialised subject field makes up the remainder of practical learning. Learning involves inter alia:

- Learning to teach:
Teaching practice, including classroom teaching, workshop teaching, laboratory teaching
- Learning from work:

Workplace practice, including updating and upgrading TVET lecturers' knowledge of the field, and preparing students for the workplace

Outcomes of the module**Content of the module**

Learning to teach:

- i. Teaching practices across a variety of technical and vocational education and training contexts, including classroom and workshop/laboratory practice; and in authentic workplaces and simulated environments
- ii. Management of classrooms/workshops/ laboratories/simulated work environments

Learning from work:

- i. Current application and relevance of specialised subject fields in associated workplaces
- ii. Reflection on workplace knowledge and skills associated with the subject field or area to enhance teaching and learning
- iii. Critical reflection on experiences during industry-based exposure depicting lessons learnt with regards to own subject specialisation and the subject's teaching

The envisaged programme follows a "commuter model" (Korthagen, 2001) which implies that students will move between online coursework and WIL in selected colleges and industry, thereby enabling integration of theory and

practice. This model implies a practice-to-theory-to-practice approach - an alteration between practical experiences, reflecting on them, connecting them to relevant theory, and bringing theory to bear to fresh situations. The online coursework will prepare students for their placement in colleges but will also provide students the opportunity to reflect on their experiences in colleges and industry for enrichment of these experiences through theoretical input. During their placements at colleges they will not only take on teaching responsibilities, but they will also do assignments which will require the demonstration of integrated and applied knowing. The online coursework will further enable lecturers who are currently teaching without teaching qualifications to also enrol for the programme.

Assessment

There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.

Module name	Pedagogical learning: Engineering and related design (Mechanical engineering)	Module code	PERSSE1	Credits	40	NQF Level	7
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Purpose of the module

The purpose of this module is to assist students in developing a sound understanding of the study of general pedagogy as well as the study of specialised pedagogical content knowledge relevant to subject specialisations.

Outcomes of the module

By completing this module successfully you would be able to:

- demonstrate an understanding of concepts, methods, rules, and practices of a TVET subject or field in order to create appropriate learning opportunities for students;
- apply appropriate assessment methods for the TVET subject or field to ensure progress in learning ;
- develop an understanding of possible barriers to learning experienced by students;
- apply the technical and workplace knowledge and skills associated with the subject field or area to enhance teaching and learning;
- prepare students for learning and work in real-life workplace environments.

Content of the module

This module includes general pedagogical knowledge in terms of the principles, practices, methods of teaching and assessment, inclusive education and an understanding of the barriers to learning; and, specialised PCK in respect of the concepts, methods, rules and practices of a subject specialisation. Key learning outcomes encompass:

- Pedagogy; and
- Specialised PCK in relation to subject matter that relates to materials, people or symbols

General pedagogy:

- xxiv. Principles, practices and methods of general teaching practice
- xxv. Vocational education and training, learning, curriculum and general instructional and assessment strategies
- xxvi. Teamwork, organisations and group work.

Specialised pedagogy:

- xxvi. Concepts, methods, rules and practices of a TVET subject or field in order to create appropriate learning opportunities for students
- xxvii. Appropriate assessment methods for the TVET subject or field to ensure progress in learning
- xxviii. Possible barriers to learning experienced by students
- xxix. Technical and workplace knowledge and skills associated with the subject field or area to enhance teaching and learning
- xxx. Real-life workplace environments

Assessment
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.

Module name	Situational learning	Module code	SITLSE1	Credits	8	NQF Level	7
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Purpose of the module

The purpose of this module is to assist students in developing a sound understanding of the varied contexts and environments that will influence teaching and learning in the TVET context.

Outcomes of the module

Upon the successful completion of this module, you should be able to:

- demonstrate an understanding of relevant policy, political and organisational context important for the growth of technical and vocational education and training in South Africa;
- demonstrate an understanding of the diverse challenges faced by technical and vocational education and training students the ability to work in teams, organisations and groups;
- engage with professional peers in a community of practice to enhance the development of the profession and professional identities.

Content of the module

This module refers to the varied contexts and environments, including policy, political, organisational and economic environments that will influence teaching and learning in the TVET context. Challenges such as HIV and AIDS, unemployment, poverty, the economy, diversity of the student body, including gender issues, inclusivity and environmental sustainability will be the main topics of this area.

The TVET context:

- vii. Relevant policy, political and organisational context important for the growth of technical and vocational education and training in South Africa
- viii. Diverse challenges faced by technical and vocational education and training students
- ix. Engagement with professional peers in a community of practice to enhance the development of the profession and professional identities

Assessment

There is a exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.

Module name	Practical and work integrated learning: Engineering and related design (Mechanical engineering)	Module code	WERTSE1	Credits	24	NQF Level	7
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Purpose of the module

The purpose of this module is to assist students in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent learning programme designers and learning mediators and to teach in a critically reflective manner.

Outcomes of the module

Upon the successful completion of this module, you should be able to:

- Apply teaching principles across a variety of contexts, including classrooms, workshops, laboratories, and simulated environments;
- Develop appropriate lesson plans, methods, and media to enhance learning;

Design and conduct assessment;
 Prepare and teach lessons that link the subject taught to current industry applications, practices, and technology through incorporating relevant industry examples and knowledge and skills;
 Apply appropriate management and administration procedures in respect of classrooms, workshops, laboratories, and simulated work environments;
 Use appropriate discipline and control of learning spaces.

Content of the module

Learning to teach:

- i. Teaching practices across a variety of technical and vocational education and training contexts, including classroom and workshop/laboratory practice; and in authentic workplaces and simulated environments
- ii. Management of classrooms/workshops/ laboratories/simulated work environments

Learning from work:

- i. Current application and relevance of specialised subject fields in associated workplaces
- ii. Reflection on workplace knowledge and skills associated with the subject field or area to enhance teaching and learning
- iii. Critical reflection on experiences during industry-based exposure depicting lessons learnt with regards to own subject specialisation and the subject's teaching

The envisaged programme follows a “commuter model” (Korthagen, 2001) which implies that students will move between online coursework and WIL in selected colleges and industry, thereby enabling integration of theory and practice. This model implies a practice-to-theory-to-practice approach - an alternation between practical experiences, reflecting on them, connecting them to relevant theory, and bringing theory to bear to fresh situations. The online coursework will prepare students for their placement in colleges but will also provide students the opportunity to reflect on their experiences in colleges and industry for enrichment of these experiences through theoretical input. During their placements at colleges they will not only take on teaching responsibilities, but they will also do assignments which will require the demonstration of integrated and applied knowing. The online coursework will further enable lecturers who are currently teaching without teaching qualifications to also enrol for the programme.

Assessment

There is a exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.

EDU 4.4.4	ADVANCED DIPLOMA IN TECHNICAL AND VOCATIONAL TEACHING (TVET) Engineering graphics/technical drawing (Drawing office practice)
PROGRAMME CODE	A5TVDO (This qualification is not offered in 2024)
HEQF LEVEL	7
TOTAL CREDITS FOR THE QUALIFICATION	120
DATE INSTITUTED	January 2018
SAQA NUMBER	112551

EDU 4.4.4.1 Purpose of the programme

The purpose of the Adv Dip (Technical and Vocational Teaching) is the building of vocations and the linking of education and work. A TVET lecturer qualification consequently needs pedagogical practices that will prepare students for the world of work. Professional TVET lecturers are therefore seen to be competent in ‘teaching for work’. The programme

serves as a 'capping' qualification that enables a graduate or diplomate who already possesses a general undergraduate Bachelor's degree or diploma to become a professionally qualified TVET lecturer. The programme offers entry-level professional teaching preparation for graduates/diplomates to develop focused knowledge and skills as lecturers in a particular TVET field or subject. For this purpose, it requires a specific depth and specialisation of knowledge, assumed to have been developed in the prior qualification, together with practical skills and workplace experience, to enable successful students to apply their learning as newly qualified, beginner TVET lecturers.

EDU 4.4.4.2 Outcomes of the programme

Professionally qualified TVET lecturers will be able to:

- Teach their subject, and select, sequence and pace subject content in accordance with subject and student needs and the requirements of the curriculum;
- Manage their teaching environments effectively in order to enhance learning;
- Develop and administer assessment in varied and reliable ways, and use the results of assessment to improve their own practice and students' understanding;
- Equip themselves for incorporating work into teaching and for preparing their students for the demands of the workplaces;
- Engage with the TVET context, including the policy environment and contextual realities of the sector, in order to adjust their practice appropriately;
- Deal with diverse socio-economic contexts, ages, cultural backgrounds, life and work experience, learning styles and aspirations, and special education needs of their students, to ensure maximum student success;
- Communicate effectively through advanced speaking, reading and writing skills in the language of learning and teaching;
- Integrate information and communication technologies in an effective manner for their own and students' progress;
- Embody positive work ethic and values in a manner that honours and advances the vocational teaching and training profession;
- Reflect critically in, and with, the professional community of practitioners, on their own practice, in order to improve and adapt to changing environments.

EDU 4.4.4.3 Admission requirements

Subject to institutional rules and regulations, the minimum admission requirement is an appropriate 360-credit qualification at exit level 6 of the National Qualifications Framework (NQF), e.g. undergraduate diploma (including college Diploma); or Level 7 bachelor degree, namely one that includes adequate disciplinary learning in cognate academic fields at the exit level of the prior qualification. The prior qualification is linked to teaching specialisation relevant to the TVET context. Where disciplinary subject knowledge is insufficient, additional learning courses may be required before the qualification can be awarded.

Target group: The target group for this qualification is lecturers teaching in TVET or other vocational colleges such as lecturers teaching at non-DHET public colleges, for example agricultural, defence, police, forestry and other colleges associated with particular government departments; provincial and municipal colleges; and private colleges and training centres

EDU 4.4.4.4 Programme structure

- a) The programme is offered part time.
- b) Formal instruction: Two years' part time

- c) All modules are compulsory.
- d) Number of modules per year of study:
- i) First year part time: 3 year-modules
 - iii) Second year part time: 3-year modules

EDU 4.4.4.5 Promotion requirements

General University Academic Regulations for additional information regarding promotion and re-admission requirements apply.

EDU 4.4.4.6 Award of diploma

The Advanced Diploma in Technical and Vocational Teaching will be awarded to students who have completed all the prescribed modules successfully.

ED 4.5.4.7 Curriculum

Curriculum summary – Advanced Diploma in			
All modules are compulsory			
Module name	Module code	NQF level	Credits
Disciplinary learning	DISLSE1	7	32
Pedagogical learning: Drawing Office Practice	PDPGSE1	7	8
Practical and work integrated learning: Drawing Office Practice	WDPISE1	7	8
Pedagogical learning: Drawing Office Practice	PDPSE1	7	40
Situational learning	SITLSE1	7	8
Practical and work integrated learning: Drawing Office Practice	WDPTSE1	7	24

EDU 4.4.4.6 Curriculum outline

Module name	Disciplinary learning	Module code	DISLSE1	Credits	32	NQF Level	7
Purpose of the module							
The purpose of this module is to assist students in developing a sound understanding of the study of education and its foundations as well as the study of specific and specialised subject matter relevant to subject specialisations.							
Outcomes of the module							
Upon the successful completion of this module, you should be able to: demonstrate an understanding of the philosophy, psychology, politics, economics, sociology and history of TVET; demonstrate respect for professional ethics and issues related to knowledge of, and relationships between self and others in the life of a technical and vocational education and training educator; reflect on own practice to support professional development.							
Content of the module							
This module includes the study of education and its foundations; and, the study of specific and specialised subject matter relevant to subject specialisations. Key themes include: <ul style="list-style-type: none"> • Education Studies in TVET and its foundations; and • Being a reflective practitioner TVET studies and its foundations: <ul style="list-style-type: none"> vii. The philosophy, psychology, politics, economics, sociology and history of TVET 							

viii. Professional ethics and issues related to knowledge of, and relationships between self and others in the life of a technical and vocational education and training lecturer
iii. Being a reflective practitioner
Assessment
There is a exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.

Module name	Pedagogical learning:	Module code	PDPGSE1	Credits	8	NQF Level	7
Purpose of the module							
The purpose of this module is to assist students in developing a sound understanding of the study of general pedagogy as well as the study of specialised pedagogical content knowledge relevant to subject specialisations.							
Outcomes of the module							
Content of the module							
<p>This module includes general pedagogical knowledge in terms of the principles, practices, methods of teaching and assessment, inclusive education and an understanding of the barriers to learning; and, specialised PCK in respect of the concepts, methods, rules and practices of a subject specialisation. Key learning outcomes encompass:</p> <ul style="list-style-type: none"> • Pedagogy; and • Specialised PCK in relation to subject matter that relates to materials, people or symbols <p>General pedagogy:</p> <ul style="list-style-type: none"> xxvii. Principles, practices and methods of general teaching practice xxviii. Vocational education and training, learning, curriculum and general instructional and assessment strategies xxix. Teamwork, organisations and group work. <p>Specialised pedagogy:</p> <ul style="list-style-type: none"> xxxi. Concepts, methods, rules and practices of a TVET subject or field in order to create appropriate learning opportunities for students xxxii. Appropriate assessment methods for the TVET subject or field to ensure progress in learning xxxiii. Possible barriers to learning experienced by students xxxiv. Technical and workplace knowledge and skills associated with the subject field or area to enhance teaching and learning xxxv. Real-life workplace environments 							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the learning guide of the module that will be provided by the lecturer							

Module name	Practical and work integrated learning:	Module code	WDPISE1	Credits	8	NQF Level	7
Purpose of the module							

The purpose of this module is to assist students in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent learning programme designers and learning mediators and to teach in a critically reflective manner.

This module involves learning in, and from, practice. Learning to teach is central to practical learning; and, knowledge of the skills, techniques and practices as they are applied in business and industry in a specialised subject field makes up the remainder of practical learning. Learning involves inter alia:

- Learning to teach:
Teaching practice, including classroom teaching, workshop teaching, laboratory teaching
- Learning from work:
Workplace practice, including updating and upgrading TVET lecturers' knowledge of the field, and preparing students for the workplace

Outcomes of the module

Content of the module

Learning to teach:

- i. Teaching practices across a variety of technical and vocational education and training contexts, including classroom and workshop/laboratory practice; and in authentic workplaces and simulated environments
- ii. Management of classrooms/workshops/ laboratories/simulated work environments

Learning from work:

- i. Current application and relevance of specialised subject fields in associated workplaces
- ii. Reflection on workplace knowledge and skills associated with the subject field or area to enhance teaching and learning
- iii. Critical reflection on experiences during industry-based exposure depicting lessons learnt with regards to own subject specialisation and the subject's teaching

The envisaged programme follows a "commuter model" (Korthagen, 2001) which implies that students will move between online coursework and WIL in selected colleges and industry, thereby enabling integration of theory and practice. This model implies a practice-to-theory-to-practice approach - an alternation between practical experiences, reflecting on them, connecting them to relevant theory, and bringing theory to bear to fresh situations. The online coursework will prepare students for their placement in colleges but will also provide students the opportunity to reflect on their experiences in colleges and industry for enrichment of these experiences through theoretical input. During their placements at colleges they will not only take on teaching responsibilities, but they will also do assignments which will require the demonstration of integrated and applied knowing. The online coursework will further enable lecturers who are currently teaching without teaching qualifications to also enrol for the programme.

Assessment

There is a exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.

Module name	Pedagogical learning:	Module code	PDPSSSE1	Credits	40	NQF Level	7
Purpose of the module							
The purpose of this module is to assist students in developing a sound understanding of the study of general pedagogy as well as the study of specialised pedagogical content knowledge relevant to subject specialisations.							
Outcomes of the module							

Content of the module							
<p>This module includes general pedagogical knowledge in terms of the principles, practices, methods of teaching and assessment, inclusive education and an understanding of the barriers to learning; and, specialised PCK in respect of the concepts, methods, rules and practices of a subject specialisation. Key learning outcomes encompass:</p> <ul style="list-style-type: none"> • Pedagogy; and • Specialised PCK in relation to subject matter that relates to materials, people or symbols <p>General pedagogy:</p> <ul style="list-style-type: none"> xxx. Principles, practices and methods of general teaching practice xxxi. Vocational education and training, learning, curriculum and general instructional and assessment strategies xxxii. Teamwork, organisations and group work. <p>Specialised pedagogy:</p> <ul style="list-style-type: none"> xxxvi. Concepts, methods, rules and practices of a TVET subject or field in order to create appropriate learning opportunities for students xxxvii. Appropriate assessment methods for the TVET subject or field to ensure progress in learning xxxviii. Possible barriers to learning experienced by students xxxix. Technical and workplace knowledge and skills associated with the subject field or area to enhance teaching and learning xl. Real-life workplace environments 							
Assessment							
<p>There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.</p>							
Module name	Situational learning	Module code	SITLSE1	Credits	8	NQF Level	7
Purpose of the module							
<p>The purpose of this module is to assist students in developing a sound understanding of the varied contexts and environments that will influence teaching and learning in the TVET context.</p>							
Outcomes of the module							
<p>Upon the successful completion of this module, you should be able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of relevant policy, political and organisational context important for the growth of technical and vocational education and training in South Africa; demonstrate an understanding of the diverse challenges faced by technical and vocational education and training students the ability to work in teams, organisations and groups; engage with professional peers in a community of practice to enhance the development of the profession and professional identities. 							
Content of the module							
<p>This module refers to the varied contexts and environments, including policy, political, organisational and economic environments that will influence teaching and learning in the TVET context. Challenges such as HIV and AIDS, unemployment, poverty, the economy, diversity of the student body, including gender issues, inclusivity and environmental sustainability will be the main topics of this area.</p> <p>The TVET context:</p> <ul style="list-style-type: none"> x. Relevant policy, political and organisational context important for the growth of technical and vocational education and training in South Africa 							

- xi. Diverse challenges faced by technical and vocational education and training students
- xii. Engagement with professional peers in a community of practice to enhance the development of the profession and professional identities

Assessment

There is an exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.

Module name	Practical and work integrated learning:	Module code	WDPTSE1	Credits	24	NQF Level	7
Purpose of the module							
The purpose of this module is to assist students in developing pedagogic content knowledge in their field of specialisation to enable them to function as competent learning programme designers and learning mediators and to teach in a critically reflective manner.							
Outcomes of the module							
Content of the module							
<p>Learning to teach:</p> <ul style="list-style-type: none"> i. Teaching practices across a variety of technical and vocational education and training contexts, including classroom and workshop/laboratory practice; and in authentic workplaces and simulated environments ii. Management of classrooms/workshops/ laboratories/simulated work environments <p>Learning from work:</p> <ul style="list-style-type: none"> i. Current application and relevance of specialised subject fields in associated workplaces ii. Reflection on workplace knowledge and skills associated with the subject field or area to enhance teaching and learning iii. Critical reflection on experiences during industry-based exposure depicting lessons learnt with regards to own subject specialisation and the subject's teaching <p>The envisaged programme follows a "commuter model" (Korthagen, 2001) which implies that students will move between online coursework and WIL in selected colleges and industry, thereby enabling integration of theory and practice. This model implies a practice-to-theory-to-practice approach - an alteration between practical experiences, reflecting on them, connecting them to relevant theory, and bringing theory to bear to fresh situations. The online coursework will prepare students for their placement in colleges but will also provide students the opportunity to reflect on their experiences in colleges and industry for enrichment of these experiences through theoretical input. During their placements at colleges they will not only take on teaching responsibilities, but they will also do assignments which will require the demonstration of integrated and applied knowing. The online coursework will further enable lecturers who are currently teaching without teaching qualifications to also enrol for the programme.</p>							
Assessment							
There is an exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.							

EDU 5	SECTION E BACHELOR OF EDUCATION HONOURS DEGREE PROGRAMMES (Purpose, outcomes, admission requirements, credits, assessment, module content)
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EDU 5.1	BACHELOR OF EDUCATION HONOURS IN EDUCATIONAL PSYCHOLOGY
PROGRAMME CODE	H5EDPQ: Intake as of 2018
HEQF LEVEL	8
TOTAL CREDITS FOR THE QUALIFICATION	120
DATE INSTITUTED	1 JANUARY 2016
SAQA NUMBER	80366

EDU 5.1.1 Purpose of the programme

The purpose of this programme is to deliver professionally qualified registered counsellors for the school community. This is done by providing students with comprehensive education and training that equips them to design and implement preventative and developmental programmes and monitor their effectiveness; refer learners, teachers or parents appropriately to health practitioners; act as resource in a school community and promote wellbeing in a social-cultural appropriate manner. The programme focuses on basic counselling skills; educational and psychological assessment and: providing learning and career support. In the six months/one-year internship the focus is on developing the understanding of the integrated nature of theory and practice within the schooling context.

EDU 5.1.2 Outcomes of the programme

Students must demonstrate the following competences:

- Consolidation and deepening of expertise in the field of counselling in schools
- Integration of theoretical knowledge and practical competence of basic individual and group counselling: educational and psychological assessment; collaborating with parents, teachers and other stakeholders; providing learning support; writing reports and development of an individual intervention plan.
- Advanced reflection on professional and personal development
- The capacity to analyse the research methodology and techniques of counselling in schools and to conduct and report on research under supervision in order to prepare for research-based post-graduate studies
- A commitment to high ethical standards in the practice of counselling in schools

EDU 5.1.3 Admission requirements (Rules of access)

To gain access into the BEd Honours in Educational Psychology a student should possess a four-year Bachelor of Education degree with Education and Psychology as majors

OR

A general NQF level 7 degree with Psychology as major plus a 120C NQF level 7 Postgraduate Certificate in Education (Advanced Diploma in Teaching)

EDU 5.1.4 Additional selection criteria

An average of 65% for the previous degree is required to be allowed into the programme.

EDU 5.1.5 Programme structure

- Minimum duration: One-year formal instruction.
- The programme is offered full-time or part time

c) All modules are compulsory.

All modules may be completed in the same year or the theory and practise of educational psychology in schools and the research module may be completed in the second year. All students entering this qualification are expected to be Information and Communication Technology in Education competent.

EDU 5.1.6 Curriculum

Curriculum summary – B Ed Honours in Educational Psychology			
All modules are compulsory			
First year – Compulsory modules (year modules)			
Module name	Module code	NQF level	Credits
Educational psychological practice (Includes a 6 months full-time or 1 year part- time internship)	HEPP00Y	8	30
Counselling and learning support	HCLS00Y	8	30
Educational and psychological career assessment	HPCA00Y	8	30
Second year – Compulsory (year module)			
Educational psychological research methodology and project	HPRM00Y	8	30

Curriculum outline – B Ed Honours in Educational Psychology

Module name	Educational psychological practice	Module code	HEPP00Y	Credits	30	NQF Level	8
Purpose of the module							
To consolidate, deepen and integrate the student's knowledge and understanding of the relevant theory in the field of educational psychology practice							
Outcomes of the module							
<p>On completion of the module, students will be able to:</p> <ul style="list-style-type: none"> •Apply relevant psychological and educational theory to a variety of complex, ill-defined real-world educational contexts. •Collect various sources of information, critically analyze and synthesize it and communicate it to different audiences appropriate to the context professionally and ethically. •Demonstrate independent learning and critical analysis for continuing academic, personal and professional development. •Develop a capacity to manage and interact with people professionally and ethically. •Demonstrate the integration of knowledge in practice •The student should be able to reflect on personal, professional and practice development critically •Demonstrate independent learning for continuing academic, personal and professional development 							
Content of the module							
Whole school development; professional practice; prevention (primary and secondary) and intervention programming; consulting; referring and coordinating; legal and ethical responsibilities in school counselling; advocacy and policy development and implementation; transition assistance; practicum supervision and coordination							
Assessment							
There is a exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the learning guide of the module that will be provided by the lecturer.							

Module name	Counselling and learning support:	Module code	HCLS00Y	Credits	30	NQF Level	8
Purpose of the module							
To facilitate comprehensive and systematic integrated knowledge about the principles, theories and practices underlying basic counselling and learning support.							
Outcomes of the module							
1. To apply basic counselling skills within the educational contexts. 2. To apply trauma counselling skills within the educational contexts. 3. Critically interrogate ethical and professional applications of counselling for the South African context. 4. To apply basic learning support skills within the educational contexts. 5. To apply theory in designing learning support programs in the South African educational contexts. 6. Critically interrogate the applicability of learning support within the South African Educational contexts.							
Content of the module							
Basic counselling skills; skills and qualities of the effective counsellor; group counselling; working collaboratively within an institutional support team; counselling with teachers and parents; counselling trauma and child abuse; providing learning support, developing individualised education plans							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.							

Module name	Educational and psychological and career assessment:	Module code	HPCA00Y	Credits	30	NQF Level	8
Purpose of the module							
To develop the ability to ethically administer relevant educational and psychological assessments in order to support learners, teachers and parents and foster academic, personal, social and career development.							
Outcomes of the module							
To understand the various processes of educational assessment and support according to the SIAS process; To be able to work in a diverse school community; To Identify barriers to learning; To administer diagnostic baseline tests and develop individualised school-based support plans for holistic support; To provide career guidance through exploring career option based on the SIAS process.							
Content of the module							
Process of psychological and educational assessment; interviewing parents, children, and teachers; basic mental health screening; competencies for basic school counselling assessment; assessing and testing in a diverse school community; identification of barriers to learning; providing feedback to children and parents; writing culturally sensitive assessment reports; concessions; career development							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.							

Module name	Educational psychological research methodology and project	Module code	HPRM00Y	Credits	30	NQF Level	8
Purpose of the module							
To consolidate and deepen the students' understanding and knowledge of relevant qualitative and quantitative research methodology in the field of educational psychology. To develop students' competence to formulate a research problem, develop a relevant research design and conduct a research project. To develop the student's research writing competencies.							
Outcomes of the module							
<ul style="list-style-type: none"> •To consolidate and deepen the student's understanding and knowledge of relevant research methodology in the field of educational psychology. •To develop the student's competence to formulate a research problem, develop a relevant research design and conduct a research project. •To develop the student's research writing competencies. 							
Content of the module							
Process of research; research paradigms; research designs; research methodology; Doing a literature review; understanding the role of theory; finding the gap in the literature; ethics; problem statement, research questions, research design. Specified research design and written supervised research project in the field of counselling in a school community.							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.							

EDU 5.1.7 Promotion requirements

- a) Refer to EDU1: General Faculty Regulations, for additional information regarding promotion and re-admission requirements.

EDU 5.1.8 Award of honours degree

The Bachelor of Education Honours in Educational Psychology will be awarded to students who have completed all the prescribed modules.

EDU 5.1.9 Research time: 25%

ED 5.2	BACHELOR OF EDUCATION HONOURS IN CHILDHOOD EDUCATION	
PROGRAMME CODE	H5CHEQ	
HEQF LEVEL	8	
TOTAL CREDITS FOR THE QUALIFICATION	120	
DATE INSTITUTED	1 JANUARY 2016	
SAQA NUMBER	98846	

ED 5.2.1 Purpose of the programme

The purpose of the Honours in Childhood Education is to develop researchers of childhood education who have applied knowledge of assessment and evaluation for the purpose of conducting research on learners in the various content domains of the primary school.

ED 5.2.2 Outcomes of the programme

The student who graduates with a BEd Honours in Childhood Education will be able to:

- Assess or evaluate learning and development in childhood education as a social science practitioner.
- Construct an assessment of childhood learning or development that is based on international standards of assessment that is to be incorporated into their research project.
- Design and conduct evaluations of learning and development in the various content domains.
- Produce a research project on learning and development in childhood education that is relevant and informed by current theory.
- Apply the theories of learning in the various content domains with the view to assessing and evaluating childhood learning and development.

ED 5.2.3 Admission requirements

To gain admission into the BEd Honours Childhood Education a potential student should possess a four-year Bachelor of Education degree with Education as a major

Or

a general NQF level 7 first degree with as major plus a 120C NQF level 7 Advanced Diploma in Teaching/Postgraduate Certificate in Education

Or

A four-year professional teaching qualification (s) as well as and Advanced Diploma in a cognate sub-field of Education

ED 5.2.4 Additional selection criteria

An average of 65% for the previous degree is required to be allowed into the programme. In addition to the minimum admission requirements as outlined above, prospective students who apply for this degree will undergo a selection process. The selection process may include personal interviews, panel interviews and written submissions and will take the following into account: previous academic achievement, personal skills, interpersonal skills, and the potential to develop the necessary academic reading and writing skills to become a good researcher of childhood education.

ED 5.2.5 Programme structure

- a) Minimum duration: One-year formal instruction.
- b) The programme is offered full-time or part time
- c) All modules are compulsory which include a number of electives

Rules of combinations:

All modules may be completed in the same year if student are full-time students.

Part-time students will be allowed to register for THREE modules in their first year study, which are

- 1) Learning and development in childhood
- 2) Assessment and Evaluation in Childhood Education
- 3) Research methodology In Childhood Education.

In their second year of study, students will be required to register for ANY TWO of the following electives while completing their research project.

- Learning in the primary school: Mathematics and science (20 credits)
- Learning in the primary school: Language and literacy (20 credits)
- Learning in the primary school: The social sciences and culture (20 credits)
- Learning in the primary school: Human movement and physical education (20 credits)
- Learning in the primary school: African Languages teaching (20 credits)
- Learning in the primary school: Mentoring student and novice teachers (20 credits)

All modules are at level 8. All students entering this qualification are expected to be Information and Communication Technology in Education (ICT) competent.

ED 5.2.6 Curriculum

Curriculum summary – B Ed Honours in Childhood Education			
The curriculum consists of three compulsory modules. A compulsory research report and two other modules from a selection of four.			
First year – Compulsory modules (year modules)			
Module name	Module code	NQF level	Credits
Learning and development in childhood	HLDC00Y	8	20
Assessment and Evaluation in Childhood Education	HAEC00Y	8	10
Research methodology In Childhood Education	HRMC00Y	8	20
Second year – Compulsory module			
Research report	HCRP00Y	8	30
Second year – Electives of which two are compulsory (year modules)			
Learning in the primary school: mathematical and science	HLMS00Y	8	20
Learning in the primary school: language and literacy	HLLL00Y	8	20
Learning in the primary school: the social sciences and culture	HLSS00Y	8	20
Learning in the primary school: human movement and physical education (not offered as yet)	HLMP00Y	8	20
Learning in the primary school: African Languages teaching	HLAL00Y	8	20
Learning in the primary school: Mentoring student and novice teachers	HLMT00Y	8	20

Curriculum outline – B Ed Honours in Childhood Education							
Module 1 (Compulsory) – Year 1							
Module name	Learning and development in childhood	Module code	HLDC00Y	Credits	20	NQF Level	8
Purpose of the module							
The purpose of this module is to ensure that student have a solid foundation in current theories of learning and development in childhood in order to conduct research from a firm epistemological foundation.							
Outcomes of the module							
<p>Upon successful completion of this module, you should be able to:</p> <ul style="list-style-type: none"> • critically analyse different contemporary theories of child development and learning • demonstrate an understanding of the various domains of childhood development and its concomitant effect on learning in the classroom • clarify the educational implications in the South African classroom of contemporary theories of child development and learning • identify different barriers to learning and development that the younger child might exhibit in the classroom 							

<p>according to contemporary theories on learning difficulties</p> <ul style="list-style-type: none"> • study contemporary ideas on the link between mind (psychology), brain (neuroscience) and education (pedagogy)
Outcomes of the module
<p>Upon successful completion of this module, you should be able to:</p> <ul style="list-style-type: none"> • critically analyze different contemporary theories of child development and learning • demonstrate an understanding of the various domains of childhood development and its concomitant effect on learning in the classroom • clarify the educational implications in the South African classroom of contemporary theories of child development and learning • identify different barriers to learning and development that the younger child might exhibit in the classroom according to contemporary theories on learning difficulties • study contemporary ideas on the link between mind (psychology), brain (neuroscience) and education (pedagogy)
Content of the module
<p>Literacy cognition in childhood. Mathematical cognition in childhood. Language development in childhood. Mind, brain and education</p>
Assessment
<p>There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.</p>

Module 2 (Compulsory) – Year 1							
Module name	Assessment and evaluation in childhood education	Module code	HAEC00Y	Credits	10	NQF Level	8
Purpose of the module							
<p>The purpose of this module is to introduce students to assessment and evaluation of learning and development in childhood education, research and assessment, and theories of assessment and evaluation in order to develop researchers who can study the way in assessment and evaluation are utilised in childhood education.</p>							
Outcomes of the programme							
<p>In relation to assessment, students should be able to:</p> <ol style="list-style-type: none"> 1. Describe and debate some of the issues that have emerged around “What is good education?”; 2. Think about how assessment is used in your own context and the larger South African context; 3. Engage with recent thought on formative and summative assessment in relation to teaching and learning; 4. Describe and apply some critical concepts and constructs relating to assessment, for example, validity and reliability, 5. Discuss how summative assessments can be used formatively, and 6. Use Excel to analyse assessment results (to calculate mean, standard deviation, and facility score per item). <p>In relation to evaluation, students should be able to:</p> <ol style="list-style-type: none"> 1. Distinguish monitoring from evaluation 2. Write a few paragraphs describing the basic education environment and main challenges in South Africa drawing on key public sources 3. Name and describe a few types of evaluation 4. Prepare a short evaluation presentation to a “client”. 5. Explain a mixed methods design 6. Develop a plan to collect data for case study research 7. Use Excel to analyse and report on qualitative data drawn from structured survey or interview 8. Interpret quantitative findings as reported in a learning outcomes evaluation articles 							

Content of the module
Introduction to assessment, Large- and small-scale assessment, principles of assessment, formative assessment/assessment for learning, diagnostic assessment, peer assessment, self-assessment, evaluation, Assessment and evaluation in the classroom, research and assessment, theory of assessment and evaluation.
Assessment
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.

Module 3 (Compulsory) – Year 1							
Module name	Research methodology in childhood education	Module code	HRMC00Y	Credits	20	NQF Level	8
Purpose of the module							
The purpose of this course is to introduce students to research methodology in childhood education with particular emphasis on assessment and evaluation.							
Outcomes of the module							
The purpose of this course is to introduce students to research methodology in childhood education with emphasis on assessment and evaluation.							
Content of the module							
Introduction to research in childhood education. Providing analytical lenses and theoretical underpinnings for a qualitative, quantitative and mixed-methods design. Assessment and evaluation in childhood education research methodology Process of constructing an assessment, the process will include analysis, questions of reliability and validity.							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.							

Module 4 (Compulsory) – Year 2							
Module name	Research report	Module code	HCRP00Y	Credits	30	NQF Level	8
Purpose of the module							
The 30 credits allocated to the research project, which will be supervised by the suitable member of the department. The research project will be developed and assessed in stages. After a research proposal has been approved by the Department, the student will be expected to submit drafts of the study to his/her supervisor before final submission.							
Outcomes of the module							
Upon successful completion of this module, you should be able to: <ul style="list-style-type: none"> • conduct a literature review • state a research problem • pose a sound and clear research question • write appropriate research aims and objectives • choose an appropriate research design and methodology • collect and analyse qualitative data • indicate how you have considered ethical aspects in empirical research • write up a complete research report of limited scope • do accurate referencing in a research report together with a correct reference list according to an accepted method (e.g. APA or Harvard style). 							
Content of the module							

Starting the research process: Topic, rationale, research question, aim and objectives
Conducting a literature review
Research design
Sampling and data collection methods
Data analysis and data presentation
Interpretation of data
Assessment
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.

Module 5 (Elective) - Year 2							
Module name	Learning in the primary school: mathematical and science	Module code	HLMS00Y	Credits	20	NQF Level	8
Purpose of the module							
The purpose of this module is to present four electives to students, which are maths and science, language and literacy, the social sciences and culture, and human movement and physical education. Each elective is designed to present students with domain specific knowledge that students can use to research assessment and evaluation in the various areas of childhood education.							
Outcomes of the module							
Students should be able to debate the critical issues in the South African national curriculum for maths and science and analyse assessment and evaluation in mathematics education.							
Content of the module							
The South African national curriculum for maths and science: critical issues. Mathematical and science test item construction and analysis in childhood education. Approached to assessment and evaluation in the various domains.							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.							

Module 6 (Elective) –Year 2							
Module name	Learning in the primary school: language and literacy	Module code	HLLL00Y	Credits	20	NQF Level	8
Purpose of the module							
The purpose of the module is to present students with domain specific knowledge that students can use to research in the various areas of childhood education.							
Outcomes of the module							
Engage critically with scholarship on representation in children's literature Display critical familiarity with current debates around matters of representation in children's literature Compile a research report on a matter of representation in children's literature which displays research skills, critical engagement, and academic integrity Engage critically with scholarship on early reading instruction Display critical familiarity with current debates, research, policy and practice around reading instruction in South Africa Compile a research report and personal reflection linking scholarship on early reading to classroom practice							
Content of the module							
The South African national curriculum for literacy education: critical issues. The South African national curriculum for home language education: critical issues. Language as medium of instruction.							

Approaches to assessment and evaluation in the various domains.
 Reading and writing to learn.
 Learning to read and write
 Approaches to assessment and evaluation in language and literacy

Assessment

There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.

Module 7 (Elective) – Year 2

Module name	Learning in the primary school: the social sciences and culture	Module code	HLSS00Y	Credits	20	NQF Level	8
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Purpose of the module

The purpose of this module is present students with domain specific knowledge that students can use to research the various areas of childhood education.

Outcomes of the module

On completion of the module, students should be able to:

- * Assess or evaluate learning and development in childhood education as a social science practitioner.
- * Evaluate different theoretical lenses to assess learning in the field of Social Sciences and Culture.
- * Construct an assessment of childhood learning or development in the field of Social Sciences and Culture that is based on international standards of assessment to be incorporated into the research project.
- * Apply the theories of learning in the field of Social Sciences and Culture with a view to assessing and evaluating childhood learning and development.

Content of the module

Learning theories in Social Sciences and Culture
 Approaches to assessment and evaluation in the Social Sciences
 School events in children's socialisation.
 Citizenship development in children's socialisation.
 Environmental Education

Assessment

There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.

Module 6 (Elective) –Year 2

Module name	Learning in the primary school: human movement and physical education	Module code	HLMP00Y	Credits	20	NQF Level	8
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Purpose of the module

The purpose of this module is present students with domain specific knowledge that students can use to research the various areas of childhood education.

Outcomes of the module

Content of the module

Approached to assessment and evaluation in the various domains.
 Indigenous music and human movement in children's socialisation.

Assessment

There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.

Module 7 (Elective) –Year 2							
Module name	Learning in the primary school: African Languages teaching	Module code	HLAL00Y	Credits	20	NQF Level	8
Purpose of the module							
The purpose of the module is to present students with domain specific knowledge that students can use to research various areas of childhood education.							
Outcomes of the module							
<ul style="list-style-type: none"> * Assess or evaluate learning and development in childhood education as a social science practitioner. * Evaluate different theoretical lenses to assess learning in the field of Social Sciences and Culture. * Construct an assessment of childhood learning or development in the field of Social Sciences and Culture that is based on international standards of assessment to be incorporated into the research project. * Apply the theories of learning in the field of Social Sciences and Culture with a view to assessing and evaluating childhood learning and development. 							
Content of the module							
Learning theories in African Languages teaching Teaching and learning of African languages in the primary school Issues impacting on African languages instruction Approaches to assessment and evaluation in African Languages teaching							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.							

Module 8 (Elective) –Year 2							
Module name	Learning in the primary school: Mentoring student and novice teachers	Module code	HLMT00Y	Credits	20	NQF Level	8
Purpose of the module							
The purpose of the module is to provide students with domain specific knowledge related to mentorship so as to use theory and research tools to think about and solve problems related to mentoring of student/novice teachers.							
Outcomes of the module							
To enable postgraduate students to develop a thorough and nuanced understanding of the concept of mentorship and implementation of the mentoring process, as well as to provide effective and inspirational support to student/novice teachers.							
Content of the module							
Components of the mentoring process The building of a productive relationship between the mentor teacher and student teacher/novice teacher () The mentoring eco-system Modelling good practice Reflection as core to mentoring and learning.							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.							

ED 5.2.7 Promotion requirements

- a) Refer to ED1: General Faculty Regulations, for additional information regarding promotion and re-admission requirements.

ED 5.2.8 Award of honours degree

The Bachelor of Education Honours in Childhood Education will be awarded to students who have completed all the prescribed modules.

ED 5.2.9 Research time: 25%

EDU 5.3	BACHELOR OF EDUCATION HONOURS IN CURRICULUM STUDIES
PROGRAMME CODE	H5CSTQ
HEQF LEVEL	8
TOTAL CREDITS FOR THE QUALIFICATION	120
DATE INSTITUTED	1 JANUARY 2017
SAQA NUMBER	97934

EDU 5.3.1 Purpose of the programme

The purpose of this programme is to provide each student with the developmental learning pathway that positions the foundations related to conventions and practices of academic work. To this end, the programme provides students with the necessary conceptual and research skills to explore issues within any one of the fields of Curriculum, Policy in Education and Values Education.

EDU 5.3.2 Outcomes of the programme

Exit-level outcomes in the BEd Honours (Curriculum Studies) require that students demonstrate the following competences:

- Consolidation and deepening of expertise in the field of curriculum, educational policy and values education. This expertise should focus on the theoretical knowledge and its implications for practice, for example, the identification of central issues or principles implied in a curriculum theory, educational policy model and values education model.
- Advanced reflection on professional and personal development.
- The capacity to analyse the research methodology and techniques used in curriculum, policy analysis and values education and conduct and report on research under supervision in order to prepare for research-based postgraduate studies.
- The capacity to understand the complexity in the fields from a national perspective as well as an international perspective.
- A commitment to high social responsibility standards as teachers and practitioners in education.

EDU 5.3.3 Admission requirements

To gain admission into the BEd Honours in Curriculum Studies, a potential student should possess the following:

A four-year Bachelor of Education degree.

Or

A general NQF level 7 first degree plus an Advanced Certificate in Teaching

(ACE)/ Postgraduate Certificate in Education (PGCE).

Or

A three-year Diploma in Education plus an advanced diploma in a cognate sub-field of Education (NQF Level 7).

EDU 5.3.4 Additional selection criteria

An average of 65% for the previous degree is required to be allowed into the programme. In addition, to the minimum admission requirements as outlined above, prospective students who apply for this degree will undergo an additional selection process. The selection process may include interviews or written submissions and will take the following into account: previous academic achievement, personal skills, interpersonal skills, the ability to work in a team and the potential to develop critical and independent thinking on educational issues and problems. This selection process will also take into account an applicant's commitment to participate in lectures and discussions both physically (on campus) as well as virtually, as may be prescribed from time to time.

EDU 5.3.5 Programme structure

- a) Minimum duration: One-year formal instruction.
- b) The programme is offered full-time (1 year) or part time (2 years)
- c) The programme consists of compulsory modules and includes a number of electives.

All modules may be completed in the same year, or the research modules may be completed in the second year. All modules are focused on the development of the specialisation.

All modules are at NQF level 8. All students entering this qualification are expected to be conversant with information and communication technology (ICT).

ADDITIONAL INFORMATION

Prospective applicants who are employed are encouraged to apply for part-time studies. This is because the research-based focus time and workload associated with full-time studies will not accommodate the demands of full-time employment.

Compulsory class attendance for part-time studies will be in the afternoons. Compulsory class attendance for full-time studies may be earlier in the day and sometimes in the afternoons.

* Lectures and discussions may be conducted both physically (on campus) as well as virtually, as may be prescribed from time to time.

EDU 5.3.6 Curriculum

Curriculum summary – B Ed Honours in Curriculum Studies			
The curriculum consists of three compulsory modules. two other modules from a selection of three.			
First year – Compulsory modules (year modules)			
Module name	Module code	NQF level	Credits
Core concepts in the curriculum	HCCC00Y	8	30
Research methodology and design	HRCS00Y	8	20
Second year – Compulsory year module (This module is to be completed in the first (1 st) year if registered for full time studies or in the second (2 nd) year if registered for part time studies)			
Research report: Curriculum Studies	HRPC00Y	8	40
Compulsory Electives year modules - Choose only one (1) elective module listed below.			

(This module is to be completed in the first (1st) year if registered for full-time studies or in the second (2nd) year if registered for part-time studies)

Curriculum perspectives and approaches	HCPA00Y	8	30
Issues in curriculum policy	HICP00Y	8	30
Values in the curriculum	HVIC00Y	8	30

Curriculum outline – B Ed Honours in Curriculum Studies

Module 1 (Compulsory) – Year 1 (if part time and full time)

Module name	Core concepts in curriculum	Module code	HCCC00Y	Credits	30	NQF Level	8
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Purpose of the module

This module will explore the centrality of values and social responsibility in, curriculum, in order to clarify what is essential to a concept that promotes a democratic and socially responsible system of education.

Outcomes of the module

Drawing on a variety of local and international articles this course will explore issues like:

- The nature of social inequalities, race, class, and gender-based
- Sociological explanations of inequalities
- Repressive and liberating exercise of power in education
- Inequalities in the structure of pedagogic discourse in different social class school contexts
- Exclusion of marginal groups through education
- Education that disrupts social inequalities

The following intellectual capabilities are highly valued – the capacity to:

- Read and present understanding systematically
- Analyze and write coherently
- think critically and reflexively
- Review, analyze and synthesize relevant literature.
- Present and defend a coherent argument
- Communicate effectively using written and spoken English
- Analyze and interpret practices using the conceptual tools studied in the course

Content of the module

Historical, sociological and philosophical theories that have shaped curriculum thinking.
Agency in the context of curriculum formulation, transformation and morally sound educational development
Teachers and curriculum design development

Assessment

There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.

Module 2 (Compulsory) – Year 1 (if part time and full time)

Module name	Research methodology and design	Module code	HRCS00Y	Credits	20	NQF Level	8
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Purpose of the module

This module introduces students to the language of educational research - various research designs and methodologies to develop an understanding of different research processes and the writing up of findings

Outcomes of the module

The module/course focuses on the following skills:
 Identifying, formulating and stating the research problem;
 Explaining the principles of sound educational research;
 Formulating a research question and sub-questions;
 Understanding the educational research methods
 Writing a literature review at basic and argument level;
 Conceptualizing a study – theoretical explanations of the problem
 Understanding the data collection techniques
 Collection of valid data
 Analysing data and interpretation/discussion/explanation;
 Concluding in relation to the research problem, question and data analysis.
 Understanding the guidelines for writing research reports

Content of the module

What is educational research?
 Research problems, questions, hypotheses
 Literature review, Operationalization of key concepts
 Research design and methods, Data collection, Data analysis, Data presentation,
 Interpretation/discussion/explanation
 Validity, reflexivity and reliability, Conclusion/implications of findings
 Guidelines for writing a research proposal and Guidelines for writing a research report

Assessment

There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.

Module 3 (Elective) – Year 2 if part time and Year 1 if full time

Module name	Curriculum Perspectives and Approaches	Module code	HCPA00Y	Credits	30	NQF Level	8
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Purpose of the module

The purpose of this module is to deepen students' understanding of the historical and conceptual roots of the different curriculum perspectives and design approaches to enhance an understanding of how theorizing in the field of curriculum reflects intellectual, political and moral struggles for worthwhile education.

Outcomes of the module

- identify the key concepts and principles in a curriculum perspective
- identify a curriculum approach implied in a perspective;
- Articulate the different concepts underpinning a curriculum approach and their relationship to a perspective,
- Analyse activities using conceptual tools to conceive approaches within the framework of the perspectives.

Content of the module

Curriculum theories/models and the assumptions underpinning them.
 Curriculum studies in South Africa
 Curriculum design approaches
 Pedagogic models

Assessment

There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.

Module 4 (Elective) – Year 2 if part time and Year 1 if full time							
Module name	Issues in Curriculum policy	Module code	HICP00Y	Credits	30	NQF Level	8
Purpose of the module							
The module focusses on policy processes and analysis in order to develop students' professional expertise as active partners in education curriculum policy making							
Outcomes of the module							
<p>The following intellectual capabilities are highly valued – the capacity to:</p> <ul style="list-style-type: none"> • read and present understanding systematically • write coherently • think critically and reflexively • review, analyse and synthesize relevant literature. • present and defend a coherent argument • communicate effectively using written and spoken English • analyse and interpret curriculum policy and practices using the conceptual tools studied in the course <p>The overall objective of the course is to critically understand and analyse curriculum policy from the key problematic of curriculum studies of what knowledge has been prescribed by post-apartheid curriculum policy, the implementation and achievement outcomes of the policies, the review and revision of the policies; and the issues related to the current CAPS. A few themes structure the course.</p> <p>The first theme is devoted to making sense of policy – what is policy? Two frameworks for educational policy analysis will be studied followed by different approaches to policy analysis and different explanations of policy success and failure.</p> <p>The second theme is on Curriculum policy change in post-apartheid SA.</p>							
Content of the module							
Ideology and the curriculum Curriculum as culture Policy-making - the processes whereby curriculum policies are developed in particular contexts The drivers, authority and key actors in these processes. Curriculum development and innovation challenges							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.							

Module 5 (Compulsory) – Year 2 if part time and Year 1 if full time							
Module name	Values in the Curriculum	Module code	HVIC00Y	Credits	30	NQF Level	8
Purpose of the module							
This module will examine how curriculum policy/thinking promotes values education.							
Outcomes of the module							
Students are able to demonstrate an understanding of the theories and practices on Values and Human Rights Education. Students are able to foster a critical appreciation of the nature and purpose of Values and Human Rights Education in the school curriculum. Students must demonstrate that they are able to critically explore complex problems and issues in Values and							

Human Rights Education and contribute to disciplined thinking by drawing systematically and creatively on relevant theory, research and literature. Students must demonstrate that they have acquired a sound knowledge base and critical understanding of Values and Human Rights Education practice nationally and internationally. Students must demonstrate that they have acquired a critical understanding of the current research paradigms and models of Values and Human Rights Education.
Content of the module
An examination of international and national models and trends in studying values in the curriculum. How are values conceptualised and promoted through a curriculum.
Assessment
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.

Module 6 (Compulsory) – Year 2 if part time and Year 1 if full time (can also be completed in year 1 if PT)							
Module name	Research project: Curriculum studies	Module code	HRPC00Y	Credits	40	NQF Level	8
Purpose of the module							
This part provides students with opportunities to conduct and report on a research project in the field of curriculum.							
Outcomes of the module							
<p>The student should be able to:</p> <ul style="list-style-type: none"> *Develop an ability to become an integral component of a community of experts in the fields of language, literacies and literature by engaging with theoretical and conceptual knowledge and *Critically review literature in the field of their research; *Establish suitable and relevant research design; *Formulate suitable research backgrounds, contexts, problems, gaps relevant to their area of research; *Conduct research in appropriate contexts of language, literacies and literature (as presented in HCIL00Y and HLP00Y); *Select suitable sites and sample participants according to ethical principles *Gain entry to sites ethically and with consent *Conduct research in an ethical manner (fieldwork, interviews, observations) *Write up a research report having made critical selections around areas of research; *Critically analyse and present data elicited from fieldwork using suitable analytical frameworks; *Draw conclusions and make recommendations based on their own research findings; *Write up a research report using principles of report writing; *Present their findings to an audience; *Read and write critically and academically in the field. 							
Content of the module							
Students should also be able to design, carry out research and report on research in current educational issues Show commitment to high social responsibility as teachers and educational professionals in the way they carry out research and make interpretations on research.							
Assessment							
Conducting research in a chosen field and writing up of the full research project							

EDU 5.3.7 Promotion requirements

- a) Refer to ED1: General Faculty Regulations, for additional information regarding promotion and re-admission requirements.

EDU 5.3.8 Award of honours degree

The Bachelor of Education Honours in Curriculum Studies will be awarded to students who have completed all the prescribed modules.

EDU 5.3.9 Research time: 33.3%

EDU 5.4 BACHELOR OF EDUCATION HONOURS IN EDUCATION LEADERSHIP AND MANAGEMENT	
PROGRAMME CODE	H5ELMP (Carousel online)
HEQF LEVEL	8
TOTAL CREDITS FOR THE QUALIFICATION	120
DATE INSTITUTED	1 JANUARY 2019
SAQA NUMBER	98821

EDU 5.4.1 Purpose of the programme

The B Ed Honours in Education Leadership and Management is intended to prepare students for research-based studies in the field of education leadership and management. Students should develop the capacity to analyse research methodology and techniques of education research in schools and communities and to conduct and report, under supervision, on their research in order to prepare them for research-based postgraduate studies. Furthermore, the aim is to advance enquiry into and reflect on findings from research on leadership and management practice. It serves to consolidate and deepen the student's knowledge of leadership and management theories and perspectives, and to develop research capacity in the methodology and techniques in this field. It will enable students to develop intellectual, theoretical and disciplinary knowledge of and insight into theories, concepts and practices in education leadership and management. The purpose is to ensure that students will broaden their knowledge, which will enable them to reflect critically on and evaluate their experiences, performance and progress, and to be able to transfer and apply skills and knowledge to different contexts.

EDU 5.4.2 Outcomes of the programme

The student who graduates with a B Ed Honours in Education Leadership and Management will be able to:

- Produce a research project on education leadership and management that is relevant and informed by current theory.
- Apply theories in the various content domains with a view to evaluating the different leadership and management practices.
- Assess and apply problem-solving strategies to everyday leadership and management challenges.
- Provide the necessary knowledge, skills, values and attitudes to all school leaders that will encourage an advanced reflection on their professional and personal development; and
- Commit to high ethical standards in the practice of education leadership and management.

EDU 5.4.3 Admission requirements

The admission requirement for this programme will adhere to the University of Johannesburg's Admission and Selection Policy, which is current at the time of registration for this programme.

Requirements for consideration into a Bachelor of Education Honours in Education Leadership and Management include:

- A four-year professional teaching degree on NQF level 7 OR an appropriate Bachelor's degree and a professional teaching qualification (on NQF level 7) or a four-year professional teaching qualification(s) as well as an Advanced Diploma in a cognate sub-field of Education (on NQF level 7).

AND

- A minimum average of 65% for the previous degree
- Students who do not have the required 65% on the average marks for the previous qualification but have an average between 60% and 64% will be considered, only if the enrolment plan can accommodate for spaces in the programme, and upon the decision of the HOD and/ Programme co-ordinator. Teaching and leadership experience will be taken into consideration in this case.

EDU 5.4.4 Additional selection criteria

- Students who apply for this degree may undergo a selection process which can include a personal interview, a panel interview and/or a written submission. The following will be taken into account: previous academic achievement and evidence of the necessary academic reading and writing skills to become a competent researcher of education leadership and management.
- Applicants with 2-4 years of classroom/field experience (as a qualified professional) will be given preference in the selection process. This is due to the need in the programme modules for the application of theory to the candidate's own practical organisation experience.

Required documentation to be supplied to the relevant department involved in the selections process.

- A certified academic record and a certified copy of the highest qualification obtained.
- An updated and detailed CV.
- Proof of work experience.
- ID/ Passport for international students

Recognition of Prior Learning (RPL)

A panel of selected UJ staff members will determine, on an individual basis, the competence of prospective students who apply for RPL. In determining an applicant's competence against the relevant exit level outcomes, this panel will do one or more of the following: Verify the standard/quality of an applicant's prior qualifications; Ask for and assess a portfolio containing examples of the applicant's work in the field of education, training and development; Conduct individual interviews with applicants to discuss the results of the evidence collection process.

Meeting the Faculty's minimum requirements for a particular programme does not necessarily guarantee admission to that programme. Specific selection criteria maybe applied within the required Enrolment Management Plan as the University has a specific number of places available as approved by DHET.

EDU 5.4.5 Time to completion

All modules may be completed in the same year by full-time students.

Part-time students will be allowed to register for three modules in their first-year study which includes: Education Theory: Perspectives of Leadership and Management; Research Methodology and Organisational Behaviour in Education Leadership. In the second year, it is proposed that the student register for the two remaining modules: Education Resource Management and the Research Project. Part-time students will be required to complete the Research Methodology module before undertaking the module on Research Project. International equivalent qualifications will be considered as evaluated by SAQA.

Students entering this qualification are expected to be computer literate.

EDU 5.4.6 Curriculum

Curriculum summary – B Ed Honours in Education Leadership and Management – H5ELMP			
All modules are compulsory			
First year – Compulsory modules (year modules)			
Module name	Module code	NQF level	Credits
Education Resource Management	HERMYP1	8	15
Organisational Behaviour in Education and Leadership	HOBEYP1	8	15
Education Theory A: Perspectives of Leadership and Management	HPMAYP1	8	15
Education Theory B: Perspectives of Leadership and Management	HPMBYP1	8	15
Education Resource Management: Policy	HRMYP1	8	15
Research Methodology and Design	HRMDYP1	8	15
Second year – Compulsory module - (If full time then this must be completed in year 1)			
Research Project A: Education Leadership and Management	HRPAYP1	8	0
Research Project B: Education Leadership and Management	HRPBYP1	8	0
Research Project C: Education Leadership and Management	HRPCYP1	8	0
Research Project D: Education Leadership and Management	HRPDYP1	8	30

Curriculum outline – B Ed Honours in Education Leadership and Management - H5ELMP

Module 1 (Compulsory) – Year 1 (if part time and full time)							
Module name	Education Theory A: Perspectives of Leadership and Management	Module code	HPMAYP1	Credits	15	NQF Level	8
Purpose of the module							
The purpose of this module is to ensure that students have a solid foundation in current theories of education leadership and management in order to conduct research from a firm epistemological foundation.							
Content of the module							
Various theories such as: Gidden's structuration theory CHAT – Culturally Historical activity Theory Critical Race Theory Maslow's Hierarchy Theory							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.							

Module 2 (Compulsory) – Year 1 (if part time and full time)							
Module name	Education Theory B: Perspectives of Leadership and Management	Module code	HPMBYP1	Credits	15	NQF Level	8
Purpose of the module							
The purpose of this module is to ensure that students have a solid foundation in current theories of education leadership and management in order to conduct research from a firm epistemological foundation.							
Outcomes of the module							

Content of the module
Assessment
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.

Module 3 (Compulsory) – Year 1 (if part time and full time)							
Module name	Organisational Behaviour in Education and Leadership	Module code	HOBEPY1	Credits		NQF Level	8
Purpose of the module							
The purpose of this module is to introduce key concepts and theories relevant to the study of organisational behaviour in education							
Outcomes of the module							
to have knowledge of key concepts and theories relevant to the study of organisational behaviour in education with a focus on organisation culture, leadership, diversity, groups and teams, communication, motivation, wellness and stress, conflict and power, organisation development and change, the learning organisation.							
Content of the module							
Organisational behaviour, culture and school leadership Individual diversity and motivation The dynamics of groups and teams Communication; wellness and stress; power; empowerment and influence Managing conflict Organisation development and change Leadership: The school as a learning organization							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.							

Module 4 (Compulsory) – Year 1 (if part time and full time)							
Module name	Research Methodology and Design	Module code	HRMDYP1	Credits	15	NQF Level	8
Purpose of the module							
The purpose of this module is to strengthen and deepen the student's fundamental knowledge of research methodologies and design in education leadership and management							
Outcomes of module							
To strengthen and deepen the student's fundamental knowledge of research methodologies and design in education leadership and management.							
Content of the module							
Research theories Research paradigms Data collection Theoretical framework Data analysis Sampling Methodological norms							
Assessment							

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.

Module 5 (Compulsory) – Year 1 (if part time and full time)							
Module name	Education Resource Management	Module code	HPRMYP1	Credits	15	NQF Level	8
Purpose of the module							
The purpose of this module is to: understand the relationship between societal developments and education policies; reveal ways in which policies are described and to critically interpret policy developments; understand the importance of effective and efficient financial management in schools; critically analyse various financial management functions; be ICT (information computer technology) competent							
Outcomes of the module							
understand the role of policy in societal developments; critically interpret policy developments, policy implementation and policy/practice gap.							
Content of the module							
Education policy Policy development Legislation and Constitution School Financial Management: Organisation, Planning, Leading and Control as main management functions ICT Management in Education Human Resource Management in education							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.							

Module 7-10 (Compulsory) – Year 2-3 (if part time and full time)							
Module name	Research Project A, B, C, D	Module code	HRPAYP1 HRPBYP1 HRPCYP1 HRPDYP1	Credits	30	NQF Level	8
Purpose of the module							
The purpose of this module is to engage students in research and writing in an area of specialization.							
Outcomes of the module							
At the end of this module students will be able to plan a research project through developing a research proposal using self-study research methodology.							
Content of the module							
Developing a research proposal. Conducting and writing up the literature review Conducting and writing up the methodology section Conducting and writing the empirical investigation Conducting and writing up data analysis and findings							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.							

EDU 5.4.7 Promotion requirements

- a) Refer to ED1: General Faculty Regulations, for additional information regarding promotion and re-admission requirements.

EDU 5.4.8 Award of honours degree

The Bachelor of Education Honours in Education Leadership and Management will be awarded to students who have completed all the prescribed modules.

EDU 5.4.9 Research time: 25%

EDU 5.6	BACHELOR OF EDUCATION HONOURS IN LANGUAGE LITERACIES AND LITERATURE
PROGRAMME CODE	H5LLLQ
HEQF LEVEL	8
TOTAL CREDITS FOR THE QUALIFICATION	120
DATE INSTITUTED	1 JANUARY 2017
SAQA NUMBER	97906

EDU 5.5.1 Purpose of the programme

The overarching purpose of the programme is to provide students with the knowledge, skills and development required to initiate their journey into academia, and in particular, research. The purpose is also to produce students who can demonstrate a critical understanding and skills in the fields of language, literacies and literature in education, as well as research in the field of educational linguistics. This is done by preparing them to engage positively with the multi-variate language diversity issues encountered in South African classrooms.

EDU 5.5.2 Outcomes of the programme

Exit level outcomes in the BEd Honours in Language Literacies and Literature require that students demonstrate the following competencies:

- The ability to become an integral component of a community of experts in the fields of language, literacies and literature by engaging with theoretical and conceptual knowledge and debates in the fields;
- To engage with different models of language acquisition, literacies and literature, as well as debate and critique around different models and theories;
- To reflect on different models and apply what is most suited to particular contexts;
- To engage critically in debate around relevant local, national and international debates in the fields, and to be able to apply appropriately to the South African linguistic and literacy contexts;
- To be selective around appropriate research approaches and methodologies
- To be able to conduct research in appropriate contexts of language, literacies and literature;
- To report on research within the contexts of language, literacies and literature.
- To read and write critically and academically in the field.

EDU 5.5.3 Admission requirements

To gain admission into the BEd Honours Education (Language, Literacies and Literature) a potential student should possess:

a four-year Bachelor of Education degree with Education and English/ Linguistics (or related modules) as majors

Or

a general NQF level 7 first degree with English as major plus a 120C NQF level 7 Advanced Diploma in Education/Postgraduate Certificate in Education (PGCE)

Or

A four-year professional teaching qualification (s) as well as and Advanced Diploma in a cognate sub-field of Education

EDU 5.5.4 Additional selection criteria

An average of 65% for the previous degree is required to be allowed into the programme. In addition to the minimum admission requirements as outlined above. Prospective students who apply for this degree will undergo a selection process. The selection process may include personal interviews, panel interviews and written submissions and will take the following into account: previous academic achievement, personal skills, interpersonal skills, the ability to work in a team and the potential to develop the necessary skills to become an effective researcher.

EDU 5.5.5 Programme Structure

- a) Minimum duration: One-year formal instruction.
- b) The programme is offered full-time or part time
- c) All modules are compulsory

All modules must be completed over one year full-time, or two years part-time. The student must pass all first-year modules to progress to the second year if studying over two years. All modules are at NQF level 8. All students entering this qualification are expected to be Information and Communication Technology in Education (ICT) competent.

EDU 5.5.6 Curriculum

Curriculum summary – B Ed Honours in Language, Literacies and Literature			
All modules are compulsory			
First year – Compulsory modules (year modules)			
Module name	Module code	NQF level	Credits
Theories in Language, Literacies and Literature	HLPL00Y	8	30
Current Issues in Language, Literacies and Literature	HCIL00Y	8	30
Research methodology and design in Language, Literacies and Literature	HRML00Y	8	20
Second year – Compulsory module (If full time then this must be completed in year 1)			
Research project in Language, Literacies and Literature	HRPL00Y	8	40

Curriculum outline – B Ed Honours in Language, Literacies and Literature							
Module 1 (Compulsory) – Year 1 (if part time and full time)							
Module name	Theories in Language, Literacies and Literature	Module code	HLPL00Y	Credits	30	NQF Level	8
Purpose of the module							
The purpose of the module is to examine key theories in language, literacies and literature, from behaviourist acquisition theories to more recent socio-cultural and critical theories. Various models are presented, discussed and critiqued in relation to the local, national and international contexts.							
Outcomes of the module							

Students should be able to:

Develop an ability to become an integral component of a community of experts of experts in fields of language, literacies and literature by engaging with theoretical and conceptual debates in the field;

Engage with current issues in LLL, including, though not limited to, conceptual perspectives within a decolonial framing, such as:

*Language policy; Multilingualism; Linguicism; Third space; Raciolinguistics (racialising and/or stigmatizing discourses or languages/knowledge); New Literacy Studies; Multiliteracies and multimodality; Language Ideologies; Poststructuralist conception of identity; First and second language acquisition; Translanguaging; Reading in sociocultural and critical frameworks; Writing in sociocultural and critical frameworks ; Literature Engage critically in debates around relevant local, national and international issues in the fields, and to be able to apply appropriately to the South African linguistic and literacy contexts;

Read and write critically and academically in the field.

Content of the module

Language acquisition:

First language acquisition

Second language acquisition

Foreign/ additional language acquisition

Bi/multilingualism

Language theories:

Social turn

Critical Turn

Literacies:

Reading models

Writing models

New Literacy Studies

Literature: Focus on the global: theoretical underpinnings

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.

Module 2 (Compulsory) – Year 1 (if part time and full time)

Module name	Current Issues in Language, Literacies and Literature	Module code	HCIL00Y	Credits	30	NQF Level	8
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Purpose of the module

The purpose of the module is to examine current issues in language, literacies and literature, such as the power of English, the impact and practice of planning and policy.

Outcomes of the module

Students should be able to:

Develop an ability to become an integral component of a community of experts of experts in fields of language, literacies and literature by engaging with theoretical and conceptual debates in the field;

Engage with current issues in LLL, including, though not limited to, conceptual perspectives within a decolonial framing, such as:

*Language policy; Multilingualism; Linguicism; Third space; Raciolinguistics (racialising and/or stigmatizing discourses or languages/knowledge); New Literacy Studies; Multiliteracies and multimodality; Language Ideologies; Poststructuralist conception of identity; First and second language acquisition; Translanguaging; Reading in sociocultural and critical frameworks; Writing in sociocultural and critical frameworks ; Literature

Engage critically in debates around relevant local, national and international issues in the fields, and to be able to

apply appropriately to the South African linguistic and literacy contexts;
Read and write critically and academically in the field.

Content of the module

English as a global language
Growth and spread of English
Literacies: multimodalities; Multiliteracies (including digital literacies); Early literacies, Family/ home; community; school literacies
Language policy and planning
Literature: focus on the local: theoretical underpinnings

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.

Module 3 (Compulsory) – Year 1 (if part time and full time)

Module name	Research methodology and design in Language, Literacies and Literature	Module code	HRML00Y	Credits	20	NQF Level	8
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Purpose of the module

The purpose of the module, research design and , methodology is to introduce students to educational linguistics research design, methodologies and analytical tools

Outcomes of the module

Students should be able to conduct a literature review, collect and analyse data and discuss findings.

Content of the module

What is research?
Research in educational Linguistics
Proposal writing
Identifying/ conceptualising problems
Designing research questions
Designing aims
Writing a literature review
Research design and methodology
Validity, reliability, trustworthiness
Ethical issues
Data collection, analysis, presentation
Discussing findings, making links with literature and theory

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.

Module 4 (Compulsory) – Year 2 (if part time) and Year 1 (if full time)

Module name	Research project in Language, Literacies and Literature	Module code	HRPL00Y	Credits	40	NQF Level	8
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Purpose of the module

The purpose is to prepare students with the knowledge and skills to conduct and report on a research project in educational linguistics. The module providing the overarching context for the other 3 modules by drawing on the key concepts and issues of all three modules, culminating in a research project.

Outcomes of the module
<ul style="list-style-type: none"> • Develop an ability to become an integral component of a community of experts in the fields of language, literacies and literature by engaging with theoretical and conceptual knowledge and • Critically review literature in the field of their research. • Establish suitable and relevant research design. • Formulate suitable research backgrounds, contexts, problems, gaps relevant to their area of research. • Conduct research in appropriate contexts of language, literacies and literature (as presented in HCLLOOY and HLPLOOY); • Select suitable sites and sample participants according to ethical principles • Gain entry to sites ethically and with consent • Conduct research in an ethical manner (fieldwork, interviews, observations) • Write up a research report having made critical selections around areas of research; • Critically analyze and present data elicited from fieldwork using suitable analytical frameworks; • Draw conclusions and make recommendations based on their own research findings. • Write up a research report using principles of report writing. • Present their findings to an audience. • Read and write critically and academically in the field.
Content of the module
Report writing Conducting research in a chosen field and writing up of the full research project
Assessment
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the online management system. A minimum mark of 50% must be achieved to pass the module.

EDU 5.5.7 Promotion requirements

- a) Refer to ED1: General Faculty Regulations, for additional information regarding promotion and re-admission requirements.

EDU 5.5.8 Award of honours degree

The Bachelor of Education Honours in Language, Literacies and Literature will be awarded to students who have completed all the prescribed modules.

EDU 5.5.9 Research time: 33.3%

EDU 5.6	BACHELOR OF EDUCATION HONOURS IN STEM EDUCATION
Note: The B Ed Honours in STEM Education has 4 endorsements (specialisations)	
PROGRAMME CODE: Science Education	H5SSSQ
PROGRAMME CODE: Technology Education	H5SSTQ
PROGRAMME CODE: ICT Innovation in Education	H5SSIQ
PROGRAMME CODE: Mathematics Education	H5SSMQ
HEQF LEVEL	8
TOTAL CREDITS FOR THE QUALIFICATION	120
DATE INSTITUTED	1 JANUARY 2018
SAQA NUMBER	101494

EDU 5.6.1 Purpose of the programme

The purpose of the BEd Hons (STEM) is to prepare students for research-based postgraduate studies in STEM education in order to consolidate and deepen their expertise in Science and Technology Education, as well as their academic and practical competence in these specialisations within Education. It also strives to develop education research capacity. This is done by developing in students the competence of a deep and systemic understanding of the current thinking, practice, theory and methodology related to a specialisation in Science and Technology Education. Students will develop the skills to design and implement research that is appropriate for the educational community.

EDU 5.6.2 Outcomes of the programme

Exit level outcomes in the BEd Honours in STEM Education require that students demonstrate the following competencies:

- Engage with a broad spectrum of educational theories in the field of STEM
- Identify and explore contentious issues in their selected specialisations.
- Conceptualise and articulate a theoretical lens to guide their research.
- Plan their research design
- Align their research and practices with the ethical ethos of the Faculty.
- Select appropriate methodologies being cognisant of the tenets in both quantitative and qualitative research.
- Design and/or select research instruments taking cognisance of elements of validity and trustworthiness.
- Collect and manage a data set using appropriate technologies, e.g. file management, document version control and cloud storage, use appropriate techniques to analyse data and in support use software packages, e.g. ATLAS.ti, TRANSANA and SPSS and use reference managers to manage and share their sources, e.g. RefWorks, EndNote and Zotero.
- Communicate their research findings in a research report taking cognisance of technical aspects.
- Join existing online research communities, share their research and broaden their horizons as part of their own professional learning network.

EDU 5.6.3 Admission requirements

To gain admission into the BEd Hons (STEM) a potential student should possess:

A four-year Bachelor of Education degree with Education and Mathematics/Science/Technology as majors

Or

A general NQF level 7 first degree with Mathematics/Science/Technology as major plus a 120 credits NQF level 7 Advanced Diploma in Education

Or

In the case of ICT Innovation in Education a student should possess a general NQF level 7 first degree as major plus a 120 credits NQF level 7 Advanced Diploma in Education in any subject offered in the

Or

A four-year professional teaching qualification (s) as well as and Advanced Diploma in a cognate sub-field of Education

EDU 5.6.4 Additional selection criteria

An average of 65% for the previous degree is required to be allowed into the programme. Additionally, students should provide proof relevant academic competence in the following subject/modules:

For Mathematics Education

- A minimum of 60% in Mathematics/ Applied Mathematics/ Mathematical Literacy (or equivalent) at a second year level to qualify for the Mathematics Education endorsement

For Science Education

- A minimum of 60% in Chemistry / Physics/Applied Mathematics (or equivalent) at a second year level to qualify for the Science Education endorsement (Physical Sciences)
- A minimum of 60% in two of the following subjects Zoology, Botany, Human Anatomy, Human Physiology, Molecular Biology (e.g. Biochemistry and Microbiology), and Biotechnology (or equivalent) to qualify for the Science endorsement (Life Sciences).

For Technology Education

- A minimum of 60% in a Technology related major at a second year level to qualify for the Technology Education endorsement

For ICT Innovation in Education

- None

In addition to the minimum admission requirements as outlined above. Prospective students who apply for this degree will undergo a selection process. The selection process may include personal interviews, panel interviews and written submissions and will take the following into account: previous academic achievement, personal skills, interpersonal skills, the ability to work in a team and the potential to develop the necessary skills to become an effective researcher.

EDU 5.6.5 Programme structure

- a) Minimum duration: One-year formal instruction.
- b) The programme is offered full-time or part time

The following rules of combination apply for the four endorsements for the programme:

- If a student opts for an endorsement in Science Education, he/she will select the two generic/shared/integrative modules, namely *Education Theory and Research Methodology*, and the two specific elective modules *Current Issues in Science Education* and *Research Report in Science Education*.
- If a student opts for an endorsement in Technology Education, he/she will select the two generic/shared/integrative modules, namely *Education Theory and Research Methodology*, and the two specific elective modules *Current Issues in Technology Education* and *Research Report in Technology Education*.
- If a student opts for an endorsement in ICT Innovation in Education, he/she will select the two generic/shared/integrative modules, namely *Education Theory and Research Methodology*, and the two specific elective modules *Current Issues in ICT Innovation in Education* and *Research Report in ICT Innovation in Education*.
- If a student opts for an endorsement in Mathematics Education, he/she will select the two generic/shared/integrative modules, namely *Education Theory and Research Methodology*, and the two specific elective modules *Current Issues in Mathematics Education* and *Research Report in Mathematics Education*.

Although all four modules, namely *Education Theory*, *Current Issues in a specific STEM subject*, *Research Methodology* and *Research Project in a specific STEM subject* can be done full-time within a one-year period, it is recommended that students rather complete the qualification part-time within two years to lay a good foundation in educational theories and contentious issues, current trends and debates in STEM education. Thus, a student at the first-year level enrolls for the generic/shared/integrative module *Education Theory* and the first elective module *Current Issues in a specific STEM subject*. Similarly, at the second-year level a student enrolls for the generic/shared/integrative module *Research Methodology* and the second elective module *Research Project in a specific STEM subject*

EDU 5.6.6 Curriculum

Curriculum summary – B Ed Honours in STEM EDUCATION				
All modules are compulsory				
First year – Compulsory modules (year modules)				
Module name		Module code	NQF level	Credits
Education Theory		HETSS0Y	8	30
Current Issues	Current Issues:		8	30
	in Science Education	HCISE0Y		
	in Technology Education	HCITE0Y		
	in ICT Innovation in Education	HCIIT0Y		
	in Mathematics Education	HCIME0Y		
Second year – Compulsory modules (If full time then this must be completed in year 1)				
Research methodology		HRMSS0Y	8	30
Research project	Research project:		8	30
	in Science Education	HRRSE0Y		
	in Technology Education	HRRTE0Y		
	in ICT Innovation in Education	HRRIT0Y		
	in Mathematics Education	HRRME0Y		

Curriculum outline – B Ed Honours in STEM Education							
Module 1 (Compulsory) – Year 1 (if part time and full time)							
Module name	Education Theory	Module code	HETSS0Y	Credits	30	NQF Level	8
Purpose of the module							
The purpose of the generic/shared/integrative module is to engage students in a comprehensive spectrum of underlying educational theories (learning and epistemological theories) of the broader integrated or integrative STEM education (i.e. Science Education, Technology/Engineering Education, ICT Innovation in Education and Mathematics Education) in order to situate research and to develop a theoretical understanding of curriculum, pedagogy (instructional) and assessment issues in STEM education.							
Outcomes of the module							
To prepare students to conduct knowledge whilst engaging with contentious issues and current trends and debates, practice, and research approaches limited to the four recognised STEM subjects, which is fulfilled if students can achieve learning outcomes that are aligned with this aim, namely: : - Understanding the landscape of STEM Education internationally and nationally; - Considering perspectives on an integrated STEM Education approach with regard to the specified, enacted and							

experience curriculum in STEM Education;

- Developing learning and cognitive insights for effective STEM experiences; and
- Applying design approaches on learning and cognitive perspectives for STEM Education.
- Academic writing.

Content of the module

Learning theories, e.g.

John Dewey's *learning through experience* (including *case-based* and *problem-based learning*)

Richard Lesh's *realistic, interdisciplinary problems outside of school, which are usually tackled by via collaboration (teams)*, orl *realistic learning via problem solving and modelling*

Zoltan Dienes' *theory of multiple representations/embodiments (the principle of perceptual variability = every concept should be presented in as many different ways as possible)*

Cognitive constructivism

Social constructivism in STEM education

Appropriate insights from philosophy and sociology applicable to educational practice.

Theoretical perspectives on learning and cognition in educational settings.

project-based learning, engineering design-based studies, or problem-based learning strategies
inquiry-based learning

Embodied, Situated, and Distributed Cognition (ESDC)

Epistemological theories, e.g.

Pedagogical Content Knowledge (PCK):

A focus on Shulman's concept of PCK

Recent advances in the field of PCK (Loughran et al, CoRes and PaP-eRs) and TPCK (Mishra & Koehler).

Critical reflection in STEM education.

Assessment

There 40% is a exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.

Module 1 (Compulsory) – Year 1 (if part time and full time)

Module name	Current Issues in Science Education	Module code	HCISE0Y	Credits	30	NQF Level	8
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Purpose of the module

The purpose of the elective module is to develop knowledge and understanding in students of various contentious issues and current trends and debates pertaining to a particular STEM subject in order to prepare them for research developments in the this subject.

Outcomes of the module

- Understand the process of science concept formation and conditions for conceptual change.
- Discuss factors influencing science concept formation.
- Discuss the role of an inquiry-based pedagogy on science concept formation.
- Compare various models of PCK and TPACK and become familiar with the assessment of PCK and TPACK in science teaching.
- Engage with socio-scientific and socio-cultural issues in science education such as indigenous knowledge systems.
- Discuss the relevance of indigenous knowledge for science teaching and learning
- Critique the role of language in science teaching and learning.

Content of the module

Nature of Science and inquiry-based science education

Socio-scientific issues and indigenous knowledge in science education

Perspectives on science curriculum development and curriculum reform Science concept formation and conceptual change CK and TPACK in science teaching Language in science teaching and learning
Assessment
There 40% is a exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.

Module 2 (Compulsory) – Year 1 (if part time and full time)							
Module name	Current Issues: in Technology Education	Module code	HCITE0Y	Credits	30	NQF Level	8
Purpose of the module							
The purpose of the elective module is to develop knowledge and understanding in students of various contentious issues and current trends and debates pertaining to a particular STEM subject in order to prepare them for research developments in the subject.							
Outcomes of the module							
Content of the module							
<p>The knowledge types in technology and technology education (Conceptual and procedural knowledge) Embodied, Situated, and Distributed Cognition (ESDC) in technology and technology education Complex thinking (creative, analytical, decision making, problem solving and design) processes in technology and technology education Current development and international and national perspectives on Technology Education and reform Current contentious issues in technology and Technology Education:</p> <ul style="list-style-type: none"> - The impact of technology on the environment - STS Studies - Ethical and aesthetical issues of technology - Gender issues in technology - Values in technology (aesthetical, economical, social, moral, political, and spiritual values) - Learners' perceptions of and attitudes towards technology <p>Indigenous technology (IK) The complementarity between Indigenous technology knowledge systems (ITKS) and Western technology systems (WTKS)</p>							
Assessment							
There 40% is a exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.							

Module 2 (Compulsory) – Year 1 (if part time and full time)							
Module name	Current Issues in ICT Innovation in Education	Module code	HCIIT0Y	Credits	30	NQF Level	8
Purpose of the module							

The purpose of the elective module is to develop knowledge and understanding in students of various contentious issues and current trends and debates pertaining to a particular STEM subject in order to prepare them for research developments in the this subject.

Outcomes of the module

- Upon the successful completion of this module, you should be able to:
- * explore ICTs in education and theories of learning
 - * engage online communication and collaboration in active learning environments
 - * apply scaffolding of learning with ICTs
 - * use interaction and ICT mediated learning
 - * create authentic learning and ICT mediated simulations
 - * construct of interactive, authentic learning environments
 - * apply 21st century skills liked to STEM education to foster self-directed learning (SDL)

Content of the module

A sound knowledge base and critical understanding of the nature of ICT Innovation in Education domain
 Current perspectives of international and national perspectives on ICT Innovation in Education and reform
 Principles of Learning design
 Interactive learning including gamification of learning
 Current trends and practices in terms of OERs and Open Learning
 Authentic learning
 Innovation theories
 Learning in hypermedia environments, such as MOOCs
 Online assessment

Assessment

There 40% is a exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.

Module 2 (Compulsory) – Year 1 (if part time and full time)

Module name	Current Issues in Mathematics Education	Module code	HCIME0Y	Credits	30	NQF Level	8
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Purpose of the module

The purpose of the elective module is to develop knowledge and understanding in students of various contentious issues and current trends and debates pertaining to a particular STEM subject in order to prepare them for research developments in the this subject

Outcomes of the module

- Develop inclusive learning opportunities to overcome systemic and socio-economic barriers to Mathematics learning, still evident in many of our classrooms.
- Provide evidence of a sound knowledge base and critical understanding of new and emerging trends in Mathematics education; discuss perspectives, theories and innovations in modern Mathematics education with a critical eye.
- Discuss critically aspects of assessment, such as the purpose of assessment, from a theoretical persepective.
- Critically discuss and consider teaching techniques to deal with aspects embedded in the CAPS for Mathematics, e.g. multilingualism and social media.

- Display the ability to conduct an independent, quantitative and/or qualitative mode of inquiry in the Mathematics classroom.

Content of the module

The nature of Mathematics Education domain
 Problem solving-based learning in Mathematics
 Ethno Mathematics as a field of specialisation
 Current development and international and national perspectives on Mathematics Education and reform
 International, national and provincial policy documents on Mathematics Education
 OBE as policy and design approach in the Mathematics, by referring to the Mathematics in the CAPS
 Concept formation and conceptual change
 Diversity, multilingualism, gender and affective issues in Mathematics learning and teaching, including beliefs, attitudes and emotions
 PCK in Mathematics
 Technological Pedagogical Content Knowledge (TPACK) in Mathematics
 Mathematics Discourse in Instruction (MDI)
 Assessment and test item analysis

Assessment

There 40% is a exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.

Module 3 (Compulsory) – Year 1 (if part time and full time)

Module name	Research methodology	Module code	HRMSS0Y	Credits	30	NQF Level	8
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Purpose of the module

The purpose of the generic/shared/integrative module is to cultivate research knowledge and skills in students in order to execute a small-scale research project/essay in STEM education from a theoretical perspective including:

- the nature; function, role and relationship between underlying conceptual frameworks and research in the broader field of STEM education;
- various research designs and their associated research approaches (i.e. quantitative, qualitative and mixed-methods approaches); data-collection methods; methods for data analyses;
- the relationship between research designs and the nature/ types of problem statements and research questions;
- the cultivation of research knowledge and skills in order to execute a small-scale research project/essay in STEM education.

Outcomes of the module

On completion of this module, you will be able to demonstrate competence with regard to:

- meaningful sourcing of literature on theories and methods in STEM research
- participating in practical data collection using a variety of techniques within a specific research design
- analyzing data using a variety of analytical techniques
- locating your research within a specific paradigm
- matching research designs to a variety of educational problems
- conducting ethical educational STEM research
- conceptualizing a proposal to conduct educational research in a STEM field

Content of the module

Research theme/topic
 Introduction

<p>Rationale for the research</p> <p>Problem statement</p> <p>purpose or aims of the research</p> <p>Research question(s)</p> <p>Theoretical/conceptual frameworks</p> <p>Literature review</p> <p>Analytical lenses and theoretical underpinnings for qualitative, quantitative and mixed-methods designs, e.g. Cultural-Historical Activity Theory (CHAT), Critical theory, etc.</p> <p>Research design:</p> <ul style="list-style-type: none"> - Research approaches/paradigms (quantitative, qualitative and mixed-methods research) - Data-collection instruments - Sampling - Reliability and validity/trustworthiness - Ethical considerations <p>Data collection methods/procedures/processes and instrument design and development</p> <p>File management, document version control and cloud storage.</p> <p>Data analysis</p> <p>Software programmes to analyse qualitative and quantitative data, e.g. ATLAS.ti, TRANSANA and SPSS.</p> <p>Writing up findings</p> <p>Discussion of the findings</p> <p>Conclusion/aligning with research problem</p> <p>Reference techniques</p> <ul style="list-style-type: none"> - In-text referencing - Reference list
<p>Assessment</p> <p>There 40% is a exam entry requirement. The final mark is calculated by a 60% semester mark and 40% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.</p>

Module 4 (Compulsory) – Year 2 (if part time). Year 1 (if full time)						
Module name		Module code	Credits	30	NQF Level	8
Research Project	in Science Education	HRRSE0Y				
	in Technology Education	HRRTE0Y				
	in ICT Innovation in Education/	HRRIT0Y				
	in Mathematics Education	HRRME0Y				
Purpose of the module						
With the fore-mentioned three modules as point of departure, the purpose of the elective module is to supervise students how to plan, execute and record/document research of limited extent in a specific field of specialisation or STEM subject within STEM education in a small-scale research project/essay on a chosen topic in the endorsement in order to lay a conceptual understanding and foundation for masters and doctoral studies.						
Outcomes of the module						
To guide students to conduct research on a contentious topic in Mathematics Education and to write up a research report, which is fulfilled if students can achieve learning outcomes that are aligned with this aim, namely:						
<ul style="list-style-type: none">• compiling a research report;• demonstrating the required research knowledge and skills by conducting a literature overview and an empirical						

survey; and
 • reflecting on the research process in Mathematics Education.

Content of the module

Planning of research
 Written supervised research report in the STEM subject of Science Education/Technology Education/ICT Innovation in Education/Mathematics Education consisting of the following:
 Title page
 Abstract
 Introduction, problem statement, purpose of research and research questions
 Theoretical/conceptual framework/literature review
 The research design
 - Research approaches/paradigms
 - Data-collection methods/instruments
 - Data analyses
 - Reliability and validity/trustworthiness
 Findings
 Discussion of the findings
 Conclusions
 Reference list
 Table of content, list of abbreviations, acknowledgements and appendices

Assessment

There 40% is a exam entry requirement. The final mark is calculated by a 60% semester mark and 40% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.

EDU 5.6.7 Promotion requirements

- a) Refer to ED1: General Faculty Regulations, for additional information regarding promotion and re-admission requirements.

EDU 5.6.8 Award of honours degree

The Bachelor of Education Honours in STEM Education have completed all the prescribed modules.

EDU 5.6.9 Research time: 25%

EDU 6	SECTION F POST GRADUATE DIPLOMA PROGRAMMES (Purpose, outcomes, admission requirements, credits, assessment, module content)
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EDU 6.1	POSTGRADUATE DIPLOMA IN HIGHER EDUCATION (PG Dip in Higher Education)
PROGRAMME CODE	E5DHEQ
HEQF LEVEL	8
TOTAL CREDITS FOR THE QUALIFICATION	120
DATE INSTITUTED	1 JANUARY 2017
SAQA NUMBER	97684

EDU 6.1.1 Purpose of the programme and outcomes of the programme

The purpose of the programme is to develop academic staff as reflective practitioners by

- focusing on the relationship between theory and practice and the ways in which each informs and enriches the other
- expanding, strengthening and consolidating their knowledge of teaching, learning and assessment in higher education in the South African context
- facilitating their ability to develop, implement and assess informed and responsive curricula and related pedagogy, including learning with technology
- developing their capacity as educational researchers.

The programme has been conceptualised and developed as a holistic and integrated programme, and therefore, outcomes a) to c) are all supported by the modules in “Teaching and Learning in Higher Education”, “Curriculum Development” and “Assessment for Teaching and Learning”. Insights from these modules also inform the module in Research Methodology, which relates directly to the outcome.

EDU 6.1.2 Admission requirements

To gain admission into the Postgraduate Diploma in Higher Education a potential student should possess the following:

A Bachelor’s degree or equivalent and currently be engaged in teaching and learning in a higher education/FET institution or have had a minimum of one year’s experience in such an institution at the time of registration.

OR

A general NQF level 6 first degree or diploma, plus a 120C NQF level 7 Advanced Diploma in Teaching/ Postgraduate Certificate in Education (PGCE) and currently be engaged in teaching and learning in a higher education/FET institution or have had a minimum of one year’s experience in such an institution at the time of registration.

EDU 6.1.3 Additional selection criteria

An average of 65% for the previous degree is required to be allowed into the programme. In addition to the minimum admission requirements as outlined above, prospective students may undergo a selection process, including personal interviews and testing.

EDU 6.1.4 Programme structure

- a) Minimum duration: Two years formal instruction.
- b) The programme is only offered part time

All students are required to complete six (6) compulsory core modules. The first three modules, which provide the framework for the test of the course “Teaching and Learning in Higher Education”, “Curriculum Development” as well as “Assessment for Teaching and Learning” must be completed first. The others may be completed in any order, which will be dependent on both student preference and availability.

EDU 6.1.5 Curriculum

Curriculum summary – Post Graduate Diploma in Higher Education			
All modules are compulsory			
First year – Compulsory modules (part time)			
Module name	Module code	NQF level	Credits
Assessment for Learning in Higher Education	P8ALHEY	8	20
Curriculum Development in Higher Education	P8CDHEY	8	20
Teaching and Learning in Higher Education	P8TLHEY	8	20
Second year – Compulsory modules (part time)			
Research Methodology in Higher Education	P8RMHEY	8	20
Learning with Technology in Higher Education	P8THEY	8	20
Understanding Social Inclusion in Higher Education	P8USIHY	8	20

Curriculum outline – PG Dip in Higher Education

Module 1 (Compulsory)							
Module name	Assessment for Learning in Higher Education	Module code	P8ALHEY	Credits	20	NQF Level	8
Purpose of the module							
The purpose of this module is to train Higher Education and Training practitioners to design, develop and implement assessment for any instructional offering which is part of an accredited Higher Education programme.							
Outcomes of the module							
Content of the module							
Determining the purpose of assessment Articulating competencies which are to be assessed Determining an assessment strategy Planning assessment activities Implementing assessment Evaluating assessment evidence Recording and reporting assessment Providing feedback to candidates Reflecting on the assessment process Evaluating the competencies against which the assessment was carried out.							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the learning guide of the module that will be provided by the lecturer. A minimum mark of 50% must be achieved to pass the module.							

Module 2 (Compulsory)							
Module name	Curriculum Development in Higher Education	Module code	P8CDHEY	Credits	20	NQF Level	8
Purpose of the module							
The purpose of the module is to develop critical insight and understanding of various approaches, theories relating to curriculum development in higher education.							
Outcomes of the module							
Content of the module							
Exploring the concept of curriculum in the HE context Theories/approaches of Curriculum Development Constructive alignment Internal and external forces influencing curriculum change in higher education Principles of course design Methods for implementing curriculum change Disciplinary knowledge structures and implication for curriculum development							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the learning guide of the module that will be provided by the lecturer. A minimum mark of 50% must be achieved to pass the module.							

Module 3 (Compulsory)							
Module name	Teaching and Learning in Higher Education	Module code	P8TLHEY	Credits	20	NQF Level	8
Purpose of the module							
The purpose of the module is to develop the students' understanding and skills of teaching and learning of adult learners in order to effectively plan and facilitate learning of adults in various higher education contexts.							
Outcomes of the module							
xxx							
Content of the module							
"Learning to be" teaching and learning philosophy The adult learner Learning Theories Teaching methods, styles and techniques Plan and design adult learning opportunities							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the learning guide of the module that will be provided by the lecturer. A minimum mark of 50% must be achieved to pass the module.							

Module 4 (Compulsory)							
Module name	Research Methodology in Higher Education	Module code	P8RMHEY	Credits	20	NQF Level	8
Purpose of the module							
The purpose of this module is to develop research capacities of higher education practitioners in qualitative and quantitative methodologies, designs and techniques, in order to enable them to conduct research in their own field and practices.							
Outcomes of the module							

xxx
Content of the module
Qualitative research Qualitative research design Qualitative research methods Analysis of qualitative data Action Research as a Qualitative research design Quantitative research Ensuring sound quantitative research methodology Background to quantitative analyses Basic quantitative analysis techniques Practical quantitative analysis Writing up quantitative results
Assessment
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the learning guide of the module that will be provided by the lecturer. A minimum mark of 50% must be achieved to pass the module.

Module 6 (Compulsory)							
Module name	Learning with Technology in Higher Education	Module code	P8TLHEY	Credits	20	NQF Level	8
Purpose of the module							
The purpose of this module is to prepare higher education practitioners to use learning technologies effectively in their Higher Education landscape.							
Outcomes of the module							
xx							
Content of the module							
Learning Technology in the Higher Education Landscape Pedagogical Innovation and Learning Technology Implementing Learning Technologies in Higher Education Researching Learning Technologies in Higher Education							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the learning guide of the module that will be provided by the lecturer. A minimum mark of 50% must be achieved to pass the module.							

Module 8 (Compulsory)							
Module name	Understanding Social Inclusion in Higher Education	Module code	P8USIHEY	Credits	20	NQF Level	8
Purpose of the module							
The purpose of this module is to equip higher education practitioners with the knowledge and pedagogical strategies to create socially inclusive classrooms that preface social justice and equity.							
Outcomes of the module							
<ul style="list-style-type: none"> • Draw on and interrogate a range of philosophical underpinnings of social inclusion in Higher Education to consider when planning learning events • Plan responsive engaged and socially just learning programmes for a diverse range of students • Explore, adopt and utilise pedagogies that promote Access, Success and Redress as well as participatory parity 							

in higher education classrooms

- Explicitly link your teaching philosophy to your understanding of the nexus between issues of intersectionality, identity, teaching implications and serving of diverse cohorts in the higher education domain.

Content of the module

Philosophical underpinnings of social inclusion in Higher Education
Pedagogical implications for a socially inclusive Higher Education classroom
Access, success and participation in higher education

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the learning guide of the module that will be provided by the lecturer. A minimum mark of 50% must be achieved to pass the module.

ED 6.1.6 Promotion requirements

- a) Refer to ED1: General Faculty Regulations, for additional information regarding promotion and re-admission requirements.

ED 6.1.7 Award of postgraduate diploma

The Postgraduate Diploma in Higher Education will be awarded to students who have completed all the prescribed modules.

EDU 6.2	POSTGRADUATE DIPLOMA IN INCLUSIVE EDUCATION
PROGRAMME CODE	E5PIEQ
HEQF LEVEL	8
TOTAL CREDITS FOR THE QUALIFICATION	120
DATE INSTITUTED	1 JANUARY 2017
SAQA NUMBER	98034

EDU 6.2.1 Purpose of the programme

The purpose of the PGDip (Inclusive Education) is to develop in professional teachers' specialist theoretical knowledge and practical skills so that they may serve as specialised teachers in mainstream schools, as specialist teachers in special needs schools, as learning support specialists and/or as co-ordinators of learners with diverse abilities.

EDU 6.2.2 Outcomes of the programme

Students who have completed the programme will be able to:

- Critically discuss specialised theoretical knowledge regarding the pedagogy of inclusive education.
- Describe the nature, range and extent of physical, health, sensory and neurological disabilities; intellectual differences; cognitive impairments; learning and emotional problems in children.

- Integrate knowledge in the practice of identifying, teaching and supporting the above-mentioned disabilities and conditions within inclusive and special needs schools.
- Assess learners who have diverse abilities and educational needs; design and implement individualised intervention support plans; report on assessments and interventions; collaborate with parents, teachers, multi-disciplinary teams and support groups.
- Show adaptable professional skills and judgement in evaluating appropriate and effective curriculum differentiations and adapted classroom practices which may accommodate diverse learning abilities and educational needs in schools.
- Critically analyse relevant learning support materials, resources and practices, in the light of a conceptual understanding of inclusive education.
- Demonstrate high ethical standards in the practice of inclusive education, collaboration with stakeholders and their on-going professional development.
- Explain appropriate research methodology, such as case studies, in the field of inclusive education and conduct a case study research assignment of limited scope under supervision.

EDU 6.2.3 Admission requirements

Entry into the PG Dip (inclusive Education) is with an average of 65% for their previous qualification.

The qualifications are:

A four-year Bachelor of education degree.

OR

a three-year general Bachelor's Degree, capped by an Advanced Diploma in Teaching/ Postgraduate Certificate in Education

or

a 120 credit, level 7 Advanced Diploma in Education in a cognate sub-field of Education.

OR

A former postgraduate professional teaching qualification such as the Higher Diploma in Education (HDE) (PGCE) or University Education Diploma (UED).

EDU 6.2.4 Additional selection criteria

In addition to the minimum admission requirements as outlined above, prospective students may undergo a selection process, including personal interviews and written submissions regarding work experience and motivation for entry into the programme. Students will need to provide evidence that they have previously conducted study in the field of Inclusive Education or relevant, cognate field at level 7 (This could be for example, submission of a previous curriculum outline or a portfolio).

EDU 6.2.5 Programme structure

- a) The programme is offered full-time or part time
- b) Duration of the programme: One year full time or two years part time.
- c) All modules are compulsory.

All modules are completed in the same year if done full time. If part time the modules are split over the two years. There are no pre-requisites. All modules are at level 8. All modules are focused on the development of the specialisation. Fundamental learning credits are not applicable.

EDU 6.2.6 Curriculum

Curriculum summary – Post Graduate Diploma in Inclusive Education			
All modules are compulsory			
If registered for full time studies all four modules are completed in one year.			
Module name	Module code	NQF level	Credits
Inclusive Education Foundations	EIEF00Y	8	40
Assessment in Inclusive Schools	EAIS00Y	8	30
Learning Support	ELSP00Y	8	30
Community Involvement in inclusive schools	ECIS00Y	8	20

If register for part time studies two modules per year should be completed.			
Module name	Module code	NQF level	Credits
First year			
Inclusive Education Foundations	EIEF00Y	8	40
Assessment in Inclusive Schools	EAIS00Y	8	30
Second year			
Learning Support	ELSP00Y	8	30
Community Involvement in inclusive schools	ECIS00Y	8	20

Curriculum outline – PG Dip in Inclusive Education							
Module 1 (Compulsory)							
Module name	Community Involvement in inclusive schools	Module code	ECIS00Y	Credits	20	NQF Level	8
Purpose of the module							
To understand parent – school partnerships in developing supportive plans for learners with barriers to learning in an inclusive education system.							
Outcomes of the module							
<p>To discuss the foundational, disciplinary knowledge informing relevant theories of parent/community - school partnerships, the role-players rights and responsibilities and the nature of family dynamics pertaining to special needs and inclusive education.</p> <p>To identify, apply and evaluate appropriate principles and practical techniques in the communication, support and counselling of families where learners experience learning difficulties.</p> <p>To design, practically implement and reflect on parental involvement plans in inclusive schools which show application of principles of engagement in complex, real-life educational contexts.</p>							
Content of the module							

Parent/ community – school partnerships Ethical principles of engagement with learners and their families where barriers to learning are present. Parent consultations and basic counselling skills Home intervention plans and assistive technology Collaborating with parents, teachers, multi-disciplinary teams, disabled people's organisations.
Assessment
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.

Module 2 (Compulsory)							
Module name	Assessment in Inclusive Schools	Module code	EAIS00Y	Credits	30	NQF Level	8
Purpose of the module							
To integrate theory and practices of assessment processes in the identification of learners with barriers to learning and special educational needs and develop support profiles and assessment adaptations in an inclusive education system.							
Outcomes of the module							
1. Demonstrate an understanding of relevant theories, principles and concepts relating to assessment of learning in inclusive schools. 2. Identify, apply and evaluate appropriate methods and techniques of assessment within inclusive classrooms. 3. Design, practically implement and reflect on scholastic assessment plans for learners with scholastic difficulties which demonstrate application of assessment principles in complex, real-life educational contexts. 4. Report professionally and ethically on scholastic assessments for parents, educators and other multi-disciplinary team members.							
Content of the module							
Assessment theory and processes for inclusive educational settings. Developing support needs profiles Ethical assessment practices and reporting Assessment adaptations and concessions							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.							

Module 3 (Compulsory)							
Module name	Learning Support	Module code	ELSP00Y	Credits	30	NQF Level	8
Purpose of the module							
To develop professional skills in designing differentiated and adapted curricula in supporting learners with barriers to learning in an inclusive education system. To critically analyse learning support material, resources and practices within an inclusive education framework.							
Outcomes of the module							
1. Construct a conceptual framework illustrating the roles and functions of supportive structures within the education system. 2. Operationalise and manage relevant policies and procedures in inclusive schools that serve to promote quality education for all learners. 3. Identify, apply and evaluate appropriate principles and techniques in the scholastic support of learners who experience learning difficulties. 4. Design, practically implement and reflect on Individualised Support Plans for learners with special educational needs which demonstrate application of learning support theory in complex, real-life educational contexts.							
Content of the module							
Pedagogies for supporting inclusive teaching							

Individualised educational support programmes Curriculum adaptations, differentiation and multi-level teaching Assistive devices innovative technology and alternative augmentative communication systems for communication barriers
Assessment
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.

Module 4 (Compulsory)							
Module name	Inclusive Education Foundations	Module code	EIEF00Y	Credits	40	NQF Level	8
Purpose of the module							
To develop specialised knowledge of theories, principles, discourses and policies around inclusive education. To understand the nature, range, extent and complexity of intrinsic and extrinsic barriers to learning.							
Outcomes of the module							
<ol style="list-style-type: none"> 1. Critically discuss specialised theoretical knowledge regarding the pedagogy of inclusive education. 2. Describe the nature, range and extent of physical, health, sensory and neurological disabilities; intellectual differences; cognitive impairments; learning and emotional problems in children. 3. Integrate knowledge in the practice of identifying, teaching and supporting the above-mentioned disabilities and conditions within inclusive and special needs schools. 4. Assess learners who have diverse abilities and educational needs; design and implement individualised intervention support plans; report on assessments and interventions; collaborate with parents, teachers, multi-disciplinary teams and support groups. 5. Show adaptable professional skills and judgement in evaluating appropriate and effective curriculum differentiations and adapted classroom practices which may accommodate diverse learning abilities and educational needs in schools. 6. Critically analyse relevant learning support materials, resources and practices, in the light of a conceptual understanding of inclusive education. 7. Demonstrate high ethical standards in the practice of inclusive education, collaboration with stakeholders and their on-going professional development. 8. Explain appropriate research methodology, such as case studies, in the field of inclusive education and conduct a case study research assignment of limited scope under supervision. 							
Content of the module							
Theories, principles, discourses and policies underpinning Inclusive Education. International and national educational legislation and policies Inclusive concepts in an African context (Ubuntu, communalism) Physical, sensory, health, attention and neurological disabilities and impairments. Intellectual differences, giftedness, cognitive impairments, learning disorders. Emotional problems and disorders in children. Childhood social difficulties and contextual disadvantages.							
Assessment							
There is a 40% exam entry requirement. The final mark is calculated by a 50% semester mark and 50% exam mark make up the 100% final mark. A minimum mark of 50% must be achieved to pass the module. The semester mark is compiled through various methods as are noted in the online management system.							

ED 6.2.7 Promotion requirements

- a) Refer to ED1: General Faculty Regulations, for additional information regarding promotion and re-admission requirements.

ED 6.2.8 Award of postgraduate diploma

The Postgraduate Diploma Inclusive Education will be awarded to students who have completed all the prescribed modules.

EDU 6.3	POSTGRADUATE DIPLOMA IN RESEARCH SUPERVISION
PROGRAMME CODE	E5PRSQ
HEQF LEVEL	8
TOTAL CREDITS FOR THE QUALIFICATION	120
DATE INSTITUTED	1 JANUARY 2020
SAQA NUMBER	103107

EDU 6.3.1 Purpose of the programme and outcomes of the programme

To develop the knowledge, skills and dispositions of inexperienced, future and current postgraduate supervisors, by exposing them to and by actively involving them in the latest scientific thinking, practice, theories, policies, methodologies and strategies related to the supervision of postgraduate (master's and doctoral) students within the evolving South African Higher Education context. It is envisaged that participants will gradually become reflective practitioners of postgraduate supervision (including the associated ethics of supervision, approaches to assessment of postgraduate research and research methodologies as they intersect with supervision).

EDU 6.3.2 Outcomes of the programme

Students who have completed the programme will have the following competencies:

- An in-depth understanding of critical knowledges, theories, policies, methodologies and strategies (both current and emerging) relating to postgraduate research supervision, and the ability to apply these insights appropriately within their own supervision practice.
- The ability to critically reflect on postgraduate research supervision as a specialised pedagogy, and on the implications for their own supervision practice.
- Both theoretical insights and practical applications relating to the development of academic literacies for postgraduate students, including the disciplinary practices and values associated with various writing conventions.
- The ability to guide postgraduate research students with respect to choices regarding a variety of approaches to research design and data analysis, as appropriate to specific disciplines and research fields.
- The ability to conduct assessments of 'products' of postgraduate research (including tradition and article-based dissertation and theses and research articles), from a theoretically sound and practically informed position.
- Critical insights into the complexities of ethical research practice within their own discipline, especially in their capacity as supervisors.

EDU 6.3.3 Admission requirements

To gain admission into the Postgraduate Diploma in Research Supervision a potential student should possess

- a) at least a Master's degree or equivalent (at NQF level 9) AND
- b) have a minimum of two years' experience of at least honours-level research supervision and assessment at the time of registration, OR have commensurate appropriate Higher Education experience.

EDU 6.3.4 Additional selection criteria

An average of 65% for the previous degree is required to be allowed into the programme. In addition to the minimum admission requirements as outlined above, prospective students may undergo a selection process, including personal interviews and testing.

EDU 6.3.5 Programme structure

- a) Minimum duration: One-year formal instruction (Provided that associated Short learning programmes are completed or relevant modules linked to the qualification)
- b) The programme is offered only part time

EDU 6.3.6 Curriculum

Curriculum summary							
The curriculum consists of one compulsory module and six electives of which only five must be selected. All modules must be completed in two years per the UJ academic regulations.							
First year							
Semester 1				Semester 2			
Module name	Module code	NQF Level	Credits	Module name	Module code	NQF Level	Credits
Postgraduate Research Supervision (core module – Compulsory)	EPRSA01	8	20	Current and emerging issues in postgraduate supervision (elective)	ECIEA02	8	20
Assessment of post graduate research (elective)	EAPRA01	8	20	Supervision of quantitative research design (elective)	EESNA01	8	20
Second year							
Semester 1				Semester 2			
Supervision of qualitative research design (elective)	ESQRA01	8	20	Academic literacies in research supervision (Elective)	EALRA02	8	20
Research ethics in post graduate supervision (elective)	EREPA02	8	20				

The rules of combination for the constituent modules/courses and, where applicable, progression rules from one year to the next.

All students are required to complete the compulsory core module Introduction to Postgraduate Supervision, which provides the framework for the rest of the course of study. They may then choose the remaining five modules required for the qualification from a suite of six elective modules. Those elective modules chosen may be completed in any

order; this will be dependent on both student preference and module availability. Depending on their own time commitment and on the availability of the other modules in the Postgraduate Diploma, students may also complete their first elective at the same time as the compulsory core module. **All modules must be completed in two years per the time to completion (duration) per the UJ academic regulations.**

The programme has been conceptualised and developed as a holistic and integrated programme. The initial module Introduction to Postgraduate Supervision will introduce core themes by unpacking key aspects of the supervisor / supervisee relationship, and inform subsequent modules in their narrower and deepened focus on issues of academic literacy, the ethics of supervision, assessment of research outputs, and supervision of research methodologies

Curriculum outline – PG Dip in Research Supervision

CORE MODULE							
Module name	Postgraduate Research Supervision	Module code	EPRSA01	Credits	20	NQF Level	8
Purpose of the module							
This module is for supervisors who wish to become familiar with the basic practices, theories, policies, methodologies and strategies related to the supervision and mentoring of postgraduate students at all levels, including Honours. The module introduces innovative ways of engaging with the challenges and opportunities of research supervision in current times, benchmarked against international practice.							
Outcomes of the module							
<p>On completion of this module students are expected to:</p> <ul style="list-style-type: none"> Communicate their (personalised) understanding of what it means to be a postgraduate supervisor, and the implications it might have in a higher education context. Articulate the supervisor's and student's envisaged roles and responsibilities in respect of: <ul style="list-style-type: none"> (a) student application and preregistration (b) administrative and academic protocols (c) communication, feedback and record keeping (d) proposal writing and approval (e) doctoral committees and seminars (f) involvement in the community of scholars (including participation in conferences, publishing in journals, involvement in associations/societies and application for funding) (g) theoretical perspectives (the literature review) (h) research methodology, analysis and findings (i) research ethics (j) academic writing, language use, referencing and editing the assessment criteria, assessor reports and the doctoral viva. Distinguish between the levels of thinking and skills at Masters and Doctoral level. Reflect on different kinds of doctorates in relevant disciplines. Review and debate the research capabilities expected of a supervisor of research and PG candidates. Identify different approaches to supervision; compare Mentoring and Coaching and be able to apply coaching tools in supervision. Recognise phases of postgraduate supervision. Develop skills wrt the relational aspects and the diversity in supervision. National, institutional and faculty-specific policies and agreements in respect of the roles and responsibilities of both the supervisor and postgraduate candidates 							
Content of the module							

Engagement with the various activities will develop the knowledge, skills and dispositions of inexperienced and future postgraduate supervisors, by exposing them to and actively involving them in, the latest thinking, practice, theories, policies, methodologies and strategies related to the supervision and mentoring of postgraduate (master's and doctoral) students. The module provides insights into the role of the supervisor; thesis and dissertation genres; policies; pedagogies and processes relevant to our context and with reference to national and international literature. Also included are the concepts of 'postgraduateness' and 'doctorateness'; national, institutional and faculty-specific policies and agreements; models, styles, phases and the process of postgraduate supervision; and the supervisor's and student's envisaged roles and responsibilities.

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.

ELECTIVE 1

Module name	Assessment of Postgraduate Research	Module code	EAPRA01	Credits	20	NQF Level	8
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Purpose of the module

This module will involve participants in critical reflection in respect of the latest scientific thinking, practice, theories, policies and methodologies related to the appropriate assessment of 'products' of postgraduate research (e.g. research-based essays, master's dissertations or minor (and/or limited scope) dissertations and doctoral theses) in order to build their capacity, enabling them to conduct this type of assessment from a theoretically sound and practically informed position.

Outcomes of the module

On completion of this module participants should be able to:

- Demonstrate knowledge and understanding of the rationale for assessment in postgraduate supervision as well as of well-known concepts in assessment such as formative and summative assessment, validity, reliability, peer assessment, ethical aspects of assessment and metacognition in assessment
- Have a thorough knowledge of the university policies governing assessment in supervision
- Develop a personalized way of providing useful feedback to postgraduate work
- Be able to examine a thesis/ dissertation and manage the external examiner process
- Be able to assist a postgraduate student with the revision of a thesis and the development of journal articles from the thesis
- Be able to make a suitable choice for annotating electronic theses and comment on student work electronically

Content of the module

Participants will be required to reflect critically on the practices based on theories of assessment to guide students successfully to graduation, to provide enhanced awareness of ways of conducting assessment for learning (formative assessment) in meaningful ways, to improve their ability to conduct summative assessment and to help the postgraduate student through the assessment process from submission to graduation. The module also assists supervisors to guide students to publish their work after examination.

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.

ELECTIVE 2

Module name	Current and Emerging Issues in Postgraduate supervision	Module code	ECIEA02	Credits	20	NQF Level	8
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Purpose of the module

This module aims to alert supervisors of postgraduate students to current contextual debates and issues in postgraduate supervision so that they can respond to them sensitively and critically as they arise in supervisory practice.							
Outcomes of the module							
<p>The intended course outcomes relate to the nine 'critical cross-field outcomes' which guide all programmes at all levels of the higher education sector. The critical cross field outcomes require that students should be able to:</p> <ul style="list-style-type: none"> • Identify and solve problems related to assessment in a particular discipline; • Work in a team: develop of Community of Practice and contribute to group work; • Organise and manage themselves as active and engaged learning partners; • Collect, analyse and evaluate information; • Communicate effectively; • Use science and technology effectively (with respect to ICTs); • Recognise problem-solving contexts; • Reflect on and explore effective learning strategies; • Be culturally and aesthetically sensitive in their approach to their assessment practices. 							
Content of the module							
Current and emerging issues such as such as decolonization, social justice imperatives, the development of knowledge systems, the introduction of new qualifications and the push to strengthen diversity are dealt with.							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.							

ELECTIVE 3							
Module name	Supervision of Quantitative Research Design	Module code	EESNA01	Credits	20	NQF Level	8
Purpose of the module							
Completion of this module will enable supervisors of postgraduate students to guide the students with respect to appropriate choices regarding research design and data analysis in quantitative studies. In particular, participants who complete the module should be able to advise students with respect to the internal and external validity of their research design.							
Outcomes of the module							
<p>This module is designed to:</p> <ul style="list-style-type: none"> • Guide potential supervisors to manage the supervision of research that includes quantitative research • Extend supervisors' knowledge and skills through: <ul style="list-style-type: none"> o being part of and by promoting a departmental, faculty and institutional ethos of effective postgraduate research supervision, mentorship and assessment. o experiencing learning embedded in their daily tasks as academics or researchers. o peer interaction and learning, which will facilitate organic growth of 'communities' of postgraduate supervisors. • Add value to the institution, the HE sector and society at large through: <ul style="list-style-type: none"> o providing increased efficiency in research supervision capacity development opportunities. o implementing flexible capacity development opportunities in a diverse and comprehensive institution. o providing access to 'students' in full-time employment on all campuses and also in remote locations. o maximizing learning about postgraduate supervision and assessment in minimum time. o offering a formally accredited learning programme, officially recognized as continuous professional development. o successful participants being able to transfer their supervisory knowledge and 'skills' across South African HEIs. 							

Content of the module							
This module deals with both the content and pedagogy of supervision of quantitative research design and its practice and looks at the issues arising in the supervision of the research through a consideration of well-known student difficulties and strategies for alleviating these (and consequently difficulties experienced by a supervisor and how to address these difficulties). The module deals with all aspects of quantitative design, viz. joining a topic and philosophical tradition community, research design and methodology, technical aspects such as helping students use SPSS and running analyses, data collection and analysis, achieving reliable and valid research design and evaluating research design.							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.							

ELECTIVE 4							
Module name	Supervision of Qualitative Research Design	Module code	ESQRA01	Credits	20	NQF Level	8
Purpose of the module							
The purpose of this module is to provide supervisors at all levels (from novice and emerging scholars to experienced supervisors from other disciplines) with the tools to supervise postgraduate students who engage in qualitative research. In particular, participants who complete the module will be able to advise students with respect to the assumptions of qualitative designs arguments supporting qualitative inquiry, as well as the trustworthiness of research design.							
Outcomes of the module							
Content of the module							
The module offers comprehensive guidance and practical examples on how to navigate and supervise qualitative research designs and methodologies. The focus of the module is on social research. The various approaches, the philosophical, the practical, the analytical and the ethical elements as well as the role of the literature study in qualitative research are covered.							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.							

ELECTIVE 5							
Module name	Research Ethics in Postgraduate Supervision	Module code	EREPA02	Credits	20	NQF Level	8
Purpose of the module							
This module in Research Ethics is to enable novice researchers and the more experienced researcher/scholar in their capacity as supervisors to engage with the complexities of ethical research practice within their own discipline. Furthermore, it will empower researchers to assess potential risks and benefits of the research as well as address challenges of an ethical nature they may face during the research and supervision process							
Outcomes of the module							
Content of the module							
This module engages participants in multidimensional topics including moral decision-making, changing perceptions of ethical behaviour, policy compliance and the resolution of ethical dilemmas. The module will involve researchers in advanced critical reflection and development with regard to current thinking, practice, theories, and methodologies confronting researchers engaging in the act of doing research or in their capacity as supervisors.							

Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.							
ELECTIVE 6							
Module name	Academic Literacies in Research Supervision	Module code	EALRA02	Credits	20	NQF Level	8
Purpose of the module							
This module will provide participants with both theoretical insights into and practical activities in the development of academic literacy for postgraduate students. Beginning with a consideration of the linguistic challenges confronting students, it will then link disciplinary practices and values to various writing conventions before moving to specific research-related topics. Participants will be required to provide practical examples of student writing from their own environments and will also be provided with practical activities linked to each of the topics covered.							
Outcomes of the module							
Content of the module							
Beginning with a consideration of the linguistic challenges confronting students, it will link disciplinary practices and values to various writing conventions before moving to specific research-related topics. Participants will be required to provide practical examples of student writing from their own environments and will also be provided with practical activities linked to each of the topics covered. This module will focus on providing supervisors with the tools that will enable them to guide postgraduate students in how to access and use texts productively for each phase of their research projects, to prepare and present proposals, to write each chapter of their dissertation or thesis, to select and use visual elements appropriately, and to write journal articles based on their research.							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.							

EDU 6.3.7 Promotion requirements

- a) Refer to ED1: General Faculty Regulations, for additional information regarding promotion and re-admission requirements.

EDU 6.3.8 Award of postgraduate diploma

The Postgraduate Diploma in Research Supervision will be awarded to students who have completed all the prescribed modules.

EDU 7	SECTION G MASTER'S DEGREE PROGRAMMES (Purpose, outcomes, admission requirements, credits, assessment, module content)
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EDU 7.1	MASTER OF EDUCATION DEGREE: DISSERTATION – M Ed
PROGRAMME CODE	Refer to EDU 7/1.6. Students register per department
HEQF LEVEL	9
TOTAL CREDITS FOR THE QUALIFICATION	180
DATE INSTITUTED	1 JANUARY 2017 – HEQSF aligned
SAQA NUMBER	80385
PHASING OUT DATE	None

EDU 7.1.1 Purpose of the programme

The purpose of the Master in Education is to enable qualifying students to develop knowledge and skills to function as critically-reflective, competent and accountable education researchers who can contribute to the development of education knowledge at an advanced level.

EDU 7.1.2 Outcomes of the programme

Exit level outcomes:

- a) See Form 1 2007

EDU 7.1.3 Admission requirements

- a) Prospective candidates will have obtained a BEd (Hons) with a 65% overall average. See below EDU 7.1.4
- OR
- b) Prospective candidates will have obtained a suitable four-year professional bachelor's degree plus a teachers' diploma/ teaching qualification and work experience in the proposed field of specialisation. The Education knowledge of such candidates will be assessed by the Head of Department and the subject expert in the proposed field specialisation and a reading programme may be prescribed prior to following registration.
- OR
- c) Prospective candidates will have obtained a teacher's diploma /teaching qualification, plus an appropriate honours degree and work experience in the proposed field of specialisation. The Education knowledge of such candidates will be assessed by the Head of Department and the subject expert in the proposed field of specialisation and reading programme may be prescribed prior to registration.
- OR
- d) For admission to the field of Philosophy of Education, prospective candidates will have obtained bachelor's honours degree and work experience relevant to the proposed field of specialisation. The Education knowledge of such candidates will be assessed by the Head of Department and the subject expert in the proposed field of specialisation and reading programme may be prescribed prior to registration.

EDU 7.1.4 Additional selection criteria

Academic performance: students need to have attained a minimum of 65% in their previous degree. If 65% was not attained prior learning and experience in the field may be taken into consideration and students could be allowed to

register base on a pre-registration research proposal which is accepted by the Department in which the student will be registering.

In addition to the minimum admission requirements as outlined above, prospective students should provide; a written submission outlining work experience and motivation for entry into the programme. Prospective students may possibly undergo a selection process, including personal on-line interviews.

- **Students without an education qualification may be allowed to register for a MEd**, should those students have appropriate education related experience (e.g. work experience) in relation to the proposed topic of the MEd. Such a prospective student must be involved in pre-registration and a prescribed reading programme. Full registration will be allowed based on satisfactory progress with a Chapter 1 during the pre-registration period. The chapter, approved by the supervisor, must be submitted to the Faculty Office to allow full registration.

Note: Registration takes place per department

EDU 7.1.5 Programme structure

- Minimum duration: One year.
- Two-year part time

EDU 7.1.6 Curriculum

A dissertation on an approved topic in the field of Education

NOTE that this qualification has different programme codes but there is only ONE master of education in research dissertation mode in the Faculty. Programme codes are only to split the areas of investigation per department. Also for allocating supervisors.

Topics related to the following broad areas may be investigated:			
Possible broad area of investigation	Programme Code (pipeline as of 2024)	Module code Semester one (pipeline as of 2024)	Module code Semester two (pipeline as of 2024)
Department of Childhood Education			
1. Childhood Education	M5CHEQ	DIS9X0A	DIS9X0B
Department of Education and Curriculum Studies			
2. Adult Education	M5ECSQ	DIS9X0A	DIS9X0B
3. Curriculum Studies			
4. Educational Linguistics			
5. Higher Education			
6. Philosophy of Education			
7. Sociology of Education			
8. Teacher Education			
9. Values and Human Rights Education			
Department of Education Management			
10. Educational Management	M5DLMQ	DIS9X0A	DIS9X0B
Department of Educational Psychology			
11. Inclusive Education	M5EPSQ	DIS9X0A	DIS9X0B
12. Life and Career Orientation			
13. Psychology of Education			
Department of Science and Technology			

14. Information and Communication Technology in Education (ICT)	M5STEQ	DIS9X0A	DIS9X0B
15. Mathematics Education			
16. Science Education			
17. Technology Education			

Core Module (<i>Compulsory</i>)							
Module name	Dissertation	Semester 1 Module code	Refer to codes in the broad areas table	Credits	180	NQF Level	9
	Dissertation	Semester 2 Module code					

Purpose of the module
The purpose of this module is to develop intellectual and professional skills of the student, culminating in a dissertation that constitutes a distinctive contribution to knowledge of and insight into the subject discipline as well as the field of research.
Outcomes of the qualification
Students should be able to: <ul style="list-style-type: none"> a) critically analyse the purpose, components and process for compiling a dissertation for academic submissions to demonstrate a research topic in respect of own context in the subject discourse, b) plan outline of the minor dissertation and demonstrate the application of research methodology and principles for academic purposes, c) conduct independent research and critically develop an appropriate research proposal in order to evaluate an issue in the area of the subject, discourse. d) Conduct research that demonstrates an original contribution to the subject, and compile, submit and review a dissertation.
Content of the module
Dissertation in an area of specialisation
Assessment
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled from the results of two assessor reports. A minimum mark of 50% must be achieved to pass the qualification..

EDU 7.1.7 Promotion requirements

- a) General Faculty Regulations regarding promotion and re-admission requirements apply.

EDU 7.1.8 Award of master's degree

The Master of Education (Full Dissertation) will be awarded to students who have completed all the requirements for the qualification successfully.

EDU 7.1.9 Research time 100%

EDU 7.2	MASTER OF EDUCATION DEGREE: DISSERTATION – M Ed
PROGRAMME CODE	M5DCUQ, M5SCHQ, M5DEPQ, M5EDUQ, M5DSTQ (These qualification codes phase in as of 2024)
HEQF LEVEL	9
TOTAL CREDITS FOR THE QUALIFICATION	180
DATE INSTITUTED	1 JANUARY 2017 – HEQSF aligned
SAQA NUMBER	80385
PHASING OUT DATE	None

EDU 7.2.1 Purpose of the programme

The purpose of the master's in education is to enable qualifying students to develop knowledge and skills to function as critically-reflective, competent and accountable education researchers who can contribute to the development of education knowledge at an advanced level.

EDU 7.2.2 Outcomes of the programme

Exit level outcomes:

- b) See Form 1 2007

EDU 7.2.3 Admission requirements

- e) Prospective candidates will have obtained a BEd (Hons) with a 65% overall average. See below EDU 7.2.4
- OR
- f) Prospective candidates will have obtained a suitable four-year professional bachelor's degree plus a teachers' diploma/ teaching qualification and work experience in the proposed field of specialisation. The Education knowledge of such candidates will be assessed by the Head of Department and the subject expert in the proposed field specialisation and a reading programme may be prescribed prior to following registration.
- OR
- g) Prospective candidates will have obtained a teacher's diploma /teaching qualification, plus an appropriate honours degree and work experience in the proposed field of specialisation. The Education knowledge of such candidates will be assessed by the Head of Department and the subject expert in the proposed field of specialisation and reading programme may be prescribed prior to registration.
- OR
- h) For admission to the field of Philosophy of Education, prospective candidates will have obtained bachelor's honours degree and work experience relevant to the proposed field of specialisation. The Education knowledge of such candidates will be assessed by the Head of Department and the subject expert in the proposed field of specialisation and reading programme may be prescribed prior to registration.

EDU 7.2.4 Additional selection criteria

Academic performance: students need to have attained a minimum of 65% in their previous degree. If 65% was not attained prior learning and experience in the field may be taken into consideration and students could be allowed to register base on a pre-registration research proposal which is accepted by the Department in which the student will be registering.

In addition to the minimum admission requirements as outlined above, prospective students should provide; a written submission outlining work experience and motivation for entry into the programme. Prospective students may possibly undergo a selection process, including personal on-line interviews.

- **Students without an education qualification may be allowed to register for a MEd**, should those students have appropriate education related experience (e.g. work experience) in relation to the proposed topic of the MEd. Such a prospective student must be involved in pre-registration and a prescribed reading programme. Full registration will be allowed based on satisfactory progress with a Chapter 1 during the pre-registration period. The chapter, approved by the supervisor, must be submitted to the Faculty Office to allow full registration.

Note: Registration takes place per department

EDU 7.2.5 Programme structure

- Minimum duration: One year.
- Two-year part time

EDU 7.2.6 Curriculum

A dissertation on an approved topic in the field of Education

NOTE that this qualification has different programme codes but there is only ONE master of education in research dissertation mode in the Faculty. Programme codes are only to split the areas of investigation per department. Also for allocating supervisors.

Topics related to the following broad areas may be investigated:			
Possible broad area of investigation	Programme Code	Module code Semester one	Module code Semester two
Department of Childhood Education			
18. Childhood Education	M5SCHQ	DCE9XMA	DCE9XMB
Department of Education and Curriculum Studies			
19. Adult Education	M5DCUQ	ECS9XMA	ECS9XMB
20. Curriculum Studies			
21. Educational Linguistics			
22. Higher Education			
23. Philosophy of Education			
24. Sociology of Education			
25. Teacher Education			
26. Values and Human Rights Education			
Department of Education Management			
27. Educational Management	M5EDUQ	DLM9XMA	DLM9XMB
Department of Educational Psychology			
28. Inclusive Education	M5DEPQ	EPS9XMA	EPS9XMB
29. Life and Career Orientation			
30. Psychology of Education			
Department of Science and Technology			
31. Information and Communication Technology in Education (ICT)	M5DSTQ	STE9XMA	STE9XMB
32. Mathematics Education			
33. Science Education			



34. Technology Education			
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Core Module (<i>Compulsory</i>)							
Module name	Dissertation	Semester 1 Module code	Refer to codes in the broad areas table	Credits	180	NQF Level	9
	Dissertation	Semester 2 Module code					

Purpose of the module							
The purpose of this module is to develop intellectual and professional skills of the student, culminating in a dissertation that constitutes a distinctive contribution to knowledge of and insight into the subject discipline as well as the field of research.							
Outcomes of the qualification							
<p>Students should be able to:</p> <ul style="list-style-type: none"> e) critically analyse the purpose, components and process for compiling a dissertation for academic submissions to demonstrate a research topic in respect of own context in the subject discourse, f) plan outline of the minor dissertation and demonstrate the application of research methodology and principles for academic purposes, g) conduct independent research and critically develop an appropriate research proposal in order to evaluate an issue in the area of the subject, discourse. h) Conduct research that demonstrates an original contribution to the subject, and compile, submit and review a dissertation. 							
Content of the module							
Dissertation in an area of specialisation							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled from the results of two assessor reports. A minimum mark of 50% must be achieved to pass the qualification.							

EDU 7.2.7 Promotion requirements

- a) General Faculty Regulations regarding promotion and re-admission requirements apply.

EDU 7.2.8 Award of master's degree

The Master of Education (Full Dissertation) will be awarded to students who have completed all the requirements for the qualification successfully.

EDU 7.2.9 Research time 100%

ED 7.3 MASTER OF EDUCATION COURSE WORK DEGREE
MASTER OF EDUCATION: COURSE WORK AND MINOR DISSERTATION

EDU 7.3.1	Master in Education Leadership and Management
PROGRAMME CODE	M5EMAP (<i>Pipeline</i>)
OFFERING TYPE	E Learning/Online
HEQF LEVEL	9
TOTAL CREDITS FOR THE QUALIFICATION	180
DATE INSTITUTED	1 JANUARY 2018 – New NQF and HEQF aligned
SAQA NUMBER	102210
PHASING OUT DATE	2022 (<i>Pipeline due to a new carousel model</i>)

EDU 7.3.1.1 Purpose of the programme

The purpose of the MEd in Educational Management (theory based) programme is to enable students to develop the professional skills, knowledge and attitudes that are necessary to become competent school and leaders and managers. Further, it will enable students to develop intellectual, theoretical and disciplinary knowledge of and insight into theories, concepts and practices in educational leadership and management. From a broader knowledge base, students will be able to reflect critically on and evaluate their experiences, performance and progress, and be able to transfer and apply skills and knowledge to different contexts. As can be deduced from the formal purpose statement, the MEd in Educational Management at the University of Johannesburg is aimed at emerging and practising educational leaders and managers in schools and those employed by the state and are in management/administrative positions in the schooling sector. It aims at advancing the professionalization of educational leadership and management practice and at building capacity with regard to educational management research. It further aims to achieve the consolidation and deepening of knowledge and expertise in Educational Management and how theoretical knowledge in these areas can be used to address issues of practice in various education settings. It aims to provide students with the capacity to analyse the research methodology and techniques of educational research in schools and communities and to conduct and report on research under supervision in order to prepare for research-based post graduate studies. The aim is further to advance enquiry into and reflects on findings from research on leadership and management practice.

The exit level outcomes in the MEd in Educational Management programme require that students demonstrate the following competences:

- Problem solving and the selection and application of problem-solving strategies to everyday educational leadership and management problems as well as assessment and the application of the proposed solutions in different educational situations and contexts;
- Research by collecting, recording, analysing data and evaluating research theory and findings on Educational Management issues;
- Good teamwork and collaborative work in school management and teaching teams by applying relevant managerial skills and knowledge;
- Developing a macro vision and assessing a shared vision for effective school management, which is grounded in appropriate managerial knowledge, values, skills and attitudes;
- Managing diversity and promoting an organisational culture, based on managerial theory and practice, that is conducive to teaching and learning in a multicultural society;
- Advanced reflection on professional and personal development;
- A commitment to high ethical standards in the practice of Educational Leadership and Management.

EDU 7.3.1.2 Outcomes of the programme

1. Scope of knowledge, in respect of which a learner is able to demonstrate specialist knowledge to enable engagement with and critique of current research or practices, as well as advanced scholarship or research in a particular field discipline or practice.
2. Prepare students for research-based post-graduate studies and to engage in critical discussion of a range of practices in the Leadership and Management of other adults in organisations.
3. Consolidates and deepens expertise in Educational Leadership and Management.(ELM)
4. Develops research capacity in the methodology and techniques of ELM.
5. Enables development of a deep critical understanding of the organisation, and the environment in which course members operate
6. Advanced reflection and development by means of a systematic survey of current thinking, practice, and research methods in Education Leadership and Management.
7. Conduct and report on research under supervision.
8. Utilize existing and emerging international research informed knowledge of Educational Leadership
9. Provide access to global academic excellence

EDU 7.3.1.3 Admission requirements

Qualified teachers, senior education managers holding a BEd Honours degree or a Postgraduate Diploma in Education either in Leadership and Management or its equivalent will be allowed into the programme.

EDU 7.3.1.4 Additional selection criteria

An average of 65% for the previous degree is required to be allowed into the programme. The decision to recommend admission is made by the programme coordinator who will interview prospective students (either face to face or by means of conferencing systems). During the selection process, the course coordinator will consider the career history of applicants. The programme coordinator may also request applicants to perform certain discipline related writing or practical skills tasks as means of assessing the breadth and depth of their knowledge and skills, before finalising admission decisions.

It is a further requirement that students who wish to enrol for this programme have strong general computer skills, and that they have reliable access to the internet.

EDU 7.3.1.5 Programme structure

- a) Minimum duration: Two years seven months formal instruction.
- b) The programme is offered part time online
- c) All modules are compulsory.
- d) All course work to be completed before dissertation modules can be taken.

All students entering this qualification are expected to be Information and Communication Technology in Education competent.

EDU 7.3.1.6 Curriculum

Curriculum summary		
Module name	Module Code	Credits
Educational Leadership A	EDLACP1	10
Educational Leadership B	EDLBCEP1	10

Educational Policy and Practice A	MPPACP1	10
Educational Policy and Practice B	MPPBCP1	10
Quantitative Research in Educational Leadership and Management A	NRLACP1	10
Quantitative Research in Educational Leadership and Management B	NRLBCP1	10
Organisational Behaviour A	ORBACP1	10
Organisational Behaviour B	ORBBCP1	10
Qualitative Research in Educational Leadership and Management A	QRLACP1	10
Qualitative Research in Educational Leadership and Management B	QRLBCP1	10
Resource Management in Educational Leadership and Management A	RMLACP1	10
Resource Management in Educational Leadership and Management B	RMLBCP1	10
Minor Dissertation A	MDUAYP1	15
Minor Dissertation B	MDUAYP1	15
Minor Dissertation C	MDUCYP1	15
Minor Dissertation D	MDUDYP1	15

Curriculum outline

MODULE 1 and 2 (Compulsory)							
Module name	Organisational Behaviour A	Module code	ORBACP1	Credits	10	NQF Level	9
	Organisational Behaviour B		ORBBCP1		10		
Purpose of the module							
To strengthen and deepen the student's fundamental knowledge of the applicable to theoretical aspects of Organisational Behaviour for Educational Leadership and Management							
Outcomes							
At the end of the module students should be able to:							
<ol style="list-style-type: none">1. Analyse how the neoliberal environment is influencing organisations, including education globally and locally.2. Reflect critically on the nature of organisations through organisation theory.3. Propose approaches to inclusive and equitable organisational practices after critical reflection on cultural, racial and gender diversity dimensions through the lens of organisation theory.4. Evaluate organisation effectiveness and people satisfaction and engagement through the mainstream and critical theoretical frameworks.5. Apply strategic organisation theories to develop appropriate change strategy for complex situations in organisations.6. Discuss organisational learning processes that underpin learning organisations.7. Evaluate theories, concepts and frameworks and apply them to a range of organisational phenomena for improving the performance and satisfaction of people in organisations.							
Content of the module							
Organisational Development Strategic planning and decision-making Theoretical aspects of behaviour							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the learning guide of the module that will be provided by the lecturer. A minimum mark of 50% must be achieved to pass the module.							

MODULE 3 and 4 (Compulsory)							
	Educational Leadership A		EDLACP1	Credits	10		9

Module name	Educational Leadership B	Module code	EDLBCP1		10	NQF Level	
Purpose of the module							
To strengthen and deepen the student's fundamental knowledge of theories of Educational Leadership and a better understanding of diversity and social justice.							
Content of the module							
Leadership Theories Social Justice and Diversity Case Studies in Educational Leadership							
Outcomes							
At the end of the module students should be able to:							
<ol style="list-style-type: none"> 1. Have a deep fundamental knowledge of theories of educational leadership 2. Have a better understanding of the impact of diversity and social justice in the field of education leadership and management 							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.							

MODULE 4 and 5 (compulsory)							
Module name	Resource Management in Educational Leadership and Management A	Module code	RMLACP1	Credits	10	NQF Level	9
	Resource Management in Educational Leadership and Management B		RMLBCP1		10		9
Purpose of the module							
The purpose is to introduce key concepts and theories relevant to the study of human relations, conflict management and professional development. Furthermore focus on financial management and planning as well as the economics of education.							
Content of the module							
Human Resource Management and the principle of dynamic equilibrium Professional development Function of financial Management Economics of Education							
Outcomes							
At the end of the module, students should be able to: 1. Identify, distinguish and use key concepts in resource management in education. 2. Identify and apply theories to the study of resource management in education. 3. Critically analyse financial management and planning as it concerns education/schools. 4. Critique relevant literature on economics of education.							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.							

MODULE 5 and 6 (Compulsory)							
Module name	Educational Policy and Practice A	Module code	MPPACP1	Credits		NQF level	
	Educational Policy and Practice B		MPPBCP1				

Purpose of the module
To understand the relationship between societal developments and Education Policy. To reveal ways in which policy is described and to critically interpret policy developments. To understand the importance of Education Law in schools. To critically analyse court cases related to Education.
Content of the module
Education policy. Policy development. Human Rights Role of SASA and Constitution Learner discipline Policies and perspectives Case Law
Outcomes
At the end of the module students should be able to: <ol style="list-style-type: none"> 1. Understand the role of policy in societal developments. 2. Critically interpret policy developments, policy implementation and policy/practice gaps
Assessment
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.

MODULE 7 and 8 (Compulsory)							
Module name	Quantitative Research in Educational Leadership and Management A	Module code	NRLACP1	Credits	10	NQF Level	9
	Quantitative Research in Educational Leadership and Management B		NRLBCP1		10		9
Purpose of the module							
To provide students the opportunity to focus on the theoretical foundations of QR and should reflect the student's ability to communicate the research in terms of basic research structure i.e. statement of problem, research questions, rationale for the research, literature review, research design and methodology, results/findings and recommendations.							
Content of the module							
Research project, supervised in the form of a dissertation of limited scope Historical background of QR Research design Research design Data Analysis Introduction to QR							
Outcomes							
At the end of the module students should be able to:							
<ol style="list-style-type: none">1. Discover quantitative research within the local and global field of Leadership and Management in Education2. Justify the use of quantitative versus qualitative research design within a particular setting3. Interpret quantitative data and selection criteria within your local scholastic or organisational context4. Analyse quantitative data by means of computation and graphical representation for an intended target audience Determine reliability and validity in quantitative data collected within a particular setting.5. Present quantitative data for research purposes within your local scholastic or organisational context6. Evaluate salient features and structure of a quantitative proposal and dissertation7. Design quantitative research instruments for use in educational research							

8. Apply research knowledge and skills for the conduct and reporting of quantitative research in the field of Educational Leadership and Management.
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Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.

MODULE 5 and 6 (Compulsory)							
Module name	Quantitative Research in Educational Leadership and Management A	Module code	QRLACP1	Credits	10	NQF Level	9
	Qualitative Research in Educational Leadership and Management B		QRLBCP1		10		9

Purpose of the module

To provide students the opportunity to focus on the history of Quantitative research and to be able to do statistical analysis

Content of the module

Introduction to Quantitative research
Using Graphics
Quantitative data selection
Design a Questionnaire
Quantitative data analysis

Outcomes

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

1. Explore the history of quantitative research.
2. Carry out statistical analysis

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.

MODULE 6 – 9 (Compulsory)							
Module name	Minor dissertation A	Module code	MDUAYP1	Credits	15	NQF Level	9
	Minor Dissertation B		MDUAYP1		15		9
	Minor Dissertation C		MDUCYP1		15		9
	Minor Dissertation D		MDUDYP1		15		9

Purpose of the module

The development of a dissertation combined with all the skills and knowledge students have learnt in all the modules.

Content of the module

Minor dissertation of limited scope

Outcomes

At the end of the minor dissertation A students should be able to:

1. Incorporate research skills and knowledge.
2. Choose a research topic in the field of Education Leadership and Management
3. Explain the background to the research problem.
4. Formulate research question(s) and aims and objectives.
5. Decide on the applicable research method for the topic.
6. Outline and critically appraise relevant theoretical framework and literature.

7. Develop a feasible research proposal.

At the end of the minor dissertation B students should be able to:

1. Incorporate research skills and knowledge;
2. Outline and critically appraise relevant theoretical framework and literature;
3. Develop fieldwork tools
4. Make arrangements to prepare for fieldwork (permission, consent, ethics etc.)

At the end of the minor dissertation C students should be able to:

1. Incorporate research skills and knowledge.
2. Collect and analyse research data and
3. Draw conclusion(s)

At the end of the minor dissertation S students should be able to:

1. Incorporate research skills and knowledge.
2. Complete research project

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.

EDU 7.3.1.7 Promotion requirements

- a) Refer to ED 1.3.5 General Faculty Regulations regarding further promotion and re-admission requirements information.

EDU 7.3.1.8 Award of master's degree

The Masters of Education in Education Leadership and Management will be awarded to students who have completed all the prescribed prerequisites successfully.

EDU 7.3.1.9 Research time: 50%

EDU 7.3.2	Master in Education Leadership and Management
PROGRAMME CODE	M5EDMP
OFFERING TYPE	E Learning/Online
HEQF LEVEL	9
TOTAL CREDITS FOR THE QUALIFICATION	180
DATE INSTITUTED	1 JANUARY 2018 – New NQF and HEQF aligned
SAQA NUMBER	102210
PHASING OUT DATE	None (<i>New carousel model that replaces M5EMAP</i>)

EDU 7.3.2.1 Purpose of the programme

The purpose of the MEd in Educational Management (theory based) programme is to enable students to develop the professional skills, knowledge and attitudes that are necessary to become competent school and leaders and managers. Further, it will enable students to develop intellectual, theoretical and disciplinary knowledge of and insight into theories, concepts and practices in educational leadership and management. From a broader knowledge base, students will be able to reflect critically on and evaluate their experiences, performance and progress, and be able to transfer and apply skills and knowledge to different contexts. As can be deduced from the formal purpose statement, the MEd in Educational Management at the University of Johannesburg is aimed at emerging and practising educational leaders and managers in schools and those employed by the state and are in management/administrative positions in the schooling sector. It aims at advancing the professionalization of educational leadership and management practice and at building capacity with regard to educational management research. It further aims to achieve the consolidation and deepening of knowledge and expertise in Educational Management and how theoretical knowledge in these areas can be used to address issues of practice in various education settings. It aims to provide students with the capacity to analyse the research methodology and techniques of educational research in schools and communities and to conduct and report on research under supervision in order to prepare for research-based post graduate studies. The aim is further to advance enquiry into and reflects on findings from research on leadership and management practice.

The exit level outcomes in the MEd in Educational Management programme require that students demonstrate the following competences:

- Problem solving and the selection and application of problem-solving strategies to everyday educational leadership and management problems as well as assessment and the application of the proposed solutions in different educational situations and contexts;
- Research by collecting, recording, analysing data and evaluating research theory and findings on Educational Management issues;
- Good teamwork and collaborative work in school management and teaching teams by applying relevant managerial skills and knowledge;
- Developing a macro vision and assessing a shared vision for effective school management, which is grounded in appropriate managerial knowledge, values, skills and attitudes;
- Managing diversity and promoting an organisational culture, based on managerial theory and practice, that is conducive to teaching and learning in a multicultural society;
- Advanced reflection on professional and personal development;
- A commitment to high ethical standards in the practice of Educational Leadership and Management.

EDU 7.3.2.2 Outcomes of the programme

1. Scope of knowledge, in respect of which a learner is able to demonstrate specialist knowledge to enable engagement with and critique of current research or practices, as well as advanced scholarship or research in a particular field discipline or practice.
2. Prepare students for research-based post-graduate studies and to engage in critical discussion of a

- range of practices in the Leadership and Management of other adults in organisations.
3. Consolidates and deepens expertise in Educational Leadership and Management.(ELM)
4. Develops research capacity in the methodology and techniques of ELM.
5. Enables development of a deep critical understanding of the organisation, and the environment in which course members operate
6. Advanced reflection and development by means of a systematic survey of current thinking, practice, and research methods in Education Leadership and Management.
7. Conduct and report on research under supervision.
8. Utilize existing and emerging international research informed knowledge of Educational Leadership
9. Provide access to global academic excellence

EDU 7.3.3.2 Admission requirements

Qualified teachers, senior education managers holding a BEd Honours degree or a Postgraduate Diploma in Education either in Leadership and Management or its equivalent will be allowed into the programme.

EDU 7.3.3.4 Additional selection criteria

An average of 65% for the previous degree is required to be allowed into the programme. The decision to recommend admission is made by the programme coordinator who will interview prospective students (either face to face or by means of conferencing systems). During the selection process, the course coordinator will consider the career history of applicants. The programme coordinator may also request applicants to perform certain discipline related writing or practical skills tasks as means of assessing the breadth and depth of their knowledge and skills, before finalising admission decisions.

It is a further requirement that students who wish to enrol for this programme have strong general computer skills, and that they have reliable access to the internet.

EDU 7.3.3.5 Programme structure

- a) Minimum duration: Two-Years formal instruction. Maximum duration: 3 years
- b) The programme is offered part time
- c) All modules are compulsory. Course work modules to be passed and completed before entry to dissertation modules
Modules are undertaken over a seven week period. The programme is split over two years and consists of compulsory modules and a minor dissertation, which may take the form of a research report.
All students entering this qualification are expected to be Information and Communication Technology in Education competent.

EDU 7.3.3.6 Curriculum

Curriculum summary		
Module name	Code	Credits
Academic Writing and Research Skills Educational Leadership A	AWRSCP1	15
Resource Management in Education Leadership and Management	RMEMCP1	15
Education Policy and Practice	EPPMCP1	15
Organisational Behaviour	OBEMCP1	15
Educational leadership	ELEMCP1	15
Qualitative Research in Education Leadership and Management	QREMCP1	15
Future trends in education leadership	FTELCP1	15

Quantitative research in Education Leadership and Management	QNMCP1	15
Minor Dissertation A	RPMACP1	15
Minor Dissertation B	RPMBP1	15
Minor Dissertation C	RPMCCP1	15
Minor Dissertation D	RPMDP1	15
Minor Dissertation Modules – 60 Credits after completed examination process result		
Total Credits (180 Credits)		
*The module sequencing may vary between programme start dates.		

Curriculum outline

MODULE 1 (Compulsory)							
Module name	Academic Writing and Research Skills Educational Leadership A	Module code	AWRSCP1	Credits	15	NQF Level	9
Purpose of the module							
This module seeks to develop the academic writing and research skills of postgraduate students in education leadership and management. The focus of this module is to socialise postgraduate students to the conventions of academic language, writing and research skills. Students will be exposed to the different referencing techniques, academic writing stages and processes, issues of plagiarism in academic writing and ethical measures pertinent to research studies. The ultimate purpose of this module is to develop the research capacity of Master's students towards an advanced scholarly level of academic writing and research skills. From a broader knowledge base, students, who complete this module will be able to reflect critically and creatively, evaluate their writing and transfer skills and knowledge to different academic writing contexts.							
Outcomes of the module							
1. Show an advanced scholarly level of academic writing skills required at Master's level to become independent, lifelong, critical and creative-thinking scholars. 2. Demonstrate your ability to use academic language critically to present and analyse an argument. 3. Exhibit your knowledge, skills, values and attitudes in the writing processes involved in academic writing and research. 4. Validate your skills in utilizing the appropriate referencing techniques in academic writing. 5. Engage critically with research articles and case studies relevant to academic writing and research.							
Content of the module							
Academic writing Appropriate use of academic language Referencing techniques							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.							

MODULE 2 (Compulsory)							
Module name	Resource Management in Education Leadership and Management	Module code	RMEMCP1	Credits	15	NQF Level	9
Purpose of the module							
This module seeks to expose students to resource management in education, which is an imperative for effective and responsive leadership. It focuses on key drivers of resource management from a research, theoretical, practical and sustainable perspective. The module further develops several paradigmatic knowledge bases that support the field of resource management preparing leaders for the future of education in a constantly changing world. The							

topics explored include but are not limited to human relations, conflict management professional development, performance management, financial management and economics in education for the era of 4IR.

Outcomes of the module

At the end of the module, students should be able to identify, distinguish and use key concepts in resource management in education, especially when conducting research. Also, students are required to identify and be able to apply theories to the study of resource management in education, with emphasis on human relations, conflict management and professional development. Furthermore, students should be able to critically analyse financial management and planning as it concerns education/schools. Additionally, students are exposed to the economics of education by studying prominent authors in the field. Thus, the students are required to be able to critique relevant literature on economics of education.

Content of the module

Human Resource Management
Professional development
Function of financial Management
Economics of Education

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.

MODULE 3 (Compulsory)

Module name	Education Policy and Practice	Module code	EPPMCP1	Credits	15	NQF Level	9
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Purpose of the module

This module helps students to understand the relationship between societal developments and education policies. It reveals ways in which policies are described, to enable a critical understanding of how policies are developed. Furthermore, it deals with the interpretation of legislation including the constitution as applicable to school environment. School administrators/leaders and managers will benefit from this module. Managers of other learning institution(s) will benefit from the module as well. Candidates willing to pursue studies in education policy, law, management, leadership and administration will benefit from this module because it enhances professional development and managerial skills.

Outcomes of the module

Understand the role of policy and law in societal developments; critically interpret policy developments and policy implementation; apply policy analysis and evaluation to critically analyse selected education court cases and policy

Content of the module

Education policy and law
Policy development and implementation.
Policy analysis

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.

MODULE 4 (Compulsory)

Module name	Organisational Behaviour	Module code	OBEMCP1	Credits	15	NQF Level	9
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Purpose of the module

This module seeks to deepen an understanding of traditional organisational behaviour topics through critical interrogation of long-standing assumptions pertaining to the complexity of the interdependent relationship between

individuals, groups, organisation and the related context. Such an understanding will enhance education managers and leaders' competences in creating conducive work context for the evolving human dynamics in the era of 4IR within an African and global context. The module develops managers and leaders alternative thinking and practice, and has a strong research orientation, the module will engage critical theoretical frameworks of organisational behaviour as emerging from critical organisation and management studies. The module deals with concepts and theories related to organisation (theory), organisation change and leadership and critical organisation studies – critical management studies. The module strives to enable students to apply theoretical frameworks of mainstream and critical approaches of organisational behaviour to resolve important problems in organisation effectiveness as well as people satisfaction and engagement.

Outcomes of the module

1. Analyse how the neoliberal environment is influencing organisations, including education globally and locally.
2. Reflect critically on the nature of organisations through organisation theory.
3. Propose approaches to inclusive and equitable organisational practices after critical reflection on cultural, racial and gender diversity dimensions through the lens of organisation theory.
4. Evaluate organisation effectiveness and people satisfaction and engagement through the mainstream and critical theoretical frameworks.
5. Apply strategic organisation theories to develop appropriate change strategy for complex situations in organisations.
6. Discuss organisational learning processes that underpin learning organisations.
7. Evaluate theories, concepts and frameworks and apply them to a range of organisational phenomena for improving the performance and satisfaction of people in organisations."

Content of the module

Organisational environment and development
 Organisation effectiveness and people satisfaction
 Organisation theories

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.

MODULE 5 (Compulsory)

Module name	Educational leadership	Module code	ELEMCP1	Credits	15	NQF Level	9
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Purpose of the module

This module seeks to strengthen and deepen the student's fundamental knowledge of theories of Educational Leadership by focussing on various leadership theories, education management models and perspectives. Moreover, this module orientates students towards an advanced, reflective understanding of critical leadership theories that underpin social justice and diversity associated with overall organisational effectiveness in the evolution of education leadership. Selected case studies in education leadership and management are utilised to demonstrate real-life situations, where students apply theory in practice. In so doing, student's theoretical and practical knowledge of constructs such as leadership, management, theory, trends, quality schools and school effectiveness are enhanced.

Outcomes of the module

To strengthen and deepen the student's fundamental knowledge of theories of Educational Leadership and a better understanding of diversity and social justice

Content of the module

Educational leadership theories
 Social Justice and Diversity
 Case Studies in Educational Leadership

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.

MODULE 6 (Compulsory)							
Module name	Qualitative Research in Education Leadership and Management	Module code	QREMCP1	Credits	15	NQF Level	9
Purpose of the module							
This module provides students the opportunity to focus on the theoretical foundations of qualitative research and the processes involved in conducting qualitative research. During the course of the module, qualitative research designs and data collection methods will be examined from a theoretical perspective but applied using a practical orientation to research. The module strives to develop the research knowledge, skills and experiences of students building qualitative research capacity necessary for undertaking qualitative research.							
Outcomes of the module							
. Discover quantitative research within the local and global field of Leadership and Management in Education B. Justify the use of quantitative versus qualitative research design within a particular setting C. Interpret quantitative data and selection criteria within your local scholastic or organisational context D. Analyse quantitative data by means of computation and graphical representation for an intended target audience E. Determine reliability and validity in quantitative data collected within a particular setting. F. Present quantitative data for research purposes within your local scholastic or organisational context G. Evaluate salient features and structure of a quantitative proposal and dissertation H. Design quantitative research instruments for use in educational research I. Apply research knowledge and skills for the conduct and reporting of quantitative research in the field of Educational Leadership and Management.							
Content of the module							
A features of qualitative research B worldviews (paradigms) and research designs (strategies of inquiry) associated with qualitative research C terminology associated with research, particularly qualitative research D distinguish between a qualitative inquiry and a quantitative inquiry E 'thick description' in qualitative inquiry F the researcher as an instrument of data collection G qualitative data collection methods H qualitative research designs I criteria for trustworthiness J qualitative sampling K process of qualitative data analysis L structure and information pertaining to the online masters minor dissertation							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.							

MODULE 7 (Compulsory)							
Module name	Future trends in education leadership	Module code	FTELCP1	Credits	15	NQF Level	9
Purpose of the module							
This module seeks to explore the current and future trends in the education leadership and management research landscape in the era of 4IR. It develops an education leader's research orientation through the lens of life-long							

learning and adaptive expertise and delves into researching a learning driven school culture responsive to the disruptive influences of digitalization and social innovation. Topics in this module include but are not limited to: Leaders of learning in the school context, Leading an education revolution that embraces 4IR, Leading schools as innovative learning environments, and Leading towards the strategic inclusion of young teachers as leaders (of technology, pedagogy and alternative technology driven methodologies)
Outcomes of the module
At the end of this module, the student will be able to: 1. Explore the current education leadership landscape through the extraction of the most significant trends in leadership for the local and global school contexts for a 4IR world; 2. Evaluate strategic, visionary and cross-leadership models that propel education towards preparation for an uncertain future; 3. Define characteristics of a future-fit leader; 4. Develop a critical stance through meaningful and intellectual choices on the kind of leadership research needed within the context of 21st century skills development imposed by 4IR.
Content of the module
Trends in leadership leadership models for uncertain future Future-fit leader Leadership research needed for 21 st century
Assessment
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.

MODULE 8 (Compulsory)							
Module name	Quantitative research in Education Leadership and Management	Module code	QNRMCP1	Credits	15	NQF Level	9
Purpose of the module							
An introduction to basic concepts in quantitative research, questionnaire design, data collection and capture in quantitative research. Data analysis in quantitative research.							
Outcomes of the module							
To provide students the opportunity to focus on the history, techniques and processes of Quantitative research and to be able to do statistical analysis							
Content of the module							
History of Quantitative research Questionnaires Data collection Statistical analysis							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.							

MODULE 9 (Compulsory)							
Module name	Minor Dissertation A	Module code	RPMACP1	Credits	15	NQF Level	9
Purpose of the module							
In this module students will be required to produce a research proposal. Various skills should be demonstrated in the proposal including, the contextualisation of the research problem, the formulation of research questions, aims and objectives, as well as providing a defensible research design and methodology.							
Outcomes of the module							

Incorporate research skills and knowledge; choose a research topic and identify background to the problem; formulate research question(s) and aims and objectives; decide on the applicable research method for the topic; outline and critically appraise relevant theoretical framework and literature; develop a feasible research proposal
Content of the module
Choose a research topic Explain the background to the research problem. Formulate research question(s) and aims and objectives. Decide on the applicable research method for the topic. Outline relevant theoretical framework and literature. Develop a feasible research proposal.
Assessment
Continuous Assessment

MODULE 10 (Compulsory)							
Module name	Minor Dissertation B	Module code	RPMBCP1	Credits	15	NQF Level	9
Purpose of the module							
This module will include the development of a literature review and a theoretical framework for the study.							
Outcomes of the module							
Incorporate research skills and knowledge; outline and critically appraise relevant theoretical framework and literature; develop fieldwork tools and other preparations							
Content of the module							
Appraise relevant theoretical framework and literature; Develop fieldwork tools Make arrangements to prepare for fieldwork (permission, consent, ethics etc.)							
Assessment							
Continuous Assessment							

MODULE 11 (Compulsory)							
Module name	Minor Dissertation C	Module code	RPMCCP1	Credits	15	NQF Level	9
Purpose of the module							
This module will focus on data collection and the analysis in support of the discussion and conclusion to follow in the final module.							
Outcomes of the module							
Incorporate research skills and knowledge; Collect, analyse data and draw conclusion(s)							
Content of the module							
Collect and analyse research data Draw conclusion(s)							
Assessment							
Continuous Assessment							

MODULE 12 (Compulsory)							
Module name	Minor Dissertation D	Module code	RPMDCP1	Credits	15	NQF Level	9
Purpose of the module							
This module will entail the findings, discussion, recommendations and conclusion towards the submission of the research report/dissertation. Referencing must be meticulously checked, a final turn-it in should ensue and the dissertation must be language edited before submission for examination.							

Outcomes of the module
Incorporate research skills and knowledge; complete research project
Content of the module
Complete research project
Assessment
Continuous Assessment

EDU 7.3.3.7 Promotion requirements

- b) Refer to ED 1.3.5 General Faculty Regulations regarding further promotion and re-admission requirements information.

EDU 7.3.3.8 Award of master's degree

The Masters of Education in Education Leadership and Management will be awarded to students who have completed all the prescribed prerequisites successfully.

EDU 7.3.3.9 Research time: 33%

EDU 7.3.4	Master of Education in Information and Communication Technology
PROGRAMME CODE	M5ICTP (<i>Pipeline</i>)
OFFERING TYPE	E Learning/Online
HEQF LEVEL	9
TOTAL CREDITS FOR THE QUALIFICATION	180
DATE INSTITUTED	1 JANUARY 2018 – New NQF and HEQF aligned
SAQA NUMBER	101773
PHASING OUT DATE	2022 (<i>due to a new carousel offering</i>)

EDU 7.3.4.1 Purpose of the programme

The purpose of the MEd (Information and Communication Technology) is to strengthen and deepen the specialist advanced theoretical knowledge and practical skills in ICT use in Education that experienced practitioners have, or practitioners with an NQF-8 level educational or human resources development qualification in order to prepare them to take leadership positions as teacher specialists, subject heads or at the micro (e.g. school), meso (e.g. provincial) or macro (national) levels. This qualification will develop specialised competence and evidence-based practices, subsequent to advanced reflection, in the context of current trends, TPACK, as they present in the dynamic and ever changing discipline of ICT in Education. The proposed curriculum spans both theoretical engagement and intellectual independence, with hands-on skills development. Both these dimensions are essential in the professional development of students in ICT in Education. Students will develop sufficient academic understanding on current developments in the teaching of ICT Innovation in Education. They will further gain eco-systemic insight into the developments in the discipline. Finally, the purpose of the qualification is to capacitate students to conduct ethical independent research in ICT in Education under the supervision of qualified staff members.

EDU 7.3.4.2 Outcomes of the programme

The envisaged outcomes of the programme are that students will be able to:

- Critically engage educational theories and position the use of ICT in Education among appropriate theories of learning that will inform its use in education.
- Demonstrate understanding of the changing educational landscape and learning ecosystems and the role of ICT in that landscape to enable students to make informed decisions about ICT use in Education at the policy level within the contexts in which they work.
- Design, develop, and implement innovative strategies for teaching interventions using ICTs within the contexts in which you work,
- Select and use appropriate pedagogies for using ICT tools for teaching, learning and assessment,
- Design and develop pedagogically sound authentic digital learning artefacts using a range of digital tools to ensure enhanced and meaningful learning,
- Design and develop appropriate digital assessment tasks using authentic learning principles,
- Contextualize the use of ICTs for teaching, learning and assessment while being cognizant of contemporary hegemonies in learning ecosystems,
- Demonstrate that you can deeply reflect on your own learning and learning strategies, and
- Undertake a research project of limited scope (a minor dissertation) in the discipline of ICTs in Education using appropriate and ethical research methodologies.

EDU 7.3.4.3 Admission requirements

For the admission options as stated below, a 65% average in the preceding NQF-level 8 qualification (or equivalent) is required for admission to the programme.

- Prospective students will need to have obtained a previous qualification at the “Honours” level of Education, or related discipline (e.g. Human Resource Development). Non-South African students need to apply to SAQA for verification of the equivalence of the entry qualification prior to applying for this programme.

OR

- Applying candidates must be in possession of a Level 8 qualification, i.e. a Bachelor of Education Honours degree or a level 8 professional Bachelor’s degree or a relevant Honours degree. A Postgraduate Diploma in Education may be recognized in meeting the Level 9 cognate Master of Education degree qualification programme, as long as it meets the HEQSF research requirement of at least 30 credits. The disciplinary knowledge of such candidates will be assessed by the programme coordinator and another disciplinary expert in the field of specialisation, ICT in Education. A reading programme may be prescribed prior to allowing registration.

OR

- Prospective candidates will have obtained an appropriate honours degree and a teacher’s diploma/teaching qualification, plus work experience in the field of specialisation, ICT in Education. The disciplinary knowledge of such candidates will be assessed by the programme coordinator and another disciplinary expert in the field of specialisation. A reading programme may be prescribed prior to allowing registration.

OR

- Prospective qualifying candidates may, based on extensive and verifiable experience in the discipline **ICT in Education**, such which may be commensurate with the level and scope of exit-level outcomes at the NQF-level 8 within the discipline, inclusive of appropriate research methodological knowledge and skills, may apply for recognition of prior learning, within institutional policy guidelines. Students, who are admitted through

alternative pathways outlined in this paragraph (d) without underpinning teaching qualifications, must note that the Master of Education will not be recognised for employment in education.

EDU 7.3.4.4 Additional selection criteria

None

EDU 7.3.4.5 Programme structure

The programme comprises four compulsory coursework modules that are completed in the first year of study. No one module is a pre-requisite module for another module. This means that students may enrol for modules in any sequence. It is foreseen that first entry enrolment for modules may occur at two points in the academic year, being February and July. Following the “carousel model” that has been successfully implemented by AP in other contexts, the University has decided that a maximum of two cohorts will be enrolled at either the February to June intake, or the July to November intake. The minor dissertation may be attempted after the successful completion of the four course work modules. A maximum of one module may be repeated in the programme. Such a module may be completed concurrently with the completion of the minor dissertation.

Study time: Minimum 2 years part time – Maximum 3 years part time

EDU 7.3.4.6 Curriculum

Module name Year modules	Code	Credits	
Educational Reform: ICT practices and policy development	IPPACP1, IPPBCP1	11	11
Learning ecosystems: Current ICT issues and future trends	CIIACP1, CIIBCP1	11	12
Information and Communication Technology in Education: Learning design	LDEACP1, LDEBCP1	11	11
Information and Communication Technology and Assessment	EFAACP1, EFABCP1	11	12
Minor-dissertation	MDEAYP1, MDEBYP1, MDECYP1, MDEDYP1, MDEEYP1, MDEFYP1, MDEGYP1, MDEHYP1, MDEIYP1	90	

MODULE 1 (Compulsory)							
Module name	Educational Reform: ICT Practices and Policy Development A	Module code	IPPACP1	Credits	11	NQF Level	9
Purpose of the module							
The module theoretically positions ICTs in a changing educational landscape. It explores agile approaches to digital learning and identifies prevalent and contemporary pedagogical approaches to ICT use in developed and developing educational contexts. It then develops knowledge for creating supportive policies and frameworks for ICT integration and digital learning.							
Outcomes of the module							
At the point of completion of the module Educational Reform: ICT Practices & Policy Development A, you should have an in-depth knowledge of national policies and be able to articulate policy development processes, compare							

and contrast various policies from various contexts related to ICT in Education and draft policy briefs to inform policy development.

Specific module outcomes - By the end of this unit you should be able to:

- To explain the development process of policy development making use of an interactive timeline.
- Engage in substantive discussions around policy development issues such as stakeholder management and implementation matters in a group setting using a VOIP tool.
- Meaningfully contribute to the development of a collaborative task.
- Analyze and derive solutions to those challenges identified during the collaborative task by drafting a responding policy brief.

Content of the module

Policies are developed to guide relevant industries and ecosystems in terms of vision and strategy to regulate and bring about change. In terms of policies related to ICT and Education, several government proclamations affecting various industries are integrated to bring about the objectives articulated in the National Development Plan 2030. These policies eventually manifest in the form of guidelines that can be implemented in schools/educational institutions and other places of work. In this module we will engage with:

1. Educational theories and position the use of ICT in Education among appropriate theories of learning that will inform its use in education.
2. Appropriate pedagogies for using ICT tools for teaching, learning and assessment in terms of:
 - Agile approaches to the changing educational landscape
 - Theoretical positioning of ICT in Education
 - Prevalent pedagogical practices: Developed and Developing contexts
 - Supportive policy environments and frameworks

It is important to understand that this module will not only develop your theoretical understanding of the selected constructs but that you will also have to learn how to use selected digital tools. These tools were selected to fully exploit the affordances of digital tools for learning.

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.

MODULE 2 (Compulsory)

Module name	Educational Reform: ICT Practices and Policy Development B	Module code	IPPBCP1	Credits	11	NQF Level	9
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Purpose of the module

Policies are developed to guide relevant industries and ecosystems in terms of vision and strategy to regulate and bring about change. In terms of policies related to ICT and Education, several government proclamations affecting various industries are integrated to bring about the objectives articulated in the National Development Plan 2030. These policies eventually manifest in the form of guidelines that can be implemented in schools/educational institutions and other places of work. In this module, we will engage with:

- Educational theories and position the use of ICT in Education among appropriate theories of learning that will inform its use in education.
- Appropriate pedagogies for using ICT tools for teaching, learning and assessment in terms of:
 - Agile approaches to the changing educational landscape
 - Theoretical positioning of ICT in Education
 - Prevalent pedagogical practices: Developed and developing contexts
 - Supportive policy environments and frameworks

Outcomes of the module

By the end of this module you should be able to:

- Map the existing landscape of large-scale international educational open data sets of international data sets
- Make use of existing large-scale data repositories to engage with data and to draw dynamic reports
- Write an academic response to address popular media reports on the use of technology for teaching and learning
- Articulate your own ideas on the use of large-scale data sets to advance policy development by answering critical questions in a video reflection.

Content of the module

Agile approaches to the changing educational landscape
Theoretical positioning of ICT in Education
Prevalent pedagogical practices: Developed and Developing contexts
Supportive policy environments and frameworks

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.

MODULE 3 (Compulsory)

Module name	Learning ecosystems: Current ICT Issues and Future Trends A	Module code	CIIACP1	Credits	11	NQF Level	9
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Purpose of the module

This module introduces the construct learning ecosystems and relates the various dimensions of learning systems to each other. It explores the concepts of Emerging Technologies, Open Education Systems and Digital fluency. Students use a variety of digital tools to represent the development of their knowledge. Broadly responding to:

- To develop an in-depth understanding of an evolving construct of "learning ecosystems" as it is shaped by the digitalisation of society in general and education in particular.
- To situate learning ecosystems within appropriate theoretical frameworks.
- To explore a number of contemporary re-imagined learning ecosystems that challenge traditional views on education and that will enable new, interesting, innovative and re-imagined teaching and learning practices being proposed in learning ecosystems; and
- Scope a number of cutting-edge digital assets and software and hardware tools that could have a profound influence on the educational endeavour.

Outcomes of the module

By the end of this module, you should be able to demonstrate that you have achieved the following outcomes:

- You can clearly articulate your understanding of learning ecosystems in a modern world as an educational construct (this is about conceptualising Learning Ecosystems);
- You can situate the concept learning ecosystems within appropriate theory (this is about deepening your theoretical knowledge);
- You can propose a re-imagined education system for your learning ecosystem (this is about applying your knowledge); and
- You can select from and use a number of cutting edge digital assets as they are shaped by developments in modern hardware and software to creatively design and develop learning artefacts for your re-imagined learning ecosystem (this is about applying skills and creating authentic learning artefacts)..

Content of the module

Implement innovative ICT teaching interventions within the contexts in which they work
Learning ecosystems
Emerging Technologies
Open education systems
Digital fluency

Scaling teaching innovations
Learning analytics and personal learning pathways

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.

MODULE 4 (Compulsory)

Module name	Learning ecosystems: Current ICT Issues and Future Trends B	Module code	CIBCP1	Credits	12	NQF Level	9
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Purpose of the module

In this module, the focus shifts to digital technologies as an enabler of hegemony in a globalised world and how technologies can be prejudiced *per se*. Responding to the following broad aims:

- To develop a deep understanding of the pervasive role of digital technology in the modern world, and mainly how technology can be an unjust, debilitating and exclusionary system that do not necessarily serve the needs of all humankind.
- To develop a deep understanding of how digital technologies can be used to perpetuate several of the hegemonies in the world, for example, racism and sexism.
- To support the development of the capacity to respond to issues of access to digital systems and the manifestation of hegemonic practices in your role as an educator or someone who serves education.
- To enable a capacity to systematically observe the manifestation and consequences of unjust and exclusionary digital access, or how racist and sexist practices and belief systems are perpetuated and maintained, especially on social media services.
- To develop a capacity to, after systematic observation, generate a data-driven report that clearly communicates findings with credibility and authority.
- To equip with both theoretical and empirical knowledge that advances advocacy as a personal imperative in an individual.

Outcomes of the module

At the end of this module, you should be able to demonstrate that you have achieved the following outcomes:

- You can clearly and accurately, with confidence and authority, articulate your understanding of the extent to which the pervasiveness of digital technologies in the modern world possibly maintains an unjust and exclusionary learning ecosystem, and formulate an educational response to the challenges that are presented by this ecosystem.
- You have developed deep understanding of social justice issues and you can explain why a variety of hegemonic practices and belief systems manifest on social media, and you can formulate an educational response towards this using an advocacy frame that draws on eminent and authoritative literature.
- You can systematically identify, observe, record, and report on your observations on social media sites using a variety of digital tools to enable this.

Content of the module

In this module, we target the digital revolution as an unjust learning ecosystem, as we aim to deepen our knowledge of this ultimate learning ecosystem. It is a system that today connects more than half of the world's population to each other. Never before in the history of the world, have so many people had the ability to connect, speak, collaborate, share, find information, create knowledge collaboratively, get involved in advocacy issues, and yes, even fall in and out of love, as they have today because of this level of connectivity. We will become aware of exactly how pervasive the internet has become in the world, and how deeply our access to it has affected our very being. In doing so, we keep in the back of our minds the terrible struggles that this world still needs to overcome wars, hunger, many forms of oppression, illiteracy, access to quality medical care, access to quality education, and many more.

Unit 1: Digital hegemonies in a modern world Unit 2: Social justice activism online: dismantling sexism and racism one user at a time Unit 3: Observation, analysis, scientific reporting
Assessment
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.

MODULE 5							
Module name	Information and Communication Technology in Education: Learning Design A	Module code	LDEACP1	Credits	22	NQF level	9
Purpose of the module							
The module develops knowledge of the affordances of ICTs and how those can be used to transform teaching and learning practices. The theoretical underpinnings of the appropriate pedagogical use of ICTs identified and how these inform the design and development of ICT-mediated teaching and learning.							
Outcomes of the module							
Upon completion you should be able to: <ul style="list-style-type: none"> • Knowledgeably and critically participate in conversations about learning during which you can organize and problematize the grand theories of learning as they intersect with reality • Position yourself epistemologically as an educator to consider the foundations of education and expertly mesh a variety of educational paradigms in a way that demonstrates your understanding of the paradigmatic influences on how people learn • Confidently articulate your broad knowledge of an array of theories of learning and justify your adoption of a combination of these theories as they inform your personal teaching philosophy • Articulate a deep and profound understanding that teaching is not about 'knowledge transfer' or 'imparting knowledge' Use a variety of digital tools skilfully to transform your understanding of education theory and practice							
Content of the module							
For the (this) first Learning Design module, the question thus arises: How do people learn? and also consequentially, how do people learn with digital technologies? In a quest to understand how people learn, we need first to respond to key questions which require that we intersect our knowledge of how people learn with the affordances of technologies to support learning? It is important to understand that this module will not only develop your theoretical understanding of the selected constructs, but that you will also have to learn how to use selected digital tools. These tools were selected to fully exploit the affordances of digital tools for learning.							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.							

MODULE 6							
Module name	Information and Communication Technology in Education: Learning Design B	Module code	LDEBCP1	Credits	22	NQF level	9
Purpose of the module							
In this module, a variety of instructional and learning design models and frameworks are explored							
Outcomes of the module							
By the end of this module, you should be able to: <ul style="list-style-type: none"> • Critically conceptualise learning design as theoretical construct, • Identify, describe and select a number of pedagogies that are appropriate in learning design , and that are aligned with needs in your learning ecosystem, 							

- Identify, select and use a variety of digital tools to construct (create) digital learning artefacts that are appropriate for use in your learning ecosystem,
- Competently synthesise the content of the module to craft a personal learning design framework that attenuates the teaching and learning needs of your learning ecosystem, and
- Attain advanced capacity to reflect on your learning in systematic and coherent ways.

Content of the module

What is learning design?
 Learning design frameworks
 Design thinking and wicked problems
 Pedagogical frameworks
 Pedagogical strategies and practices
 Design
 Organizations and services
 Online tools
 Cutting edge digital tools

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.

MODULE 7 (Compulsory)

Module name	Information and Communication Technology and Assessment	Module code	EFAACP1	Credits	23	NQF Level	9
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Purpose of the module

The question to which ICT for Assessment A responds is: Is there a place for ICTs in assessment in the 4th industrial age?

Outcomes of the module

Unit 1: This Unit responds to the question: What are the current debates on assessment in the 4th industrial age?
 Upon completion of this Unit, you will be able to:

- Identify and apply various aspects of existing learning theories within your own learning ecosystem
- Engage in a critical discussion/debate about assessment within your own unique learning ecosystem
- Compare/contrast issues related to assessment within a variety of educational contexts
- Apply appropriate methods/ideas/taxonomies/models to your own contextualised learning ecosystem to address assessment issues
- Reflect on creative approaches to assessment within your own specific learning ecosystem.

Unit 2: This Unit responds to the question: What are the essential elements to ensure effective and relevant assessment practice in the 4th Industrial Age?

Upon completion of this Unit, you will be able to:

- Identify and describe the expectations of the key players in education in respect of assessment
- Reflect on and compare the key skills required in the 21st century,
- Speculate and reflect on the varying assessment practices in your present context
- Justify and argue the use of ICTs in various assessment practices in the 4th industrial age
- Search, classify and manage academic articles pertinent to the unit focus
- Play the role of content curator with regard to resources dealing with assessment in the 4th industrial age

Unit 3: This Unit responds to the question: What are the most appropriate Apps, tools and services to promote assessment in the 4th Industrial age?

Upon completion of this Unit, you will be able to:

- Identify, describe, and debate the purpose, principles and value of e-Assessments and associated technologies
- Reflect on the role of technologies in assessment in the 4IA
- Speculate and reflect on the varying assessment practices in your present context
- Justify and argue the use of appropriate Apps, tools and services to enhance various pedagogical strategies
- Plan and create (build) an eAssessment using appropriate tools, Apps and services

Content of the module

Unit 1: Current trends, debates and issues in assessment

Unit 2: Teaching, learning and assessment in the 4th industrial age,

Unit 3: Assessment in the 4th Industrial Age: Towards creativity, innovation and 21st Century skills

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.

MODULE 8 (Compulsory)

Module name	Information and Communication Technology and Assessment	Module code	EFAACP1	Credits	23	NQF Level	9
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Purpose of the module

This module investigates the concept of quality in education in the modern age with a main focus on monitoring and evaluation using appropriate ICT tools and services

Outcomes of the module

Upon completion of Unit 1, you will be able to:

- Reflect upon the emergence of the need for quality education in recent years with special reference to your own learning ecosystem
- Identify and apply various arguments related to quality education within your own learning ecosystem
- Engage in a critical discussion/debate about quality education within your own unique learning ecosystem
- Compare/contrast issues related to quality education within a variety of educational contexts
- Debate about quality assurance at national and provincial level (Macro-), school and organizational level (Meso-), and at the level of teaching and learning (Micro-level)
- Reflect on creative approaches to quality education within your own specific learning ecosystem

Upon completion of Unit 2, you will be able to:

- Identify and describe the expectations of the key role players in education in respect of quality education
- Reflect on and compare the key evaluation skills required to ensure quality education in the 21st century,
- Speculate and reflect on the varying practices in your present context that can impact on quality education
- Justify and argue the use of ICTs in monitoring and evaluation frameworks

Depending on the direction this module takes... upon completion of this Unit 3 you will be able to:

- Identify and define authentic instances (or potential instances) within your personal learning ecosystem where monitoring and evaluation could improve quality of various aspects.
- Plan and design a contextualized Monitoring and Evaluation Framework for your own personal learning ecosystem using technological tools at your disposal.
- Critically justify the design of the MEF to be developed

<ul style="list-style-type: none"> • Develop an artefact to assess quality learning or assessment within a specific learning ecosystem • Use a data analytics tool to connect and visualize data and to gain deeper insights into your data • Create a concise technical report on the quality of education in our learning ecosystem using a visualisation tool and/or multimedia tool/s of your choice
Content of the module
<p>Unit 1 responds to the questions: What is quality in education? How do you know how good you and your organization really are? What are the Key Quality Indicators that will drive improvement in your own learning ecosystem? Are there quality assurance tools available in your learning ecosystem that will help you to make better judgements about the standard of education and training you provide? What are the current debates on quality in education? How can we ensure the quality of teaching, courses, and the way we assess?</p> <p>Unit 2 responds to the questions: How do we evaluate education systems? Who and what are the drivers for this evaluation worldwide? What are the essential elements to ensure a quality education? What is a monitoring and evaluation framework? How can monitoring and evaluation frameworks be used to ensure a quality education?</p> <p>Unit 3 responds to the questions: Is there a place for a monitoring and evaluation framework to assess quality learning or assessment systems within my own learning ecosystem? Is there a need to evaluate your own learning ecosystem?</p>
Assessment
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.

MODULES 9 – 17 (Compulsory)							
Module name	Minor dissertation	Module code	MDEAYP1	Credits	90	NQF Level	9
			MDEBYP1				
			MDECYP1				
			MDEDYP1				
			MDEEYP1				
			MDEFYP1				
			MDEGYP1				
			MDEHYP1				
			MDEIYP1				
Purpose of the module							
Content for the eight research modules can be found online within the dedicated online community space. This content supplements the intervention of the allocated supervisor for the research component. Students work under the guidance of this supervisor for the duration of the 8 modules							
Outcomes of the module							
In all cases, students must: <ul style="list-style-type: none">• Develop, in collaboration with the supervisor, a sound research design appropriate for the research problem• Acknowledge indicate the limitations of the research methods used, as well as of the findings of the study• Guard against misrepresentations in the dissemination of research information and findings• Guard against plagiarism Demonstrate sound ethical principles throughout the research process							
Content of the module							
Students conduct a research project, under the guidance of the supervisor, within the scope of Faculty requirements for minor-dissertations. Students may pursue a research topic of their own choice, or may be requested to participate in a larger project.							

The first MD module starts after completing 4 coursework modules. Students work independently for the first 4 MD modules while completing the last four coursework modules (Modules are registered simultaneously). After MD D students start to work with supervisors for MDE to MD H.

Assessment

Continuous assessment

EDU 7.3.4.7 Promotion requirements

- a) Refer to ED 1.3.5 General Faculty Regulations regarding further promotion and re-admission requirements information.

EDU 7.3.4.8 Award of master's degree

The Masters of Education in Information and Communication Technology Education will be awarded to students who have completed all the prescribed prerequisites successfully.

EDU 7.3.4.9 Research time: 50%

EDU 7.3.5	Master of Education in Information and Communication Technology
PROGRAMME CODE	M5DTEP
OFFERING TYPE	Online
HEQF LEVEL	9
TOTAL CREDITS FOR THE QUALIFICATION	180
DATE INSTITUTED	1 JANUARY 2018 – New NQF and HEQF aligned
SAQA NUMBER	101773
PHASING OUT DATE	None (<i>new carousel offering</i>)

EDU 7.3.5.1 Purpose of the programme

The purpose of the MEd (Information and Communication Technology) is to strengthen and deepen the specialist advanced theoretical knowledge and practical skills in ICT use in Education that experienced practitioners have, or practitioners with an NQF-8 level educational or human resources development qualification in order to prepare them to take leadership positions as teacher specialists, subject heads or at the micro (e.g. school), meso (e.g. provincial) or macro (national) levels. This qualification will develop specialised competence and evidence-based practices, subsequent to advanced reflection, in the context of current trends, TPACK, as they present in the dynamic and ever changing discipline of ICT in Education. The proposed curriculum spans both theoretical engagement and intellectual independence, with hands-on skills development. Both these dimensions are essential in the professional development of students in ICT in Education. Students will develop sufficient academic understanding on current developments in the teaching of ICT Innovation in Education. They will further gain eco-systemic insight into the developments in the discipline. Finally, the purpose of the qualification is to capacitate students to conduct ethical independent research in ICT in Education under the supervision of qualified staff members.

EDU 7.3.5.2 Outcomes of the programme

The envisaged outcomes of the programme are that students will be able to:

- Critically engage educational theories and position the use of ICT in Education among appropriate theories of learning that will inform its use in education.

- Demonstrate understanding of the changing educational landscape and learning ecosystems and the role of ICT in that landscape to enable students to make informed decisions about ICT use in Education at the policy level within the contexts in which they work.
- Design, develop, and implement innovative strategies for teaching interventions using ICTs within the contexts in which you work,
- Select and use appropriate pedagogies for using ICT tools for teaching, learning and assessment,
- Design and develop pedagogically sound authentic digital learning artefacts using a range of digital tools to ensure enhanced and meaningful learning,
- Design and develop appropriate digital assessment tasks using authentic learning principles,
- Contextualize the use of ICTs for teaching, learning and assessment while being cognizant of contemporary hegemonies in learning ecosystems,
- Demonstrate that you can deeply reflect on your own learning and learning strategies, and
- Undertake a research project of limited scope (a minor dissertation) in the discipline of ICTs in Education using appropriate and ethical research methodologies.

EDU 7.3.5.3 Admission requirements

For the admission options as stated below, a 65% average in the preceding NQF-level 8 qualification (or equivalent) is required for admission to the programme.

- e) Prospective students will need to have obtained a previous qualification at the “Honours” level of Education, or related discipline (e.g. Human Resource Development). Non-South African students need to apply to SAQA for verification of the equivalence of the entry qualification prior to applying for this programme.

OR

- f) Applying candidates must be in possession of a Level 8 qualification, i.e. a Bachelor of Education Honours degree or a level 8 professional Bachelor’s degree or a relevant Honours degree. A Postgraduate Diploma in Education may be recognized in meeting the Level 9 cognate Master of Education degree qualification programme, as long as it meets the HEQSF research requirement of at least 30 credits. The disciplinary knowledge of such candidates will be assessed by the programme coordinator and another disciplinary expert in the field of specialisation, ICT in Education. A reading programme may be prescribed prior to allowing registration.

OR

- g) Prospective candidates will have obtained an appropriate honours degree and a teacher’s diploma/teaching qualification, plus work experience in the field of specialisation, ICT in Education. The disciplinary knowledge of such candidates will be assessed by the programme coordinator and another disciplinary expert in the field of specialisation. A reading programme may be prescribed prior to allowing registration.

OR

- h) Prospective qualifying candidates may, based on extensive and verifiable experience in the discipline **ICT in Education**, such which may be commensurate with the level and scope of exit-level outcomes at the NQF-level 8 within the discipline, inclusive of appropriate research methodological knowledge and skills, may apply for recognition of prior learning, within institutional policy guidelines. Students, who are admitted through alternative pathways outlined in this paragraph (d) without underpinning teaching qualifications, must note that the Master of Education will not be recognised for employment in education.

EDU 7.3.5.4 Additional selection criteria

None

EDU 7.3.5.5 Programme structure

The programme comprises eight compulsory coursework modules that are completed in around a year and a half (up to six modules per year according to the carousel enrolment and when you enter the programme). Students may enrol to start at almost any point of the cycle following the “carousel model”. The minor dissertation may be attempted after the successful completion of the eight course work modules. The minor dissertation phase lasts for another four cycles (approximately 36 weeks).

Study time: Minimum 2 years part time – Maximum 3 years part time

EDU 7.3.5.6 Curriculum

Module name Year modules	Code	Credits
Educational Reform: ICT practices and policy development	ERPACP1, ERPBCP1	15 each
Learning ecosystems: Current ICT issues and future trends	LECACP1, LECBCP1	15 each
Information and Communication Technology in Education: Learning design	IFLACP1, IFLBCP1	15 each
Information and Communication Technology and Assessment	ASSACP1, ASSBCP1	15 each
Research project	RPIAYP1 RPIBYP1 RPICYP1 RPIDYP1	60 Credits

MODULE 1							
Module name	Educational Reform: ICT Practices and Policy Development A	Module code	ERPACP1	Credits	15	NQF Level	9
Purpose of the module							
The module theoretically positions ICTs in a changing educational landscape. It explores agile approaches to digital learning and identifies prevalent and contemporary pedagogical approaches to ICT use in developed and developing educational contexts. It then develops knowledge for creating supportive policies and frameworks for ICT integration and digital learning.							
Outcomes of the module							
At the point of completion of the module Educational Reform: ICT Practices & Policy Development A, you should have an in-depth knowledge of national policies and be able to articulate policy development processes, compare and contrast various policies from various contexts related to ICT in Education and draft policy briefs to inform policy development.							
Specific module outcomes - By the end of this unit you should be able to:							
<ul style="list-style-type: none"> To explain the development process of policy development making use of an interactive timeline. Engage in substantive discussions around policy development issues such as stakeholder management and implementation matters in a group setting using a VOIP tool. Meaningfully contribute to the development of a collaborative task. Analyze and derive solutions to those challenges identified during the collaborative task by drafting a responding policy brief. 							

Content of the module	
<p>Policies are developed to guide relevant industries and ecosystems in terms of vision and strategy to regulate and bring about change. In terms of policies related to ICT and Education, several government proclamations affecting various industries are integrated to bring about the objectives articulated in the National Development Plan 2030. These policies eventually manifest in the form of guidelines that can be implemented in schools/educational institutions and other places of work. In this module we will engage with:</p> <ol style="list-style-type: none"> 3. Educational theories and position the use of ICT in Education among appropriate theories of learning that will inform its use in education. 4. Appropriate pedagogies for using ICT tools for teaching, learning and assessment in terms of: <ul style="list-style-type: none"> o Agile approaches to the changing educational landscape o Theoretical positioning of ICT in Education o Prevalent pedagogical practices: Developed and Developing contexts o Supportive policy environments and frameworks <p>It is important to understand that this module will not only develop your theoretical understanding of the selected constructs but that you will also have to learn how to use selected digital tools. These tools were selected to fully exploit the affordances of digital tools for learning,</p>	
Assessment	
<p>The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.</p>	

MODULE 2							
Module name	Educational Reform: ICT Practices and Policy Development B	Module code	ERPBCP1	Credits	15	NQF Level	9
Purpose of the module							
<p>Policies are developed to guide relevant industries and ecosystems in terms of vision and strategy to regulate and bring about change. In terms of policies related to ICT and Education, several government proclamations affecting various industries are integrated to bring about the objectives articulated in the National Development Plan 2030. These policies eventually manifest in the form of guidelines that can be implemented in schools/educational institutions and other places of work. In this module, we will engage with:</p> <ul style="list-style-type: none"> • Educational theories and position the use of ICT in Education among appropriate theories of learning that will inform its use in education. • Appropriate pedagogies for using ICT tools for teaching, learning and assessment in terms of: <ul style="list-style-type: none"> o Agile approaches to the changing educational landscape o Theoretical positioning of ICT in Education o Prevalent pedagogical practices: Developed and developing contexts o Supportive policy environments and frameworks 							
Outcomes of the module							
<p>At the point of completion of the module Educational Reform: ICT Practices & Policy Development B, you should have an in-depth knowledge of various large-scale data sets that can advance evidence-based decision making to inform policy development in the educational space. Respecting the setting of measurable goals and developing robust instruments in the systematic collection of information to track progress over a period of time means building in evaluation from the onset in order to see if the desired effect is achieved.</p> <p>By the end of this module you should be able to:</p> <ul style="list-style-type: none"> • Map the existing landscape of large-scale international educational open data sets of international data sets • Make use of existing large-scale data repositories to engage with data and to draw dynamic reports 							

<ul style="list-style-type: none"> Write an academic response to address popular media reports on the use of technology for teaching and learning Articulate your own ideas on the use of large-scale data sets to advance policy development by answering critical questions in a video reflection.
Content of the module
Agile approaches to the changing educational landscape Theoretical positioning of ICT in Education Prevalent pedagogical practices: Developed and Developing contexts Supportive policy environments and frameworks
Assessment
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.

MODULE 3							
Module name	Learning ecosystems: Current ICT Issues and Future Trends A	Module code	LECACP1	Credits	15	NQF Level	9
Purpose of the module							
This module introduces the construct learning ecosystems and relates the various dimensions of learning systems to each other. It explores the concepts of Emerging Technologies, Open Education Systems and Digital fluency. Students use a variety of digital tools to represent the development of their knowledge. Broadly responding to: <ul style="list-style-type: none"> To develop an in-depth understanding of an evolving construct of "learning ecosystems" as it is shaped by the digitalisation of society in general and education in particular. To situate learning ecosystems within appropriate theoretical frameworks. To explore a number of contemporary re-imagined learning ecosystems that challenge traditional views on education and that will enable new, interesting, innovative and re-imagined teaching and learning practices being proposed in learning ecosystems; and Scope a number of cutting-edge digital assets and software and hardware tools that could have a profound influence on the educational endeavour. 							
Outcomes of the module							
By the end of this module, you should be able to demonstrate that you have achieved the following outcomes: <ul style="list-style-type: none"> You can clearly articulate your understanding of learning ecosystems in a modern world as an educational construct (this is about conceptualising Learning Ecosystems); You can situate the concept learning ecosystems within appropriate theory (this is about deepening your theoretical knowledge); You can propose a re-imagined education system for your learning ecosystem (this is about applying your knowledge); and You can select from and use a number of cutting edge digital assets as they are shaped by developments in modern hardware and software to creatively design and develop learning artefacts for your re-imagined learning ecosystem (this is about applying skills and creating authentic learning artefacts). The following goals will support your attainment of the aims and outcomes of the module. <ul style="list-style-type: none"> Developing your conceptual understanding of the constructs that are presented Enabling you to evaluating resources, and use those to support your views about learning ecosystems Developing your critical thinking skills abilities Allow you to demonstrate your digital skills in a variety of tools Enable you to demonstrate your creativity Facilitate effective collaboration with others 							

<ul style="list-style-type: none"> • Developing your academic writing skills • Support you in applying learnt knowledge authentically • Steering you towards responding accurately and appropriately to essential questions
Content of the module
Implement innovative ICT teaching interventions within the contexts in which they work Learning ecosystems Emerging Technologies Open education systems Digital fluency Scaling teaching innovations Learning analytics and personal learning pathways
Assessment
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.

MODULE 4							
Module name	Learning ecosystems: Current ICT Issues and Future Trends B	Module code	LECBCP1	Credits	15	NQF Level	9
Purpose of the module							
<p>In this module, the focus shifts to digital technologies as an enabler of hegemony in a globalised world and how technologies can be prejudiced <i>per se</i>. Responding to the following broad aims:</p> <ul style="list-style-type: none"> • To develop a deep understanding of the pervasive role of digital technology in the modern world, and mainly how technology can be an unjust, debilitating and exclusionary system that do not necessarily serve the needs of all humankind. • To develop a deep understanding of how digital technologies can be used to perpetuate several of the hegemonies in the world, for example, racism and sexism. • To support the development of the capacity to respond to issues of access to digital systems and the manifestation of hegemonic practices in your role as an educator or someone who serves education. • To enable a capacity to systematically observe the manifestation and consequences of unjust and exclusionary digital access, or how racist and sexist practices and belief systems are perpetuated and maintained, especially on social media services. • To develop a capacity to, after systematic observation, generate a data-driven report that clearly communicates findings with credibility and authority. • To equip with both theoretical and empirical knowledge that advances advocacy as a personal imperative in an individual. 							
Outcomes of the module							
<p>At the end of this module, you should be able to demonstrate that you have achieved the following outcomes:</p> <ul style="list-style-type: none"> • You can clearly and accurately, with confidence and authority, articulate your understanding of the extent to which the pervasiveness of digital technologies in the modern world possibly maintains an unjust and exclusionary learning ecosystem, and formulate an educational response to the challenges that are presented by this ecosystem. • You have developed deep understanding of social justice issues and you can explain why a variety of hegemonic practices and belief systems manifest on social media, and you can formulate an educational response towards this using an advocacy frame that draws on eminent and authoritative literature. • You can systematically identify, observe, record, and report on your observations on social media sites using a variety of digital tools to enable this. 							

Content of the module
<p>In this module, we target the digital revolution as an unjust learning ecosystem, as we aim to deepen our knowledge of this ultimate learning ecosystem. It is a system that today connects more than half of the world's population to each other. Never before in the history of the world, have so many people had the ability to connect, speak, collaborate, share, find information, create knowledge collaboratively, get involved in advocacy issues, and yes, even fall in and out of love, as they have today because of this level of connectivity. We will become aware of exactly how pervasive the internet has become in the world, and how deeply our access to it has affected our very being. In doing so, we keep in the back of our minds the terrible struggles that this world still needs to overcome wars, hunger, many forms of oppression, illiteracy, access to quality medical care, access to quality education, and many more.</p> <p>Unit 1: Digital hegemonies in a modern world Unit 2: Social justice activism online: dismantling sexism and racism one user at a time Unit 3: Observation, analysis, scientific reporting.</p>
Assessment
<p>The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.</p>

MODULE 5							
Module name	Information and Communication Technology in Education: Learning Design A	Module code	IFLACP1	Credits	15	NQF level	9
Purpose of the module							
<p>The module develops knowledge of the affordances of ICTs and how those can be used to transform teaching and learning practices. The theoretical underpinnings of the appropriate pedagogical use of ICTs identified and how these inform the design and development of ICT-mediated teaching and learning.</p>							
Outcomes of the module							
<p>Upon completion you should be able to:</p> <ul style="list-style-type: none"> • Knowledgeably and critically participate in conversations about learning during which you can organize and problematize the grand theories of learning as they intersect with reality • Position yourself epistemologically as an educator to consider the foundations of education and expertly mesh a variety of educational paradigms in a way that demonstrates your understanding of the paradigmatic influences on how people learn • Confidently articulate your broad knowledge of an array of theories of learning and justify your adoption of a combination of these theories as they inform your personal teaching philosophy • Articulate a deep and profound understanding that teaching is not about 'knowledge transfer' or 'imparting knowledge' • Use a variety of digital tools skilfully to transform your understanding of education theory and practice 							
Content of the module							
<p>For the (this) first Learning Design module, the question thus arises: How do people learn? and also consequentially, how do people learn with digital technologies? In a quest to understand how people learn, we need first to respond to key questions which require that we intersect our knowledge of how people learn with the affordances of technologies to support learning? It is important to understand that this module will not only develop your theoretical understanding of the selected constructs, but that you will also have to learn how to use selected digital tools. These tools were selected to fully exploit the affordances of digital tools for learning.</p>							
Assessment							
<p>The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.</p>							

MODULE 6							
Module name	Information and Communication Technology in Education: Learning Design B	Module code	IFLBCP1	Credits	15	NQF level	9
Purpose of the module							
In this module, a variety of instructional and learning design models and frameworks are explored.							
Outcomes of the module							
<p>By the end of this module, you should be able to:</p> <ul style="list-style-type: none"> • Critically conceptualise learning design as theoretical construct, • Identify, describe and select a number of pedagogies that are appropriate in learning design , and that are aligned with needs in your learning ecosystem, • Identify, select and use a variety of digital tools to construct (create) digital learning artefacts that are appropriate for use in your learning ecosystem, • Competently synthesise the content of the module to craft a personal learning design framework that attenuates the teaching and learning needs of your learning ecosystem, and • Attain advanced capacity to reflect on your learning in systematic and coherent ways. 							
Content of the module							
<p>What is learning design? Learning design frameworks Design thinking and wicked problems Pedagogical frameworks Pedagogical strategies and practices Design Organizations and services Online tools Cutting edge digital tools</p>							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.							

MODULE 7							
Module name	Information and Communication Technology and Assessment	Module code	ASSACP1	Credits	15	NQF Level	9
Purpose of the module							
The question to which ICT for Assessment A responds is: Is there a place for ICTs in assessment in the 4th industrial age?							
Outcomes of the module							
<p>Unit 1: This Unit responds to the question: What are the current debates on assessment in the 4th industrial age? Upon completion of this Unit, you will be able to:</p> <ul style="list-style-type: none"> • Identify and apply various aspects of existing learning theories within your own learning ecosystem • Engage in a critical discussion/debate about assessment within your own unique learning ecosystem • Compare/contrast issues related to assessment within a variety of educational contexts • Apply appropriate methods/ideas/taxonomies/models to your own contextualised learning ecosystem to address assessment issues • Reflect on creative approaches to assessment within your own specific learning ecosystem. 							

Unit 2: This Unit responds to the question: What are the essential elements to ensure effective and relevant assessment practice in the 4th Industrial Age?

Upon completion of this Unit, you will be able to:

- Identify and describe the expectations of the key players in education in respect of assessment
- Reflect on and compare the key skills required in the 21st century,
- Speculate and reflect on the varying assessment practices in your present context
- Justify and argue the use of ICTs in various assessment practices in the 4th industrial age
- Search, classify and manage academic articles pertinent to the unit focus
- Play the role of content curator with regard to resources dealing with assessment in the 4th industrial age

Unit 3: This Unit responds to the question: What are the most appropriate Apps, tools and services to promote assessment in the 4th Industrial age?

Upon completion of this Unit, you will be able to:

- Identify, describe, and debate the purpose, principles and value of e-Assessments and associated technologies
- Reflect on the role of technologies in assessment in the 4th IA
- Speculate and reflect on the varying assessment practices in your present context
- Justify and argue the use of appropriate Apps, tools and services to enhance various pedagogical strategies
- Plan and create (build) an eAssessment using appropriate tools, Apps and services

Content of the module

Unit 1: Current trends, debates and issues in assessment

Unit 2: Teaching, learning and assessment in the 4th industrial age,

Unit 3: Assessment in the 4th Industrial Age: Towards creativity, innovation and 21st Century skills

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.

MODULE 8

Module name	Information and Communication Technology and Assessment	Module code	ASSBCP1	Credits	15	NQF Level	9
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Purpose of the module

This module investigates the concept of quality in education in the modern age with a main focus on monitoring and evaluation using appropriate ICT tools and services

Outcomes of the module

A number of learning outcomes have been identified for each unit in this module:

Upon completion of Unit 1, you will be able to:

- Reflect upon the emergence of the need for quality education in recent years with special reference to your own learning ecosystem
- Identify and apply various arguments related to quality education within your own learning ecosystem
- Engage in a critical discussion/debate about quality education within your own unique learning ecosystem
- Compare/contrast issues related to quality education within a variety of educational contexts
- Debate about quality assurance at national and provincial level (Macro-), school and organizational level (Meso-), and at the level of teaching and learning (Micro-level)
- Reflect on creative approaches to quality education within your own specific learning ecosystem

Upon completion of Unit 2, you will be able to:

- Identify and describe the expectations of the key role players in education in respect of quality education
- Reflect on and compare the key evaluation skills required to ensure quality education in the 21st century,
- Speculate and reflect on the varying practices in your present context that can impact on quality education
- Justify and argue the use of ICTs in monitoring and evaluation frameworks

Depending on the direction this module takes... upon completion of this Unit 3 you will be able to:

- Identify and define authentic instances (or potential instances) within your personal learning ecosystem where monitoring and evaluation could improve quality of various aspects.
- Plan and design a contextualized Monitoring and Evaluation Framework for your own personal learning ecosystem using technological tools at your disposal.
- Critically justify the design of the MEF to be developed
- Develop an artefact to assess quality learning or assessment within a specific learning ecosystem
- Use a data analytics tool to connect and visualize data and to gain deeper insights into your data
- Create a concise technical report on the quality of education in our learning ecosystem using a visualisation tool and/or multimedia tool/s of your choice

Content of the module

Unit 1 responds to the questions: What is quality in education? How do you know how good you and your organization really are? What are the Key Quality Indicators that will drive improvement in your own learning ecosystem? Are there quality assurance tools available in your learning ecosystem that will help you to make better judgements about the standard of education and training you provide? What are the current debates on quality in education? How can we ensure the quality of teaching, courses, and the way we assess?

Unit 2 responds to the questions: How do we evaluate education systems? Who and what are the drivers for this evaluation worldwide? What are the essential elements to ensure a quality education? What is a monitoring and evaluation framework? How can monitoring and evaluation frameworks be used to ensure a quality education?

Unit 3 responds to the questions: Is there a place for a monitoring and evaluation framework to assess quality learning or assessment systems within my own learning ecosystem? Is there a need to evaluate your own learning ecosystem?

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.

MODULES 9 – 12

Module name	Minor dissertation	Module code	RPIAYP1	Credits	60	NQF Level	9
			RPIBYP1				
			RPICYP1				
			RPIDYP1				

Purpose of the modules

Content for the four research modules can be found online within the dedicated online community space. This content supplements the intervention of the allocated supervisor for the research component. Students work under the guidance of this supervisor for the duration of the 4 modules

Outcomes of the module

In all cases, students must:

- Develop, in collaboration with the supervisor, a sound research design appropriate for the research problem
- Acknowledge indicate the limitations of the research methods used, as well as of the findings of the study

<ul style="list-style-type: none"> • Guard against misrepresentations in the dissemination of research information and findings • Guard against plagiarism • Demonstrate sound ethical principles throughout the research process
Content of the module
Students conduct a research project, under the guidance of the supervisor, within the scope of Faculty requirements for minor-dissertations. Students may pursue a research topic of their own choice, or may be requested to participate in a larger project.
Assessment
Continuous assessment

EDU 7.3.5.7 Promotion requirements

- b) Refer to ED 1.3.5 General Faculty Regulations regarding further promotion and re-admission requirements information.

EDU 7.3.5.8 Award of master's degree

The Master of Education in Information and Communication Technology Education will be awarded to students who have completed all the prescribed prerequisites successfully.

EDU 7.3.5.9 Research time: 33%

EDU 7.3.6	Master of Education in Educational Psychology
PROGRAMME CODE	M5EPYQ
OFFERING TYPE	Contact
HEQF LEVEL	9
TOTAL CREDITS FOR THE QUALIFICATION	240
DATE INSTITUTED	1 JANUARY 2007-Aligned HEQSF
SAQA NUMBER	101773
PHASING OUT DATE	2021 due to the introduction of a revised qualification and code

EDU 7.3.6.1 Purpose of the programme

The primary purpose of this qualification is to provide qualifying students with academic and professional practical skills in order to identify assess and diagnose needs and relevant issues in the domain of Educational Psychology. The student will be able to design, execute and manage appropriate and ethical educational psychological interventions for individuals, parents, families, groups, educators, schools and communities, including specialised and advanced therapeutic and counselling approaches. The student will also be equipped with specific skills to address career-related issues and develop life skills programmes for implementation in the school, community and other diverse settings, working in an integrative life planning approach. Students will also be able to counsel, consult, collaborate and build capacity in communities and educational settings, including working preventively. In addition, the student is equipped, in his/her capacity as a reflective practitioner and action researcher to analyse, evaluate and develop his/her own professional practice throughout his/her own life.

EDU 7.3.6.2 Outcomes of the programme

See Form 1:2007

EDU 7.3.6.3 Admission requirements

A prospective student must hold the BEd (Hons) Educational Psychology degree with an average of at least 65% plus either a BEd teaching degree or a PGCE. Honours in Psychology will be considered, provided the student completes at least three outstanding modules relevant to the Master's degree on a BEd honours level.

EDU 7.3.6.4 Additional selection criteria

In addition, all prospective candidates will be subject to selection in which field-related experience in psychology, education, training and development are considered.

EDU 7.3.6.5 Programme structure

- a) Minimum duration: Two years
- b) The programme is offered part time
- c) All modules are compulsory.

Internship

Pre-requisites: Students are required to complete the minor-dissertation in the academic programme before commencing with internship. In order to register as an educational psychology with the Health Professions Council, the candidate must, apart from having obtained the M Ed (Educational Psychology) degree, also complete an internship at an institution approved by the said Council. This internship does not however, form part of the requirements for obtaining the degree.

EDU 7.3.6.6 Curriculum

Curriculum summary							
First year				Second year			
Module name	Module code	NQF Level	Credits	Module name	Module code	NQF Level	Credits
Educational Psychological Assessment and Psychopathology 1	EPA9X00	9	16	Educational Psychological Assessment and Psychopathology 2	EPA9X20	9	16
Educational Psychological Interventions 1	EPS9X00	9	10	Educational Psychological Interventions 2	EPS9X20	9	10
Educational Psychological Specialist Areas 1	ESA9X00	9	10	Educational Psychological Professional Practice 2	EPP9X20	9	10
Educational Psychological Professional Practice 1	EPP9X00	9	10	Semester 1			
Semester 1				Minor Dissertation	EPM9X20	9	30
Minor Dissertation	EPM9X10	9	30	Semester 2			
Semester 2				Minor Dissertation	EPM9X02	9	30
Minor dissertation	EPM9X01	9	30				

Curriculum outline –

1 st year and 2 nd year (compulsory)							
Module name	Educational Psychological Assessment and Psychopathology 1	Module code	EPA9X00	Credits	16	NQF Level	9
	Educational Psychological Assessment and Psychopathology 2		EPA9X20		16	NQF Level	9
Purpose of the module							
The primary purpose of this module is to provide qualifying students with theoretical and professional practice skills to execute and manage appropriate educational, psychological interventions for individuals, parents, families, groups, educators and the school within diverse community settings. Therefore, the expected outcomes are that the student should be able to demonstrate ethical competence in various fields (e.g., interviewing, assessment, therapeutic interventions, networking) as stipulated by the HPCSA.							
Outcomes of the module							
1.To develop an in-depth, comprehensive, and systemic practice of community relevant educational psychology within a socially critical and constructivist psychology framework. 2. To demonstrate relevant professional practice competence through the management of clients in an autonomous, professional and ethical way, with appropriate clinical supervision. 3. To continuously evaluate self-personal and professional growth in relation to the assisted and independent learning engagements. 4. To demonstrate the capacity to critique own and others' practice with justification. 5. To demonstrate the capacity to integrate educational psychology specialization knowledge in practice.							
Content of the module							
Theoretical framework for educational and psychological assessment with due consideration of developmental stages and cultural contexts Theoretical framework for psychopathology with due consideration of developmental stages and cultural contexts Professional practice of assessment							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the learning guide of the module that will be provided by the lecturer. A minimum mark of 50% must be achieved to pass the module.							

1st year and 2nd year (compulsory)							
Module name	Educational Psychology Professional Practice 1	Module code	EPP9X00	Credits	10	NQF Level	9
	Educational Psychology Professional Practice 2		EPP9X20		10		9
Purpose of the module							
The primary purpose of this module is to provide qualifying students with theoretical and professional practice skills to execute and manage appropriate educational, psychological interventions for individuals, parents, families, groups, educators and the school within diverse community settings. Therefore, the expected outcomes are that the student should be able to demonstrate ethical competence in various fields (e.g., interviewing, assessment, therapeutic interventions, networking) as stipulated by the HPCSA.							
Outcomes of the module							

<ol style="list-style-type: none"> 1. To develop an in-depth, comprehensive, and systemic practice of community relevant educational psychology within a socially critical and constructivist psychology framework. 2. To demonstrate relevant professional practice competence through the management of clients in an autonomous, professional and ethical way, with appropriate clinical supervision. 3. To continuously evaluate self-personal and professional growth in relation to the assisted and independent learning engagements. 4. To demonstrate the capacity to critique own and others' practice with justification. 5. To demonstrate the capacity to integrate educational psychology specialization knowledge in practice.
Content of the module
The role of community educational psychology within a social critical and constructivist psychology framework. The role and professional practice of the educational psychologist in a diverse social environment. The personal and professional development of the educational psychologist. The code of professional ethics in the field of psychology. Relevant legislative frameworks which impact on psychological practice and research
Assessment
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in the learning guide of the module that will be provided by the lecturer. A minimum mark of 50% must be achieved to pass the module.

1st year and 2nd year (compulsory)								1st year and 2nd year (compulsory)
Module name	Educational Psychological Interventions 1	Module code	EPS9X00	Credits	10	NQF Level	9	
	Educational Psychological Interventions 2		EPS9X20		10		9	
Purpose of the module								
<p>The primary purpose is for students to demonstrate knowledge of theoretical frameworks for culturally sensitive therapeutic interventions, therapeutic relationships and therapeutic processes with diverse clients. Students will use the social-constructionist paradigm as a lens for demonstrating a variety of therapeutic interventions, considering a trans-theoretical model for the client's readiness for change as well as growth through trauma and crisis.</p> <p>Students are expected to use evidence-based theory ethically to develop case conceptualisation and treatment plans for clients with whom they are working, and to use evidence-based theory in the processes and techniques to support client growth and development in the therapeutic interventions.</p> <p>Students are expected to practice ethically in line with the HPCSA requirements within the professional practice of Educational Psychology in meeting challenging demands of diverse clients, considering the family context and school communities.</p>								
Outcomes of the module								
<p>Continue developing your self-awareness of your own worldview, belief systems, values, assumptions and prejudice, as it is relevant in developing your therapeutic self.</p> <p>Refine your advanced therapeutic skills in the helping process, considering the bio-ecological system of the client and especially considering the role the family plays.</p> <p>Expand and develop your advanced therapeutic skills and interventions to serve the goals of the helping process and to facilitate change.</p> <p>Adapt your approach to the need and developmental age of the client.</p> <p>Demonstrate a knowledge of the different therapeutic interventions and refine your approach and</p>								

interventions to the need of the client.
 Use clinical case documentation effectively.
 Continue to develop your own critical theory of psychotherapy and therapeutic interventions especially in relation to the profession of educational psychology in South Africa within the domain of educational community psychology

Content of the module

Theoretical framework for culturally sensitive therapeutic interventions. Therapeutic relationship and –skills considering the therapeutic process with diverse clients. Social-constructionist paradigm acknowledging a variety of therapeutic interventions, considering a trans theoretical model for client's readiness of change as well as trauma and crisis: Client ranging from the individual, parents, groups, families and school communities. Therapeutic interventions with the focus on children and adolescents considering their developmental stages. Nurturing the professional and personal self

Assessment

The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.

1st year and 2nd year (compulsory)

Module name	Educational Psychological Specialist Area	Module code	ESA9X00	Credits	10	NQF Level	9
Content of the module							
Inclusive Education Learning Support Career Development Community Development							
Assessment							
The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module.							

1st year and 2nd year (compulsory)

Module name	Minor Dissertation	Module code	EPM9X10	Credits	30	NQF Level	9
	Minor Dissertation		EPM9X20		30		9
	Minor Dissertation		EPM9X01		30		9
	Minor Dissertation		EPM9X02		30		9
Content of the module							
Research proposal – Articulate research problem, research question(s), purpose of the research and research methods Literature review - Explore literature. Construct a theoretical framework. Draft the research report (includes regular editing and revision) Collect and analyze data – Draft the research report (includes regular editing and revision) Write and discuss the findings - Draft the research report (includes regular editing and revision) Finalize the research report - Final revision and editing Submit an article based on the research							
Assessment							

EDU 7.3.6.7 Promotion requirements

- a) Refer to ED 1.3.5 General Faculty Regulations regarding further promotion and re-admission requirements information.

EDU 7.3.6.8 Award of master's degree

The Masters of Education in Educational Psychology will be awarded to students who have completed all the prescribed prerequisites successfully.

EDU 7.3.6.9 Research time: 50%

EDU 7.3.7	Master of Education in Educational Psychology
PROGRAMME CODE	M5PSEQ
OFFERING TYPE	Contact
HEQF LEVEL	9
TOTAL CREDITS FOR THE QUALIFICATION	240
DATE INSTITUTED	1 JANUARY 2007-Aligned HEQSF
SAQA NUMBER	101773
PHASING OUT DATE	None

EDU 7.3.7.1 Purpose of the programme

The primary purpose of this qualification is to provide qualifying students with academic and professional practical skills in order to identify assess and diagnose needs and relevant issues in the domain of Educational Psychology. The student will be able to design, execute and manage appropriate and ethical educational psychological interventions for individuals, parents, families, groups, educators, schools and communities, including specialised and advanced therapeutic and counselling approaches. The student will also be equipped with specific skills to address career-related issues and develop life skills programmes for implementation in the school, community and other diverse settings, working in an integrative life planning approach. Students will also be able to counsel, consult, collaborate and build capacity in communities and educational settings, including working preventively. In addition, the student is equipped, in his/her capacity as a reflective practitioner and action researcher to analyse, evaluate and develop his/her own professional practice throughout his/her own life.

EDU 7.3.7.2 Outcomes of the programme

See Form 1:2007

EDU 7.3.7.3 Admission requirements

A prospective student must hold the BEd (Hons) Educational Psychology degree with an average of at least 65% plus either a BEd teaching degree or a PGCE. Honours in Psychology will be considered, provided the student completes at least three outstanding modules relevant to the Master's degree on a BEd honours level.

EDU 7.3.7.4 Additional selection criteria

In addition, all prospective candidates will be subject to selection in which field-related experience in psychology, education, training and development are considered.

EDU 7.3.7.5 Programme structure

- a) Minimum duration: Two years
- b) The programme is offered part time
- c) All modules are compulsory.

Internship

Pre-requisites: Students are required to complete the minor-dissertation in the academic programme before commencing with internship. In order to register as an educational psychology with the Health Professions Council, the candidate must, apart from having obtained the M Ed (Educational Psychology) degree, also complete an internship at an institution approved by the said Council. This internship does not however, form part of the requirements for obtaining the degree.

EDU 7.3.7.6 Curriculum

M5PSEQ Curriculum summary							
First year				Second year			
Module name	Module code	NQF Level	Credits	Module name	Module code	NQF Level	Credits
Educational Psychological Assessment and Psychopathology 1	PAP9X00	9	32	Educational Psychological Assessment and Psychopathology 2	PAP9X20	9	32
Educational Psychological Interventions 1	PIE9X00	9	36	Educational Psychological Interventions 2	PIE9X02	9	36
Educational Psychological Specialist Areas 1	PSA9X00	9	32	Educational Psychological Professional Practice 2	PPP9X20	9	20
Educational Psychological Professional Practice 1	PPP9X00	9	20	Block code 0			
				Minor Dissertation	MDP9X20	9	60
Block code 0							
Minor Dissertation	MDP9X10	9	60				

Curriculum outline –

1 st year and 2 nd year (compulsory)							
Module name	Educational Psychological Assessment and Psychopathology 1	Module code	PAP9X00	Credits	16	NQF Level	9

	Educational Psychological Assessment and Psychopathology 2		PAP9X20		16	NQF Level	9
Purpose of the module							
The purpose of this module is to develop students with academic and professional practice skills in order to identify, assess, diagnose and therapeutically address needs and relevant issues in the domain of Educational Psychology. The module further proposes to support students to critically analyse and apply the theories (knowledge, skills, values) of assessment and psychopathology to practice within diverse contexts.							
Outcomes of the module							
Think epistemologically, globally and contextually within the field of educational and psychological assessment and psychopathology. In depth, comprehensive, systematic knowledge base of educational and psychological assessment and psychopathology. To critically analyse and apply the theories (knowledge, skills, values) of assessment and psychopathology to practice and vice versa.							
Content of the module							
Theoretical framework for educational and psychological assessment with due consideration of developmental stages and cultural contexts Theoretical framework for psychopathology with due consideration of developmental stages and cultural contexts Professional practice of assessment							
Assessment							
Pass requirements are in accordance with the General Regulations. The final mark is calculated as follows: Module mark 50%. Final assessment 50%							

1st year and 2nd year (compulsory)							
Module name	Educational Psychology Professional Practice 1	Module code	PPP9X00	Credits	10	NQF Level	9
	Educational Psychology Professional Practice 2		PPP9X20		10		9
Purpose of the module							
The purpose of this module is to develop students with academic and professional practice skills in order to identify, assess, diagnose and therapeutically address needs and relevant issues in the domain of Educational Psychology. The module further proposes to support students to critically analyse and apply the theories (knowledge, skills, values) of assessment and psychopathology to practice within diverse contexts.							
Outcomes of the module							
Think epistemologically, globally and contextually within the field of educational and psychological assessment and psychopathology. In depth, comprehensive, systematic knowledge base of educational and psychological assessment and psychopathology. To critically analyse and apply the theories (knowledge, skills, values) of assessment and psychopathology to practice and vice versa.							
Content of the module							
The role of community educational psychology within a social critical and constructivist psychology framework The role and professional practice of the educational psychologist in a diverse social environment The personal and professional development of the educational psychologist The code of professional ethics in the field of psychology Relevant legislative frameworks which impact on psychological practice and research							
Assessment							
Formative assessments build towards 50% of the module mark.							

A summative assessment weighting 50% of the module mark.
Students need to complete their 200 hours practical requirements as well as pass the module with a minimum of 50% for the module mark.

1st year and 2nd year (compulsory)								1st year and 2nd year (compulsory)
Module name	Educational Psychological Interventions 1	Module code	PIE9X00	Credits	10	NQF Level	9	
	Educational Psychological Interventions 2		PIE9X20		10		9	
Purpose of the module								
<p>The primary purpose is for students to demonstrate knowledge of theoretical frameworks for culturally sensitive therapeutic interventions, therapeutic relationships and therapeutic processes with diverse clients. Students will use the social-constructionist paradigm as a lens for demonstrating a variety of therapeutic interventions, considering a trans-theoretical model for the client's readiness for change as well as growth through trauma and crisis.</p> <p>Students are expected to use evidence-based theory ethically to develop case conceptualisation and treatment plans for clients with whom they are working, and to use evidence-based theory in the processes and techniques to support client growth and development in the therapeutic interventions.</p> <p>Students are expected to practice ethically in line with the HPCSA requirements within the professional practice of Educational Psychology in meeting challenging demands of diverse clients, considering the family context and school communities.</p>								
Outcomes of the module								
<p>1. Developing an in-depth, comprehensive and systematic practice of community educational psychology within a social critical and constructivist psychology framework. 2. Demonstrating relevant professional practice through the management of clients in an autonomous, professional and ethical way, with appropriate supervision. 3. Critical self-evaluation and continued independent learning for continuing professional development. 4. Demonstrating the capacity to critique own and other's practice with justification. 5. Demonstrating the capacity to integrate Educational Psychology specialisation knowledge in practice.</p>								
Content of the module								
<p>Theoretical framework for culturally sensitive therapeutic interventions</p> <p>Therapeutic relationship and –skills considering the therapeutic process with diverse clients</p> <p>Social-constructionist paradigm acknowledging a variety of therapeutic interventions, considering a trans theoretical model for client's readiness of change as well as trauma and crisis: Client ranging from the individual, parents, groups, families and school communities.</p> <p>Therapeutic interventions with the focus on children and adolescents considering their developmental stages</p> <p>Nurturing the professional and personal self</p>								
Assessment								
<p>The calculation criteria for this module is continuous assessment (CE). This means that the final mark out of 100% is compiled through various assignments as are noted in online management system. A minimum mark of 50% must be achieved to pass the module..</p>								

1st year and 2nd year (compulsory)							
Module name	Educational Psychological Specialist Area	Module code	PSA9X00	Credits	10	NQF Level	9

Purpose of the module	
<p>This module consists of Inclusive Education, Learning Support and Careers Development Issues</p> <p>The primary purpose related to inclusion is for students to be able to construct and explain an integrated theoretical framework in the form of written documents that inform educational and learning support in an inclusive educational context and the role of the Educational Psychologist.</p> <p>Within Learning Support, the purpose is for to be able to plan, design, implement and evaluate holistic, health-promoting, developmental and preventative learning support strategies and programs aimed at promoting, enhancing and facilitating learning in individuals, schools and communities.</p> <p>Students are to apply collaborative and consultative skills and develop consultative relationships between professionals, educators, parents and learners.</p> <p>Careers</p> <p>The primary purpose related to careers is to develop a specialisation within the profession of educational psychology in order to address the area of career development within diverse school and community contexts. This section of the specialisation modules is presented from a systemic, holistic and life design orientation approach in relation to learners, schools, adults and their career development processes.</p>	
Outcomes of the module	
<p>Upon the successful completion of this module, you should be able to:</p> <ul style="list-style-type: none"> -Construct and explain an integrated theoretical framework that informs learning support in an inclusive educational context, career counselling and the role of the educational psychologist. - Within the context of authentic case studies plan, design, implement and evaluate holistic, health-promotive, developmental and preventative learning support strategies and programmes aimed at promoting, enhancing and facilitating learning and career development in individuals, schools and communities. - Apply collaborative and consultative skills and develop collaborative and consultative relationships between professionals, educators, parents and learners. 	
Content of the module	
<p>Inclusive Education</p> <p>Learning Support</p> <p>Career Development</p> <p>Community Development</p>	
Assessment	
<p>Formative assessments build towards 50% of the module mark.</p> <p>A summative assessment weighting 50% of the module mark.</p> <p>Students must pass the module with a minimum of 50% for the module mark.</p>	

1st year and 2nd year (compulsory)							
Module name	Minor Dissertation	Module code	MDP9X10	Credits	30	NQF Level	9
	Minor Dissertation		MDP9X20		30		9
	Minor Dissertation		MDP9X01		30		9
	Minor Dissertation		MDP9X02		30		9
Content of the module							
Research proposal – Articulate research problem, research question(s), purpose of the research and research methods							

Literature review - Explore literature. Construct a theoretical framework. Draft the research report (includes regular editing and revision)
Collect and analyze data – Draft the research report (includes regular editing and revision)
Write and discuss the findings - Draft the research report (includes regular editing and revision)
Finalize the research report - Final revision and editing
Submit an article based on the research
Assessment
Students must pass the minor-dissertation with a minimum of 50%.

EDU 7.3.7.7 Promotion requirements

- a) Refer to ED 1.3.5 General Faculty Regulations regarding further promotion and re-admission requirements information.

EDU 7.3.7.8 Award of master's degree

The Masters of Education in Educational Psychology will be awarded to students who have completed all the prescribed prerequisites successfully.

EDU 7.3.7.9 Research time: 33%

EDU 7.4	MASTER OF PHILOSOPHY DEGREE: DISSERTATION – M PHIL (EDUCATION)
PROGRAMME CODE	M5EPHQ
HEQF LEVEL	9
TOTAL CREDITS FOR THE QUALIFICATION	180
DATE INSTITUTED	1 JANUARY 2020
SAQA NUMBER	117903
PHASING OUT DATE	None

EDU 7.4.1 Purpose of the programme

The purpose of the Master of Philosophy is to enable students to develop high levels of specialised knowledge and expertise in conducting research in a specified discipline or field, using advanced problem-solving skills and critical, reflective thinking, as well as the ability to report on research conducted in ways appropriate to the relevant academic and disciplinary discourses. The student will report the findings in a manner that meets the accepted criteria and ethical principles of the profession. Students will contribute to the existing body of knowledge in the application of advanced theoretical or applied knowledge to develop and advance the study and practices in the field of specialisation

EDU 7.4.2 Outcomes of the programme

Exit level outcomes:

On completion of this qualification, students should be able to:

Demonstrate advanced application of concepts, methods, ethics, theories and analytical processes in relation to a specified area of research.

Address an identified research need by taking social, economic, legal, ethical, environmental, cultural and demographic influences into consideration.

Demonstrate a comprehensive, systematic and integrated specialist knowledge and skills of the chosen research area.

Display advanced research skills.

EDU 7.4.3 Admission requirements

- i) Prospective candidates will have obtained a BEd (Hons) with a 65% overall average. See below EDU 7.2.4
- OR
- j) Prospective candidates will have obtained a suitable four-year professional bachelor's degree plus a teachers' diploma/ teaching qualification and work experience in the proposed field of specialisation. The Education knowledge of such candidates will be assessed by the Head of Department and the subject expert in the proposed field specialisation and a reading programme may be prescribed prior to following registration.
- OR
- k) Prospective candidates will have obtained a teacher's diploma /teaching qualification, plus an appropriate honours degree and work experience in the proposed field of specialisation. The Education knowledge of such candidates will be assessed by the Head of Department and the subject expert in the proposed field of specialisation and reading programme may be prescribed prior to registration.
- OR
- l) For admission to the field of Philosophy of Education, prospective candidates will have obtained bachelor's honours degree and work experience relevant to the proposed field of specialisation. The Education knowledge of such candidates will be assessed by the Head of Department and the subject expert in the proposed field of specialisation and reading programme may be prescribed prior to registration.

EDU 7.4.4 Additional selection criteria

Academic performance: students need to have attained a minimum of 65% in their previous degree. If 65% was not attained prior learning and experience in the field may be taken into consideration and students could be allowed to register base on a pre-registration research proposal which is accepted by the Department in which the student will be registering.

In addition to the minimum admission requirements as outlined above, prospective students should provide; a written submission outlining work experience and motivation for entry into the programme. Prospective students may possibly undergo a selection process, including personal on-line interviews.

- ***Students without an education qualification may be allowed to register for a MPhil, should those students have appropriate education related experience (e.g. work experience) in relation to the proposed topic of the MEd. Such a prospective student must be involved in pre-registration and a prescribed reading programme. Full registration will be allowed based on satisfactory progress with a Chapter 1 during the pre-registration period. The chapter, approved by the supervisor, must be submitted to the Faculty Office to allow full registration.***

Note: Registration takes place per department

EDU 7.4.5 Programme structure

- a) Minimum duration: One year.
- b) Two-year part time

EDU 7.4.6 Curriculum

A dissertation on an approved topic in the field of Education

Topics related to the following broad areas may be investigated:			
Possible broad area of investigation	Programme Code	Module code Semester one	Module code Semester two
Education	M5EPHQ	See table below	

Modules in semester 1	Dissertation	DIS9XA1	Credits	180	NQF Level	9
		DIS9XA2				
Modules in Semester 2	Dissertation	DIS9XB1				

Purpose of the module
The purpose of this module is to develop intellectual and professional skills of the student, culminating in a dissertation that constitutes a distinctive contribution to knowledge of and insight into the subject discipline as well as the field of research.
Outcomes of the qualification
Students should be able to: <ul style="list-style-type: none"> a) On completion of this qualification, students should be able to: b) Demonstrate advanced application of concepts, methods, ethics, theories and analytical processes in relation to a specified area of research. c) Address an identified research need by taking social, economic, legal, ethical, environmental, cultural and demographic influences into consideration. d) Demonstrate a comprehensive, systematic and integrated specialist knowledge and skills of the chosen research area.
Content of the module
Dissertation in an area of specialisation
Assessment
<p>A minimum mark of 50% must be achieved to pass the qualification.</p> <p>This qualification will require for the student to complete a dissertation under the supervision of a supervisor. This will be examined by two assessors.</p> <p>Note also the mandatory manuscript rule requirement:</p> <p>Either two of the following is suitable to comply with the manuscript rule for doctoral students:</p> <ul style="list-style-type: none"> a) Evidence of manuscripts SUBMITTED to the supervisor suitable for submission to a DHET accredited peer reviewed publication with a view to possible publication. b) Evidence of a manuscript submitted to a 'DHET accredited peer reviewed publication' for possible publication. c) Published article. d) Published chapter in a research book. e) Conference proceedings (peer reviewed)

EDU 7.4.7 Promotion requirements

- a) General Faculty Regulations regarding promotion and re-admission requirements apply.

EDU 7.4.8 Award of master's degree

The M Phil will be awarded to students who have completed all the requirements for the qualification successfully.

EDU 7.4.9 Research time 100%

EDU 7.5	MASTER OF PHILOSOPHY DEGREE: DISSERTATION – M PHIL (CHILDREN’S LITERATURE)
PROGRAMME CODE	M5PCLQ
HEQF LEVEL	9
TOTAL CREDITS FOR THE QUALIFICATION	180
DATE INSTITUTED	1 JANUARY 2017 – HEQSF aligned
SAQA NUMBER	117903
PHASING OUT DATE	None

EDU 7.5.1 Purpose of the programme

The purpose of the Master of Philosophy is to enable students to develop high levels of specialised knowledge and expertise in conducting research in a specified discipline or field, using advanced problem-solving skills and critical, reflective thinking, as well as the ability to report on research conducted in ways appropriate to the relevant academic and disciplinary discourses. The student will report the findings in a manner that meets the accepted criteria and ethical principles of the profession. Students will contribute to the existing body of knowledge in the application of advanced theoretical or applied knowledge to develop and advance the study and practices in the field of specialisation

EDU 7.5.2 Outcomes of the programme

Exit level outcomes:

On completion of this qualification, students should be able to:

Demonstrate advanced application of concepts, methods, ethics, theories and analytical processes in relation to a specified area of research.

Address an identified research need by taking social, economic, legal, ethical, environmental, cultural and demographic influences into consideration.

Demonstrate a comprehensive, systematic and integrated specialist knowledge and skills of the chosen research area.

Display advanced research skills.

EDU 7.5.3 Admission requirements

a) Prospective candidates will have obtained a BEd (Hons) with a 65% overall average. See below EDU 7.2.4

OR

b) Prospective candidates will have obtained a suitable four-year professional bachelor’s degree plus a teachers’ diploma/ teaching qualification and work experience in the proposed field of specialisation. The Education knowledge of such candidates will be assessed by the Head of Department and the subject expert in the proposed field specialisation and a reading programme may be prescribed prior to following registration.

OR

c) Prospective candidates will have obtained a teacher’s diploma /teaching qualification, plus an appropriate honours degree and work experience in the proposed field of specialisation. The Education knowledge of such candidates will be assessed by the Head of Department and the subject expert in the proposed field of specialisation and reading programme may be prescribed prior to registration.

OR

- d) For admission to the field of Philosophy of Education, prospective candidates will have obtained bachelor's honours degree and work experience relevant to the proposed field of specialisation. The Education knowledge of such candidates will be assessed by the Head of Department and the subject expert in the proposed field of specialisation and reading programme may be prescribed prior to registration.

EDU 7.5.4 Additional selection criteria

Academic performance: students need to have attained a minimum of 65% in their previous degree. If 65% was not attained prior learning and experience in the field may be taken into consideration and students could be allowed to register base on a pre-registration research proposal which is accepted by the Department in which the student will be registering.

In addition to the minimum admission requirements as outlined above, prospective students should provide; a written submission outlining work experience and motivation for entry into the programme. Prospective students may possibly undergo a selection process, including personal on-line interviews.

- ***Students without an education qualification may be allowed to register for a MPhil, should those students have appropriate education related experience (e.g. work experience) in relation to the proposed topic of the MEd. Such a prospective student must be involved in pre-registration and a prescribed reading programme. Full registration will be allowed based on satisfactory progress with a Chapter 1 during the pre-registration period. The chapter, approved by the supervisor, must be submitted to the Faculty Office to allow full registration.***

Note: Registration takes place per department

EDU 7.5.5 Programme structure

- a) Minimum duration: One year.
b) Two-year part time

EDU 7.5.6 Curriculum

A dissertation on an approved topic in the field of Education

Topics related to the following broad areas may be investigated:						
Possible broad area of investigation			Programme Code		Module code Semester one	Module code Semester two
Children's Literature			M5PCLQ		See table below	
Modules in semester 1	Dissertation	DIS9X1A	Credits	180	NQF Level	9
		DIS9X2A				
Modules in Semester 2	Dissertation	DIS9X1B/DIS9X2B				
Purpose of the module						

The purpose of this module is to develop intellectual and professional skills of the student, culminating in a dissertation that constitutes a distinctive contribution to knowledge of and insight into the subject discipline as well as the field of research.

Outcomes of the qualification

Students should be able to:

- e) On completion of this qualification, students should be able to:
- f) Demonstrate advanced application of concepts, methods, ethics, theories and analytical processes in relation to a specified area of research.
- g) Address an identified research need by taking social, economic, legal, ethical, environmental, cultural and demographic influences into consideration.
- h) Demonstrate a comprehensive, systematic and integrated specialist knowledge and skills of the chosen research area.

Content of the module

Dissertation in an area of specialisation

Assessment

A minimum mark of 50% must be achieved to pass the qualification.

This qualification will require for the student to complete a dissertation under the supervision of a supervisor. This will be examined by two assessors.

Note also the mandatory manuscript rule requirement:

Either two of the following is suitable to comply with the manuscript rule for doctoral students:

- a) Evidence of manuscripts SUBMITTED to the supervisor suitable for submission to a DHET accredited peer reviewed publication with a view to possible publication.
- b) Evidence of a manuscript submitted to a 'DHET accredited peer reviewed publication' for possible publication.
- c) Published article.
- d) Published chapter in a research book.
- e) Conference proceedings (peer reviewed)

EDU 7.5.7 Promotion requirements

- a) General Faculty Regulations regarding promotion and re-admission requirements apply.

EDU 7.5.8 Award of master's degree

The M Phil will be awarded to students who have completed all the requirements for the qualification successfully.

EDU 7.5.9 Research time 100%

EDU 7.6	MASTER OF PHILOSOPHY DEGREE: DISSERTATION – M PHIL (VIRTUAL AND AUGMENTED REALITY)	
PROGRAMME CODE	M5VRSQ	
HEQF LEVEL	9	
TOTAL CREDITS FOR THE QUALIFICATION	180	
DATE INSTITUTED	1 JANUARY 2017 – HEQSF aligned	
SAQA NUMBER	117903	
PHASING OUT DATE	None	

EDU 7.6.1 Purpose of the programme

The purpose of the Master of Philosophy is to enable students to develop high levels of specialised knowledge and expertise in conducting research in a specified discipline or field, using advanced problem-solving skills and critical, reflective thinking, as well as the ability to report on research conducted in ways appropriate to the relevant academic and disciplinary discourses. The student will report the findings in a manner that meets the accepted criteria and ethical principles of the profession. Students will contribute to the existing body of knowledge in the application of advanced theoretical or applied knowledge to develop and advance the study and practices in the field of specialisation

EDU 7.6.2 Outcomes of the programme

Exit level outcomes:

On completion of this qualification, students should be able to:

Demonstrate advanced application of concepts, methods, ethics, theories and analytical processes in relation to a specified area of research.

Address an identified research need by taking social, economic, legal, ethical, environmental, cultural and demographic influences into consideration.

Demonstrate a comprehensive, systematic and integrated specialist knowledge and skills of the chosen research area.

Display advanced research skills.

EDU 7.6.3 Admission requirements

A) Prospective candidates will have obtained a BEd (Hons) with a 65% overall average. See below EDU 7.2.4
OR

B) Prospective candidates will have obtained a suitable four-year professional bachelor's degree plus a teachers' diploma/ teaching qualification and work experience in the proposed field of specialisation. The Education knowledge of such candidates will be assessed by the Head of Department and the subject expert in the proposed field specialisation and a reading programme may be prescribed prior to following registration.

OR

C) Prospective candidates will have obtained a teacher's diploma /teaching qualification, plus an appropriate honours degree and work experience in the proposed field of specialisation. The Education knowledge of such candidates will be assessed by the Head of Department and the subject expert in the proposed field of specialisation and reading programme may be prescribed prior to registration.

OR

D) For admission to the field of Philosophy of Education, prospective candidates will have obtained bachelor's honours degree and work experience relevant to the proposed field of specialisation. The Education knowledge of such candidates will be assessed by the Head of Department and the subject expert in the proposed field of specialisation and reading programme may be prescribed prior to registration.

EDU 7.6.4 Additional selection criteria

Academic performance: students need to have attained a minimum of 65% in their previous degree. If 65% was not attained prior learning and experience in the field may be taken into consideration and students could be allowed to register base on a pre-registration research proposal which is accepted by the Department in which the student will be registering.

In addition to the minimum admission requirements as outlined above, prospective students should provide; a written submission outlining work experience and motivation for entry into the programme. Prospective students may possibly undergo a selection process, including personal on-line interviews.

- **Students without an education qualification may be allowed to register for a MPhil**, should those students have appropriate education related experience (e.g. work experience) in relation to the proposed topic of the MEd. Such a prospective student must be involved in pre-registration and a prescribed reading programme. Full registration will be allowed based on satisfactory progress with a Chapter 1 during the pre-registration period. The chapter, approved by the supervisor, must be submitted to the Faculty Office to allow full registration.

Note: Registration takes place per department

EDU 7.6.5 Programme structure

- a) Minimum duration: One year.
- b) Two-year part time

EDU 7.6.6 Curriculum

A dissertation on an approved topic in the field of Education

Topics related to the following broad areas may be investigated:			
Possible broad area of investigation	Programme Code	Module code Semester one	Module code Semester two
Virtual and augmented reality	M5VRSQ	See below	

Core Module (<i>Compulsory</i>)							
Module name	Dissertation	Semester 1 Module code	DVS9X1A	Credits	180	NQF Level	9
	Dissertation	Semester 2 Module code	DVS9X1B				

Purpose of the module
The purpose of this module is to develop intellectual and professional skills of the student, culminating in a dissertation that constitutes a distinctive contribution to knowledge of and insight into the subject discipline as well as the field of research.
Outcomes of the qualification
Students should be able to: <ul style="list-style-type: none"> i) On completion of this qualification, students should be able to: j) Demonstrate advanced application of concepts, methods, ethics, theories and analytical processes in relation to a specified area of research. k) Address an identified research need by taking social, economic, legal, ethical, environmental, cultural and demographic influences into consideration. l) Demonstrate a comprehensive, systematic and integrated specialist knowledge and skills of the chosen research area.
Content of the module
Dissertation in an area of specialisation
Assessment
A minimum mark of 50% must be achieved to pass the qualification. This qualification will require for the student to complete a dissertation under the supervision of a supervisor. This will be examined by two assessors. Note also the mandatory manuscript rule requirement: Either two of the following is suitable to comply with the manuscript rule for doctoral students:

- a) Evidence of manuscripts SUBMITTED to the supervisor suitable for submission to a DHET accredited peer reviewed publication with a view to possible publication.
- b) Evidence of a manuscript submitted to a 'DHET accredited peer reviewed publication' for possible publication.
- c) Published article.
- d) Published chapter in a research book.
- e) Conference proceedings (peer reviewed)

EDU 7.6.7 Promotion requirements

- a) General Faculty Regulations regarding promotion and re-admission requirements apply.

EDU 7.6.8 Award of master's degree

The M Phil will be awarded to students who have completed all the requirements for the qualification successfully.

EDU 7.6.9 Research time 100%

EDU 8	SECTION H DOCTORAL DEGREE PROGRAMMES (Purpose, outcomes, admission requirements, credits, assessment, module content)
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EDU 8.1	Doctor of Education (D Ed) (Educational Psychology)	
PROGRAMME CODE	P5PSYQ	
HEQF LEVEL	10	
TOTAL CREDITS FOR THE QUALIFICATION	360	
DATE INSTITUTED	1 JANUARY 2017 – New NQF and HEQSF aligned	
SAQA NUMBER	96969	
PHASING OUT DATE	None	

EDU 8.1.1 Purpose of this programme

The DEd (Educational Psychology) requires a candidate to undertake research at an advanced academic level culminating in the production, defence and acceptance of a thesis. The defining characteristic of the qualification is that the candidate is required to demonstrate high-level research capability and make a significant and original academic contribution to the field of Educational Psychology.

EDU 8.1.2 Outcomes of the programme

See Form 1:2007

EDU 8.1.3 Admission requirements

- a) Prospective candidates will have obtained a MEd (Educational Psychology).
- b) Academic performance: students need to have attained a minimum of 65% in their previous degree. If 65% was not attained, prior learning and experience in the field may be taken into consideration and students could be allowed to register based on a pre-registration research proposal which is accepted by the Department of Educational Psychology

EDU 8.1.4 Additional selection criteria

Applicants' ability to communicate both in oral and written format may be assessed in a screening procedure. Proficiency in a word processing package and internet use is strongly recommended.

EDU 8.1.5 Curriculum

A thesis on an approved topic in the field of Educational Psychology.

Students must attend a short learning programme in research methodology and academic writing workshops

Compulsory modules							
Module name	Education: Thesis/ Research	Module code	ETH10XA	Credits	360	NQF Level	10
	Education: Thesis/ Research		ETH10XB				
Purpose of the qualification							
The purpose of this module is to develop intellectual and professional skills of the student, culminating in a thesis that constitutes a distinctive contribution to knowledge of and insight into the subject discipline as well as the field of research.							
Outcomes of the qualification							
Students should be able to:							
a) critically analyse the purpose, components and process for compiling a thesis for academic submissions to demonstrate a research thesis in respect of own context in the subject discourse,							
b) plan outline of thesis and demonstrate the application of research methodology and principles for academic purposes,							
c) conduct substantial independent research and critically develop an appropriate research proposal in order to evaluate an issue in the area of the subject, discourse.							
d) Conduct research that demonstrates an original contribution to the subject, and							
e) compile, submit and review thesis							
Content of the module							
Dependant on the research focus area.							
Calculation criteria							
This qualification will require for the student to complete a thesis under the supervision of a supervisor. This thesis will be examined by three assessors. The results will be discussed at an oral defence chaired by a non-assessing chair. The student will be present at the oral defence . Results will not be made known to the student until the results serve at the Senate Higher Degrees Committee of UJ.							
*Details of the oral defence will be communicated to the student. Note that the oral defence is mandatory.							
Note also the mandatory manuscript rule requirement:							
Either two of the following is suitable to comply with the manuscript rule for doctoral students:							
a) Evidence of manuscripts SUBMITTED to the supervisor suitable for submission to a DHET accredited peer reviewed publication with a view to possible publication.							
b) Evidence of a manuscript submitted to a 'DHET accredited peer reviewed publication' for possible publication.							
c) Published article.							
d) Published chapter in a research book.							
e) Conference proceedings (peer reviewed)							

* Students can also complete this degree in the form of a thesis by article.

EDU 8.1.6 Programme structure

Students register for the doctoral programme full time or part time in accordance with the specific requirements of the programme, as approved by Senate, and with due regard to the approval of the DHET, as accredited by the CHE (HEQC) and registered by SAQA.

The minimum duration of a doctoral programme is two academic years (part time or full time). Residency less than the prescribed minimum period is not granted.

The maximum period of registration for a doctoral programme is four years full time or five years part time. Further registration may be granted by the relevant Executive Dean (or designated Vice-Dean) in accordance with the University's Higher Degrees Policy and the Higher Degrees Administration Policy.

EDU 8.1.7 Promotion requirements

- a) Refer to ED: General Faculty Regulations regarding promotion and re-admission requirements.

EDU 8.1.8 Award of doctoral degree

To obtain the Doctor of Education in Educational Psychology the thesis must be approved by the Senate Higher Degrees Committee of UJ.

* A requirement for awarding this qualification, includes that students will, with the submission of their traditional thesis, submit two articles for publication to an accredited journal.

* Students can also complete this degree in the form of a thesis by article.

* Note the oral defence (Viva) is in force as of January 2024 for research based thesis and the thesis by article.

EDU 8.1.9 Research time: 100%

EDU 8.2	Doctor of Philosophy (Education): PhD
PROGRAMME CODE	P5CHEQ; P5ELMQ; P5ECSQ; P5EPSQ; P5STEQ (Pipeline qualification codes as of 2024)
HEQF LEVEL	10
TOTAL CREDITS FOR THE QUALIFICATION	360
DATE INSTITUTED	1 JANUARY 2017 – New NQF and HEQSF aligned
SAQA NUMBER	96969
PHASING OUT DATE	None

EDU 8.2.1 Purpose of this programme

The PhD (Education) requires a candidate to undertake research at an advanced academic level culminating in the production, defence and acceptance of a thesis. The candidate is required to demonstrate high-level research capability and make a significant and original academic contribution to the field of Education.

EDU 8.2.2 Outcomes of the programme

Students should be able to:

- critically analyse the purpose, components and process for compiling a thesis for academic submissions to demonstrate a research thesis in respect of own context in the subject discourse,

- plan outline of thesis and demonstrate the application of research methodology and principles for academic purposes,
- conduct substantial independent research and critically develop an appropriate research proposal in order to evaluate an issue in the area of the subject, discourse.
- Conduct research that demonstrates an original contribution to the subject, and compile, submit and review thesis

EDU 8.2.3 Admission requirements

- Prospective candidates will have obtained a MEd.
- OR
- Prospective candidates will have obtained a teacher's diploma/teaching qualification, plus an appropriate master's degree as well as work experience in the field of study. The Education knowledge of such candidates will be assessed by the Head of Department and prospective supervisor and a reading programme may be prescribed prior to allowing registration.
- .
- ***Students without an education qualification may be allowed to register for a PhD, should those students have appropriate education related experience (e.g. work experience) in relation to the proposed topic of the PhD. Such a prospective student must be involved in pre-registration and a prescribed reading programme. Full registration will be allowed based on satisfactory progress with a Chapter 1 during the pre-registration period. The chapter, approved by the supervisor, must be submitted to the Faculty Office to allow full registration.***

EDU 8.2.4 Additional selection criteria

Academic performance: students need to have attained a minimum of 65% in their previous degree. If 65% was not attained, prior learning and experience in the field may be taken into consideration and students could be allowed to register based on a pre-registration research proposal which is accepted by the Department in which the student will be registering.

EDU 8.2.5 Programme structure

Students register for the doctoral programme full time or part time in accordance with the specific requirements of the programme, as approved by Senate, and with due regard to the approval of the DHET, as accredited by the CHE (HEQC) and registered by SAQA.

The minimum duration of a doctoral programme is two academic years (part time or full time). Residency less than the prescribed minimum period is not granted.

The maximum period of registration for a doctoral programme is four years full time or five years part time. Further registration may be granted by the relevant Executive Dean (or designated Vice-Dean) in accordance with the University's Higher Degrees Policy and the Higher Degrees Administration Policy.

EDU 8.2.6 Curriculum

A thesis on an approved topic in the field of Education.

Topics related to the following broad areas may be investigated:			
Broad areas of investigation	Programme Code	Module code Semester one	Module code Semester two
Department of Childhood Education			
1. Childhood Education	P5CHEQ	THE10XA	THE10XB

Department of Education and Curriculum Studies			
2. Adult Education	P5ECSQ	THE10XA	THE10XB
3. Curriculum Studies			
4. Educational Linguistics			
5. Higher Education			
6. Philosophy of Education			
7. Sociology of Education			
8. Teacher Education			
9. Values and Human Rights Education			
Department of Education Management			
10. Educational Management	P5DLMQ	THE10XA	THE10XB
Department of Educational Psychology			
11. Inclusive Education	P5EPSQ	THE10XA	THE10XB
12. Life and Career Orientation			
13. Psychology of Education			
Department of Science and Technology			
14. Information and Communication Technology in Education (ICT)	P5STEQ	THE10XA	THE10XB
15. Mathematics Education			
16. Science Education			
17. Technology Education			

* Students can also complete this degree in the form of a thesis by article.

Curriculum outline –

Compulsory modules							
Module name	Education: Thesis/ Research	Module code	THE10XA	Credits	360	NQF Level	10
	Education: Thesis/ Research		THE10XB				
Purpose of the qualification							
The purpose of this module is to develop intellectual and professional skills of the student, culminating in a thesis that constitutes a distinctive contribution to knowledge of and insight into the subject discipline as well as the field of research.							
Outcomes of the qualification							
Students should be able to: <ul style="list-style-type: none">critically analyse the purpose, components and process for compiling a thesis for academic submissions to demonstrate a research thesis in respect of own context in the subject discourse,plan outline of thesis and demonstrate the application of research methodology and principles for academic purposes,conduct substantial independent research and critically develop an appropriate research proposal in order to evaluate an issue in the area of the subject, discourse.Conduct research that demonstrates an original contribution to the subject, andcompile, submit and review thesis							
Content of the module							
Dependant on the research focus area.							
Calculation criteria							
This qualification will require for the student to complete a thesis under the supervision of a supervisor. This thesis will be examined by three assessors. The results will be discussed at an oral defence chaired by a non-							

assessing chair. The student will be present at the **oral defence**. Results will not be made known to the student until the results serve at the Senate Higher Degrees Committee of UJ.

*Details of the oral defence will be communicated to the student. Note that the oral defence is mandatory.

Note also the mandatory manuscript rule requirement:

Either two of the following is suitable to comply with the manuscript rule for doctoral students:

- a) Evidence of manuscripts SUBMITTED to the supervisor suitable for submission to a DHET accredited peer reviewed publication with a view to possible publication.
- b) Evidence of a manuscript submitted to a 'DHET accredited peer reviewed publication' for possible publication.
- c) Published article.
- d) Published chapter in a research book.
- e) Conference proceedings (peer reviewed)

* Students can also complete this degree in the form of a thesis by article.

EDU 8.2.7 Promotion requirements

- a) Refer to ED: General Faculty Regulations regarding promotion and re-admission requirements.

EDU 8.2.8 Award doctoral degree

To obtain the Doctor of Philosophy (Education), the thesis must be approved by the Senate Higher Degrees Committee of UJ.

EDU 8.2.10 Research time: 100%

EDU 8.3	Doctor of Philosophy (Education): PhD
PROGRAMME CODE	P5DCHQ; P5DELQ; P5DESQ; P5DSTQ, P5DCSQ (New qualification codes)
HEQF LEVEL	10
TOTAL CREDITS FOR THE QUALIFICATION	360
DATE INSTITUTED	1 JANUARY 2017 – New NQF and HEQSF aligned
SAQA NUMBER	96969
PHASING OUT DATE	None

EDU 8.3.1 Purpose of this programme

The PhD (Education) requires a candidate to undertake research at an advanced academic level culminating in the production, defence and acceptance of a thesis. The candidate is required to demonstrate high-level research capability and make a significant and original academic contribution to the field of Education.

EDU 8.3.2 Outcomes of the programme

Students should be able to:

- E) critically analyse the purpose, components and process for compiling a thesis for academic submissions to demonstrate a research thesis in respect of own context in the subject discourse,
- F) plan outline of thesis and demonstrate the application of research methodology and principles for academic purposes,

- G) conduct substantial independent research and critically develop an appropriate research proposal in order to evaluate an issue in the area of the subject, discourse.
- H) Conduct research that demonstrates an original contribution to the subject, and compile, submit and review thesis

EDU 8.3.3 Admission requirements

- I) Prospective candidates will have obtained a MEd.
- OR
- J) Prospective candidates will have obtained a teacher's diploma/teaching qualification, plus an appropriate master's degree as well as work experience in the field of study. The Education knowledge of such candidates will be assessed by the Head of Department and prospective supervisor and a reading programme may be prescribed prior to allowing registration.
- ***Students without an education qualification may be allowed to register for a PhD, should those students have appropriate education related experience (e.g. work experience) in relation to the proposed topic of the PhD. Such a prospective student must be involved in pre-registration and a prescribed reading programme. Full registration will be allowed based on satisfactory progress with a Chapter 1 during the pre-registration period. The chapter, approved by the supervisor, must be submitted to the Faculty Office to allow full registration.***

EDU 8.3.4 Additional selection criteria

Academic performance: students need to have attained a minimum of 65% in their previous degree. If 65% was not attained, prior learning and experience in the field may be taken into consideration and students could be allowed to register based on a pre-registration research proposal which is accepted by the Department in which the student will be registering.

EDU 8.3.5 Programme structure

Students register for the doctoral programme full time or part time in accordance with the specific requirements of the programme, as approved by Senate, and with due regard to the approval of the DHET, as accredited by the CHE (HEQC) and registered by SAQA.

The minimum duration of a doctoral programme is two academic years (part time or full time). Residency less than the prescribed minimum period is not granted.

The maximum period of registration for a doctoral programme is four years full time or five years part time. Further registration may be granted by the relevant Executive Dean (or designated Vice-Dean) in accordance with the University's Higher Degrees Policy and the Higher Degrees Administration Policy.

EDU 8.3.6 Curriculum

A thesis on an approved topic in the field of Education.

Topics related to the following broad areas may be investigated:			
Broad areas of investigation	Programme Code	Module code Semester one	Module code Semester two
Department of Childhood Education			
18. Childhood Education	P5DCHQ	CED10XA	CED10XB

Department of Education and Curriculum Studies			
19. Adult Education	P5DCSQ	CSD10XA	CSD10XB
20. Curriculum Studies			
21. Educational Linguistics			
22. Higher Education			
23. Philosophy of Education			
24. Sociology of Education			
25. Teacher Education			
26. Values and Human Rights Education			
Department of Education Management			
27. Educational Management	P5DELQ	LMD10XA	LMD10XB
Department of Educational Psychology			
28. Inclusive Education	P5DESQ	EPD10XA	EPD10XB
29. Life and Career Orientation			
30. Psychology of Education			
Department of Science and Technology			
31. Information and Communication Technology in Education (ICT)	P5DSTQ	STD10XA	STD10XB
32. Mathematics Education			
33. Science Education			
34. Technology Education			

* Students can also complete this degree in the form of a thesis by article.

Curriculum outline –

Compulsory modules							
Module name	Education: Thesis/ Research Semester 1	Module code	CSD10XA	Credits	360	NQF Level	10
			CED10XA				
			EPD10XA				
			LMD10XA				
			STD10XA				
	Education: Thesis/ Research Semester 2		CSD10XB				
			CED10XB				
			EPD10XB				
			LMD10XB				
			STD10XB				
Purpose of the qualification							
The purpose of this module is to develop intellectual and professional skills of the student, culminating in a thesis that constitutes a distinctive contribution to knowledge of and insight into the subject discipline as well as the field of research.							
Outcomes of the qualification							
Students should be able to:							

<ol style="list-style-type: none"> 1) critically analyse the purpose, components and process for compiling a thesis for academic submissions to demonstrate a research thesis in respect of own context in the subject discourse, 2) plan outline of thesis and demonstrate the application of research methodology and principles for academic purposes, 3) conduct substantial independent research and critically develop an appropriate research proposal in order to evaluate an issue in the area of the subject, discourse. 4) Conduct research that demonstrates an original contribution to the subject, and 5) compile, submit and review thesis
Content of the module
Dependant on the research focus area.
Calculation criteria
<p>This qualification will require for the student to complete a thesis under the supervision of a supervisor. This thesis will be examined by three assessors. The results will be discussed at an oral defence chaired by a non-assessing chair. The student will be present at the oral defence. Results will not be made known to the student until the results serve at the Senate Higher Degrees Committee of UJ.</p> <p>*Details of the oral defence will be communicated to the student. Note that the oral defence is mandatory.</p> <p>Note also the mandatory manuscript rule requirement:</p> <p>Either two of the following is suitable to comply with the manuscript rule for doctoral students:</p> <ol style="list-style-type: none"> a) Evidence of manuscripts SUBMITTED to the supervisor suitable for submission to a DHET accredited peer reviewed publication with a view to possible publication. b) Evidence of a manuscript submitted to a 'DHET accredited peer reviewed publication' for possible publication. c) Published article. d) Published chapter in a research book. e) Conference proceedings (peer reviewed)

* Students can also complete this degree in the form of a thesis by article.

* Note the oral defence (Viva) is in force as of January 2024 for research based thesis and the thesis by article.

EDU 8.3.7 Promotion requirements

- a) Refer to ED: General Faculty Regulations regarding promotion and re-admission requirements.

EDU 8.3.8 Award doctoral degree

To obtain the Doctor of Philosophy (Education), the thesis must be approved by the Senate Higher Degrees Committee of UJ.

EDU 8.3.10 Research time: 100%

EDU 8.4	Doctor of Philosophy: D Phil in Virtual and Augmented Reality
PROGRAMME CODE	P5VRSQ
HEQF LEVEL	10
TOTAL CREDITS FOR THE QUALIFICATION	360
DATE INSTITUTED	2022
SAQA NUMBER	117902
PHASING OUT DATE	None

EDU 8.4.1 Purpose of this programme

The purpose of the programme is to enable candidates to undertake research at the most advanced academic level, culminating in the submission, assessment and acceptance of a thesis. The candidate is required to demonstrate high-level research capability and to make a significant and original academic contribution at the frontiers in the field of specialisation. In certain instances, artefacts may constitute the partial fulfilment of the research requirements.

EDU 8.4.2 Outcomes of the programme

Students should be able to:

1. Demonstrate a high level of research capability, in-depth knowledge and high levels of theoretical understanding in a complex and specialised area or across multiple areas.
2. Make a significant and original academic contribution in the discipline, within academic, professional and/or defined ethics.
3. Conduct independent research.

EDU 8.4.3 Admission requirements

- a. The minimum admission requirements are an appropriate master's degree or equivalent qualification on NQF level 9. Prospective candidates will have obtained a MEd.

OR

- b. Prospective candidates will have obtained a teacher's diploma/teaching qualification, plus an appropriate master's degree as well as work experience in the field of study. The Education knowledge of such candidates will be assessed by the Head of Department and prospective supervisor and a reading programme may be prescribed prior to allowing registration.
- 6) Provision is made for alternate forms of access to the qualification based on the rules and regulations of the University. The University's RPL policy will apply where applicable.

- ***Students without an education qualification may be allowed to register for a D Phil, should those students have appropriate education related experience (e.g. work experience) in relation to the proposed topic of the D Phil. Such a prospective student must be involved in pre-registration and a prescribed reading programme. Full registration will be allowed based on satisfactory progress with a Chapter 1 during the pre-registration period. The chapter, approved by the supervisor, must be submitted to the Faculty Office to allow full registration.***

EDU 8.4.4 Additional selection criteria

Academic performance: students need to have attained a minimum of 65% in their previous degree. If 65% was not attained, prior learning and experience in the field may be taken into consideration and students could be allowed to register based on a pre-registration research proposal which is accepted by the Department in which the student will be registering.

EDU 8.4.5 Programme structure

Students register for the doctoral programme full time or part time in accordance with the specific requirements of the programme, as approved by Senate, and with due regard to the approval of the DHET, as accredited by the CHE (HEQC) and registered by SAQA.

The minimum duration of a doctoral programme is two academic years (part time or full time). Residency less than the prescribed minimum period is not granted.

The maximum period of registration for a doctoral programme is four years full time or five years part time. Further registration may be granted by the relevant Executive Dean (or designated Vice-Dean) in accordance with the University's Higher Degrees Policy and the Higher Degrees Administration Policy.

EDU 8.4.6 Curriculum

A thesis on an approved topic in the field of Education.

Topics related to the following broad areas may be investigated:			
Broad area of investigation	Programme Code	Module code Semester one	Module code Semester two
Department of Science and Technology			
Virtual and Augmented Reality - STEM	P5VRSQ	THS10XA	THS10XB

* Students can also complete this degree in the form of a thesis by article.

Curriculum outline –

Compulsory modules							
Module name	Education: Thesis/ Research Semester 1	Module code	THS10XQ	Credits	360	NQF Level	10
	Education: Thesis/ Research Semester 2		THS10XB				
Purpose of the qualification							
The purpose of this module is to develop intellectual and professional skills of the student, culminating in a thesis that constitutes a distinctive contribution to knowledge of and insight into the subject discipline as well as the field of research.							
Outcomes of the qualification							
Students should be able to:							
<ul style="list-style-type: none">• Identify and/or create an original research problem;• Design, construct and execute a research project at the highest level;• Collect appropriate data in a precise and logical manner and evaluate and judge the information obtained;• Acquire learning abilities in the research context including the assessment of scientific literature, construction of a research project, execution of a project, analysis of data and production of sound scientific arguments;• Make relevant conclusions based on the data collected that are reasonable and justified; and• Present/publish findings of the research project.							

Each student is assigned a supervisor based on their area of specialisation. The UJ Policy: Student-supervisor relationship outlines the rights and obligations of D Phil students and supervisors and co-supervisors. It gives a clear and concise outline of the expectations of both parties with the aim of aiding the development and maintenance of a sound and productive relationship between student and supervisor.

Content of the module

Dependant on the research focus area.

Calculation criteria

This qualification will require for the student to complete a **thesis** under the supervision of a supervisor. This thesis will be examined by three assessors. The results will be discussed at an oral defence chaired by a non-assessing chair. The student will be present at the **oral defence**. Results will not be made known to the student until the results serve at the Senate Higher Degrees Committee of UJ.

*Details of the oral defence will be communicated to the student. Note that the oral defence is mandatory.

Note also the mandatory manuscript rule requirement:

Either two of the following is suitable to comply with the manuscript rule for doctoral students:

- a) Evidence of manuscripts SUBMITTED to the supervisor suitable for submission to a DHET accredited peer reviewed publication with a view to possible publication.
- b) Evidence of a manuscript submitted to a 'DHET accredited peer reviewed publication' for possible publication.
- c) Published article.
- d) Published chapter in a research book.
- e) Conference proceedings (peer reviewed)

* Students can also complete this degree in the form of a thesis by article.

EDU 8.4.7 Promotion requirements

- a) Refer to ED: General Faculty Regulations regarding promotion and re-admission requirements.

EDU 8.4.8 Award doctoral degree

To obtain the Doctor of Philosophy (Education), the thesis must be approved by the Senate Higher Degrees Committee of UJ.

EDU 8.4.10 Research time: 100%

EDU 8.5	D Ed in Educational Psychology (Coursework)
PROGRAMME CODE	P5DEPO (Distance mode of delivery)
HEQF LEVEL	10
TOTAL CREDITS FOR THE QUALIFICATION	360
DATE INSTITUTED	2022
SAQA NUMBER	
PHASING OUT DATE	None

EDU 8.5.1 Purpose of this programme

The purpose of this qualification is to provide educational psychologists with a career pathway as a professional in an educational setting and is designed around the development of high-level performance and innovation in professional educational psychological community contexts. The defining character of this specific qualification is that in addition to the demonstration of high-level research capability, it requires the ability to integrate theory with practice through the application of theoretical knowledge to highly complex problems within the wide range of educational psychological contexts. It intends to provide students with the opportunity to further develop their own professional identity in all its dimensions and to develop their own strengths and theoretical perspectives as leaders within the professional field of educational psychology.

EDU 8.5.2 Outcomes of the programme

1. Undertaking research at the most advanced academic level (competence 1); demonstrating high level research capability (competence 1); demonstrating an ability to supervise and evaluate research conducted by others in the field of specialization (competence 6); making a significant and original academic contribution at the frontiers of the field (competence 3) and satisfy peer review and merit publication (competence 5). This will be achieved in the following way and as indicated in the description of the knowledge mix of the Professional Doctoral Degree in Education, RSA, 2015, another form of research that is commensurate with the nature of the discipline will be used consisting of a research portfolio:
 - i. A collaborative research project within a funded community engagement project of the Department of Educational Psychology that will be completed towards the end of Year 1
 - ii. A mini-conference to disseminate the findings of the Year 1 collaborative research projects
 - iii. The development of a research proposal within the student's own professional work context and associated ethics application and reflective summary in Year 2
 - iv. A major literature review/study and manuscripts of two research articles that must satisfy peer review and merit publication in peer-reviewed journals that contribute knowledge to the field of educational psychology at the end of Year 3
2. Integrating theory and practice through the application of theoretical knowledge in highly complex problems as well in community professional contexts (competences 4 and 2) will be achieved within three course work modules in Years 1 (Community Educational Psychology; Advance Research Designs and Methods in Educational Psychology) and 2 (Sustainable Educational Change) that will focus on:
 - i. Advancing advocacy and change within specific communities in order to ensure that educational psychology becomes the focus for community based teaching and learning;

- ii. Developing responsiveness to sustainable change in one of the following areas of specialization in the practice of Educational Psychology: Therapeutic Interventions, Learning Support, Assessment, Learning and Teaching; Career Development;
- iii. Developing the ability to demonstrate high-level research capability within a participatory action research theoretical framework in community educational psychological contexts.

EDU 8.5.3 Admission requirements

1. Admission requirements:

The minimum requirement for admission to this programme is the successful completion of a MEd (Educational Psychology) degree and resultant registration as an educational psychologist with the Health Professions Council of South Africa.

2. Specific requirements

Must be registered with the HPCSA as educational psychologists.

At least two years' experience as a registered educational psychologist

In addition to the minimum admission requirements as outlined above, prospective students may undergo a selection process, including written submissions regarding work experience and motivation for entry into the programme.

Students should have excellent general computer skills, and reliable access to the Internet.

EDU 8.5.4 Additional selection criteria

Academic performance: students need to have attained a minimum of 65% in their previous degree. If 65% was not attained, prior learning and experience in the field may be taken into consideration and students could be allowed to register based on a pre-registration research proposal which is accepted by the Department in which the student will be registering.

EDU 8.5.5 Programme structure

Students register for the doctoral programme full time or part time in accordance with the specific requirements of the programme, as approved by Senate, and with due regard to the approval of the DHET, as accredited by the CHE (HEQC) and registered by SAQA.

The minimum duration of a doctoral programme is two academic years (part time or full time). Residency less than the prescribed minimum period is not granted.

The maximum period of registration for a doctoral programme is four years full time or five years part time. Further registration may be granted by the relevant Executive Dean (or designated Vice-Dean) in accordance with the University's Higher Degrees Policy and the Higher Degrees Administration Policy.

EDU 8.5.6 Curriculum

A thesis on an approved topic in the field of Education.

Modules	Module code Semester one
Advanced Research Design and Methodologies	ARDMYE1
Community Educational Psychology	CEDPYE1

Responsive Sustainable Educational Change	RSECYE1
Educational Psychological Research Portfolio	EPR1YE1
Educational Psychological Research Portfolio	EPR2YE1
Educational Psychological Research Portfolio	EPR3YE1

Calculation criteria for all modules: The calculation criteria is continuous assessment (CE).

Module name	Purpose of the module	Content of the module
Advanced Research Designs and Methods in Educational Psychology (Year 1) Credits: 40	To develop and demonstrate high-level research capability (Competence 2)	Development of a Participatory Action Research Theoretical Framework with as purpose the development of high-level research capability within community educational psychological contexts
Community Educational Psychology (Year 1) Credits: 60	To develop the competences to integrating theory and practice through the application of theoretical knowledge in highly complex problems in professional contexts (Competence 4)	Theoretical, conceptual and process issues relating to professional practices within communities in South Africa; Advocacy and change within specific communities in order to ensure that educational psychology becomes the focus for community based teaching and learning
Sustainable Educational Change (Year 2) Credits: 60	To demonstrate the ability to integrate theory and practice through the application of theoretical knowledge in highly complex problems in the field of educational psychology (Competence 4)	Responsiveness to sustainable change in one of the following areas of specialisation in Educational Psychology that can lead to change in the practice of Educational Psychology: <ul style="list-style-type: none"> • Therapeutic interventions • Learning Support • Assessment • Learning and Teaching • Career development
Research Portfolio (Years 1,2 and 3) Credits: 200	To undertake research at the most advanced academic level leading to the acceptance of alternative forms of research that are commensurate within the field of Educational Psychology (Competence 1); To make a significant and original academic contribution at the frontiers of the field of	The development of a research proposal within the student's own professional work context and associated ethics application and reflective summary during Year 2 A major literature review/study and manuscripts of two research articles that contribute knowledge to the field during Years 2-3

Module name	Purpose of the module	Content of the module
	Educational Psychology (Competence 3)	
	Demonstrate high-level research capability (Competence 2)	Develop and implement a collaborative research project and present findings at a mini-conference Submit a reflective summary (Year 1)
		The two manuscripts must satisfy peer review and merit possible publication in peer-reviewed journals (Year 3)
	Demonstrate the ability to produce work that satisfies peer review and merit publication (Competence 5)	Provide mentoring support for Masters' degree students in Educational Psychology;
	To demonstrate an ability to supervise and evaluate research conducted by others in the area of specialisation (Competence 6).	Evaluate the collaborative research project of peers within a funded community engagement project in the Department of Educational Psychology at a mini-conference to disseminate findings (Year 1)

* Note the oral defence (Viva) is in force as of January 2024. Communication on this will be sent students via the Faculty Administration office should this requirement be in force for the doctoral coursework qualification.

EDU 8.5.7 Promotion requirements

- a) Refer to ED: General Faculty Regulations regarding promotion and re-admission requirements.

EDU 8.5.8 Award doctoral degree

To obtain the Doctor of Philosophy (Education), the thesis must be approved by the Senate Higher Degrees Committee of UJ.

Note also the mandatory manuscript rule requirement:

Either two of the following is suitable to comply with the manuscript rule for doctoral students:

- a) Evidence of manuscripts SUBMITTED to the supervisor suitable for submission to a DHET accredited peer reviewed publication with a view to possible publication.
- b) Evidence of a manuscript submitted to a 'DHET accredited peer reviewed publication' for possible publication.
- c) Published article.
- d) Published chapter in a research book.
- e) Conference proceedings (peer reviewed)

EDU 8.5.10 Research time: 0.55%

EDU 9

SECTION I

Regulations regarding the submission of Minor Dissertations/Dissertations/Thesis

ACADEMIC REGULATIONS APPLICABLE TO MASTERS DEGREES (refer to UJ Academic regulation 15)

ACADEMIC REGULATIONS APPLICABLE TO DOCTORAL DEGREES (refer to UJ Academic regulation 16)

Basic requirements for a doctoral thesis: A doctoral thesis utilises a self-directed research project in order to achieve the objective of the qualification and requires the candidate to undertake research at the most advanced academic levels. The doctoral thesis makes a significant and original contribution to the body of knowledge in the discipline or field. The output of a doctoral degree takes the form either of a conventional thesis or a thesis by collection of essays or articles, as governed by the UJ Guidelines on Thesis or Dissertations in Article or Essay Format through which the student reports on the various aspects of the research project. The submitted thesis (in whole or in part) must not have been submitted elsewhere previously or concurrently for a formal qualification. The thesis should be assessed with reference to the UJ Higher Degrees Policy and UJ Higher Degrees Administration: Structures and Processes. The information that follows draws from this policy. **Note the oral defence is now mandatory so is the manuscript rule.**

Research master's degree (Dissertation) is awarded on the basis of an advanced study in a given discipline and submission of a dissertation based on research undertaken in a particular field of study. The dissertation may consist of a traditional dissertation or a collection of articles or essays, as governed by the UJ Guidelines on Thesis or Dissertations in Article or Essay Format. When submitted as a traditional dissertation it is usually between 100-120 pages excluding the table of contents, appendices and list of references. When submitted as a collection of articles or essays, the format is altered but not the academic standard of the submission. This mode of presentation does not affect requirements concerning word count, or any other academically significant feature of the dissertation. The submitted document is the outcome of an advanced research programme within a particular disciplinary field.

The core output of a research master's degree is a dissertation in the form of a written document in an appropriate format (with or without an associated oral component), reporting on the various aspects of the research project, this accounts for 100% of the credits for the degree. The dissertation must provide proof of the candidate's capability to plan, carry out and report on a sound research endeavour. The candidate should demonstrate mastery of the selected research methodology and an understanding of the research processes. **Note the manuscript rule is now mandatory.**

The emphasis on the research component in a **coursework Master's degree** is lower than in a research Master's degree. Its written research output is referred to as a minor dissertation. Minor dissertations report in a similar way as full dissertations, but are more limited in length and scope due to the much shorter duration and constrained scope of

the project (between 70-100 pages excluding the table of contents, appendices and list of references). In addition, the coursework modules of the degree programme have other specific output requirements.

The minor dissertation forms 50% or 33% of the master's degree. It must provide proof of the candidate's capability to plan, carry out and report a sound research study of limited scope. The minor dissertation reports on research conducted within a specific disciplinary field as reflected in the title of the study.

Research output requirements.

DOCTORAL DEGREES
<p>Note also the mandatory manuscript rule requirement:</p> <p>Either TWO of the following is suitable to comply with the manuscript rule for doctoral students:</p> <ul style="list-style-type: none">a) Evidence of manuscripts SUBMITTED to the supervisor suitable for submission to a DHET accredited peer reviewed publication with a view to possible publication.b) Evidence of a manuscript submitted to a 'DHET accredited peer reviewed publication' for possible publication.c) Published article.d) Published chapter in a research book.e) Conference proceedings (peer reviewed)
MASTERS DEGREES
<p>Note also the mandatory manuscript rule requirement:</p> <p>Either ONE of the following is suitable to comply with the manuscript rule for doctoral students:</p> <ul style="list-style-type: none">a) Evidence of manuscripts SUBMITTED to the supervisor suitable for submission to a DHET accredited peer reviewed publication with a view to possible publication.b) Evidence of a manuscript submitted to a 'DHET accredited peer reviewed publication' for possible publication.c) Published article.d) Published chapter in a research book.e) Conference proceedings (peer reviewed)

Submission of final copies for assessment: Examination copies may be submitted at any time during the year, with the reservation that, students who submit later than 31 October (in view of the autumn graduation ceremony) and 31 May (in view of the spring graduation ceremony), cannot be guaranteed that the assessment will be finalized before the following graduation ceremony.

Number of copies for assessment: Final Assessment submitted are submitted electronically. Communication on this process follows to students closer to the time of submission. Students can also request this from supervisors or the Faculty administration office.

Submission of final copies prior to the degree being conferred: Final copies after final revisions are made to be submitted to the relevant Senior Faculty Officer: Communication on this process follows to students closer to the time of submission. Students can also request this from supervisors or the Faculty administration office.

Title page: The pages that follow provide examples of the prescribed title pages for a minor dissertation/ dissertation/ thesis.

Declaration: The final declaration form should include the following sentence: “I hereby declare that the minor dissertation/ dissertation/ thesis submitted for the degree to the University of Johannesburg apart from the help recognised, is my own work and has not been formerly submitted to another university for a degree”.

The final declaration form should be signed by the student, supervisor and co-supervisors at the stage when the student completed his/her final corrections and is ready to submit for graduation.

Abstract: A summary of not more than 500 words, in which the problems, the most important methods followed and the most important results obtained, must be included in the bound copy after the affidavit of every minor dissertation/ dissertation/ thesis.

Printing: The copies of the minor dissertation/ dissertation/ thesis must be of a high print quality. ▯ Any typing or printing is acceptable as long as it is clearly legible and can be reproduced. ▯ Arial font 11/12 in double spacing is advisable. ▯ A paper size of A4 is acceptable. ▯ Printing may be done on both sides as long as the printing does not reflect through from one page to the next.

Templates can be found on the pages that follow



EXCLUSION OF WOMEN IN A HISTORICALLY DISADVANTAGED INSTITUTION: A CASE STUDY

by

SOPHIA ANNA LORENZO

MASTER'S DISSERTATION

submitted in fulfilment of the requirements for the degree.

MASTER OF EDUCATION (M Ed)

in

ICT IN EDUCATION

in the

FACULTY OF EDUCATION

at the

UNIVERSITY OF JOHANNESBURG

Supervisor: Professor Mayamiko Newton
Co-supervisor: Professor Lorenzo Da Vinci

October 2020



FINANCIAL IMPLICATIONS OF DIGITALISATION EXCLUSIONS IN A HISTORICALLY DISADVANTAGED INSTITUTION

by

NONHLANHLA ELIZABETH MABUZA

MINOR-DISSERTATION

submitted in partial fulfilment of the requirements for the degree.

MASTER OF EDUCATION (M Ed)

in

ICT IN EDUCATION

in the

FACULTY OF EDUCATION

at the

UNIVERSITY OF JOHANNESBURG

Supervisor: Professor Mayamiko Newton
Co-supervisor: Professor Lorenzo Da Vinci

October 2020



WOMAN LEADING IN DISADVANTAGED SCHOOLS: AN ACTIVITY SYSTEM PERSPECTIVE

by

ANNA SOPHIA FREDERICO

Thesis submitted in fulfilment of the requirements of the degree.

PHILOSOPHIAE DOCTOR EDUCATIONIS (PhD)

in the
FACULTY OF EDUCATION
at the
UNIVERSITY OF JOHANNESBURG

Supervisor: Professor Mayamiko Langdon
Co-supervisor: Professor Lorenzo Brown

March 2020



GROWING UP IN SINGLE PARENT HOUSEHOLDS: AN ETHNOGRAPHY

by

ITANI BELINDA NDOU

Thesis submitted in fulfilment of the requirements of the degree.

Doctor of Philosophy (PhD)

in the
FACULTY OF EDUCATION
at the
UNIVERSITY OF JOHANNESBURG

Supervisor: Professor Ndivho Tshidumo

March 2020