

ADDENDUM TO THE EDUCATION CALENDAR 2023, AND ALIGNMENT OF ALL MODULES WITH THE 'RETURN TO CAMPUS IN 2023 PLAN'

TABLE 1. Weightings of Face-to Face and Online with respect to lectures, tutorials and practical periods

Programmes	Year	Contact: Face- to face	Online	Contact/Online split
BED FP and BED SP &FET	1	100%		100/0
BED FP and BED SP &FET	2	80-90%	10-20%	80/20
BED FP and BED SP &FET	3	100%		100/0
BED FP and BED SP &FET	4	70-80%	20-30%	70/30
PGCE	1	80-90%	10-20%	80/20
BED Honours &PGDEs	1	60-70%	30-40%	60/40
	2	60-70%	30-40%	60/40

Core principles embraced by the Faculty of Education

- 1.1 Rather than replacing face-to-face lecture delivery, online instruction must be used to complement in-person provisioning in lectures, tutorials and practicals.
- 1.2 In keeping with best practice in blended learning provisioning, face-to-face/contact time should not merely be used for transmission but should be used to promote student participation and engagement.
- 1.3 Contact time/contact mode provisioning must be a worthwhile experience for students in terms of academic engagement, travel, accommodation, costs– hence the cohort principle of attendance should be encouraged to maximise attendance.
- 1.4 No programme or modules should be offered completely via the online mode (unless accredited as such by statutory bodies).
- 1.5 Lecturers who wish to deliver part of their modules online must have undergone training in curriculum design and delivery for the online space.
- 1.6 Professional Programmes should have a higher percentage of contact time to model best practice and comply with the minimum requirements of policy and professional bodies.
2. **Modules that will have a combination of Face-to Face and Online Modes (the alpha-numeric codes were highlighted in YELLOW in the attached Addendum)**

2.1. PGCE Modules:

TABLE 2.1. PGCE modules with a combination of f2f and online mode

Module Code	Module Name	Credits	Calendar group S1/S2
HDE413	PSYCHOLOGY OF TEACHING AND LEARNING 413	15	S1
HDE414	AUTHORITY & DISCIPLINE IDENTITIES 414	15	S2
HDE415	LEARNER ACHIEVEMENT 415	15	S1

2.2. BED FOUNDATION PHASE (FP) MODULES: To have combination Face-to Face and Online Modes

2.2.1. BED FP Year 2:

TABLE 2.2. B.ED FP 2nd YR modules with a combination of f2f and online mode

Module Code	Module Name	Credits	Calendar group S1/S2
FCD 211	Child Development 211	20	S2
FES 211	Educational Studies 211	20	S2

2.2.2. BED FP Year 4:

TABLE 2.3. BED FP 4th Yr with a combination of f2f and online mode

Module Code	Module Name	Credits	Calendar group S1/S2
ALT 411	Afrikaans Home Language Literacy Teaching 411	30	Year Long
ELT 411	English Home Language Literacy Teaching 411	30	Year Long
XLT 411	isiXhosa Home Language Literacy Teaching 411	30	Year Long

2.3. B.ED SENIOR PHASE & FET PHASE (SP&FET) MODULES: To have Face-to Face and Online Modes

2.3.2. BED SP& FET YEAR 2:

TABLE 2.4. BED SP & FET 2nd Yr with a combination of f2f and online mode

Module Code	Module Name	Credits	Calendar group S1/S2
HIV201	HIV Counselling 201	10	S2
HPS212	Health promoting schools 212	10	S2

2.3.3. BED SP& FET Year 4:

TABLE 2.5. BED SP & FET 4th Yr with a combination of f2f and online mode

Module Name	Module Code	Credits	Calendar group S1/S2
EDC411	Education 411	30	S1
EDC421	Education 421	20	S1

2.4. BED HONOURS MODULES:

TABLE 2.6. HONS modules with a combination of f2f and online mode

Module code	Module name	Credits	Hons Programme
BED747	Research in Education Studies A	15	Educational Studies
BED742	Research in Education Studies Project B	15	Educational Studies
BED748	Enabling Education Change and Innovation 748	15	Educational Leadership
BED716	Educational Management and Leadership	15	Educational Leadership
BED752	Adolescent Literature	15	Language & Literacy Studies
BED711	Curriculum and Pedagogy	15	Language & Literacy Studies
BED731	Science Education C	15	Science Education
BED732	Science Education D	15	Science Education
BED700	Metatheory 700	15	Mathematics Education
EDU713	Intro to Research in Maths Ed	15	Mathematics Education

2.5. PGDip TVET Modules:

In 2020 and 2021 the Council on Higher Education (CHE) provided a concession to institutions from the HEQC regarding their accreditation status regarding mode of delivery. This meant that programmes accredited for the contact mode of delivery continued to be deemed to be accredited despite the shift to emergency remote teaching and learning. The concession was extended to

include the 2022 academic year. Based on the September 2022 CHE Communiqué 5 which extended this concession to the 2023 academic year, subject to conditions, the Institute for Post-school Studies (IPSS), Faculty of Education is requesting approval for the Postgraduate Diploma in Technical and Vocational Education and Training to be offered online for the 2023 academic year.

Name of programme	BED SP&FET			
Module Name:	Academic Literacy 111			
Module Code	ADL111			
Proposed Semester(s) to be offered	Both semesters			
NQF Level Credits	10			
Year level	Year 1			
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that require timetable
			Number of periods	
Contact with lecturer/tutor	36	Lectures p.w.	2	P1 - face to face P2 - face to face
Tutorials	18	Tutorial p.w.	1	P1 - Face to face
Practicals		Practicals p.w.	0	
Assignments & tasks	20			<ul style="list-style-type: none"> • (Semester 1) Individual Assignment -Take-home • Individual/peer oral presentation – Take-home. • Test 1 – online (Ikamva) • (Semester 2) • Group oral presentation – take-home • Peer assessment – take-home • Test 2 – Online (Ikamva)
Assessments	5			• Exam: face-to-face
Self- study	21			<ul style="list-style-type: none"> • Learning guides, demonstration videos, study guides and course readers • Online – asynchronous mode
TOTAL Learning Time	100			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			Continuous Assessment (CA): Final Assessment (FA): Sit down examination
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme	BED SP & FET (New)			
Module Name:	Method of Accounting & EMS 301			
Module Code	AEM301			
Proposed Semester(s) to be offered	Semester 1 & 2 (Year Long)			
NQF Level Credits	30			
Year level	3			
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	54	Lectures p.w.	3	face to face
Tutorials	0	Tutorial p.w.	0	
Practicals	30	Practicals p.w.	0	
Assignments & tasks	50			
Assessments	20			
Self- study	106			
Other: Micro teaching	40			
Total Learning Time	300			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education
Home Department	Educational Studies
Module Topic	Method of Accounting and EMS
Generic Module Name	Method of Accounting and EMS 401
Alpha-numeric Code	AEM401
NQF Level	7
NQF Credit Value	20
Duration	Year
Proposed semester to be offered	Both Semester
Programmes in which the module will be offered	B.Ed (Senior Phase and FET) (4401, 4402, 4403, 4404, 4405)
Year level	4

Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Demonstrate competence to apply different approaches to Accounting teaching in the FET phase • Develop and assess: accounting concepts; salaries and wages; value added-tax; and bank reconciliation • Demonstrate an understanding of and critical awareness of bookkeeping systems of formal and informal traders; budgets and control mechanisms • Demonstrate competence in teaching and assessing financial accounting, management accounting; and managing resources • Critically evaluate Accounting textbooks • Develop a reflective practice towards teaching and learning through action research • Compile an educator's/subject management file 		
Main Content	<ul style="list-style-type: none"> • Approaches to Accounting teaching: social constructivism; collaborative learning; writing to learn; deep learning • Teaching and assessing: accounting concepts; salaries and wages; value added-tax; and bank reconciliation • Teaching and assessing bookkeeping systems of formal and informal traders; budgets and control mechanisms • Teaching and assessing financial accounting, management accounting; and managing resources • Textbook evaluation • Theory and practice of action research as a research methodology 		
Pre-requisite modules	AME301		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Time-table Requirement per week	Other teaching modes that does not require time-table
Contact with lecturer / tutor:	42	Lectures p.w.	3
Assignments & tasks:	64	Practicals p.w.	0
Practicals:	0	Tutorials p.w.	0
Assessments	7		
Selfstudy	87		
Other:	0		
Total Learning Time	200		
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Name of programme	B Ed (Foundation Phase) (4517)		
Module Name:	Afrikaans First Additional Language Literacy Teaching 211		
Module Code	AFL211		
Proposed Semester(s) to be offered	Second semester		
NQF Level Credits	15		
Year level	2		
Breakdown of Learning time	Hours	Timetable requirements per week	Teaching modes that require timetable
Contact with lecturer/tutor	13,5	Lectures p.w.	2
Tutorials	13,5	Tutorial p.w	2
Practicals	0	Practicals p.w	0
Assignments & tasks	20		
Assessments	30		
Self- study	73		
TOTAL Learning Time	150		
Method of Student Assessment	Continuous Assessment (CA) 60% Final Assessment (FA): 40%		Continuous Assessment (CA): Take home and face-to-face Final Assessment (FA): Take home
Assessment Module type	Continuous and Final Assessment (CFA)		

Name of programme	B Ed (Foundation Phase) (4517)			
Module Name:	Afrikaans First Additional Language Literacy Teaching 311			
Module Code	AFL311			
Proposed Semester(s) to be offered	Both semesters			
NQF Level Credits	20			
Year level	3			
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that require timetable
			Number of periods	
Contact with lecturer/tutor	45	Lectures p.w.	3	P1: Face-to-face P2: Face-to-face P3: Face-to-face
Tutorials	30	Tutorial p.w	2	P1: Face-to-face P2: Face-to-face
Practicals	0	Practicals p.w	0	
Assignments & tasks	20			<u>Assignments 1-5:</u> Individual (Take home)
Assessments	30			<u>Exam:</u> Sit down
Self- study	75			<ul style="list-style-type: none"> Learning guides and course readers Online – asynchronous mode
TOTAL Learning Time	200			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			Continuous Assessment (CA): Take home Final Assessment (FA): Sit down
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme	B Ed (Foundation Phase Teaching) (4517)			
Module Name:	Afrikaans Home Language Literacy Teaching 111			
Module Code	ALT111			
Proposed Semester(s) to be offered	Second Semester			
NQF Level Credits	15			
Year level	1			
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that require timetable
			Number of periods	
Contact with lecturer/tutor	15	Lectures p.w.	2	P1: Face-to-face P2: Face-to-face
Tutorials	15	Tutorial p.w	2	P1: Face-to-face P2: Face-to-face
Practicals	0	Practicals p.w	0	
Assignments & tasks	20			<u>Assignment:</u> Individual (Take-home) <u>Class participation:</u> Individual (Face-to-face) (In class) <u>Practical:</u> Group (Face-to-face) (In class) <u>Test:</u> Individual (Online)
Assessments	30			<u>Exam:</u> Take-home
Self- study	70			<ul style="list-style-type: none"> Learning guides and course readers Online – asynchronous mode
TOTAL Learning Time	150			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			Continuous Assessment (CA): Take home and face to face Final Assessment (FA): Take home
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme	B Ed (Foundation Phase) (4517)			
Module Name:	Afrikaans Home Language Literacy Teaching 211			
Module Code	ALT211			
Proposed Semester(s) to be offered	First Semester			
NQF Level Credits	20			
Year level	2			

Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that require timetable
			Number of periods	
Contact with lecturer/tutor	18	Lectures p.w.	2	P1: Face-to-face P2: Face-to-face
Tutorials	18	Tutorial p.w	2	P1: Face-to-face P2: Online
Practicals	0	Practicals p.w	0	
Assignments & tasks	20			<u>Assignment:</u> Individual (Take home) <u>Test:</u> Take home <u>Class activity 1:</u> Group (Face-to-face) (In class) <u>Class activity 2:</u> Individual (Take home)
Assessments	30			<u>Exam:</u> Take home
Self- study	64			<ul style="list-style-type: none"> • Learning guides and course readers • Online – asynchronous mode
TOTAL Learning Time	150			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			Continuous Assessment (CA): Take home and face-to-face Final Assessment (FA): Take home
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme	B Ed (Foundation Phase) (4517)			
Module Name:	Afrikaans Home Language Literacy Teaching 311			
Module Code	ALT311			
Proposed Semester(s) to be offered	Both Semesters			
NQF Level Credits	30			
Year level	3			
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that require timetable
			Number of periods	
Contact with lecturer/tutor	45	Lectures p.w.	3	P1: Face-to-face P2: Face-to-face P3: Face-to-face
Tutorials	30	Tutorial p.w	2	P1: Face-to-face P2: Face-to-face
Practicals	0	Practicals p.w	0	
Assignments & tasks	20			<u>Assignments 1-5:</u> Individual (Take home)
Assessments	30			<u>Exam:</u> Sit down
Self- study	75			<ul style="list-style-type: none"> • Learning guides and course readers • Online – asynchronous mode
TOTAL Learning Time	200			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			Continuous Assessment (CA): Take home Final Assessment (FA): Sit down
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education
Home Department	Language Education
Module Topic	Afrikaans Home Language Literacy Teaching
Generic Module Name	Afrikaans Home Language Literacy Teaching 411
Alpha-numeric Code	ALT411
NQF Level	7
NQF Credit Value	30
Duration	Year
Proposed semester to be offered.	Both Semesters
Programmes in which the module will be offered	B Ed (Foundation Phase) (4517)
Year level	4
Main Outcomes	<p>On completion of this module, students should be able to</p> <ul style="list-style-type: none"> • Apply different instructional approaches to reading and writing. • Design foundation phase literacy programmes. • Teach home language literacy skills and children's literature. • Design reading and writing assessment tasks for the foundation phase classroom. • Provide support to learners with reading and writing difficulties.

	<ul style="list-style-type: none">• Enact/transact literacy practices and/or development in the foundation phase classrooms by means of research.• Conceptualise and present seminar research papers based on foundation phase literacy practices.			
Main Content	<ul style="list-style-type: none">• Development of children's writing skills.• The reading and writing development continuum.• Multimodality in reading and writing in the Foundation Phase.• Critical literacy in the Foundation Phase classroom.• Text-based approaches to writing in the Foundation Phase.• Reading and writing across the curriculum.• Children's literature.• Research on literacy practices in the Foundation Phase classrooms.• Assessment in reading and writing.			
Pre-requisite modules	ALT311			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	63	Lectures p.w.	3	
Assignments & tasks:	30	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	2	
Tutorials:	42			
Assessments:	80			
Selfstudy:	85			
Other:	0			
Total Learning Time	300			
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education			
Home Department	Educational Studies			
Module Topic	Metatheory			
Generic Module Name	Metatheory 700			
Alpha-numeric Code	BED700 (See table 2.6)			
NQF Level	8			
NQF Credit Value	15			
Duration	Semester			
Proposed semester to be offered.	First Semester			
Programmes in which the module will be offered	BEd. (Hon) (4115 FT) (4116 PT) PGDE (4652)			
Year level	8			
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> Demonstrate an understanding of the various frameworks of educational thinking arguments that divide different frameworks. Demonstrate an understanding of how each of these frameworks of thinking works as well as the nature and purpose of educational theory. Demonstrate an understanding of each of these frameworks of thinking engages with the concepts of 'truth', 'objectivity' and 'research'. Demonstrate an understanding of how each of these frameworks of thinking makes the relationships between theory and practice. 			
Main Content	<ul style="list-style-type: none"> The nature and purpose of educational theory Positivist Educational Theory Interpretive Educational Theory Critical Educational Theory Key concepts: 'truth', 'objectivity' and 'research' The relationship between theory and practice 			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	14	<i>Lectures p.w.</i>	1	Blend of face-to-face and online lectures Week 1 & 2 Only face-to-face
<i>Assignments & tasks:</i>	60	<i>Practicals p.w.</i>	0	
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0	
<i>Tutorials:</i>	0			
<i>Assessments:</i>	3			
<i>Selfstudy:</i>	69			

<i>Other:</i>	0			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Faculty	Education			
Home Department	Educational Psychology			
Module Topic	Counselling Practice			
Generic Module Name	Counselling Practice 709			
Alpha-numeric Code	BED709			
NQF Level	8			
NQF Credit Value	15			
Duration	Semester			
Proposed semester to be offered.	Second Semester			
Programmes in which the module will be offered	BEd (Hon) (4117 FT) (4118 PT) PGDE (4652)			
Year Level	8			
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Demonstrate appropriate interpersonal communication skills that ensure effective counselling relationships. • Apply different intervention initiatives for different behavioural and other problems. • Analyse case study of counselling situations. • Facilitate personal growth and self-understanding of their own selves and of others, particularly their clients through appropriate uses of communication skills taught. 			
Main Content	<ul style="list-style-type: none"> • Counselling, Counselling Situations, Basic Counselling Skills, Counselling Process and Suitable conditions for Counselling; • Psychological Intervention and Dimensions of Intervention; • Counselling Practices including role-play, simulations and case study analysis 			
Pre-requisite modules	BED710			
Co-requisite modules	BED747, BED712, BED749, BED737, BED756, BED715, BED742			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	18	<i>Lectures p.w.</i>	2 F2F	
<i>Assignments & tasks:</i>	58	<i>Practicals p.w.</i>	0	
<i>Practicals:</i>	40	<i>Tutorials p.w.</i>	0	
<i>Tutorials:</i>	0			
<i>Assessments:</i>	10	Sit down exam		
<i>Selfstudy:</i>	24			
<i>Other:</i>	0			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education			
Home Department	Educational Psychology			
Module Topic	Counselling Theory			
Generic Module Name	Counselling Theory 710			
Alpha-numeric Code	BED710			
NQF Level	8			
NQF Credit Value	15			
Duration	Semester			
Proposed semester to be offered.	First Semester			
Programmes in which the module will be offered	BEd (Hon) (4118 PT) (4117 FT) PGDE (4652)			
Year level	8			
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Describe the concept "counselling". • Demonstrate an understanding of counselling theories and apply them in practice. • Compare and contrast various counselling theories. • Identify theories that are relevant to South African context, especially with regard to school context. • Apply relevant theories to case studies. • To identify approaches that will be relevant for South African context (educational context). 			

Main Content	<ul style="list-style-type: none">• What is counselling?• Theoretical approaches to counselling• Approaches relevant to the South African context• Research related to guidance and counseling• Ethical issues in counseling practice• The counselor as a person and as a professional			
Pre-requisite modules	None			
Co-requisite modules	BED747, BED712, BED749, BED737, BED709, BED756, BED715, BED742			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table Week 1- 3 face to face Week 4 online Week 5 - 6 face to face Week 7 - 9 online Week 10 - 12 face to face
Contact with lecturer / tutor:	18	Lectures p.w.	2 FtF and online	
Assignments & tasks:	30	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	0	
Tutorials:	0			
Assessments:	10	Sit down exam		
Selfstudy:	92			
Other:	0			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education			
Home Department	Educational Psychology			
Module Topic	Development and Learning			
Generic Module Name	Development and Learning 712			
Alpha-numeric Code	BED712			
NQF Level	8			
NQF Credit Value	15			
Duration	Semester			
Proposed semester to be offered.	First Semester			
Programmes in which the module will be offered	BEd (Hon) (4118 PT) (4117 FT) PGDE (4652)			
Year level	8			
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Explain the concept of holistic development and the importance of understanding the individual in context. • Refer to key debates and themes within developmental theory in understanding child development. • Demonstrate application of the basic assumptions, key concepts and educational implications of various theories of learning and development. • Analyse the factors impact on achievement at school • Explain the applicability of the theories in South African classrooms. 			
Main Content	<ul style="list-style-type: none"> • The concept of development • Key themes in development theory • Physical development • Development theories • Information Processing Theory • Behaviourism • Underachievement 			
Pre-requisite modules	None			
Co-requisite modules	BED747, BED749, BED710, BED737, BED709, BED756, BED715, BED742			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	18	<i>Lectures p.w.</i>	2 FtF	
<i>Assignments & tasks:</i>	30	<i>Practicals p.w.</i>	0	
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0	
<i>Tutorials:</i>	0			
<i>Assessments:</i>	3	Sit down exam		
<i>Selfstudy:</i>	96			
<i>Other:</i>	0			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 50 % Final Assessment (FA): 50%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education		
Home Department	Educational Psychology		
Module Topic	Educational Psychology Research Project		
Generic Module Name	Educational Psychology Research Project 715		
Alpha-numeric Code	BED715		
NQF Level	8		
NQF Credit Value	15		
Duration	Semester		
Proposed semester to be offered.	Second Semester		
Programmes in which the module will be offered	BEd (Hon) (4118 PT) (4117 FT)		
Year level	8		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Design appropriate research instruments. • Conduct an empirical research in the field of Educational Psychology ethically. • Use a range of appropriate data collection methods in an empirical study. • Analyse and interpret data according to acceptable models of analysis, showing awareness of alternative models of analysis and theoretical frameworks. • Integrate the various components of the research cycle. • Compile Educational Psychology research reports which meets postgraduate standards of scholarship. • Reflect critically on the outcomes of the enquiry and on the research process. • Develop the skills to present aspects of their research at seminars and conferences. 		
Main Content	<ul style="list-style-type: none"> • Refinement of research topic, research aims and research questions • Revision of research proposal and development of research instruments • Extension of literature review • Data Collection • Methods of analysis of quantitative and qualitative data • Issues of validity and reliability • Report writing 		
Pre-requisite modules	EDU715		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	18	<i>Lectures p.w.</i>	2 FtF
<i>Assignments & tasks:</i>	40	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	42		
<i>Selfstudy:</i>	50		
<i>Other:</i>	0		
Total Learning Time	150		1
Methods of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
Assessment Module type	Continuous Assessment		

Faculty	Education		
Home Department	Educational Psychology		
Module Topic	Special Needs and Support Services		
Generic Module Name	Special Needs and Support Services 737		
Alpha-numeric Code	BED737		
NQF Level	8		
NQF Credit Value	15		
Duration	Semester		
Proposed semester to be offered.	Second Semester		
Programmes in which the module will be offered	BEd (Hon) (4118 PT) (4117 FT) PGDE (4652)		
Year level	8		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Critically analyse the South African Support services pre and post-apartheid era. • Explain models and theories underpinning learning support services in South Africa. • Understand the key theories and policy debates in special needs and inclusive education both nationally and internationally. • Distinguish between specialised and inclusive teaching practices. • Identify, and assess learners experiencing barriers to learning and development. • Develop and evaluate learning support programmes and materials which enable learners to gain access to the curriculum. 		

	<ul style="list-style-type: none">Describe and compare the roles and responsibilities of Institutional Level Support Teams, District Based Support Teams and Special Schools as a resource centre.			
Main Content	<ul style="list-style-type: none">Introduction to South African learning support servicesIntroduction to Special Education and Inclusive Education.Inclusive Education Policy development, current debates and initiatives in international and South African contextsSpecialised and inclusive teaching practicesInformation processing approach to understanding intellectual and cognitive difficulties and differencesMedical and ecosystemic approaches to learning supportIdentification, assessment and support: Communication, reading, writing and mathematics difficultiesRoles and responsibilities of Institutional Level Support Teams, District Based Support Teams and Special Schools as a resource centre			
Pre-requisite modules	None			
Co-requisite modules	BED747, BED712, BED749, BED709, BED 756, BED715, BED 710, BED742			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	18	Lectures p.w.	2 FtF	
Assignments & tasks:	30	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	0	
Tutorials:	0			
Assessments:	5	Sit down exam		
Selfstudy:	97			
Other:	0			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education
Home Department	Educational Psychology
Module Topic	Psycho-Educational Assessment
Generic Module Name	Psycho-Educational Assessment 749
Alpha-numeric Code	BED749
NQF Level	8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered.	Second Semester
Programmes in which the module will be offered	BEd (Hon) (4117 FT) (4118 PT) PGDE (4652)
Year level	8
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> Describe assessment in various contexts –psychological, educational, social, occupational, etc. Demonstrate understanding of assessment processes by describing the steps in assessment. Evaluate assessment tools and select appropriate assessment tools for specific assessment process and appropriate psychological, social, educational and career concerns and or problems. Develop assessment profiles for various personality traits using appropriate assessment tools (behavioural observations, interviews, reports, figure drawings, Bender Gestalt, sentences completion, other psychological tests, etc). Conduct general screening requiring interpretation of psychological or general personality functioning and psychological well-being of an individual.
Main Content	<ul style="list-style-type: none"> Assessment Overview - Clarification of Terms Assessment Process Fundamentals of Psychometrics and Assessment Assessment Tools Development of Assessment Profiles Assessment Report Writing Assessment Reporting
Pre-requisite modules	None
Co-requisite modules	BED747, BED712, BED710, BED737, BED709, BED750, BED715, BED742
Prohibited module Combination	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	9	Lectures p.w.	1 FtF	
Assignments & tasks:	30	Practicals p.w.	1 FtF	
Practicals:	9	Tutorials p.w.	0	
Tutorials:	0			
Assessments:	10	Sit down exam		
Selfstudy:	92			
Other:	0			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education			
Home Department	Educational Psychology			
Module Topic	Psychopathology			
Generic Module Name	Psychopathology 756			
Alpha-numeric Code	BED756			
NQF Level	8			
NQF Credit Value	15			
Duration	Semester			
Proposed semester to be offered.	Second Semester			
Programmes in which the module will be offered	BEd (Hon) (4117 FT) (4118 PT) PGDE (4652)			
Year level	8			
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate a good theoretical understanding of the different causes of psychological disorders amongst children, adolescents and adults. • Demonstrate familiarity with the different intervention strategies being applied in the treatment of psychological disorders. • Demonstrate understanding of forming a differential diagnosis. • Identify and categorise different types of psychological problems. • Integrate existing research to analyse issues pertaining to children, adolescents or adults with emotional or behavioural problems. • Demonstrate a good understanding of the role of culture in the diagnosis and treatment of psychological disorders in South Africa. • Distinguish between various approaches and select the most appropriate intervention for the context. 			
Main Content	<ul style="list-style-type: none"> • Introduction to the study of child, adolescent and adult psychopathology • Theories and causes of child, adolescent and adult psychopathology • Assessment and treatment of child, adolescent and adult psychopathology • Diagnostic clinical evaluation • Externalising disorders • Internalising disorders • Developmental disorders • Neurological disorders • Learning disorders • Substance use disorders • Psychotic disorders • Eating disorders • Sleep and movement disorders • Child maltreatment 			
Pre-requisite modules	None			
Co-requisite modules	BED747, BED712, BED749, BED737, BED709, BED715, BED710			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	18	Lectures p.w.	2 FtF	
Assignments & tasks:	30	Practicals p.w.	0	
Practicals:		Tutorials p.w.	0	
Tutorials:	0			
Assessments:	10	Sit down exam		
Selfstudy:	92			
Other:	0			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education			
Home Department	Educational Psychology			
Module Topic	Research in Educational Psychology A			
Generic Module Name	Research in Educational Psychology A 715			
Alpha-numeric Code	EDU715			
NQF Level	8			
NQF Credit Value	15			
Duration	Semester			
Proposed semester to be offered.	First Semester			
Programmes in which the module will be offered	BEd (Hon) (4117 FT) (4118 PT) PGDE (4652)			
Year level	8			
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none">• Develop appropriate research questions both individually or collaboratively with their colleagues, and outline the main objectives of the research.• Select and defend research designs illustrating an understanding of its ability to address the research questions.• Identify and review national and international literature in relation to the chosen topic in Educational Psychology.• Identify and explain a range of data collection methods that are appropriate to the chosen project.• Demonstrate an awareness of ethical issues associated with Educational Psychology empirical research.• Analyse the structure of a research proposal and identify the elements that could be included in their Educational psychology proposals.• Develop coherent Educational Psychology research proposals with acceptable research questions and hypotheses.			
Main Content	<ul style="list-style-type: none">• Introduction to Research as a systematic form of inquiry in Educational Psychology.• Understanding the aim and culture of research• Research paradigms and philosophy• Problem formulation• Literature review• Choosing a research topic in Educational Psychology• Methods of sampling• Methods of data collection• Data analysis and reporting• Writing a research proposal			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table face to face
Contact with lecturer:/ tutor:	18	Lectures p.w.	2 FtF	
Assignments & tasks:	40	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	0	
Tutorials:	0			
Assessments:	10	Sit down exam		
Selfstudy:	82			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme	BED HONOURS			
Module Name:	Curriculum and Pedagogy 711			
Module Code	BED711 (see table 2.6)			
Proposed Semester(s) to be offered	2			
NQF Level Credits	15			
Year level	8			
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods: Blended Mode	
Contact with lecturer/tutor	18 hours per week	Lectures p.w.	2	P 1- Face to Face and online synchronous P2 – Face to face and Online synchronously

	45min x 2 = 90 per week x 12 = 1080 divided by 60 = 18 hours. (offered on Saturdays			*need venue for 2 periods per week (as one double period).
Tutorials		Tutorial p.w		
Practicals		Practicals p.w		
Assignments & tasks	60			<ul style="list-style-type: none"> Individual or group presentation (50%) Individual writing of one online/take home task (50%)
Assessments	2 tasks			
Self- study	72			
Total Learning Time	150			
Method of Student Assessment	Continuous Assessment (CA) 50% Final Assessment (FA) 50%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education			
Home Department	Educational Psychology			
Module Topic	Educational Psychology Research Project			
Generic Module Name	Educational Psychology Research Project 715			
Alpha-numeric Code	BED715			
NQF Level	8			
NQF Credit Value	15			
Duration	Semester			
Proposed semester to be offered.	Second Semester			
Programmes in which the module will be offered	BEd (Hon) (4118 PT) (4117 FT)			
Year level	8			
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> Design appropriate research instruments. Conduct an empirical research in the field of Educational Psychology ethically. Use a range of appropriate data collection methods in an empirical study. Analyse and interpret data according to acceptable models of analysis, showing awareness of alternative models of analysis and theoretical frameworks. Integrate the various components of the research cycle. Compile Educational Psychology research reports which meets postgraduate standards of scholarship. Reflect critically on the outcomes of the enquiry and on the research process. Develop the skills to present aspects of their research at seminars and conferences. 			
Main Content	<ul style="list-style-type: none"> Refinement of research topic, research aims and research questions Revision of research proposal and development of research instruments Extension of literature review Data Collection Methods of analysis of quantitative and qualitative data Issues of validity and reliability Report writing 			
Pre-requisite modules	EDU715			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	18	Lectures p.w.	2 FtF	
Assignments & tasks:	40	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	0	
Tutorials:	0			
Assessments:	42			
Selfstudy:	50			
Other:	0			
Total Learning Time	150		1	
Methods of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%			
Assessment Module type	Continuous Assessment			

Name of programme	BED HONOURS			
Module Name:	Educational Leadership and Management			
Module Code	BED716 (see table 2.6)			
Proposed Semester(s) to be offered	Semester 1			
NQF Credit Value	15			
Year level	Year 8			
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods: Blended Mode	
Contact with lecturer/tutor	18 hours per week 45min x 2 = 90 per week x 12 = 1080 divided by 60 = 18 hours.	Lectures p.w.	2	P 1- Face to Face and online synchronous P2 – Face to face and Online synchronously *need venue for 2 periods per week (as one double period).
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	0	
Assignments & tasks	53			<ul style="list-style-type: none"> Individual/group presentation Individual writing and engagement on a discussion forum and with peer feedback Online/take home
Assessments	4			Online peer feedback Engagement on discussion forum. Research and presentation to the class. Individual online critical essay task.
Self- study	79			<ul style="list-style-type: none"> Learning guides and course recommended books and journal articles online –asynchronous and synchronous mode (synchronous online and face-to-face).
TOTAL Learning Time	150			
Method of Student Assessment	Continuous Assessment (CA): 100%			<i>Continuous Assessment (CA):</i> Online/take home
Assessment Module type	Continuous Assessment (CA)			

Name of programme	BEd Hons			
Module Name:	Mathematics Education 718			
Module Code	BED 718			
Proposed Semester(s) to be offered	Second Semester			
NQF Level Credits	15			
Year level	8			
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	21	Lectures p.w.	1	
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	0	
Assignments & tasks	30			
Assessments	30			
Self- study	69			
Total	150			
Method of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%			<i>Continuous Assessment (CA):</i> Online/ take home <i>Final Assessment (FA):</i> take home
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme	BEd Hons			
Module Name:	Mathematics Education 719			
Module Code	BED 719			
Proposed Semester(s) to be offered	Second Semester			
NQF Level Credits	15			
Year level	8			
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	21	Lectures p.w.	1	
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	0	
Assignments & tasks	20			
Assessments	20			
Self- study	89			
Total	150			
Method of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%			<i>Continuous Assessment (CA):</i> Online/ take home <i>Final Assessment (FA):</i> take home
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme	BED HONOURS			
Module Name:	SCIENCE EDUCATION A			
Module Code	BED 724			
Proposed Semester(s) to be offered	Semester 1			
NQF Credit Value	15			
Year level	Year 1			
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	27	Lectures p.w.	3	P 1: Face to Face & Online
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	0	
Assignments & tasks	40			• Individual
Assessments	20			Take home
Self- study	63			• Learning guides and course readers • online –asynchronous mode
TOTAL Learning Time	150			
Method of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%			<i>Continuous Assessment (CA):</i> Take home <i>Final Assessment (FA):</i> Take home
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme	BED HONOURS			
Module Name:	SCIENCE EDUCATION B			
Module Code	BED 725			
Proposed Semester(s) to be offered	Semester 2			
NQF Credit Value	15			
Year level	Year 1			
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	27	Lectures p.w.	3	P 1: Face to Face & Online
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	0	
Assignments & tasks	40			• Individual
Assessments	20			Take home
Self- study	63			• Learning guides and course readers • online –asynchronous mode
TOTAL Learning Time	150			

Method of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%	<i>Continuous Assessment (CA): Take home</i> <i>Final Assessment (FA): Take home</i>
Assessment Module type	Continuous and Final Assessment (CFA)	

Name of programme	BED HONOURS			
Module Name:	SCIENCE EDUCATION C			
Module Code	BED 731 (see table 2.6)			
Proposed Semester(s) to be offered	Semester 1			
NQF Credit Value	15			
Year level	Year 1			
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods: Blended Mode	
Contact with lecturer/tutor	27	Lectures p.w.	3	Week 1 & 2 only: Fully online
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	0	
Assignments & tasks	40			• Individual
Assessments	20			Take home
Self- study	63			• Learning guides and course readers • online –asynchronous mode
TOTAL Learning Time	150			
Method of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%			Continuous Assessment (CA): Take home Final Assessment (FA): Take home
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme	BED HONOURS			
Module Name:	SCIENCE EDUCATION D			
Module Code	BED 732 (see table 2.6)			
Proposed Semester(s) to be offered	Semester 2			
NQF Credit Value	15			
Year level	Year 1			
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods: Blended Mode	
Contact with lecturer/tutor	27	Lectures p.w.	3	Week 1 and 2 only: Fully online
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	0	
Assignments & tasks	40			● Individual
Assessments	20			Take home
Self- study	63			● Learning guides and course readers ● online –asynchronous mode
TOTAL Learning Time	150			
Method of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%			Continuous Assessment (CA): Take home Final Assessment (FA): Take home
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme	BED HONOURS			
Module Name:	Research in Educational Studies B			
Module Code	BED 742 (see table 2.6)			
Proposed Semester(s) to be offered	Semester 2			
NQF Credit Value	15			
Year level	Year 8			

Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods; Blended Mode	
Contact with lecturer/tutor	18 hours per week 45min x 2 =90 per week x 12= 1080 divided by 60 = 18 hours.	Lectures p.w.	2	P 1- Face to Face and online synchronous and through individual or cohort supervision of students.
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	0	
Assignments & tasks	52			<ul style="list-style-type: none"> • Empirical study • Research report
Assessments	2 tasks			Fieldwork research Research report submission
Self- study	80			<ul style="list-style-type: none"> • Learning guides and course recommended books and journal articles, SAGE online resources • online –asynchronous and synchronous modes of self-study
TOTAL Learning Time	150			
Method of Student Assessment	Continuous Assessment (CA): 100%			Continuous Assessment (CA): take home final assessment task.
Assessment Module type	Continuous Assessment (CA)			

Name of programme	BED HONOURS			
Module Name:	Research in Educational Studies A			
Module Code	BED 747 (see table 2.6)			
Proposed Semester(s) to be offered	Semester 1			
NQF Credit Value	15			
Year level	Year 8			
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods: Blended Mode	
Contact with lecturer/tutor	18 hours per week 45min x 2 =90 per week x 12= 1080 divided by 60 = 18 hours.	Lectures p.w.	2	P 1- Face to Face and online synchronous P2 – Face to face and Online synchronously *need venue for 2 periods per week (as one double period).
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	0	
Assignments & tasks	52			<ul style="list-style-type: none"> • Individual presentation • Research proposal
Assessments	2 tasks			Research and presentation to the class. Proposal submission

Self- study	80			<ul style="list-style-type: none"> • Learning guides and course recommended books and journal articles, SAGE online resources • online –asynchronous and synchronous modes of self-study
TOTAL Learning Time	150			
Method of Student Assessment	Continuous Assessment (CA): 100%			<i>Continuous Assessment (CA):</i> take home final assessment task.
Assessment Module type	Continuous Assessment (CA)			

Name of programme	BED HONOURS			
Module Name:	Enabling Educational Change and Innovation			
Module Code	BED748 (see table 2.6)			
Proposed Semester(s) to be offered	Semester 1			
NQF Credit Value	15			
Year level	Year 8			
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods: Blended Mode	
Contact with lecturer/tutor	18 hours per week 45min x 2 = 90 per week x 12= 1080 divided by 60 = 18 hours	Lectures p.w.	2	P 1- Face to Face and online synchronous P2 – Face to face and Online synchronously *need venue for 2 periods per week (as one double period).
Tutorials	0	Tutorial p.w	1	Online engagement discussion forum
Practicals	0	Practicals p.w	0	
Assignments & tasks	54			<ul style="list-style-type: none"> • Individual/group presentation • Individual writing and engagement and peer feedback • Engagement on discussion forum with peer feedback • Online/take home critical essay
Assessments	4 tasks			Online peer feedback Engagement on discussion forum. Research and presentation to the class. Individual online critical essay task.
Self- study	78			<ul style="list-style-type: none"> • Learning guides and course recommended books • online –asynchronous and synchronous mode
TOTAL Learning Time	150			
Method of Student Assessment	Continuous Assessment (CA): 100%			<i>Continuous Assessment (CA):</i> Online/take home
Assessment Module type	Continuous Assessment (CA)			

Faculty	Education
Home Department	Educational Psychology
Module Topic	Psycho-Educational Assessment
Generic Module Name	Psycho-Educational Assessment 749
Alpha-numeric Code	BED749
NQF Level	8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered.	Second Semester
Programmes in which the module will be offered	BEd (Hon) (4117 FT) (4118 PT) PGDE (4652)
Year level	8

Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none">• Describe assessment in various contexts –psychological, educational, social, occupational, etc.• Demonstrate understanding of assessment processes by describing the steps in assessment.• Evaluate assessment tools and select appropriate assessment tools for specific assessment process and appropriate psychological, social, educational and career concerns and or problems.• Develop assessment profiles for various personality traits using appropriate assessment tools (behavioural observations, interviews, reports, figure drawings, Bender Gestalt, sentences completion, other psychological tests, etc).• Conduct general screening requiring interpretation of psychological or general personality functioning and psychological well-being of an individual.			
Main Content	<ul style="list-style-type: none">• Assessment Overview - Clarification of Terms• Assessment Process• Fundamentals of Psychometrics and Assessment• Assessment Tools• Development of Assessment Profiles• Assessment Report Writing• Assessment Reporting			
Pre-requisite modules	None			
Co-requisite modules	BED747, BED712, BED710, BED737, BED709, BED 750, BED715, BED742			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	9	Lectures p.w.	1 FtF	
Assignments & tasks:	30	Practicals p.w.	1 FtF	
Practicals:	9	Tutorials p.w.	0	
Tutorials:	0			
Assessments:	10	Sit down exam		
Selfstudy:	92			
Other:	0			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme	BEd (Hon) (4115 FT) (4116 PT) PGDE (4652)			
Module Name:	Adolescent literature 752			
Module Code	BED752 (see table 2.6)			
Proposed Semester(s) to be offered	First Semester			
NQF Level Credits	15			
Year level	8			
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that require timetable
			Number of periods Blended Mode	
Contact with lecturer/tutor	18	Lectures p.w.	2	Week 1 & 2 only: fully online
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	0	
Assignments & tasks	39			Presentation-Individual/ Online Assignment 1-Individual/take home Assignment 2-Individual/ Take home
Assessments	4			Online/sitdown/ take home
Self- study	89			Learning guides and course readers Online – asynchronous mode
TOTAL Learning Time	150			
Method of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%			Continuous Assessment (CA): take home
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme	BED HONOURS			
Module Name:	Key Issues in Educational			
Module Code	BED755			
Proposed Semester(s) to be offered	Semester 2			
NQF Credit Value	15			
Year level	Year 8			
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	18 hours per week 45 min x 2 = 90 per week x 12 = 1080 divided by 60 = 18 hours.	Lectures p.w.	2	P 1- Face to Face and online synchronous P2 – Face to face and Online synchronously *need venue for 2 periods per week (as one double period).
Tutorials	0	Tutorial p.w		
Practicals	0	Practicals p.w	0	
Assignments & tasks	54			<ul style="list-style-type: none"> • Individual/group presentation • Individual writing on Tii with peer feedback • Engagement on a discussion forum • Online/take home final critical essay
Assessments	4 tasks			Online peer feedback Engagement on discussion forum. Research and presentation to the class. Individual online critical essay task.
Self- study	78			<ul style="list-style-type: none"> • Learning guides and course recommended books and journal articles • Online –asynchronous and synchronous mode Synchronous (online and face-to-face – mode).
TOTAL Learning Time	150			
Method of Student Assessment	Continuous Assessment (CA): 100%			<i>Continuous Assessment (CA):</i> Online/take home
Assessment Module type	Continuous Assessment (CA)			

Faculty	Education
Home Department	Educational Psychology
Module Topic	Psychopathology
Generic Module Name	Psychopathology 756
Alpha-numeric Code	BED756
NQF Level	8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered.	Second Semester
Programmes in which the module will be offered	BEd (Hon) (4117 FT) (4118 PT) PGDE (4652)
Year level	8
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate a good theoretical understanding of the different causes of psychological disorders amongst children, adolescents and adults. • Demonstrate familiarity with the different intervention strategies being applied in the treatment of psychological disorders. • Demonstrate understanding of forming a differential diagnosis. • Identify and categorise different types of psychological problems. • Integrate existing research to analyse issues pertaining to children, adolescents or adults with emotional or behavioural problems. • Demonstrate a good understanding of the role of culture in the diagnosis and treatment of psychological disorders in South Africa.

	• Distinguish between various approaches and select the most appropriate intervention for the context.			
Main Content	<ul style="list-style-type: none">• Introduction to the study of child, adolescent and adult psychopathology• Theories and causes of child, adolescent and adult psychopathology• Assessment and treatment of child, adolescent and adult psychopathology• Diagnostic clinical evaluation• Externalising disorders• Internalising disorders• Developmental disorders• Neurological disorders• Learning disorders• Substance use disorders• Psychotic disorders• Eating disorders• Sleep and movement disorders• Child maltreatment			
Pre-requisite modules	None			
Co-requisite modules	BED747, BED712, BED749, BED737, BED709, BED715, BED 710			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	18	Lectures p.w.	2 FtF	
Assignments & tasks:	30	Practicals p.w.	0	
Practicals:		Tutorials p.w.	0	
Tutorials:	0			
Assessments:	10	Sit down exam		
Selfstudy:	92			
Other:	0			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme	BED SP & FET (New)			
Module Name:	Education Practice 101			
Module Code	EDC101			
Proposed Semester(s) to be offered	Semester I & 2 (Year Long)			
NQF Level Credits	15			
Year level	1			
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	36	Lectures p.w.	2	face-to-face
Tutorials	0	Tutorial p.w	0	
Practicals	18	Practicals p.w	1	
Assignments & tasks	46			
Assessments	0			
Self- study	40			
Other	10			
Total Learning time	150			
Method of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Name of programme	BED SP & FET (New)			
Module Name:	Education 121 (LifeSkills)			
Module Code	EDC 121			
Proposed Semester(s) to be offered	Semester 1			
NQF Level Credits	10			
Year level	1			
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	27	Lectures p.w.	2	
Tutorials	0	Tutorial p.w	1	

Practicals	0	Practicals p.w	0	
Assignments & tasks	27			
Assessments	13			
Self- study	33			
Other	0			
Total Learning Time	100			
Method of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Faculty	Education			
Home Department	Educational Psychology			
Module Topic	Social Psychology in Education			
Generic Module Name	Social Psychology in Education 131			
Alpha-numeric Code	EDC131			
NQF Level	5			
NQF Credit Value	10			
Duration	Semester			
Proposed semester to be offered.	Second Semester			
Programmes in which the module will be offered	BEd (Languages and Social Sciences) (4512); BEd (Languages and Life Orientation) (4513); BEd (Social Sciences and EMS) (4514); BEd (Languages and Mathematics) (4515); BEd (Mathematics and Natural Sciences) (4516); BEd (Languages and Life Orientation, 5y) (4091); BEd (Mathematics and Natural Sciences, 5y) (4092) and 4402			
Year level	5			
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Explain Culture. • Provide and Discuss examples of conflict and compatibilities between home and school cultures. • List and describe several ways in which learners of different ethnic and cultural backgrounds may behave differently. • Explain likely gender differences and similarities. • Describe the school's role in the development of gender differences. • Incorporate multi-cultural concepts in their teaching and modify the classroom environment to meet the needs of a multi- cultural population. 			
Main Content	<ul style="list-style-type: none"> • Race, ethnicity and culture • Culture and schooling • Culturally responsive teaching/ towards a more multi-cultural classroom/creating culturally compatible classrooms. • Socio-economic differences and the effects of poverty • Similarities and difference amongst males and females • Attitudes, prejudice and discrimination. 			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	18	<i>Lectures p.w.</i>	2	FtF
<i>Assignments & tasks:</i>	28	<i>Practicals p.w.</i>	0	
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	1	FtF
<i>Tutorials:</i>	9			
<i>Assessments:</i>	5			
<i>Selfstudy:</i>	40			
<i>Other:</i>	0			
Total Learning Time	100			
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Faculty	Faculty of Education,			
Home Department	Department of Educational Psychology			
Module Topic	Physical Education			
Generic Module Name	Introduction to Physical Education for Life Orientation Students 143			
Alpha-numeric Code	EDC143			
NQF Level	5			
NQF Credit Value	10			
Duration	Semester			
Proposed semester to be offered.	Second Semester			

Programmes in which the module will be offered	BEd (Senior Phase and FET) 4402			
Year level	1			
Main Outcomes	On completion of the module students should be able to: <ul style="list-style-type: none"> • Describe physical education philosophy, its principles, legal and policy framework. • Explain physical education teaching and learning. • Design and plan physical education lesson, games and activities. • Design and implement assessment within Physical education • Application of health and safety issues pertaining to physical education • Designing activities for inclusivity 			
Main Content	<ul style="list-style-type: none"> • Expectations of a physical education teacher • The ethos of teaching physical education • Practical sessions, games and concepts. • Teaching /sport and the law • The start of athletics • Drawing up Round Robin and Knock out fixtures. • Challenges/Problems when teaching physical education at disadvantaged schools • Assessment within physical education 			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Time-table Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	18	Lectures p.w.	2	FtF
Assignments & tasks:	12	Practicals p.w.	1	
Practicals:	9	Tutorials p.w.	0	
Assessments	5			
Self Study	56			
Other:	0			
Total Learning Time	100			
Method of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Name of programme	BED SP & FET (New)			
Module Name:	Education Practice 202			
Module Code	EDC202			
Proposed Semester(s) to be offered	Semester 1 & 2 (Year Long)			
NQF Level Credits	30			
Year level	2			
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	36	Lectures p.w.	2	face to face
Tutorials	0	Tutorial p.w	0	
Practicals	18	Practicals p.w	1	
Assignments & tasks	60			
Assessments	10			
Self- study	86			
Other	90			
Total Learning Time	300			
Method of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Faculty	Education
Home Department	Department of Educational Psychology
Module Topic	Inclusive Education
Generic Module Name	Education 221
Alpha-numeric Code	EDC221
NQF Level	6
NQF Credit Value	20
Duration	Semester
Proposed semester to be offered.	Semester 2
Programmes in which the module will be offered	B.Ed (Senior Phase and FET) (4401, 4402, 4403, 4404, 4405)

Year level	2			
Main Outcomes	By the end of this module students should be able to: <ul style="list-style-type: none"> • Know the historical development of inclusive Education • Describe inclusive education philosophy and its principles • Analyse inclusive education legal and policy frameworks. • Explain the theories and models underpinning inclusive education • Identify key barriers to learning and development. • Explain the screening, identification, assessment and support strategies used in South Africa • Apply learning support strategies • Explain and apply inclusive teaching and learning. • Critically analyse teaching practices. 			
Main Content	<ul style="list-style-type: none"> • Historical development of inclusive Education • From exclusion to inclusion: discourses and current issues • Inclusive Education principles, policy framework and practices • Theories and models underpinning inclusive education • Index for inclusion • Barriers to learning and development (intrinsic and extrinsic) • Labels and labelling • Inclusive schools and classrooms • Inclusive teaching and learning (Universal Design for Learning Curriculum differentiation, Screening, Identification, assessment support strategy) • Collaborative consultation 			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Time-table Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	27	Lectures p.w.	3	2 online 1 ftf
Assignments & tasks:	70	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	0	
Assessments	30			online & ftf assessments
Selfstudy	73			
Other: Please specify	0			
Total Learning Time	200			
Method of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Faculty	Education
Home Department	Educational Psychology
Module Topic	Child Development and Learning
Generic Module Name	Education 311
Alpha-numeric Code	EDC311
NQF Level	7
NQF Credit Value	20
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd (Senior Phase and FET) (4401, 4402, 4403, 4404, 4405)
Year level	3
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Understand that children develop holistically and within a socio-cultural context • Discuss the impact of physical, emotional, social and cognitive factors on learning and academic achievement • Discuss and debate notions of intelligence • Apply theories of development and learning to classroom situations • Demonstrate understanding of key theoretical concepts in the teaching and learning process
Main Content	<u>Child Development</u> <ul style="list-style-type: none"> • Ecosystemic approach to understanding development: Bronfenbrenner • Physical development • Psycho-social development: Erikson • Cognitive development: Piaget • Implications for the teaching and learning process • Factors impacting on achievement: Family, School, Media, Society <u>Learning theories</u> <ul style="list-style-type: none"> • Cognitive development and intelligence (Gardner, Sternberg, etc) • Theories of learning: Piaget, Vygotsky, Feuerstein, Information processing theory

	<ul style="list-style-type: none"> Matching learning and teaching Implications of learning theories for the teaching and learning process: The thinking classroom, designing lesson plans, organizing learning, assessment 			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Time-table Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	27	Lectures p.w.	3	FtF
Assignments & tasks:	65	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	0	
Assessments	20			sit down exam
Selfstudy	88			
Other: Please specify	0			
Total Learning Time	200			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education			
Home Department	Educational Psychology			
Module Topic	Child Development and Learning			
Generic Module Name	Learning and Development 313			
Alpha-numeric Code	EDC313			
NQF Level	7			
NQF Credit Value	15			
Duration	Semester			
Proposed semester to be offered.	First Semester			
Programmes in which the module will be offered	BEd (Languages and Social Sciences) (4512); BEd (Languages and Life Orientation) (4513); BEd (Social Sciences and EMS) (4514); BEd (Languages and Mathematics) (4515); BEd (Mathematics and Natural Sciences) (4516); BEd (Languages and Life Orientation, 5y) (4091); BEd (Mathematics and Natural Sciences, 5y) (4092)			
Year level	3			
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> Understand that children develop holistically and within a socio-cultural context. Discuss the impact of physical, emotional, social and cognitive factors on learning and academic achievement. Discuss and debate notions of intelligence. Apply theories of development and learning to classroom situations. Demonstrate understanding of key theoretical concepts in the teaching and learning process. 			
Main Content	Child Development <ul style="list-style-type: none"> Ecosystemic approach to understanding development: Bronfenbrenner Physical development Psycho-social development: Erikson Cognitive development: Piaget Implications for the teaching and learning process Factors impacting on achievement: Family, School, Media, Society Learning theories <ul style="list-style-type: none"> Cognitive development and intelligence (Gardner, Sternberg, etc) Theories of learning: Piaget, Vygotsky, Feuerstein, Information processing theory Matching learning and teaching Implications of learning theories for the teaching and learning process: The thinking classroom, designing lesson plans, organizing learning, assessment 			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	27	Lectures p.w.	3	FtF
Assignments & tasks:	35	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	0	
Tutorials:	0			
Assessments:	15			sit down
Selfstudy:	73			
Other:	0			
Total Learning Time	150			

Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%
Assessment Module type	Continuous Assessment (CA)

Name of programme	BED SP & FET (New)			
Module Name:	Education 321 (Curriculum and Pedagogy)			
Module Code	EDC321			
Proposed Semester(s) to be offered	Semester 2			
NQF Level Credits	20			
Year level	3			
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	27	Lectures p.w.	3	face to face
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	0	
Assignments & tasks	65			
Assessments	18			
Self- study	90			
Other	0			
Total Learning Time	200			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Module Name:	Education 323 (Curriculum & Pedagogy)			
Module Code	EDC323			
Proposed Semester(s) to be offered	Semester 2			
NQF Level Credits	15			
Year level	3			
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	27	Lectures p.w.	3	face to face
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	0	
Assignments & tasks	42			
Assessments	18			
Self- study	63			
Other	0			
Total Learning time	150			
Method of Student Assessment	Continuous Assessment (CA) 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Name of programme	BED SP & FET (New)			
Module Name:	Education Practice 402			
Module Code	EDC402			
Proposed Semester(s) to be offered	Semester 1 & 2 (Year Long)			
NQF Level Credits	40			
Year level	4			
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	54	Lectures p.w.	3	face-to-face
Tutorials	0	Tutorial p.w	0	
Practicals	200	Practicals p.w	0	
Assignments & tasks	40			
Assessments	40			
Self- study	46			
Other: Research Project	20			
Total Learning Time	400			

Method of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%
Assessment Module type	Continuous Assessment (CA)

Faculty	Education		
Home Department	Educational Studies		
Module Topic	Education		
Generic Module Name	Education 323		
Alpha-numeric Code	EDC323		
NQF Level	7		
NQF Credit Value	15		
Duration	Semester		
Proposed semester to be offered.	Second Semester		
Programmes in which the module will be offered	BEd (Languages and Social Sciences) (4512); BEd (Languages and Life Orientation) (4513); BEd (Social Sciences and EMS) (4514); BEd (Languages and Mathematics) (4515); BEd (Mathematics and Natural Sciences) (4516); BEd (Languages and Life Orientation, 5y) (4091); BEd (Mathematics and Natural Sciences, 5y) (4092)		
Year level	3		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <p>Curriculum and Pedagogy</p> <p>Knowledge</p> <ul style="list-style-type: none">• Develop a critical understanding of the concept and nature of the curriculum and pedagogy.• Get insight into curriculum policy development in the South African context with specific reference to OBE.• Get knowledge and experience of how curriculum is operationalized in South African Schools with specific reference to curriculum orientations.• Develop theoretical and practical knowledge about how and why.• The curriculum is planned and organized in a specific way. <p>Skills</p> <ul style="list-style-type: none">• Apply knowledge of curriculum theory in practice.• Construct a good learning environment based on the assumptions about curriculum, knowledge, skills and values underlying the South African approach to OBE.• Reflect on the impact of different curriculum orientations and views to the curriculum on teaching and learning.• Think critically about the debate and controversies in teaching the curriculum in South Africa. <p>Values</p> <ul style="list-style-type: none">• Engage critically honestly and sincerely with others.• Respect the views of others. <p>Learner discipline</p> <ul style="list-style-type: none">• Define the concept 'learner discipline'.• Identify and analyse the factors which result in learner misbehavior.• Know the various approached that can be used to prevent learner misbehavior, focusing on those that are applicable to the educator in the classroom.• Identify the most appropriate means of remedying learner misbehavior.		
Main Content	<p>Curriculum and Pedagogy</p> <ul style="list-style-type: none">• Concept and nature of the curriculum and pedagogy• Curriculum policy development and OBE• Curriculum orientations and its implementation in the South African classroom• Planning, organizing and teaching the curriculum• Constructing a good learning environment based on the assumptions about curriculum, knowledge, skills and values underlying the South African approach to OBE• Debates and controversies in teaching the curriculum in South Africa <p>Learner Discipline</p> <ul style="list-style-type: none">• Defining 'learner discipline'• In- and out-of-school causes of learner misbehavior• The preventative approach: the educator• The preventative approach: the learner• The preventative approach: the school• The preventative approach: the parents• Corrective measures: reprimands and punishment		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
Contact with lecturer / tutor:	42	Lectures p.w.	3
Assignments & tasks:	42	Practicals p.w.	0
Practicals:	0	Tutorials p.w.	0
Tutorials:	0		

Assessments:	3			
Selfstudy:	63			
Other:	0			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Faculty	Education			
Home Department	Educational studies			
Module Topic	Research in Education			
Generic Module Name	Education 411			
Alpha-numeric Code	EDC411			
NQF Level	7			
NQF Credit Value	30			
Duration	Semester			
Proposed semester to be offered	First Semester			
Programmes in which the module will be offered	B.Ed (Senior Phase and FET) (4401, 4402, 4403, 4404, 4405)			
Year level	4			
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Demonstrate knowledge of basic research concepts; • Understand the process of conceptualizing and conducting educational research; • Understand strengths and weaknesses of different methodologies used in research; • Formulate a research question and design an appropriate procedure for its investigation; • Read, understand, critique and use research reports; and • Develop a research proposal. 			
Main Content	<ul style="list-style-type: none"> • Introduction to research in education • Research types • Research problems, variables and hypotheses • Research proposal • Locating and reviewing related literature • Ethics and research • Research population and sampling • Methods of data collection, presentation and analysis • Validity and reliability in research • Presentation and peer review of draft research proposals 			
Pre-requisite modules	EDC313, EDC323			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Time-table Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	27	Lectures p.w.	3	Blend of face-to-face and online lectures
Assignments & tasks:	65	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	0	
Assessments	6			
Selfstudy	126			
Other: Micro-teaching	76			
Total Learning Time	300			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education			
Home Department	Educational studies			
Module Topic	Values in Education			
Generic Module Name	Education 421			
Alpha-numeric Code	EDC421			
NQF Level	7			
NQF Credit Value	20			
Duration	Semester			
Proposed semester to be offered	Semester 1			
Programmes in which the module will be offered	B.Ed (Senior Phase and FET) (4401, 4402, 4403, 4404, 4405)			
Year level	4			

Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none">• Articulate a sound understanding of the concepts ethics and epistemology.• Engage critically with literature in Philosophy and Philosophy of Education, and specifically with literature in ethics and epistemology• Articulate a sound understanding of the concepts values and virtue• Develop an understanding of what constitutes teachers' professional values• Engage critically with debates around the concept teacher professionalism• Develop reasoned responses to questions about what constitutes knowledge• Investigate the ethical and/or epistemological underpinning of selected documents of current relevance for educators			
Main Content	<ul style="list-style-type: none">• The concepts ethics and epistemology• The concepts values and virtue• Teachers' professional values• Teacher professionalism• Different kinds of knowledge• The ethical and/or epistemological underpinnings of documents such as The SACE Handbook of Professional Ethics, The Manifesto on Values, Education and Democracy and The Norms and Standards for Educators			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Time-table Requirement per week		Other teaching modes that does not require time-table Blend of face-to-face teaching and online learning (as per Table in cover letter)
Contact with lecturer / tutor:	27	Lectures p.w.	3	
Assignments & tasks:	64	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	0	
Assessments	7			
Selfstudy	87			
Other:	0			
Total Learning Time	215			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme	BED SP & FET (New)			
Module Name:	Education and Society 111			
Module Code	EDU 111			
Proposed Semester(s) to be offered	Semester 1			
NQF Credit Value	15			
Year level	1			
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	27	Lectures p.w.	2	face to face
Tutorials	0	Tutorial p.w	1	
Practicals	0	Practical p.w	0	
Assignments & tasks	46			
Assessments	20			
Self- study	57			
Other	0			
TOTAL Learning Time	150			
Method of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous and Final Assessment (CA)			

Name of programme	BED SP & FET (New)			
Module Name:	Education 121 (LifeSkills)			
Module Code	EDC121			
Proposed Semester(s) to be offered	Semester 1			
NQF Level Credits	10			
Year level	1			
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	27	Lectures p.w.	2	
Tutorials	0	Tutorial p.w	1	

Practicals	0	Practicals p.w	0	
Assignments & tasks	27			
Assessments	13			
Self- study	33			
Other	0			
Total Learning Time	100			
Method of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Name of programme	BED SP & FET (New)			
Module Name:	Education Practice 101			
Module Code	EDC101			
Proposed Semester(s) to be offered	Semester I & 2 (Year Long)			
NQF Level Credits	15			
Year level	1			
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	36	Lectures p.w.	2	face-to-face
Tutorials	0	Tutorial p.w	0	
Practicals	18	Practicals p.w	1	
Assignments & tasks	46			
Assessments	0			
Self- study	40			
Other	10			
Total Learning time	150			
Method of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Name of programme	BED SP & FET (New)			
Module Name:	Education Practice 202			
Module Code	EDC202			
Proposed Semester(s) to be offered	Semester 1 & 2 (Year Long)			
NQF Level Credits	30			
Year level	2			
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	36	Lectures p.w.	2	face to face
Tutorials	0	Tutorial p.w	0	
Practicals	18	Practicals p.w	1	
Assignments & tasks	60			
Assessments	10			
Self- study	86			
Other	90			
Total Learning Time	300			
Method of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Name of programme	BED SP & FET (New)			
Module Name:	Education Practice 302			
Module Code	EDU302			
Proposed Semester(s) to be offered	Semester 1 & 2 (Year Long)			
NQF Level Credits	40			
Year level	3			
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	36	Lectures p.w.	2	face to face
Tutorials	0	Tutorial p.w	0	
Practicals	200	Practicals p.w	0	
Assignments & tasks	40			

Assessments	58			
Self- study	46			
Other: Research Project	20			
Total Learning Time	400			
Method of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Name of programme	BED SP & FET (New)			
Module Name:	Education 311 (Child Development and Learning)			
Module Code	EDC311			
Proposed Semester(s) to be offered	Semester 1			
NQF Level Credits	20			
Year level	3			
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	42	Lectures p.w.	3	
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	0	
Assignments & tasks	65			
Assessments	5			
Self- study	88			
Other	0			
Total Learning Time	200			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme	BED SP & FET (New)			
Module Name:	Education 321 (Curriculum and Pedagogy)			
Module Code	EDC321			
Proposed Semester(s) to be offered	Semester 2			
NQF Level Credits	20			
Year level	3			
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	27	Lectures p.w.	3	face to face
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	0	
Assignments & tasks	65			
Assessments	18			
Self- study	90			
Other	0			
Total Learning Time	200			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme	BED SP & FET (New)			
Module Name:	Method of Accounting & EMS 301			
Module Code	AEM301			
Proposed Semester(s) to be offered	Semester 1 & 2 (Year Long)			
NQF Level Credits	30			
Year level	3			
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	54	Lectures p.w.	3	face to face
Tutorials	0	Tutorial p.w	0	
Practicals	30	Practicals p.w	0	

Assignments & tasks	50			
Assessments	20			
Self- study	106			
Other: Micro teaching	40			
Total Learning Time	300			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme	BED SP & FET (New)			
Module Name:	Method of Social Sciences 301			
Module Code	SSM301			
Proposed Semester(s) to be offered	Semester 1 & 2 (Year Long)			
NQF Level Credits	30			
Year level	3			
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	54	Lectures p.w.	3	face to face
Tutorials	0	Tutorial p.w	0	
Practicals	30	Practicals p.w	0	
Assignments & tasks	50			
Assessments	20			
Self- study	106			
Other: Micro teaching	40			
Total Learning Time	300			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme	BED SP & FET (New)			
Module Name:	Education 411 (Research in Education)			
Module Code	EDC411			
Proposed Semester(s) to be offered	Semester 1			
NQF Level Credits	30			
Year level	4			
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	27	Lectures p.w.	3	face to face
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	0	
Assignments & tasks	65			
Assessments	27			
Self- study	105			
Other: Micro teaching	76			
Total Learning Time	300			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme	BED SP & FET (New)			
Module Name:	Education 421			
Module Code	EDC421			
Proposed Semester(s) to be offered	Semester 1			
NQF Level Credits	20			
Year level	4			
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	27	Lectures p.w.	3	face to face
Tutorials	0	Tutorial p.w	0	

Practicals	0	Practicals p.w	0	
Assignments & tasks	64			
Assessments	22			
Self- study	87			
Other:	0			
Total Learning Time	200			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme	BED SP & FET (New)			
Module Name:	Education Practice 402			
Module Code	EDC402			
Proposed Semester(s) to be offered	Semester 1 & 2 (Year Long)			
NQF Level Credits	40			
Year level	4			
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	54	Lectures p.w.	3	face-to-face
Tutorials	0	Tutorial p.w	0	
Practicals	200	Practicals p.w	0	
Assignments & tasks	40			
Assessments	40			
Self- study	46			
Other: Research Project	20			
Total Learning Time	400			
Method of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Name of programme	BED SP & FET (New)			
Module Name:	Method of Accounting & EMS 401			
Module Code	AEM401			
Proposed Semester(s) to be offered	Semester 1 & 2 (Year Long)			
NQF Level Credits	20			
Year level	4			
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	42	Lectures p.w.	3	face to face
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	0	
Assignments & tasks	64			
Assessments	7			
Self- study	87			
Other:	0			
Total Learning Time	200			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme	BED SP & FET (New)			
Module Name:	Method of Social Sciences 402			
Module Code	SSM402			
Proposed Semester(s) to be offered	Semester 1 & 2 (Year Long)			
NQF Level Credits	20			
Year level	4			
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	54	Lectures p.w.	3	face to face
Tutorials	0	Tutorial p.w	0	
Practicals	30	Practicals p.w	0	
Assignments & tasks	40			

Assessments	20			
Self- study	26			
Other: Micro teaching	30			
Total Learning Time	200			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education			
Home Department	Educational Psychology			
Module Topic	Lifeskills			
Generic Module Name	Lifeskills 121			
Alpha-numeric Code	EDU121			
NQF Level	5			
NQF Credit Value	10			
Duration	Semester			
Proposed semester to be offered.	First Semester			
Programmes in which the module will be offered	Bed (Languages and Social Sciences) (4512); Bed (Social Sciences and EMS) (4514); Bed (Languages and Mathematics) (4515); Bed (Mathematics and Natural Sciences) (4516); Bed (Languages and Life Orientation, 5y) (4091); Bed (Mathematics and Natural Sciences, 5y) (4092)			
Year level	1			
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Use newly developed intra and interpersonal skills in their interactions with learners. • Distinguish between Life Skills, Life Orientation, Health Education, and Health Promotion. • Identify youth at risk in terms of Sexual and Reproductive Health; Alcohol, Tobacco and other Substance Use; Fitness and Nutrition; Interpersonal Violence, and HIV and AIDS. • Foster and develop resilience in youth through Lifeskills interventions. • Design and facilitate Life Skills Programmes. • Reflect on prejudices regarding HIV and AIDS and engage critically with issues of stigma and discrimination, as this directly impacts on affected children and adults. • Understand the needs of learners affected by HIV/AIDS and refer appropriately. • Employ listening and support skills to better respond to learners, parents and colleagues who may need 'counseling', specifically in the area of HIV and AIDS. 			
Main Content	<ul style="list-style-type: none"> • Designing and facilitating Life Skills Programmes • The theoretical foundations of a Life Skills Approach • Risk and resilience in youth • Combating stigma and discrimination around HIV and AIDS • HIV/AIDS: Transmission, prevention strategies and treatment interventions • The impact of HIV/AIDS on individuals and systems • The role of educators in the lives of children affected by HIV and AIDS: Counselling care and support • Education policy on HIV/AIDS in South Africa 			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table	
<i>Contact with lecturer / tutor:</i>	18	<i>Lectures p.w.</i>	2	FtF
<i>Assignments & tasks:</i>	27	<i>Practicals p.w.</i>	0	
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	1	FtF
<i>Tutorials:</i>	9			
<i>Assessments:</i>	7			
<i>Selfstudy:</i>	39			
<i>Other:</i>	0			
Total Learning Time	100			
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Faculty	Education			
Home Department	Department of Educational Psychology			
Module Topic	Introduction to Psychology in Education			
Generic Module Name	Introduction to Psychology in Education 141			
Alpha-numeric Code	ESP141			
NQF Level	5			
NQF Credit Value	15			

Duration	Semester			
Proposed semester to be offered.	First Semester			
Programmes in which the module will be offered	BEd (Languages and Life Orientation) (4513) BEd (Languages and Life Orientation, 5y) (4091) and 4402			
Year level	1			
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Describe the role of psychology in education in South Africa. • Identify areas of professional psychological work. • Explain the biological bases of behaviour. • Analyse the impact of emotion, motivation and personality on learning. • Describe key aspects of brain functioning and the nervous system. • Explain the importance of brain functioning and nervous system in the learning process. • Distinguish between 'thinking', 'learning' and 'memory' as they apply in educational contexts. 			
Main Content	<ul style="list-style-type: none"> • Defining psychology • The history of psychology in education in South Africa • Types of psychology and registration categories • Biological bases of behaviour • Human emotion and motivation • The development of personality • Brain circuits and the nervous system • Sensation and perception • Thinking, learning and memory 			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	18	<i>Lectures p.w.</i>	2	FtF
<i>Assignments & tasks:</i>	30	<i>Practicals p.w.</i>	0	
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0	
<i>Tutorials:</i>	0			
<i>Assessments:</i>	10			
<i>Selfstudy:</i>	42			
<i>Other:</i>	0			
Total Learning Time	100			
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Faculty	Education
Home Department	Educational Psychology
Module Topic	Inclusive Education
Generic Module Name	Introduction to Inclusive Education 142
Alpha-numeric Code	ESP142
NQF Level	5
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered.	First Semester
Programmes in which the module will be offered	BEd (Languages and Life Orientation) (4513) BEd (Languages and Life Orientation, 5y) (4091)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Distinguish between Specialised Education and Inclusive Education. • Describe inclusive education philosophy, its principles, legal and policy framework. • Explain "diversity", "disability" and "needs". • Analyse the impact of labels and labelling. • Identify special educational needs and barriers to learning and development. • Explain inclusive teaching and learning. • Critically analyse teaching practices. • Describe the role of Institutional Level Support Teams and District Based Support Teams. • Explain collaborative consultation.
Main Content	<ul style="list-style-type: none"> • Introduction to Specialised Education and Inclusive Education. • Inclusive Education principles and policy framework • Diversity, Disability or Needs • Labels and labeling • Introduction to barriers to learning and development

	<ul style="list-style-type: none">• Inclusive Teaching• The role of Institutional Level Support Teams and District Based Support Teams• Collaborative consultation			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	18	Lectures p.w.	2	
Assignments & tasks:	28	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	0	
Tutorials:	0			
Assessments:	4			
Selfstudy:	40			
Other:	0			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Faculty	Education			
Home Department	Educational Psychology			
Module Topic	Community Psychology in Education			
Generic Module Name	Community Psychology in Education 241			
Alpha-numeric Code	ESP241			
NQF Level	6			
NQF Credit Value	10			
Duration	Semester			
Proposed semester to be offered.	First Semester			
Programmes in which the module will be offered.	BEd (4513), BEd (5y) (4091)			
Year Level	2			
Main Outcomes	On completion of the module students should be able to: <ul style="list-style-type: none">• Define community psychology.• Compare traditional applied psychology and community psychology.• Discuss the role of community psychology within the South African context.• Explain the theoretical perspectives that frame community psychology in education.• Discuss the values foregrounded by the discipline of community psychology and the application thereof in the Life Orientation classroom.• Describe how the roles of a community psychologist inform the role of a Life Orientation teacher.• Apply the knowledge obtained from the field of community psychology to develop interventions to enhance a sense of community and wellbeing in classrooms and schools.			
Main Content	<ul style="list-style-type: none">• Understanding community psychology• Developments in community psychology nationally and internationally• Theoretical perspectives in community psychology in education• Comparing traditional and community psychology approaches• Values and assumptions framing the discipline of community psychology• Relevance of roles of community psychologists for Life Orientation teachers.• Approaches and intervention strategies in community psychology relevant to Life Orientation teaching			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Time-table Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	18	Lectures p.w.	1 f2f 1 online	
Assignments & tasks:	32	Practicals p.w.	0	
Assessment:	5	Tutorials p.w.	0	
Practicals:	0			
Selfstudy	45			
Other:	0			
Total Learning Time	100			
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Faculty	Education			
Home Department	Educational Psychology			
Module Topic	Community Psychology in Education			
Generic Module Name	Community Psychology in Education 251			
Alpha-numeric Code	ESP251			
NQF Level	6			
NQF Credit Value	10			
Duration	Semester			
Proposed semester to be offered.	First Semester			
Programmes in which the module will be offered.	BEd (Senior Phase and FET) (4402)			
Year Level	2			
Main Outcomes	On completion of the module students should be able to: <ul style="list-style-type: none">• Explain community psychology• Describe developments in community psychology locally and internationally.• Explain the theoretical perspectives that frame community psychology in education• Critique traditional approaches within mainstream psychology• Explain the values and assumptions underlying the discipline of community psychology• Describe approaches and intervention strategies within community psychology as it relates to the field of education			
Main Content	<ul style="list-style-type: none">• Understanding community psychology• History of community psychology nationally and internationally• Theoretical perspectives in community psychology in education• Comparing traditional and community psychology approaches• Values and assumptions framing the discipline of community psychology• Approaches and intervention strategies in community psychology in education			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Time-table Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	18	Lectures p.w.	1 f2f 1 online	
Assignments & tasks:	32	Practicals p.w.	0	
Assessment:	0	Tutorials p.w.	0	
Practicals:	5			
Selfstudy	45			
Other:	0			
Total Learning Time	100			
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Faculty	Education		
Home Department	Educational Psychology		
Module Topic	HIV		
Generic Module Name	HIV Counselling 200		
Alpha-numeric Code	HIV200		
NQF Level	6		
NQF Credit Value	15		
Duration	Semester		
Proposed semester to be offered.	First Semester		
Programmes in which the module will be offered	BEd (4513, 4091)		
Year level	2		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Communicate accurate understanding of their roles and responsibilities as teachers in the age of HIV/AIDS by stating at least five specific roles of educators which are different from their traditional role; • Be capable of discussing the implications of negative discriminatory attitudes towards persons infected by HIV or affected by HIV/AIDS, why it is important not to discriminate and what to do to avoid discriminating against persons infected with HIV or affected by HIV/AIDS. • Communicate accurate understanding of the human rights of children and parents by stating specifically at least five children's rights and how educators acknowledge and respect these in their classrooms; 		

	<ul style="list-style-type: none"> • Demonstrate understanding of the concepts of care and support by accurate definition of the concepts including stating the different types of care and support to provide for learners infected by HIV or affected by HIV/AIDS and how to provide these care and support; • Describe concisely how to develop a health promoting and supportive school environment for learners as well as supportive community environment for teachers and parents in the context of HIV/AIDS. • Demonstrate different intervention strategies in crisis situations related to HIV/AIDS (therapy, voluntary testing and counseling, care and support for persons infected with HIV or affected by HIV/AIDS including orphans, trauma counseling, bereavement counseling etc.) 			
Main Content	<ul style="list-style-type: none"> • The module will feature lectures, discussions and individual or group presentations and demonstrations around the following: • The changing roles and responsibilities of educators in the age of HIV/AIDS; • Attitudes and Attitude change towards HIV/AIDS infected and affected; • Human and Children's rights and how these affect HIV/AIDS infected and affected; • Care and Support (meanings, types, provisions) for HIV/AIDS infected and affected; • Voluntary Testing and Counselling • Maintaining a health promoting school environment – Universal precautions • Basic counseling/communication/interview skills- why educators need basic counseling skills and how to make use of the skills to intervene in problem situations related to HIV/AIDS. 			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Time-table Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	18	Lectures p.w.	2	1 ftf 1 online
Assignments & tasks:	42	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	0	
Assessments	5			
Selfstudy	35			
Other: Please specify	0			
Total Learning Time	150			
Method of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Faculty	Education
Home Department	Educational Psychology
Module Topic	Child Development and Learning
Generic Module Name	Education 311
Alpha-numeric Code	EDC311
NQF Level	7
NQF Credit Value	20
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd (Senior Phase and FET) (4401, 4402, 4403, 4404, 4405)
Year level	3
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Understand that children develop holistically and within a socio-cultural context • Discuss the impact of physical, emotional, social and cognitive factors on learning and academic achievement • Discuss and debate notions of intelligence • Apply theories of development and learning to classroom situations • Demonstrate understanding of key theoretical concepts in the teaching and learning process
Main Content	<p><u>Child Development</u></p> <ul style="list-style-type: none"> • Ecosystemic approach to understanding development: Bronfenbrenner • Physical development • Psycho-social development: Erikson • Cognitive development: Piaget • Implications for the teaching and learning process • Factors impacting on achievement: Family, School, Media, Society <p><u>Learning theories</u></p> <ul style="list-style-type: none"> • Cognitive development and intelligence (Gardner, Sternberg, etc) • Theories of learning: Piaget, Vygotsky, Feuerstein, Information processing theory

	<ul style="list-style-type: none"> Matching learning and teaching Implications of learning theories for the teaching and learning process: The thinking classroom, designing lesson plans, organizing learning, assessment 			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Time-table Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	27	Lectures p.w.	3	FtF
Assignments & tasks:	65	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	0	
Assessments	20			sit down exam
Selfstudy	88			
Other: Please specify	0			
Total Learning Time	200			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education			
Home Department	Educational Psychology			
Module Topic	Child Development and Learning			
Generic Module Name	Learning and Development 313			
Alpha-numeric Code	EDC313			
NQF Level	7			
NQF Credit Value	15			
Duration	Semester			
Proposed semester to be offered.	First Semester			
Programmes in which the module will be offered	BEd (Languages and Social Sciences) (4512); BEd (Languages and Life Orientation) (4513); BEd (Social Sciences and EMS) (4514); BEd (Languages and Mathematics) (4515); BEd (Mathematics and Natural Sciences) (4516); BEd (Languages and Life Orientation, 5y) (4091); BEd (Mathematics and Natural Sciences, 5y) (4092)			
Year level	3			
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> Understand that children develop holistically and within a socio-cultural context. Discuss the impact of physical, emotional, social and cognitive factors on learning and academic achievement. Discuss and debate notions of intelligence. Apply theories of development and learning to classroom situations. Demonstrate understanding of key theoretical concepts in the teaching and learning process. 			
Main Content	Child Development <ul style="list-style-type: none"> Ecosystemic approach to understanding development: Bronfenbrenner Physical development Psycho-social development: Erikson Cognitive development: Piaget Implications for the teaching and learning process Factors impacting on achievement: Family, School, Media, Society Learning theories <ul style="list-style-type: none"> Cognitive development and intelligence (Gardner, Sternberg, etc) Theories of learning: Piaget, Vygotsky, Feuerstein, Information processing theory Matching learning and teaching Implications of learning theories for the teaching and learning process: The thinking classroom, designing lesson plans, organizing learning, assessment 			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	27	Lectures p.w.	3	FtF
Assignments & tasks:	35	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	0	
Tutorials:	0			
Assessments:	15			sit down
Selfstudy:	73			
Other:	0			
Total Learning Time	150			

Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%
Assessment Module type	Continuous Assessment (CA)

Faculty	Education			
Home Department	Language Department			
Module Topic	Method of Teaching Life Orientation			
Generic Module Name	Method of Teaching Life Orientation 301			
Alpha-numeric Code	TML301			
NQF Level	7			
NQF Credit Value	15			
Duration	Semester			
Proposed semester to be offered.	First Semester			
Programmes in which the module will be offered	BEd (Languages and Life Orientation) (4513) BEd (Languages and Life Orientation, 5y) (4091)			
Year level	3			
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none">• Define and explain the history of the development of Life Orientation.• Understand and critique critical and developmental outcomes.• Apply learning outcomes (knowledge, skills and values).• Develop learning activities and apply various teaching strategies to facilitate the achievement of critical and developmental outcomes.			
Main Content	<ul style="list-style-type: none">• Overview of the National Curriculum Statement• Outcomes Based Education• Definition of life orientation as a learning area, unique features, purpose, scope, learning outcomes, assessment standards, critical outcomes, developmental outcomes• Teaching approaches and strategies• Interactive learning, Experiential learning, Co-operative learning, Facilitation• Learning Programme Development• Planning process, school context, issues in designing learning programmes, work schedules, lesson plans• Lesson Plan Development• Assessment in Life Orientation Definition, Key elements, purpose, continuous assessment, keeping records, national codes, progression schedules, learner profiles, learner reports, learner portfolios, rubrics			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	18	Lectures p.w.	2	FtF
Assignments & tasks:	34	Practicals p.w.	0	
Practicals:	28	Tutorials p.w.	0	
Tutorials:	0			
Assessments:	8			
Selfstudy:	62			
Other:	0			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Faculty	Education
Home Department	Education
Module Topic	Method of Teaching Life Orientation
Generic Module Name	Method of Teaching Life Orientation 401
Alpha-numeric Code	TML401
NQF Level	8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered.	First Semester
Programmes in which the module will be offered	BEd (Languages and Life Orientation) (4513) BEd (Languages and Life Orientation, 5y) (4091)
Year level	4
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Apply learning outcomes (knowledge, skills and values).

	<ul style="list-style-type: none"> • Develop learning activities that facilitate the achievement of critical and developmental outcomes. • Discuss information and skills related to decision making about personal, community and environmental health (including HIV/ AIDS, child abuse, gender violence, gangsterism, etc.). • Analyse the role of self, others, their community and society (including human rights, the constitution etc.) in building productive societies. • Research teaching and learning within Life Orientation. • Develop materials and resources to facilitate learning. • Develop educators and learner portfolios. 			
Main Content	<ul style="list-style-type: none"> • Learning Programme Development • Designing learning programmes, work schedules, lesson plans • Lesson Plan development and execution • Assessment in Life Orientation • Overcoming Barriers to Learning • Personal Development • Self Knowledge, Self Concept Enhancement, Decision Making, Conflict Resolution, Stress management • Social Development • Human Rights and the South African Constitution, Democracy, Gender Equity, Diversity, Religion • Physical Development and Movement • Holistic development, Physical education, games, recreation, fitness and sport • Health promotion • HIV/ AIDS Education within Life Orientation, High risk behaviour, Environmental Health, Abuse • Orientation to the World of Work, Study methods, Career Choices • Educator and learner portfolios 			
Pre-requisite modules	TML302			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	18	<i>Lectures p.w.</i>	2	1 FtF 1 online
<i>Assignments & tasks:</i>	34	<i>Practicals p.w.</i>	0	
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0	
<i>Tutorials:</i>	0			
<i>Assessments:</i>	16			
<i>Selfstudy:</i>	82			
<i>Other:</i>	0			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Faculty	Education
Home Department	Educational Psychology
Module Topic	Social Psychology in Education
Generic Module Name	Social Psychology in Education 131
Alpha-numeric Code	EDC131
NQF Level	5
NQF Credit Value	10
Duration	Semester
Proposed semester to be offered.	Second Semester
Programmes in which the module will be offered	BEd (Languages and Social Sciences) (4512); BEd (Languages and Life Orientation) (4513); BEd (Social Sciences and EMS) (4514); BEd (Languages and Mathematics) (4515); BEd (Mathematics and Natural Sciences) (4516); BEd (Languages and Life Orientation, 5y) (4091); BEd (Mathematics and Natural Sciences, 5y) (4092) and 4402
Year level	5
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Explain Culture. • Provide and Discuss examples of conflict and compatibilities between home and school cultures. • List and describe several ways in which learners of different ethnic and cultural backgrounds may behave differently. • Explain likely gender differences and similarities. • Describe the school's role in the development of gender differences.

	<ul style="list-style-type: none"> • Incorporate multi-cultural concepts in their teaching and modify the classroom environment to meet the needs of a multi- cultural population. 			
Main Content	<ul style="list-style-type: none"> • Race, ethnicity and culture • Culture and schooling • Culturally responsive teaching/ towards a more multi-cultural classroom/creating culturally compatible classrooms. • Socio-economic differences and the effects of poverty • Similarities and difference amongst males and females • Attitudes, prejudice and discrimination. 			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	18	<i>Lectures p.w.</i>	2	FtF
<i>Assignments & tasks:</i>	28	<i>Practicals p.w.</i>	0	
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	1	FtF
<i>Tutorials:</i>	9			
<i>Assessments:</i>	5			
<i>Selfstudy:</i>	40			
<i>Other:</i>	0			
Total Learning Time	100			
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA) Unsure if a permanent change was made from CFA to CA			

Faculty	Faculty of Education,			
Home Department	Department of Educational Psychology			
Module Topic	Physical Education			
Generic Module Name	Introduction to Physical Education for Life Orientation Students 143			
Alpha-numeric Code	EDC143			
NQF Level	5			
NQF Credit Value	10			
Duration	Semester			
Proposed semester to be offered.	Second Semester			
Programmes in which the module will be offered	BEd (Senior Phase and FET) 4402			
Year level	1			
Main Outcomes	On completion of the module students should be able to: <ul style="list-style-type: none"> • Describe physical education philosophy, its principles, legal and policy framework. • Explain physical education teaching and learning. • Design and plan physical education lesson, games and activities. • Design and implement assessment within Physical education • Application of health and safety issues pertaining to physical education • Designing activities for inclusivity 			
Main Content	<ul style="list-style-type: none"> • Expectations of a physical education teacher • The ethos of teaching physical education • Practical sessions, games and concepts. • Teaching /sport and the law • The start of athletics • Drawing up Round Robin and Knock out fixtures. • Challenges/Problems when teaching physical education at disadvantaged schools • Assessment within physical education 			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Time-table Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	18	Lectures p.w.	2	FtF
Assignments & tasks:	12	Practicals p.w.	1	
Practicals:	9	Tutorials p.w.	0	
Assessments	5			
Self Study	56			
Other:	0			
Total Learning Time	100			
Method of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Faculty	Education			
Home Department	Department of Educational Psychology			
Module Topic	Inclusive Education			
Generic Module Name	Education 221			
Alpha-numeric Code	EDC221			
NQF Level	6			
NQF Credit Value	20			
Duration	Semester			
Proposed semester to be offered.	Semester 2			
Programmes in which the module will be offered	B.Ed (Senior Phase and FET) (4401, 4402, 4403, 4404, 4405)			
Year level	2			
Main Outcomes	By the end of this module students should be able to: <ul style="list-style-type: none"> • Know the historical development of inclusive Education • Describe inclusive education philosophy and its principles • Analyse inclusive education legal and policy frameworks. • Explain the theories and models underpinning inclusive education • Identify key barriers to learning and development. • Explain the screening, identification, assessment and support strategies used in South Africa • Apply learning support strategies • Explain and apply inclusive teaching and learning. • Critically analyse teaching practices. 			
Main Content	<ul style="list-style-type: none"> • Historical development of inclusive Education • From exclusion to inclusio: discourses and current issues • Inclusive Education principles, policy framework and practices • Theories and models underpinning inclusive education • Index for inclusion • Barriers to learning and development (intrinsic and extrinsic) • Labels and labelling • Inclusive schools and classrooms • Inclusive teaching and learning (Universal Design for Learning Curriculum differentiation, Screening, Identification, assessment support strategy) • Collaborative consultation 			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Time-table Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	27	<i>Lectures p.w.</i>	3	2 online 1 ftf
Assignments & tasks:	70	<i>Practicals p.w.</i>	0	
Practicals:	0	<i>Tutorials p.w.</i>	0	
Assessments	30			online & ftf assessments
Selfstudy	73			
Other: Please specify	0			
Total Learning Time	200			
Method of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Faculty	Education			
Home Department	Educational Psychology			
Module Topic	Psychological Intervention in Education			
Generic Module Name	Psychological Intervention in Education 242			
Alpha-numeric Code	ESP242			
NQF Level	6			
NQF Credit Value	15			
Duration	Semester			
Proposed semester to be offered.	Second Semester			
Programmes in which the module will be offered	BEd (Languages and Life Orientation) (4513) BEd (5Yr) (Languages and Life Orientation) (4091)			
Year level	2			
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Explain intervention within education context. • Describe and evaluate various psycho-educational intervention approaches. • Analyze various barriers to learning and apply appropriate intervention strategies to address the barriers. 			

	<ul style="list-style-type: none">Explain how to establish suitable conditions to facilitate growth, development and overall well-being of learners in classrooms and schools.			
Main Content	<ul style="list-style-type: none">Overview of school as a social institutionIntervention overview (meaning(s), purpose(s) target(s), methods and process);Psycho-educational intervention approaches (counselling, direct teaching, consultation, remediation, mentoring, care and support, etc.);Barriers to learning;Specific intervention approaches for developmental and behavioural disorders (behavioural approaches of social learning including modeling, imitation, positive reinforcement, withdrawal of reward, timeout, brief social isolation, etc.);Creating conducive classroom and school environments for learning.			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	18	Lectures p.w.	1 f2f 1online	
Assignments & tasks:	32	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	0	
Tutorials:	0			
Assessments:	5			
Selfstudy:	95			
Other:	0			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Faculty	Education			
Home Department	Educational Psychology			
Module Topic	Psychological Intervention in Education			
Generic Module Name	Psychological Intervention in Education 252			
Alpha-numeric Code	ESP252			
NQF Level	6			
NQF Credit Value	10			
Duration	Semester			
Proposed semester to be offered.	Second Semester			
Programmes in which the module will be offered.	BEd (Senior Phase and FET) (4402)			
Year Level	2			
Main Outcomes	On completion of the module students should be able to: <ul style="list-style-type: none"> Explain intervention within education context; Describe and evaluate various psycho-educational intervention approaches Analyze various barriers to learning and apply appropriate intervention strategies to address barriers; Explain how to establish suitable conditions to facilitate growth, development and overall well-being of learners in classrooms and schools. 			
Main Content	<ul style="list-style-type: none"> Overview of school as a social institution Intervention overview (meaning(s), purpose(s), targets(s), method(s) and process); Psycho-educational intervention approaches (counseling, direct teaching, consultation, remediation, mentoring, care and support, etc.); Barriers to learning; Specific intervention approaches for developmental and behavioural disorders (behavioural approaches of social learning including modeling, imitation, positive reinforcement, withdrawal of reward, timeout, brief social isolation, etc.) Creating conducive classroom and school environments for learning. 			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Time-table Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	27	<i>Lectures p.w.</i>	2 f2f 1 online	
<i>Assignments & tasks:</i>	32	<i>Practicals p.w.</i>	0	
<i>Assessment:</i>	5	<i>Tutorials p.w.</i>	0	
<i>Practicals:</i>	0			
<i>Selfstudy</i>	36			

Other:	0			
Total Learning Time	100			
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Module Topic	HIV Counselling			
Generic Module Name	HIV Counselling 201			
Alpha-numeric Code	HIV201			
NQF Level	6			
NQF Credit Value	10			
Duration	Semester			
Proposed semester to be offered.	Second Semester			
Programmes in which the module will be offered	BEd (Senior Phase and FET) 4402			
Year level	2			
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> Communicate accurate understanding of their roles and responsibilities as teachers in the age of HIV/AIDS by stating at least five specific roles of educators which are different from their traditional role; Be capable of discussing the implications of negative discriminatory attitudes towards persons infected by HIV or affected by HIV/AIDS, why it is important not to discriminate and what to do to avoid discriminating against persons infected with HIV or affected by HIV/AIDS. Communicate accurate understanding of the human rights of children and parents by stating specifically at least five children's rights and how educators acknowledge and respect these in their classrooms; Demonstrate understanding of the concepts of care and support by accurate definition of the concepts including stating the different types of care and support to provide for learners infected by HIV or affected by HIV/AIDS and how to provide these care and support; Describe concisely how to develop a health promoting and supportive school environment for learners as well as supportive community environment for teachers and parents in the context of HIV/AIDS. Demonstrate different intervention strategies in crisis situations related to HIV/AIDS (therapy, voluntary testing and counseling, care and support for persons infected with HIV or affected by HIV/AIDS including orphans, trauma counseling, bereavement counseling etc.) 			
Main Content	<p>The module will feature lectures, discussions and individual or group presentations and demonstrations around the following:</p> <ul style="list-style-type: none"> The changing roles and responsibilities of educators in the age of HIV/AIDS; Attitudes and Attitude change towards HIV/AIDS infected and affected; Human and Children's rights and how these affect HIV/AIDS infected and affected; Care and Support (meanings, types, provisions) for HIV/AIDS infected and affected; Voluntary Testing and Counselling Maintaining a health promoting school environment – Universal precautions Basic counseling/communication/interview skills- why educators need basic counseling skills and how to make use of the skills to intervene in problem situations related to HIV/AIDS. 			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Time-table Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	27	Lectures p.w.	3	2 FtF 1 online
Assignments & tasks:	28	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	0	
Assessments	5			
Selfstudy	40			
Other: Please specify	0			
Total Learning Time	100			
Method of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Faculty	Education			
Home Department	Educational Psychology			
Module Topic	Health Promoting Schools			
Generic Module Name	Health Promoting Schools 212			
Alpha-numeric Code	HPS212			
NQF Level	6			
NQF Credit Value	10			
Duration	Semester			
Proposed semester to be offered.	Second Semester			
Programmes in which the module will be offered	BEd (Languages and Life Orientation, 5y) (4091) (4402)			
Year level	2			
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate sound theoretical understanding of the concept. • Understand the process and development of health promoting schools internationally and nationally. • Transform schools into health promoting sites. • Collaborate with education support service personnel to meet the needs of learners. • Develop partnerships with parents and communities to ensure the well-being of our youth. 			
Main Content	<ul style="list-style-type: none"> • The HPS concept • National policy in relation to HPS in South Africa • How HPS can play a role in addressing some of the major health problems impacting on the well-being of children in South Africa • Understanding the school as a system and how this impacts upon the development and sustainability of a health promoting school • Understanding the challenges and opportunities of working inter-sectorally and practical strategies for working with other sectors, departments and institutions in the process of establishing a HPS • Strategies for implementing the HPS concept in South Africa – how HPS has been implemented in different contexts • Monitoring and evaluation of HPS 			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	18	<i>Lectures p.w.</i>	2	1 FtF 1 online
<i>Assignments & tasks:</i>	20	<i>Practicals p.w.</i>	0	
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0	
<i>Tutorials:</i>	0			
<i>Assessments:</i>	5			
<i>Selfstudy:</i>	57			
<i>Other:</i>	0			
Total Learning Time	100			
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Faculty	Education			
Home Department	Educational Psychology			
Module Topic	Method of Teaching Life Orientation 302			
Generic Module Name	Method of Teaching Life Orientation 302			
Alpha-numeric Code	TML302			
NQF Level	7			
NQF Credit Value	15			
Duration	Semester			
Proposed semester to be offered.	Second Semester			
Programmes in which the module will be offered	BEd (Languages and Life Orientation) (4513) BEd (Languages and Life Orientation, 5Yr) (4091)			
Year level	3			
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Develop learning activities and apply various teaching strategies to facilitate inclusion. • Discuss information and skills related to decision making about personal, community and environmental health (including HIV/ AIDS, child abuse, gender violence, gangsterism, etc.). 			
Main Content	<ul style="list-style-type: none"> • Overcoming Barriers to Learning • Personal Development 			

	<ul style="list-style-type: none"> • Social Development • Physical development • Health promotion • Orientation to the World of Work • Micro-teaching 			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	18	<i>Lectures p.w.</i>	2	FtF
<i>Assignments & tasks:</i>	34	<i>Practicals p.w.</i>	0	
<i>Practicals:</i>		<i>Tutorials p.w.</i>	0	
<i>Tutorials:</i>	0			
<i>Assessments:</i>	8			
<i>Selfstudy:</i>	90			
<i>Other:</i>	0			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Faculty	Education
Home Department	Educational Psychology
Module Topic	Method of Life Orientation
Generic Module Name	Method of Life Orientation 303
Alpha-numeric Code	TML303
NQF Level	6
NQF Credit Value	30
Duration	Year
Proposed semester to be offered.	Both Semester
Programmes in which the module will be offered	BEd (Senior Phase and FET) (4402)
Year level	3
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate a thorough understanding of the Curriculum Assessment Policy Statement (CAPS) • Discuss and critique objectives of lesson topics and lesson plans from a CAPS perspective • Apply learning outcomes (knowledge, skills and values) within CAPS • Develop learning activities and apply various teaching strategies to facilitate the achievement of objectives of CAPS. • Develop learning activities and apply various teaching strategies to facilitate inclusion • Discuss information and skills related to decision making about personal, community and environmental health (including, reproductive health and sexuality child abuse, gender violence, religion, gangsterism, etc.) • Explain important life orientation activities within the context of the learners • Demonstrate and apply physical education activities in line with CAPS. • Demonstrate knowledge of Arts and culture within CAPS.
Main Content	<ul style="list-style-type: none"> • Overview of the National Curriculum Statement, Curriculum Assessment Policy Statement (CAPS) • Definition of life orientation as a learning area, unique features, purpose, scope, teaching and learning objectives • Teaching approaches and strategies <ul style="list-style-type: none"> ◦ Interactive learning, experiential learning, Co- operative learning, facilitation from a CAPS perspective. • Lesson planning development, implementation and evaluation • Assessment in Life Orientation <ul style="list-style-type: none"> ◦ Definition, Key elements, purpose, continuous assessment, keeping records, national codes, progression schedules, learner profiles, learner reports, learner portfolios, rubrics, formal and informal and certificate • Overcoming Barriers to Learning • Personal Development • Social Development • Physical development • Arts and Culture
Pre-requisite modules	None
Co-requisite modules	None

Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	36	<i>Lectures p.w.</i>	2	FtF
<i>Assignments & tasks:</i>	54	<i>Practicals p.w.</i>	0	
<i>Practicals:</i>		<i>Tutorials p.w.</i>	0	
<i>Tutorials:</i>	0			
<i>Assessments:</i>	10			
<i>Selfstudy:</i>	140			
<i>Other: Micro-teaching</i>	60			
Total Learning Time	300			
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme		BED SP & FET (New)		
Module Name:		Education Practice 302		
Module Code		EDU302		
Proposed Semester(s) to be offered		Semester 1 & 2 (Year Long)		
NQF Level Credits		40		
Year level		3		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	36	Lectures p.w.	2	face to face
Tutorials	0	Tutorial p.w	0	
Practicals	200	Practicals p.w	0	
Assignments & tasks	40			
Assessments	58			
Self- study	46			
Other: Research Project	20			
Total Learning Time	400			
Method of Student Assessment		Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type		Continuous Assessment (CA)		

Name of programme		BEd (Hon) (4115 FT, 4116 PT); PGDE (4652)		
Module Name:		Research in Language and Literacy A		
Module Code		EDU711		
Proposed Semester(s) to be offered		First Semester		
NQF Level Credits		15		
Year level		8		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that require timetable
			Number of periods	
Contact with lecturer/tutor	18	Lectures p.w.	2	8 weeks face-to-face (N = 35) 4 weeks online
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	0	
Assignments & tasks	40			Online: individual (x 2 assignments)
Assessments	40			Online submission
Self- study	52			Learning guides and course readers Online – asynchronous mode
TOTAL Learning Time	150			
Method of Student Assessment		Continuous Assessment (CA): 50% Final Assessment (FA): 50%		Proposal submission online
Assessment Module type		Continuous and Final Assessment (CFA)		

BED HONOUR EDUCATIONAL LEADERSHIP AND MANAGEMENT

Name of programme		BED HONOURS		
Module Name:		Research in Educational Leadership and Management A		
Module Code		EDU712		
Proposed Semester(s) to be offered		Semester 1		
NQF Credit Value		15		
Year level		Year 8		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	18 hours per week 45min x 2 = 90 per week x 12 = 1080 divided by 60 = 18 hours.	Lectures p.w.	2	P 1- Face to Face and online synchronous P2 – Face to face and Online synchronously *need venue for 2 periods per week (as one double period).
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	0	
Assignments & tasks	52			<ul style="list-style-type: none"> Individual presentation Research proposal
Assessments	2 tasks			Research and presentation to the class. Proposal submission
Self- study	80			<ul style="list-style-type: none"> Learning guides and course recommended books and journal articles, SAGE online resources online –asynchronous and synchronous modes of self-study
TOTAL Learning Time	150			
Method of Student Assessment	Continuous Assessment (CA): 100%			<i>Continuous Assessment (CA):</i> take home final assessment task.
Assessment Module type	Continuous Assessment (CA)			

Name of programme		BED SP		
Module Name:		Research in Mathematics Education A (EDU) 713		
Module Code		EDU713 (see table 2.6)		
Proposed Semester(s) to be offered		Semester 1		
NQF Credit Value		15		
Year level		Year 8		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods: Blended Mode	
Contact with lecturer/tutor	12	Lectures p.w.	1	Week 1 & Week 2 only: fully online
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	0	
Assignments & tasks	40			<ul style="list-style-type: none"> Individual/group
Assessments	40			Take Home
Self- study	58			<ul style="list-style-type: none"> Learning guides and course readers/videos online –asynchronous mode
TOTAL Learning Time	150			
Method of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%			<i>Continuous Assessment (CA):</i> <i>Final Assessment (FA): Take Home Exam</i>
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme		BED HONOURS		
Module Name:		RESEARCH IN SCIENCE EDUCATION A		
Module Code		EDU714		
Proposed Semester(s) to be offered		Semester 1		
NQF Credit Value		15		
Year level		Year 1		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	27	Lectures p.w.	3	P 1: Face to Face & Online
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	0	
Assignments & tasks	40			● Individual
Assessments	20			Take home
Self- study	63			● Learning guides and course readers ● online –asynchronous mode
TOTAL Learning Time	150			
Method of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%			Continuous Assessment (CA): Take home Final Assessment (FA): Take home
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education			
Home Department	Educational Psychology			
Module Topic	Research in Educational Psychology A			
Generic Module Name	Research in Educational Psychology A 715			
Alpha-numeric Code	EDU715			
NQF Level	8			
NQF Credit Value	15			
Duration	Semester			
Proposed semester to be offered.	First Semester			
Programmes in which the module will be offered	BEd (Hon) (4117 FT) (4118 PT) PGDE (4652)			
Year level	8			
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Develop appropriate research questions both individually or collaboratively with their colleagues, and outline the main objectives of the research. • Select and defend research designs illustrating an understanding of its ability to address the research questions. • Identify and review national and international literature in relation to the chosen topic in Educational Psychology. • Identify and explain a range of data collection methods that are appropriate to the chosen project. • Demonstrate an awareness of ethical issues associated with Educational Psychology empirical research. • Analyse the structure of a research proposal and identify the elements that could be included in their Educational psychology proposals. • Develop coherent Educational Psychology research proposals with acceptable research questions and hypotheses. 			
Main Content	<ul style="list-style-type: none"> • Introduction to Research as a systematic form of inquiry in Educational Psychology. • Understanding the aim and culture of research • Research paradigms and philosophy • Problem formulation • Literature review • Choosing a research topic in Educational Psychology • Methods of sampling • Methods of data collection • Data analysis and reporting • Writing a research proposal 			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table face to face
Contact with lecturer:/ tutor:	18	Lectures p.w.	2 FtF	
Assignments & tasks:	40	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	0	

<i>Tutorials:</i>	0			
<i>Assessments:</i>	10	Sit down exam		
<i>Selfstudy:</i>	82			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme		B.Ed Honours		
Module Name:		B.Ed Mathematics 716		
Module Code		EDU716		
Proposed Semester(s) to be offered		1st semester		
NQF Level Credits		15		
Year level		8		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	21	Lectures p.w.	1	Face-to-face
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	0	
Assignments & tasks	50			individual
Assessments	20			Individual (sit down) and online
Self- study	59			Learning guides and course reader
TOTAL LEARNING TIME	150			
Method of Student Assessment		Continuous Assessment (CA) 50% Final Assessment (FA) 50%		<i>Continuous Assessment (CA):</i> Online/Sit down/take home <i>Final Assessment (FA):</i> take home
Assessment Module type		Continuous and Final Assessment (CFA)		

Name of programme		BED HONOURS		
Module Name:		Research in Educational Leadership and Management B		
Module Code		EDU722		
Proposed Semester(s) to be offered		Semester 2		
NQF Credit Value		15		
Year level		Year 8		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	18 hours per week 45min x 2 = 90 per week x 12= 1080 divided by 60 = 18 hours.	Lectures p.w.	2	P 1- Face to Face and online synchronous and through individual or cohort supervision of students.
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	0	
Assignments & tasks	52			<ul style="list-style-type: none"> • Empirical study • Research report
Assessments	2 tasks			Fieldwork research Research report submission
Self- study	80			<ul style="list-style-type: none"> • Learning guides and course recommended books and journal articles, SAGE online resources • online –asynchronous and synchronous modes of self-study
TOTAL Learning Time	150			
Method of Student Assessment		Continuous Assessment (CA): 100%		<i>Continuous Assessment (CA):</i> take home final assessment task.
Assessment Module type		Continuous Assessment (CA)		

Module Name:		Research in Mathematics Education B (EDU) 723		
Module Code		EDU723		
Proposed Semester(s) to be offered		Semester 2		
NQF Credit Value		15		
Year level		Year 8		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	12	Lectures p.w.	1	P 1- Face to Face
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	0	
Assignments & tasks	40			<ul style="list-style-type: none"> • Individual/group • Sit down
Assessments	40			Take Home
Self- study	58			<ul style="list-style-type: none"> • Learning guides and course readers/videos • online –asynchronous mode
TOTAL Learning Time	150			
Method of Student Assessment	Final Assessment (FA): 100%			<i>Final Assessment (FA):</i> Take Home Exam
Assessment Module type	Continuous and Final Assessment (CA)			

Name of programme		BED HONOURS		
Module Name:		RESEARCH IN SCIENCE EDUCATION B		
Module Code		EDU724		
Proposed Semester(s) to be offered		Semester 2		
NQF Credit Value		15		
Year level		Year 1		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	27	Lectures p.w.	3	P 1: Face to Face & Online
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	0	
Assignments & tasks	40			<ul style="list-style-type: none"> • Individual
Assessments	20			Take home
Self- study	63			<ul style="list-style-type: none"> • Learning guides and course readers • online –asynchronous mode
TOTAL Learning Time	150			
Method of Student Assessment	Continuous Assessment (CA): 0% Final Assessment (FA): 100%			<i>Continuous Assessment (CA):</i> n.a <i>Final Assessment (FA):</i> Take home
Assessment Module type	Final Assessment (FA)			

Name of programme		B.Ed Honours		
Module Name:		B.Ed Mathematics 726		
Module Code		EDU726		
Proposed Semester(s) to be offered		2nd semester		
NQF Level Credits		15		
Year level		8		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	21	Lectures p.w.	1	Face-to-face
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	0	
Assignments & tasks	50			individual
Assessments	20			Individual (sit down) and online
Self- study	59			Learning guides and course reader
TOTAL LEARNING TIME	150			
Method of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%			<i>Continuous Assessment (CA):</i> Online/Sit down/take home <i>Final Assessment (FA):</i> take home
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education			
Home Department	Language Education			
Module Topic	Evaluating Text			
Generic Module Name	Educational Linguistics 221 for Afrikaans Teachers			
Alpha-numeric Code	ELA221			
NQF Level	6			
NQF Credit Value	10			
Duration	Semester			
Proposed semester to be offered	Second Semester			
Programmes in which the module will be offered	BED (Senior Phase and FET) (4402, 4403, 4404)			
Year level	2			
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none">• Demonstrate an understanding of the structure of Afrikaans language• Demonstrate knowledge and understanding of the different genres in Afrikaans literature• Assess the purposes of various text types, including their potentially multipurpose nature• Account for the role of the reader in comprehending and interpreting text, with due consideration to readers' interests and motivations in reading• Critically assess the relationship of electronic to print media and how genres have been conditioned by technology• Assess the suitability of reading material for young learners according to the relevant criteria• Edit their own writing and that of others with a view to improvement			
Main Content	<ul style="list-style-type: none">• Literature genres in Afrikaans (drama, poetry, short stories, novel)• How genres are formed; functional, stylistic and content aspects of genres; textual conventions and innovations; oral and written genres, multimodal communication and media• Criteria for evaluating texts: fitness for purpose; suitability of content for audience; writer's use and command of language; level of difficulty; originality and attractiveness; factual accuracy; propagation and/or challenging of values• Editing text: detection of errors; stylistic improvement; ensuring coherence and readability; consistency of usage and terminology; disambiguation; meaningful elaboration; avoiding prolixity and obscurity• Grammar and structure of Afrikaans language			
Pre-requisite modules	Style and Structure in Language			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Time-table Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	42	Lectures p.w.	2	
Assignments & tasks:	20	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	1	
Assessments	10			
Selfstudy	28			
Other: Please specify				
Total Learning Time	100			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education		
Home Department	Language Education		
Module Topic	Style and Structure in Language		
Generic Module Name	Educational Linguistics 111		
Alpha-numeric Code	ELD111		
NQF Level	5		
NQF Credit Value	15		
Duration	Semester		
Proposed semester to be offered.	First Semester		
Programmes in which the module will be offered	BEd (Languages and Social Sciences) (4512); BEd (Languages and Life Orientation) (4513); BEd (Languages and Mathematics) (4515); BEd (Languages and Life Orientation, 5y) (4091) and 4402, 4403 and 4404		
Year level	1		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Explain the concept of standard language and the social role of the standard. • Identify and describe grammatical deviations from the standard using metalanguage that has been taught. • Describe common styles of English, and other languages where appropriate, as well as the 		

	social and institutional contexts associated with them. <ul style="list-style-type: none">• Explain the concept of genre and describe the linguistic styles associated with common genres.• Explain the relationship between creativity and convention in language, using examples.• Distinguish between grammaticality and appropriateness in language, using examples.			
Main Content	The module will deal with the following topics: <ul style="list-style-type: none">• Meanings of key terms: phoneme, morpheme, syntax, semantics,• lexicon, pragmatics, text and discourse• Variation according to user and according to context of use; the role and importance of the standard; communicative genres and associated styles; expanding one's linguistic repertoire; linguistic choices and their effects• Word classes; verb centrality in the clause; phrase structure; modality;• Complexity; structure and function; descriptive and evaluative metalanguage.			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	42	Lectures p.w.	1	
Assignments & tasks:	55	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	2	
Tutorials:	0			
Assessments:	3			
Selfstudy:	50			
Other:	0			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education
Home Department	Language Education
Module Topic	Language and Society
Generic Module Name	Educational Linguistics 121
Alpha-numeric Code	ELD121
NQF Level	5
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered.	Second Semester
Programmes in which the module will be offered	BEd (Languages and Social Sciences) (4512); BEd (Languages and Life Orientation) (4513); BEd (Languages and Mathematics) (4515); BEd (Languages and Life Orientation, 5y) (4091) and 4402,4403 and 4404
Year level	1
Main Outcomes	On completion of this module, students should be able to: • Identify sources of linguistic variation (across and within languages). • Provide descriptions of variation in English, as well as other languages where appropriate, in South Africa, using the grammatical terminology that has been learned. • offer informed explanations for linguistic variation. • Provide examples to distinguish between variation according to user and variation according to use. • Distinguish between those social functions that require formulaic language and those that do not. • Provide examples of social control over linguistic behaviour in various cultures. • Compare the national language question in South Africa to other countries. • Describe and evaluate policies on language in education.
Main Content	The module will deal with the following topics: • Class, culture and speech community; identity and language; language status and language policy; language and gender; levels of formality and informality; group membership; language attitudes and prejudice; language in social institutions • Dialect; idiolect; social stratification; register; diglossia; code switching; slang; jargon; repertoire; performativity; formulaic language; standard language; official language; language of instruction; prescriptive/regulation vs description
Pre-requisite modules	None
Co-requisite modules	None
Prohibited module Combination	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	42	Lectures p.w.	1	
Assignments & tasks:	55	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	2	
Tutorials:	0			
Assessments:	3			
Selfstudy:	50			
Other:	0			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education			
Home Department	Language Education			
Module Topic	Evaluating Text			
Generic Module Name	Educational Linguistics 221 for English Teachers			
Alpha-numeric Code	ELE221			
NQF Level	6			
NQF Credit Value	10			
Duration	Semester			
Proposed semester to be offered.	Second Semester			
Programmes in which the module will be offered	BED (Senior Phase and FET) (4402, 4403, 4404)			
Year level	2			
Main Outcomes	<p>On completion of this module students should be able to:</p> <ul style="list-style-type: none">• Demonstrate an understanding of the structure of English language• Demonstrate knowledge and understanding of the different genres in English literature• Assess the purposes of various text types, including their potentially multipurpose nature• Account for the role of the reader in comprehending and interpreting text, with due consideration to readers' interests and motivations in reading• Critically assess the relationship of electronic to print media and how genres have been conditioned by technology• Assess the suitability of reading material for young learners according to the relevant criteria• Edit their own writing and that of others with a view to improvement			
Main Content	<ul style="list-style-type: none">• Literature genres in English (drama, poetry, short stories, novel)• How genres are formed; functional, stylistic and content aspects of genres; textual conventions and innovations; oral and written genres, multimodal communication and media• Criteria for evaluating texts: fitness for purpose; suitability of content for audience; writer's use and command of language; level of difficulty; originality and attractiveness; factual accuracy; propagation and/or challenging of values• Editing text: detection of errors; stylistic improvement; ensuring coherence and readability; consistency of usage and terminology; disambiguation; meaningful elaboration; avoiding prolixity and obscurity• Grammar and structure of English language			
Pre-requisite modules	Style and Structure in Language			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Time-table Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	42	Lectures p.w.	2	
Assignments & tasks:	20	Practicals p.w.		
Practicals:	0	Tutorials p.w.	1	
Assessments	10			
Selfstudy	28			
Other: Please specify	0			
Total Learning Time	100			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme		BED (Senior Phase and FET) (4402, 4403, 4404)		
Module Name:		Educational Linguistics 221 for isiXhosa Teachers: Evaluating Text		
Module Code		ELX221		
Proposed Semester(s) to be offered		Second Semester		
NQF Level Credits		10		
Year level		2		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that require timetable
			Number of periods	
Contact with lecturer/tutor	18	Lectures p.w.	2	Face-to-face
Tutorials	9	Tutorial p.w	1	Online
Practicals	0	Practicals p.w	0	
Assignments & tasks	25			Individual/group Online
Assessments	15			Online (Ikamva)
Self- study	33			Learning guides and course readers Online – asynchronous mode
TOTAL Learning Time	100			
Method of Student Assessment		Continuous Assessment (CA): 60% Final Assessment (FA): 40%		Continuous Assessment (CA): Online (Ikamva) Final Assessment (FA): Online
Assessment Module type		Continuous and Final Assessment (CFA)		

Faculty	Education			
Home Department	Language Department			
Module Topic	Method of Teaching Economic and Management Sciences (EMS)			
Generic Module Name	Method of Teaching Economic and Management Sciences (EMS) 401			
Alpha-numeric Code	EMM401			
NQF Level	8			
NQF Credit Value	15			
Duration	Semester			
Proposed semester to be offered.	First Semester			
Programmes in which the module will be offered	BEd (Social Sciences and EMS) (4514)			
Year level	4			
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> Analyse and critique the NCS principles underpinning the NCS of EMS at GET level. Conceptual understanding of definitions, values and human rights issues. Critique of the seven roles of the educator, and the associated practical, foundational and reflexive competences within each of these seven roles as outlined in the Norms and Standards for Educators document and applied to EMS. Demonstrate foundational, practical and reflexive competence in the Grade 10 Accounting, Business Studies and Economics pertaining to the seven roles of the educator in the presentation of lessons with specific reference to assessment policy and practices. Evaluate the Grade 7 to 9 textbooks for their relevancy, socially-critical approach and design features. Engage in research to improve teaching and learning in EMS in SA. Write a research report based on a case study of the teaching and learning of Accounting/Business Studies/Economics at Grade 10 level. 			
Main Content	<ul style="list-style-type: none"> NCS for Accounting/Business Studies/Economics as policy document Assessment policies practices in the Grades, 7, 8 and 9 classroom Development of lesson plans Critique and engagement with the different roles and competences of the educator Resource exploration, utilisation and application Analysis and evaluation of the EMS textbook at SP level Teaching and learning developments in the Accounting/Business Studies/Economics classroom Lesson planning and presentation: Themes in teaching (Human rights and environmental issues in business and the economy; importance of effective management; role of the entrepreneur; market research and feasibility studies; role of SMEs in economic growth) 			
Pre-requisite modules	EMM301			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	30	Lectures p.w.	0	
Assignments & tasks:	20	Practicals p.w.	0	

<i>Practicals:</i>	15	<i>Tutorials p.w.</i>	0	
<i>Tutorials:</i>	0			
<i>Assessments:</i>	10			
<i>Selfstudy:</i>	60			
<i>Other:</i>	15			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 70% Final Assessment (FA): 30%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme		B Ed (Foundation Phase) (4517)		
Module Name:		Academic Literacy 101		
Module Code		FAL101		
Proposed Semester(s) to be offered		Both Semesters		
NQF Level Credits		10		
Year level		1		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that require timetable
			Number of periods	
Contact with lecturer/tutor	33	Lectures p.w.	2	P1: face-to-face P2: face-to-face
Tutorials	16,5	Tutorial p.w	1	P1: face-to-face
Practicals	0	Practicals p.w	0	
Assignments & tasks	7,5			Assignments to be submitted online
Assessments	18			Final exam: sit-down (venue required N=200)
Self- study	25			Learning guides and course readers Online – asynchronous mode
TOTAL Learning Time	100			
Method of Student Assessment		Continuous Assessment (CA): 60% Final Assessment (FA): 40%		Continuous Assessment (CA): Online/Sit down/take home Final Assessment (FA): Online/Sit down/take home
Assessment Module type		Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Educational Psychology
Module Topic	Child Development
Generic Module Name	Child Development 111
Alpha-numeric Code	FCD111
NQF Level	5
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered.	First Semester
Programmes in which the module will be offered	B Ed (Foundation Phase) (4517)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Define development and discuss the fundamental issues in developmental psychology. • Explain how children develop holistically and within a socio-cultural context. • Discuss significant aspects of development from conception to grade r. • Discuss key concepts within theories of development and learning in infancy and early childhood. • Explain underlying assumptions of theories of play. • Apply theories of child development in classroom and school settings. • Explain the educational implications of developmental theory. • Identify systemic/contextual factors that impact on development.
Main Content	<ul style="list-style-type: none"> • What is child development? • Fundamental issues in developmental psychology. • Eco-systemic approach to understanding development • Physical development (0-6 years) • Beginnings: Heredity, Prenatal development and birth • Physical growth and motor development • Theories of Development • Psycho-social development (0-6 years) • Cognitive development (0-6 years) • Theories of Play. • Implications for development and learning

	• Factors impacting on development: family, school, media and society.			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	18	Lectures p.w.	2 FtF	
Assignments & tasks:	30	Practicals p.w.	2 Ft F	
Practicals:	18	Tutorials p.w.	0	
Tutorials:	0			
Assessments:	12	Sit down exam		
Selfstudy:	72			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education			
Home Department	Educational Psychology			
Module Topic	Child Development			
Generic Module Name	Child Development 211			
Alpha-numeric Code	FCD211 (see table 2.2)			
NQF Level	6			
NQF Credit Value	20			
Duration	Semester			
Proposed semester to be offered.	Second Semester			
Programmes in which the module will be offered	B Ed (Foundation Phase) (4517)			
Year level	2			
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Discuss significant aspects of development in middle childhood and adolescence. • Discuss key concepts within theories of development and learning in middle childhood and adolescence. • Explain the impact of physical, emotional, social and cognitive development on learning. • Discuss and debate notions of intelligence. • Apply theories of development and learning to the foundation phase classroom. • Identify systemic/contextual factors that impact on learning and academic achievement. 			
Main Content	<ul style="list-style-type: none"> • Physical development (7-18 years). • Theories of development • Psycho-social development (7-18 years) • Cognitive development (7-18 years) • Theories of learning. • Intelligence • Implications for teaching and learning. • Factors impacting on learning and achievement in the Foundation Phase: family, school, media and society. 			
Pre-requisite modules	Child Development 111			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	18	<i>Lectures p.w.</i>	1 FTF 1 online	1 FTF 1 online 1 FTF 1 online
<i>Assignments & tasks:</i>	50	<i>Practicals p.w.</i>	1 FTF 1 online	
<i>Practicals:</i>	18	<i>Tutorials p.w.</i>	0	
<i>Tutorials:</i>	0			
<i>Assessments:</i>	22			
<i>Selfstudy:</i>	92			
Total Learning Time	200			
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Name of programme		BEd (Foundation Phase) (4517)		
Module Name:		Introduction to Educational Research 401		
Module Code		FER401		
Proposed Semester(s) to be offered		Both Semesters		
NQF Level Credits		30		
Year level		4		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	54	Lectures p.w.	3	
Tutorials	36	Tutorial p.w	2	
Practicals	0	Practicals p.w	0	
Assignments & tasks	50			
Assessments	20			
Self- study	140			
Other	0			
Total Learning Time	300			
Method of Student Assessment		Continuous Assessment (CA): 100% Final Assessment (FA): 0%		Tutorials; Literature Analysis; Research Proposal; Oral Presentation
Assessment Module type		Continuous Assessment (CA)		

Name of programme		BEd (Foundation Phase) (4517)		
Module Name:		Education Studies 111		
Module Code		FES111		
Proposed Semester(s) to be offered		2nd Semester		
NQF Level Credits		15		
Year level		1		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	18	Lectures p.w.	2	
Tutorials	18	Tutorial p.w	2	
Practicals	0	Practicals p.w	0	
Assignments & tasks	20			
Assessments	6			
Self- study	88			
Other	0			
Total Learning Time	150			
Method of Student Assessment		Continuous Assessment (CA): 100% Final Assessment (FA): 0%		Individual Assignment; Group Assignment; test
Assessment Module type		Continuous Assessment (CA)		

Name of programme		BEd (Foundation Phase) (4517)		
Module Name:		Educational Studies 211		
Module Code		FES211		
Proposed Semester(s) to be offered		2nd Semester		
NQF Level Credits		20		
Year level		2		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	18	Lectures p.w.	2	1 lecture online 1 lecture face-to-face
Tutorials	18	Tutorial p.w	2	1 Tutorial online 1 face-to-face
Practicals	0	Practicals p.w	0	
Assignments & tasks	40			
Assessments	20			
Self- study	104			
Other	0			
Total Learning Time	200			
Method of Student Assessment		Continuous Assessment (CA): 100% Final Assessment (FA): 0%		Individual Assignment; Group Assignment; Test
Assessment Module type		Continuous Assessment (CA)		

Faculty	Education			
Home Department	Educational Psychology			
Module Topic	Inclusive Education			
Generic Module Name	Inclusive Education 301			
Alpha-numeric Code	FIE301			
NQF Level	7			
NQF Credit Value	30			
Duration	Year			
Proposed semester to be offered.	Both Semester			
Programmes in which the module will be offered	B Ed (Foundation Phase) (4517)			
Year level	3			
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none">• Distinguish between Specialised Education and Inclusive Education.• Describe inclusive education philosophy, its principles, legal and policy framework.• Explain diversity, disability and needs.• Analyse the impact of labels and labeling.• Identify special educational needs and barriers to learning and development.• Explain inclusive teaching and learning.• Critically analyse teaching practices.• Describe the role of Institutional Level Support Teams and District Based Support Teams.• Initiate collaborative consultation.			
Main Content	<ul style="list-style-type: none">• Introduction to Specialised Education and Inclusive Education.• Inclusive Education principles, policy framework and practices.• Diversity, Disability or Needs.• Labels and labeling.• Introduction to barriers to learning and development.• Inclusive teaching and learning.• The role of Institutional Level Support Teams and District Based Support Teams.• Collaborative consultation.• E-inclusion			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	54	Lectures p.w.	3 F to F	
Assignments & tasks:	50	Practicals p.w.	0	
Practicals:	54	Tutorials p.w.	3	
Tutorials:	0			
Assessments:	10	Sit down exam		
Selfstudy:	132			
Other:	0			
Total Learning Time	300			
Methods of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education		
Home Department	Educational Psychology		
Module Topic	Life Skills		
Generic Module Name	Life Skills 111		
Alpha-numeric Code	FLS111		
NQF Level	5		
NQF Credit Value	15		
Duration	Semester		
Proposed semester to be offered.	First Semester		
Programmes in which the module will be offered	B Ed (Foundation Phase) (4517)		
Year level	1		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Apply newly developed intra and interpersonal skills in their interactions with foundation phase learners. • Identify children at risk. • Explain how teachers can foster and develop resilience in children. • Demonstrate the need for the holistic development of the child (physical development and movement). 		

	<ul style="list-style-type: none">• Explain and apply the importance of creativity in the foundation phase (visual arts, music and movement).• Understand the importance of support skills to better respond to children and parents (parental involvement and wellness).			
Main Content	<ul style="list-style-type: none">• The self: intra- and inter- personal development.• Defining life skills.• The theoretical foundations of a life skills approach. Different theoretical approaches to Life skills from Bandura to Mitchell.• Children at risk.• Resilience and motor development.• Visual arts/ music and movement.• The Foundation Phase curriculum.• The role of educators in counseling care and support (ethics of care perspective).			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	18	Lectures p.w.	2 FtF	Practical work culmination in a portfolio of evidence. Makes up part of CA marks.
Assignments & tasks:	30	Practicals p.w.	2 FtF	
Practicals:	18	Tutorials p.w.	0	
Tutorials:	0			
Assessments:	20			
Selfstudy:	64			
Other:	0			
Total Learning Time	150		4	
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Faculty	Education
Home Department	Educational Psychology
Module Topic	Life Skills
Generic Module Name	Life Skills 211
Alpha-numeric Code	FLS211
	6
NQF Credit Value	20
Duration	Semester
Proposed semester to be offered.	First Semester
Programmes in which the module will be offered	B Ed (Foundation Phase) (4517)
Year Level	2
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> Define key features of life skills. Implement life skills concepts. Design and facilitate life skills classroom-based activities. Explain and implement life skills curriculum topics in an integrated way. Apply appropriate teaching and learning strategies for teaching life skills in foundation phase. Develop appropriate materials in the teaching of life skills in the foundation phase. Develop and apply relevant assessment tools and methods. Implement play activities to stimulate cognitive development.
Main Content	<ul style="list-style-type: none"> Key features of life skills. Life skills concepts. The Foundation Phase Life Skills curriculum. Life skills teaching methodologies for the Foundation Phase. Theory of Intentional Teaching. Designing and facilitating life skills programmes. Materials design for teaching life skills in the Foundation Phase. Assessment tools and methods in the Foundation Phase. Implementation /practical teaching. Play and cognition development.
Pre-requisite modules	FLS111
Co-requisite modules	None
Prohibited module Combination	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	18	Lectures p.w.	2 F to F	Practical work culmination in a portfolio of evidence . Makes up part of CA marks.
Assignments & tasks:	30	Practicals p.w.	2 F t F	
Practicals:	30	Tutorials p.w.	0	
Tutorials:	0			
Assessments:	40			
Selfstudy:	82			
Other:	0			
Total Learning Time	200			
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Name of programme		BEd (Foundation Phase) (4517)		
Module Name:		Practical Learning 101		
Module Code		FPL101		
Proposed Semester(s) to be offered		Both Semesters		
NQF Level Credits		15		
Year level		1		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	36	Lectures p.w.	2	
Tutorials	18	Tutorial p.w	1	
Practicals	60	Practicals p.w	0	
Assignments & tasks	0			
Assessments	0			
Self- study	26			
other	10			
Total Learning Time	150			
Method of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			Micro Teaching; Electronic Portfolio; Reflective Essay; School-based observation and Teaching Practice
Assessment Module type	Continuous Assessment (CA)			

Name of programme		BEd (Foundation Phase) (4517)		
Module Name:		Practical Learning 201		
Module Code		FPL201		
Proposed Semester(s) to be offered		Both Semesters		
NQF Level Credits		20		
Year level		2		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	36	Lectures p.w.	2	
Tutorials	18	Tutorial p.w	1	
Practicals	80	Practicals p.w	0	
Assignments & tasks	0			
Assessments	20			
Self- study	29			
Other	17			
Total Learning Time	200			
Method of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			Micro Teaching; Electronic Portfolio; Reflective Essay; School-based Observation; Teaching Practice
Assessment Module type	Continuous and Final Assessment (CA)			

Name of programme		BEd (Foundation Phase) (4517)		
Module Name:		Practical Learning 301		
Module Code		FPL301		
Proposed Semester(s) to be offered		Both Semesters		
NQF Level Credits		30		
Year level		3		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	54	Lectures p.w.	3	
Tutorials	0	Tutorial p.w	0	
Practicals	140	Practicals p.w	0	
Assignments & tasks	0			
Assessments	25			
Self- study	49			
Other	32			
Total Learning Time	300			
Method of Student Assessment		Continuous Assessment (CA): 100% Final Assessment (FA): 0%		Micro Teaching; Electronic Portfolio; Reflective Essay; School-based observation and Teaching Practice
Assessment Module type		Continuous and Final Assessment (CA)		

Name of programme		BEd (Foundation Phase) (4517)		
Module Name:		Practical Learning 401		
Module Code		FPL401		
Proposed Semester(s) to be offered		Both Semesters		
NQF Level Credits		30		
Year level		4		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	54	Lectures p.w.	3	
Tutorials	0	Tutorial p.w	0	
Practicals	140	Practicals p.w	0	
Assignments & tasks	0			
Assessments	25			
Self- study	49			
Other	32			
Total Learning Time	300			
Method of Student Assessment		Continuous Assessment (CA): 100% Final Assessment (FA): 0%		Micro Teaching; Electronic Portfolio; Reflective Essay; School-based observation and Teaching Practice
Assessment Module type		Continuous and Final Assessment (CA)		

Name of programme		Bed Foundation Phase		
Module Name:		Foundation Phase Mathematics111		
Module Code		FPM111		
Proposed Semester(s) to be offered		Semester 1		
NQF Level Credits		15		
Year level		1		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	28	Lectures p.w.	2	P1-face to face P2-face to face
Tutorials	28	Tutorial p.w	2	Face to face
Practicals	0	Practical's p.w		
Assignments & tasks	20			Individual and group Online and take home
Assessments	30			Online, sit down and online
Self- study	94			Lecture notes/slides Online-recorded lectures and learning guides
Total learning time	200			
Method of Student Assessment		Continuous Assessment (CA): 60% Final Assessment (FA) : 40%		Continuous Assessment (CA): Online and take home. Final Assessment (FA): Online/sit down/take home.
Assessment Module type		Continuous and Final Assessment (CFA)		

Name of programme		Bed Foundation phase		
Module Name:		Foundation Phase Mathematics 211		
Module Code		FPM211		
Proposed Semester(s) to be offered		Semester 1		
NQF Level Credits		20		
Year level		2		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	28	Lectures p.w.	2	P1-face to face P2-online
Tutorials	28	Tutorial p.w	2	Online
Practicals		Practicals p.w		
Assignments & tasks	20			Individual and group Online and take home
Assessments	30			Online, sit down and online
Self- study	94			Lecture notes/slides Online-recorded lectures and learning guides
Total learning time	200			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA) : 40%			Continuous Assessment (CA): Online and take home. Final Assessment (FA): Online/sit down/take home.
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme		B.Ed. FP		
Module Name:		Foundation Phase Mathematics (FPM 311)		
Module Code		FPM311		
Proposed Semester(s) to be offered		Semester 1		
NQF Credit Value		30		
Year level		Year 3		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	36	Lectures p.w.	3	P 1- Face to Face P2 - Face to Face P3 - Face to Face
Tutorials	24	Tutorial p.w	2	P1 – Face-to-face P2 - Face to Face
Practicals	0	Practicals p.w	0	
Assignments & tasks	66			Individual/group Sit down
Assessments	28			Sit down
Self- study	44			Learning guides and course readers/videos online –asynchronous mode
TOTAL Learning Time	300			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			<i>Continuous Assessment (CA): Sit down</i> <i>Final Assessment (FA): Sit down</i>
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme		B.Ed. FP		
Module Name:		Foundation Phase Mathematics (FPM 411)		
Module Code		FPM 411		
Proposed Semester(s) to be offered		Semester 1		
NQF Credit Value		30		
Year level		Year 4		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	36	Lectures p.w.	3	P 1- Face-to-Face P2 - Face to Face P3 - Online
Tutorials	36	Tutorial p.w	3	P1 – Face-to-face P2 - Face to Face P3 - Online
Practicals	0	Practicals p.w	0	

Assignments & tasks	66			Individual Sit down
Assessments	12			Online/Sit down
Self- study	44			Learning guides and course readers/videos online –asynchronous
TOTAL Learning Time	300			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			<i>Continuous Assessment (CA):</i> Sit down <i>Final Assessment (FA):</i> Sit down
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme		BED MATHEMATICS AND NATURAL SCIENCES		
Module Name:		METHOD OF TEACHING NATURAL SCIENCE 301		
Module Code		GSM 301		
Proposed Semester(s) to be offered		Semester 1		
NQF Credit Value		15		
Year level		Year 3		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	27	Lectures p.w.	3	P 1 – P3: Face to Face
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	0	
Assignments & tasks	60			Individual Group
Assessments	13			Take home
Self- study	50			Learning guides and course readers online –asynchronous mode
TOTAL Learning Time	150			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			<i>Continuous Assessment (CA):</i> Take home <i>Final Assessment (FA):</i> Take home
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme		BED MATHEMATICS AND NATURAL SCIENCES		
Module Name:		METHOD OF TEACHING NATURAL SCIENCE 302		
Module Code		GSM 302		
Proposed Semester(s) to be offered		Semester 2		
NQF Credit Value		15		
Year level		Year 3		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	27	Lectures p.w.	3	P 1 – P3: Face to Face
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	0	
Assignments & tasks	60			Individual Group
Assessments	13			Take home
Self- study	50			Learning guides and course readers online –asynchronous mode
TOTAL Learning Time	150			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			<i>Continuous Assessment (CA):</i> Take home <i>Final Assessment (FA):</i> Take home
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme		BED MATHEMATICS AND NATURAL SCIENCES		
Module Name:		METHOD OF TEACHING NATURAL SCIENCE 401		
Module Code		GSM 401		
Proposed Semester(s) to be offered		Semester 1		
NQF Credit Value		15		
Year level		Year 4		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	27	Lectures p.w.	3	P 1 – P3: Face to Face
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	0	
Assignments & tasks	60			Individual Group
Assessments	13			Take home
Self- study	50			Learning guides and course readers online –asynchronous mode
TOTAL Learning Time	150			
Method of Student Assessment		Continuous Assessment (CA): 60% Final Assessment (FA): 40%		<i>Continuous Assessment (CA): Take home</i> <i>Final Assessment (FA): Take home</i>
Assessment Module type		Continuous and Final Assessment (CFA)		

Name of programme		PGCE		
Module Name:		Education studies		
Module Code		HDE 403		
Proposed Semester(s) to be offered		Semester 1 & semester 2		
NQF Credit Value		30		
Year level		Year 1		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	36	Lectures p.w.	2	
Tutorials	0	Tutorial p.w	0	
Practicals	220	Practicals p.w	3	
Assignments & tasks	17			
Assessments	0			
Self- study	27			
Other	0			
TOTAL Learning Time	300			
Method of Student Assessment		Continuous Assessment (CA): 100%		<i>Continuous Assessment (CA):</i>
Assessment Module type		Continuous Assessment (CA)		

Faculty	Education
Home Department	Educational Psychology
Module Topic	Psychology of Teaching and Learning
Generic Module Name	Psychology of Teaching and Learning 413
Alpha-numeric Code	HDE413 (see table 2.1)
NQF Level	7
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered.	First Semester
Programmes in which the module will be offered	PGCE (4654)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Explain what enhances the teaching and learning process. • Describe the role played by peers, teachers, parents and others in the teaching and learning process. • Apply selected theories of learning and cognitive development to classroom practice. • Identify the physical, social and instructional aspects of a classroom. • Explain the factors impacting on discipline in the classroom. • Implement strategies for managing classrooms. • Distinguish between inclusive education and specialised education. • Identify barriers to learning and development. • Describe the nature and role of support services.

	<ul style="list-style-type: none">• Develop strategies and approaches to teaching learners with diverse needs in the classroom.			
Main Content	<ul style="list-style-type: none">• Holistic development• Factors influencing the teaching and learning process• Self-concept and self-esteem• The interaction between learning and development• Selected theories of cognitive development and learning• Implications of theory for classroom practice• Healthy classrooms in healthy schools• Developing all aspects of the classroom• Defining discipline• Understanding the underlying factors impacting on discipline• Strategies for developing discipline in the self and in the classroom• Constructing supportive teaching and learning environments• Inclusive education and specialised education• Intrinsic and extrinsic barriers• Support services in the South African context• Identifying and addressing barriers to learning and development in the classroom			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	18	Lectures p.w.	2 FtF Online	Weeks 1 -3 ftf Week 4-5 online Week 7-8 ftf Week 9 -10 online Week 11-12 ftf
Assignments & tasks:	52	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	0	
Tutorials:	0			
Assessments:	7			
Selfstudy:	73			
Other:	0			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Name of programme		PGCE		
Module Name:		Authority, Democracy and Disciplinary Identities		
Module Code		HDE 414 (see table 2.1)		
Proposed Semester(s) to be offered		First semester		
NQF Level Credits		15		
Year level		1		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods: Blended mode	
Contact with lecturer/tutor	26	Lectures p.w.	2	Weeks 1 -3 ftf Week 4-5 online Week 7-8 ftf Week 9 -10 online Week 11-12 ftf
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	0	
Assignments & tasks	52			
Assessments	5			
Self- study	67			
Other	0			
TOTAL Learning Time	150			
Method of Student Assessment	Continuous Assessment (CA): 100%			
Assessment Module type	Continuous Assessment (CA)			

Name of programme		PGCE		
Module Name:		Learner Achievement levels, Teachers' Performativity and Globalisation		
Module Code		HDE 415 (See table 2.1)		
Proposed Semester(s) to be offered		Semester		
NQF Level Credits		15		
Year level		1		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods; Blended Mode	
Contact with lecturer/tutor	28	Lectures p.w.	2	Weeks 1 -3 ftf Week 4-5 online Week 7-8 ftf Week 9 -10 online Week 11-12 ftf
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	0	
Assignments & tasks	52			
Assessments	5			
Self- study	65			
Other	0			
TOTAL Learning Time	150			
Method of Student Assessment	Continuous Assessment (CA): 100%			
Assessment Module type	Continuous Assessment (CA)			

Name of programme		PGCE (4654)		
Module Name:		African Language Communication 430		
Module Code		HDE430		
Proposed Semester(s) to be offered		First Semester		
NQF Level Credits		5		
Year level		1		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that require timetable
			Number of periods	
Contact with lecturer/tutor	18	Lectures p.w.	2	P1: online P2: online
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	0	
Assignments & tasks	9			Assignment individual/ take home Project- individual/online
Assessments	4			
Self- study	19			Learning guides and course readers Online – asynchronous mode
TOTAL Learning Time	50			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			Continuous Assessment (CA): take home
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education
Home Department	Educational Psychology
Module Topic	HIV
Generic Module Name	HIV Counselling 200
Alpha-numeric Code	HIV200
NQF Level	6
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered.	First Semester
Programmes in which the module will be offered	BEd (4513, 4091)
Year level	2
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> Communicate accurate understanding of their roles and responsibilities as teachers in the age of HIV/AIDS by stating at least five specific roles of educators which are different from their traditional role; Be capable of discussing the implications of negative discriminatory attitudes towards persons infected by HIV or affected by HIV/AIDS, why it is important not to discriminate

	<p>and what to do to avoid discriminating against persons infected with HIV or affected by HIV/AIDS.</p> <ul style="list-style-type: none"> Communicate accurate understanding of the human rights of children and parents by stating specifically at least five children's rights and how educators acknowledge and respect these in their classrooms; Demonstrate understanding of the concepts of care and support by accurate definition of the concepts including stating the different types of care and support to provide for learners infected by HIV or affected by HIV/AIDS and how to provide these care and support; Describe concisely how to develop a health promoting and supportive school environment for learners as well as supportive community environment for teachers and parents in the context of HIV/AIDS. Demonstrate different intervention strategies in crisis situations related to HIV/AIDS (therapy, voluntary testing and counseling, care and support for persons infected with HIV or affected by HIV/AIDS including orphans, trauma counseling, bereavement counseling etc.) 			
Main Content	<ul style="list-style-type: none"> The module will feature lectures, discussions and individual or group presentations and demonstrations around the following: The changing roles and responsibilities of educators in the age of HIV/AIDS; Attitudes and Attitude change towards HIV/AIDS infected and affected; Human and Children's rights and how these affect HIV/AIDS infected and affected; Care and Support (meanings, types, provisions) for HIV/AIDS infected and affected; Voluntary Testing and Counselling Maintaining a health promoting school environment – Universal precautions Basic counseling/communication/interview skills- why educators need basic counseling skills and how to make use of the skills to intervene in problem situations related to HIV/AIDS. 			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Time-table Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	18	Lectures p.w.	2	1 fF 1 online
Assignments & tasks:	42	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	0	
Assessments	5			
Selfstudy	35			
Other: Please specify	0			
Total Learning Time	150			
Method of Student Assessment	Continuous Assessment (CA) 100%			
Assessment Module type	Continuous Assessment (CA)			

Module Topic	HIV Counselling
Generic Module Name	HIV Counselling 201
Alpha-numeric Code	HIV201
NQF Level	6
NQF Credit Value	10
Duration	Semester
Proposed semester to be offered.	Second Semester
Programmes in which the module will be offered	BEd (Senior Phase and FET) (4402)
Year level	2
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> Communicate accurate understanding of their roles and responsibilities as teachers in the age of HIV/AIDS by stating at least five specific roles of educators which are different from their traditional role; Be capable of discussing the implications of negative discriminatory attitudes towards persons infected by HIV or affected by HIV/AIDS, why it is important not to discriminate and what to do to avoid discriminating against persons infected with HIV or affected by HIV/AIDS. Communicate accurate understanding of the human rights of children and parents by stating specifically at least five children's rights and how educators acknowledge and respect these in their classrooms; Demonstrate understanding of the concepts of care and support by accurate definition of the concepts including stating the different types of care and support to provide for learners infected by HIV or affected by HIV/AIDS and how to provide these care and support;

	<ul style="list-style-type: none"> Describe concisely how to develop a health promoting and supportive school environment for learners as well as supportive community environment for teachers and parents in the context of HIV/AIDS. Demonstrate different intervention strategies in crisis situations related to HIV/AIDS (therapy, voluntary testing and counseling, care and support for persons infected with HIV or affected by HIV/AIDS including orphans, trauma counseling, bereavement counseling etc.) 			
Main Content	<p>The module will feature lectures, discussions and individual or group presentations and demonstrations around the following:</p> <ul style="list-style-type: none"> The changing roles and responsibilities of educators in the age of HIV/AIDS; Attitudes and Attitude change towards HIV/AIDS infected and affected; Human and Children's rights and how these affect HIV/AIDS infected and affected; Care and Support (meanings, types, provisions) for HIV/AIDS infected and affected; Voluntary Testing and Counselling Maintaining a health promoting school environment – Universal precautions Basic counseling/communication/interview skills- why educators need basic counseling skills and how to make use of the skills to intervene in problem situations related to HIV/AIDS. 			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Time-table Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	27	Lectures p.w.	3	2 FtF 1 online
Assignments & tasks:	28	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	0	
Assessments	5			
Selfstudy	40			
Other: Please specify	0			
Total Learning Time	100			
Method of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Faculty	Education
Home Department	Educational Psychology
Module Topic	Health Promoting Schools
Generic Module Name	Health Promoting Schools 212
Alpha-numeric Code	HPS212
NQF Level	6
NQF Credit Value	10
Duration	Semester
Proposed semester to be offered.	Second Semester
Programmes in which the module will be offered	BEd (Languages and Life Orientation, 5y) (4091) (4402)
Year level	2
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> Demonstrate sound theoretical understanding of the concept. Understand the process and development of health promoting schools internationally and nationally. Transform schools into health promoting sites. Collaborate with education support service personnel to meet the needs of learners. Develop partnerships with parents and communities to ensure the well-being of our youth.
Main Content	<ul style="list-style-type: none"> The HPS concept National policy in relation to HPS in South Africa How HPS can play a role in addressing some of the major health problems impacting on the well-being of children in South Africa Understanding the school as a system and how this impacts upon the development and sustainability of a health promoting school Understanding the challenges and opportunities of working inter-sectorally and practical strategies for working with other sectors, departments and institutions in the process of establishing a HPS Strategies for implementing the HPS concept in South Africa – how HPS has been implemented in different contexts Monitoring and evaluation of HPS
Pre-requisite modules	None
Co-requisite modules	None
Prohibited module Combination	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	18	Lectures p.w.	2	1 FtF 1 online
Assignments & tasks:	20	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	0	
Tutorials:	0			
Assessments:	5			
Selfstudy:	57			
Other:	0			
Total Learning Time	100			
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Faculty	Education
Home Department	Language Education (Foundation)
Module Topic	English Language Study (SF)
Generic Module Name	English Language Study 151
Alpha-numeric Code	LAN151
NQF Level	5
NQF Credit Value	15
Duration	Year
Proposed semester to be offered.	Both Semester
Programmes in which the module will be offered	BEd (Languages and Life Orientation, 5y) (4091) BEd (Mathematics and Natural Sciences, 5y) (4092)
Year level	1
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> Write a clear, logically developed argument with minimal English grammatical errors. Have a metalanguage for discussing linguistic choices.
Main Content	<ul style="list-style-type: none"> Skills Enhancement (reading/writing/vocabulary): Practising reading strategies and skills, improving vocabulary range and working on fluency and accuracy of writing Key grammatical terms for metalinguistic awareness and knowledge Simple, compound and complex clauses Linking clauses and paragraphs Structuring an argument: stages, key linguistic features, modality, signalling stance towards information and making claims Vocabulary development Summary and paraphrase skills: using academic sources, avoiding plagiarism
Pre-requisite modules	None
Co-requisite modules	None
Prohibited module Combination	None

Combination				
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	96	Lectures p.w.	1	
Assignments & tasks:	24	Practicals p.w.	2	
Practicals:	0	Tutorials p.w.	0	
Tutorials:	0			
Assessments:	0			
Selfstudy:	30			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Name of programme		BED SP& FET		
Module Name:		Mathematics (BED) 111		
Module Code		MAE 111		
Proposed Semester(s) to be offered		Semester 1		
NQF Credit Value		15		
Year level		Year 1		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	24	Lectures p.w.	2	P 1- Face to Face P2 - Online
Tutorials	12	Tutorial p.w	1	P1 – Face to face

Practicals	0	Practicals p.w	0	
Assignments & tasks	18			Individual
Assessments	12			Sit down
Self- study	84			Learning guides and course readers online –asynchronous mode
TOTAL Learning Time	150			
Method of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%			<i>Continuous Assessment (CA):</i> <i>Final Assessment (FA):</i> Sit down
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme		BED SP& FET		
Module Name:		Mathematics (BED) 121		
Module Code		MAE 121		
Proposed Semester(s) to be offered		Semester 2		
NQF Credit Value		15		
Year level		Year 1		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	24	Lectures p.w.	2	P 1- Face to Face P2 - Face to Face
Tutorials	12	Tutorial p.w	1	P1 – Face-to-face
Practicals	0	Practicals p.w	0	
Assignments & tasks	18			<ul style="list-style-type: none"> Individual Sit down
Assessments	12			Sit down
Self- study	84			<ul style="list-style-type: none"> Learning guides and course readers/videos online –asynchronous mode
TOTAL Learning Time	150			
Method of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%			<i>Continuous Assessment (CA):</i> Sit down <i>Final Assessment (FA):</i> Sit down
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme		BED SP& FET		
Module Name:		Mathematics (BED) 211		
Module Code		MAE 211		
Proposed Semester(s) to be offered		Semester 1		
NQF Credit Value		15		
Year level		Year 2		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	24	Lectures p.w.	2	P 1- Face to Face P2 - Face to Face
Tutorials	12	Tutorial p.w	1	P1 – Face-to-face/Online
Practicals	0	Practicals p.w	0	
Assignments & tasks	18			<ul style="list-style-type: none"> Individual Sit down
Assessments	12			Online/Sit down
Self- study	84			<ul style="list-style-type: none"> Learning guides and course readers/videos online –asynchronous mode
TOTAL Learning Time	150			
Method of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%			<i>Continuous Assessment (CA):</i> Sit down <i>Final Assessment (FA):</i> Sit down
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme		BED SP& FET		
Module Name:		Mathematics (BED) 221		
Module Code		MAE 221		
Proposed Semester(s) to be offered		Semester 2		
NQF Credit Value		15		
Year level		Year 2		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	24	Lectures p.w.	2	P 1- Face to Face P2 - Face to Face
Tutorials	12	Tutorial p.w	1	P1 – Face-to-face/Online
Practicals	0	Practicals p.w	0	
Assignments & tasks	18			<ul style="list-style-type: none"> Individual Sit down
Assessments	12			Online/Sit down
Self- study	84			<ul style="list-style-type: none"> Learning guides and course readers/videos online –asynchronous mode
TOTAL Learning Time	150			
Method of Student Assessment		Continuous Assessment (CA): 50% Final Assessment (FA): 50%		<i>Continuous Assessment (CA): Sit down</i> <i>Final Assessment (FA): Sit down</i>
Assessment Module type		Continuous and Final Assessment (CFA)		

Name of programme		BED SP& FET		
Module Name:		Mathematics (BED) 311		
Module Code		MAE 311		
Proposed Semester(s) to be offered		Semester 1		
NQF Credit Value		20		
Year level		Year 3		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	36	Lectures p.w.	3	P 1- Face to Face P2 - Face to Face P3 - Face to Face
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	0	
Assignments & tasks	18			<ul style="list-style-type: none"> Individual Sit down
Assessments	12			Sit down
Self- study	84			<ul style="list-style-type: none"> Learning guides and course readers/videos online –asynchronous mode
TOTAL Learning Time	150			
Method of Student Assessment		Continuous Assessment (CA): 50% Final Assessment (FA): 50%		<i>Continuous Assessment (CA): Sit down</i> <i>Final Assessment (FA): Sit down</i>
Assessment Module type		Continuous and Final Assessment (CFA)		

Name of programme		BED SP& FET		
Module Name:		Mathematics (BED) 321		
Module Code		MAE321		
Proposed Semester(s) to be offered		2		
NQF Level Credits		15		
Year level		03		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	24	Lectures p.w.	2	
Tutorials	12	Tutorial p.w	1	
Practicals	0	Practicals p.w	0	
Assignments & tasks	18			Individual
Assessments	12			Take Home
Self- study	24			Learning guides and course readers online –asynchronous mode

Method of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%	<i>Continuous Assessment (CA):</i> <i>Final Assessment (FA): Take Home</i>
Assessment Module type	Continuous and Final Assessment (CFA)	

Name of programme		PGCE		
Module Name:		Method of Business Studies		
Module Code		MTH 401		
Proposed Semester(s) to be offered		Semester 1 & Semester 2		
NQF Credit Value		25		
Year level		1		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	63	Lectures p.w.	3	
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	1	
Assignments & tasks	40			
Assessments	17			
Self- study	130			
Other	40			
TOTAL Learning Time	290			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme		PGCE		
Module Name:		METHOD OF LIFE SCIENCES 402		
Module Code		MTH 402		
Proposed Semester(s) to be offered		SEMESTER 1 & SEMESTER 2		
NQF Credit Value		25		
Year level		Year 1		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	40	Lectures p.w.	3	P 1 – P2: Face to Face P3: Online
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	0	
Assignments & tasks	70			<ul style="list-style-type: none"> Individual Group
Assessments	40			Take home
Self- study	100			<ul style="list-style-type: none"> Learning guides and course readers online –asynchronous mode
TOTAL Learning Time	250			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			<i>Continuous Assessment (CA):</i> Take home <i>Final Assessment (FA):</i> Take home
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme		PGCE		
Module Name:		Method of Economics		
Module Code		MTH 403		
Proposed Semester(s) to be offered		Semester 1 & Semester 2		
NQF Level Credits		25		
Year level		1		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	63	Lectures p.w.	4	
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	1	

Assignments & tasks	40			
Assessments	17			
Self- study	130			
Other	40			
TOTAL Learning Time	290			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme		PGCE		
Module Name:		Method of History		
Module Code		MTH 405		
Proposed Semester(s) to be offered		Semester 1 & Semester 2		
NQF Level Credits		25		
Year level		1		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	63	Lectures p.w.	3	
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	0	
Assignments & tasks	40			
Assessments	17			
Self- study	130			
Other	0			
TOTAL Learning Time	250			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme		PGCE		
Module Name:		METHOD OF LIFE SCIENCES 406		
Module Code		MTH 406		
Proposed Semester(s) to be offered		SEMESTER 1 & SEMESTER 2		
NQF Credit Value		25		
Year level		Year 1		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	40	Lectures p.w.	3	P 1 – P2: Face to Face P3: Online
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	0	
Assignments & tasks	70			<ul style="list-style-type: none"> Individual Group
Assessments	40			Take home
Self- study	100			<ul style="list-style-type: none"> Learning guides and course readers online –asynchronous mode
TOTAL Learning Time	250			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			Continuous Assessment (CA): Take home Final Assessment (FA): Take home
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme		PGCE		
Module Name:		Method of Accounting		
Module Code		MTH 408		
Proposed Semester(s) to be offered		Semester 1 & semester 2		
NQF Credit Value		25		
Year level		1		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	63	Lectures p.w.	2	
Tutorials	0	Tutorial p.w	1	
Practicals	0	Practicals p.w	0	

Assignments & tasks	40			
Assessments	17			
Self- study	130			
Other	40			
TOTAL Learning Time	290			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme		PGCE		
Module Name:		Method of Mathematics 416		
Module Code		MTH 416		
Proposed Semester(s) to be offered		Year		
NQF Level Credits		25		
Year level		7		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	36	Lectures p.w.	2	Face-to-face
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	0	
Assignments & tasks	50			individual
Assessments	30			Individual (take home)
Self- study	174			Learning guides and course reader
TOTAL LEARNING TIME	290			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			Continuous Assessment (CA): Online/Sit down/take home Final Assessment (FA): take home
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education
Home Department	Educational Psychology
Module Topic	Method of Life Orientation
Generic Module Name	Method of Life Orientation 417
Alpha-numeric Code	MTH417
NQF Level	7
NQF Credit Value	25
Duration	Year
Proposed semester to be offered.	Both Semesters
Programmes in which the module will be offered	PGCE (4654)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> Critically analyse the National Curriculum Statement to ensure optimal implementation in the classroom. Apply experiential learning, facilitation and group work skills in the teaching of Life Orientation. Use creative, innovative and contextually relevant activities and a range of media to encourage active participatory learning. Develop and initiate appropriate learning programmes and learning activities. Source resources to establish a portfolio of Life Orientation as a subject. Identify the psychosocial needs of SP and FET learners. Explain their conceptual understanding of core life skills. Use assessment methods conducive to Life Orientation learning. Promote constitutional principles, environmental health and social justice, inclusivity, human rights and democracy.
Main Content	<ul style="list-style-type: none"> Theories of teaching and learning in Life Orientation Teaching and Learning Strategies Materials development Experiential Learning Co-operative learning Assessment in Life Orientation Curriculum Assessment Policy Statement Stress Management

	<ul style="list-style-type: none">• Conflict resolution• Counselling.			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	54	Lectures p.w.	3 all F to F	Assessment in the form of projects and practical tasks. Compilation of a portfolio of evidence as part of assessment.
Assignments & tasks:	46	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	0	
Tutorials:	0			
Assessments:	20			
Selfstudy:	130			
Total Learning Time	250			
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Name of programme		BED SP& FET		
Module Name:		METHOD OF NATURAL SCIENCE 301		
Module Code		NSM 301		
Proposed Semester(s) to be offered		Semester 1 & Semester 2		
NQF Credit Value		30		
Year level		Year 3		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	54	Lectures p.w.	3	P 1 – P2: Face to Face P3: Online
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	0	
Assignments & tasks	120			<ul style="list-style-type: none"> • Individual • Online • Group
Assessments	26			Take home
Self- study	100			<ul style="list-style-type: none"> • Learning guides and course readers • online –asynchronous mode
TOTAL Learning Time	300			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			<i>Continuous Assessment (CA):</i> Online & Take home <i>Final Assessment (FA):</i> Take home
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme		BED SP& FET		
Module Name:		METHOD OF NATURAL SCIENCE 401		
Module Code		NSM 401		
Proposed Semester(s) to be offered		Semester 1 & Semester 2		
NQF Credit Value		20		
Year level		Year 4		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	40	Lectures p.w.	3	P 1 – P2: Face to Face P3: Online
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	0	
Assignments & tasks	60			<ul style="list-style-type: none"> • Individual • Online • Group • Sit down
Assessments	60			Take home
Self- study	40			<ul style="list-style-type: none"> • Learning guides and course readers • online –asynchronous mode
TOTAL Learning Time	200			

Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%	<i>Continuous Assessment (CA): Online & Take home</i> <i>Final Assessment (FA): Take home</i>
Assessment Module type	Continuous and Final Assessment (CFA)	

Name of programme		BEd (SP and FET) 4401, 4402, 4403, 4404 and 4405		
Module Name:		Second Additional Language 122		
Module Code		SAL122		
Proposed Semester(s) to be offered		Both Semesters		
NQF Level Credits		10		
Year level		1		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that require timetable
			Number of periods	
Contact with lecturer/tutor	36	Lectures p.w.	2	P1: face-to-face P2: face-to-face
Tutorials	18	Tutorial p.w	1	P1: face-to-face
Practicals	0	Practicals p.w	0	
Assignments & tasks	4			Individual/group Online
Assessments	21			Online
Self- study	21			Learning guides and course readers Online – asynchronous mode
TOTAL Learning Time	100			
Method of Student Assessment		Continuous Assessment (CA): 60% Final Assessment (FA): 40%		Continuous Assessment (CA): Online Final Assessment (FA): Online
Assessment Module type		Continuous and Final Assessment (CFA)		

Name of programme		BED SP (Old)		
Module Name:		Method of Teaching Social Sciences 301		
Module Code		SSM301		
Proposed Semester(s) to be offered		Semester 1 & 2 (Year Long)		
NQF Level Credits		30		
Year level		3		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	54	Lectures p.w.	3	face to face
Tutorials	0	Tutorial p.w	0	
Practicals	30	Practicals p.w	0	
Assignments & tasks	50			
Assessments	20			
Self- study	106			
Other: Micro teaching	40			
Total Learning Time	300			
Method of Student Assessment		Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type		Continuous and Final Assessment (CFA)		

Name of programme		BED SP (Old)		
Module Name		Method of teaching Social Science 401		
Module Code		SSM401		
Proposed Semester(s) to be offered		Semester 1		
NQF Level Credits		15		
Year level		4		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	27	Lectures p.w.	3	face to face
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	0	
Assignments & tasks	40			
Assessments	25			
Self- study	37			

Other:	21			
Total Learning Time	150			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education		
Home Department	Educational Studies		
Module Topic	Method of Teaching Social Sciences		
Generic Module Name	Method of Teaching Social Sciences 301		
Alpha-numeric Code	SSM301		
NQF Level	7		
NQF Credit Value	30		
Duration	Year		
Proposed semester to be offered.	Both Semester		
Programmes in which the module will be offered	BEd (Senior Phase and FET) (4404) and 4512		
Year level	3		
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> Understand the context of teaching Social Sciences in South African schools. Understand and critique the general aims of the CAPS. Critically engage with the CAPS descriptions of Geography. Critically engage with the CAPS descriptions of History. Draw up stimulating lesson plans for Social Science teaching. Present the different sections of a Social Science lesson 		
Main Content	<ul style="list-style-type: none"> Aims of the South African curriculum Social Science resources Sociology as base for teaching Social Sciences CAPS themes for senior phase Social Science 		
Pre-requisite modules	HUM111 and HUM121 GES111 and GES121 GES225 and GES226 or HIS231 and HIS241		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	54	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	50	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	30	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	20		
<i>Selfstudy:</i>	106		
<i>Other: Micro teaching</i>	40		
Total Learning Time	300		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education		
Home Department	Educational Studies		
Module Topic	Method of Teaching Social Sciences		
Generic Module Name	Method of Teaching Social Sciences 401		
Alpha-numeric Code	SSM401		
NQF Level	8		
NQF Credit Value	15		
Duration	Semester		
Proposed semester to be offered.	First Semester		
Programmes in which the module will be offered	BEd (Languages and Social Sciences) (4512) BEd (Social Sciences and EMS) (4514)		
Year level	4		
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> Analyze and critique the NCS principles underlying Social Science teaching in the FET. Develop appropriate assessment activities for different learning outcomes. Reflect on teacher practices in the classroom. Engage in research to improve teaching practices for the Social Sciences in South Africa. Write a research report to support the teaching and learning of Social Sciences in the FET phase. 		

Main Content	The content of the NCS policy documents. <ul style="list-style-type: none">• Different approaches to CASS and CATS.• Development of lesson plans.• Developments in Social Science teaching.• Engagement with the different roles of the educator in Social Science teaching.• Themes for study (Poverty and education, African Renaissance and education & Environmentalism).			
Pre-requisite modules	SSM301			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	48	<i>Lectures p.w.</i>	3	
<i>Assignments & tasks:</i>	40	<i>Practicals p.w.</i>	0	
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0	
<i>Tutorials:</i>	0			
<i>Assessments:</i>	25			
<i>Selfstudy:</i>	37			
<i>Other:</i>	0			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education			
Home Department	Educational Studies			
Module Topic	Method of Social Sciences			
Generic Module Name	Method of Social Sciences 401			
Alpha-numeric Code	SSM402			
NQF Level	7			
NQF Credit Value	20			
Duration	Year			
Proposed semester to be offered.	Both Semester			
Programmes in which the module will be offered	BEd (Senior Phase and FET) (4402)			
Year level	4			
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Critically engage with the CAPS themes of Geography. • Critically engage with the CAPS themes of History. • Apply resources for innovative teaching of Social Sciences. • Present Social Science lessons for the South African classroom. • Manage the Social Science classroom professionally. • Conduct research to inform their practice in Social Sciences 			
Main Content	<ul style="list-style-type: none"> • Aims of the South African curriculum • Social Science resources • Sociology as base for teaching Social Sciences • CAPS themes for senior phase Social Science 			
Pre-requisite modules	SSM301			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	54	<i>Lectures p.w.</i>	3	
<i>Assignments & tasks:</i>	40	<i>Practicals p.w.</i>	0	
<i>Practicals:</i>	30	<i>Tutorials p.w.</i>	0	
<i>Tutorials:</i>	0			
<i>Assessments:</i>	20			
<i>Selfstudy:</i>	26			
<i>Other: Micro teaching</i>	30			
Total Learning Time	200			
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme		B Ed (Foundation Phase) (4517)		
Module Name:	IsiXhosa Second Additional Language 101			
Module Code	SXL101			
Proposed Semester(s) to be offered	Both Semesters			
NQF Level Credits	10			
Year level	1			
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that require timetable
			Number of periods	
Contact with lecturer/tutor	33	Lectures p.w.	2	P1: face-to-face P2: face-to-face
Tutorials	16,5	Tutorial p.w	1	P1: face-to-face
Practicals	0	Practicals p.w	0	
Assignments & tasks	13,5			Task 1: Individual activity (online submission) Task 3 – (group activity, face to face) Task 2 (Individual activity (online submission) Task 4 (group activity (face to face)
Assessments	18			Sit down test (individual)
Self- study	19			Learning guides and course readers Online – asynchronous mode
TOTAL Learning Time	100			
Method of Student Assessment	Continuous Assessment (CA): 100%			
Assessment Module type	Continuous Assessment (CA)			

Faculty	Education			
Home Department	Language Department			
Module Topic	Method of Teaching Afrikaans			
Generic Module Name	Method of Teaching Afrikaans 301			
Alpha-numeric Code	TMA301			
NQF Level	7			
NQF Credit Value	15			
Duration	Semester			
Proposed semester to be offered.	First Semester			
Programmes in which the module will be offered	BEd (Languages and Social Sciences) (4512); BEd (Languages and Life Orientation) (4513); BEd (Languages and Mathematics) (4515); BEd (Languages and Life Orientation, 5y) (4091)			
Year level	3			
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> Understand and critically analyze the Language-in-Education Policy and curriculum contexts in which they will be teaching in South Africa. Understand and evaluate the role of language in learning and the issues around learning through an additional language in the context of South Africa. Reflect on teaching approaches and theories associated with language teaching and learning. Know and apply principles and methods for teaching and assessing listening and speaking skills with respect to the requirements of the RNCS (Senior Phase). 			
Main Content	<ul style="list-style-type: none"> Language Education Policy A text-based curriculum cycle I A text-based approach Interactive teaching and learning strategies Assessment Teaching listening and speaking Experiential learning Socio-cultural approaches to language learning (Vygotsky) Communicative approaches to language teaching Systemic Functional Grammar (Halliday, Martin & Rose) 			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	40	<i>Lectures p.w.</i>	3	
<i>Assignments & tasks:</i>	30	<i>Practicals p.w.</i>	0	
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0	
<i>Tutorials:</i>	0			
<i>Assessments:</i>	20			

<i>Selfstudy:</i>	40			
<i>Other:</i>	20			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education			
Home Department	Language Department			
Module Topic	Method of Teaching Afrikaans			
Generic Module Name	Method of Teaching Afrikaans 302			
Alpha-numeric Code	TMA302			
NQF Level	7			
NQF Credit Value	15			
Duration	Semester			
Proposed semester to be offered.	Second Semester			
Programmes in which the module will be offered	BEd (Languages and Social Sciences) (4512); BEd (Languages and Life Orientation) (4513); BEd (Languages and Mathematics) (4515); BEd (Languages and Life Orientation, 5y) (4091)			
Year level	3			
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Understand, teach and assess different genres • Reflect on teaching approaches and theories associated with language teaching and learning • Apply principles and methods for teaching and assessing reading and writing skills with respect to the requirements of the rncs (senior phase) • Know how to approach adolescent literature • Teach and assess factual writing across the curriculum 			
Main Content	<ul style="list-style-type: none"> • Teaching and assessing reading and writing • Teaching and assessing genres <ul style="list-style-type: none"> • Narrative • Recount • Argument • Teaching literature <ul style="list-style-type: none"> • Children's and adolescent literature • Short stories • Drama • Teaching and assessing factual writing across the curriculum Multimodal genres <ul style="list-style-type: none"> • Procedures • Information reports • Explanations • Images and multimodal texts 			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table	
<i>Contact with lecturer / tutor:</i>	40	<i>Lectures p.w.</i>	3	
<i>Assignments & tasks:</i>	30	<i>Practicals p.w.</i>	0	
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0	
<i>Tutorials:</i>	0			
<i>Assessments:</i>	30			
<i>Selfstudy:</i>	50			
<i>Other:</i>	0			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education			
Home Department	Language Department			
Module Topic	Method of Afrikaans			
Generic Module Name	Method of Afrikaans 303			
Alpha-numeric Code	TMA303			
NQF Level	6			
NQF Credit Value	30			
Duration	Year			
Proposed semester to be offered.	Both Semester			

Programmes in which the module will be offered	BEd (Senior Phase and FET) (4402, 4403, 4404)		
Year level	3		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Understand and critically analyze the Language-in-Education Policy and curriculum contexts in which they will be teaching in South Africa. • Examine and evaluate the role of language in learning and the issues around learning through an additional language in the context of South Africa. • Apply and reflect on the theories underpinning language and learning • Apply and reflect on the different approaches to language learning and teaching • Develop, teach and assess listening, speaking, reading and writing skills in the Senior Phase • Teach and assess literature in the Senior Phase 		
Main Content	<ul style="list-style-type: none"> • Introduction to Curriculum and Assessment Policy Statement (CAPS) Senior Phase and FET • Language Policy in South Africa and the Language-in-Education Policy • Language and learning • Approaches to language teaching that underpin the curriculum <ul style="list-style-type: none"> - Communicative Teaching - Text-based Approach • Teaching and assessing listening and speaking • Teaching and assessing intensive reading • Developing and supporting extensive reading • Teaching and assessing literature • Short stories • Drama • Teaching and assessing creative writing 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	54	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	50	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	30	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	20		
<i>Selfstudy:</i>	106		
<i>Other: Micro-teaching</i>	40		
Total Learning Time	300		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Language Department
Module Topic	Method of Teaching Afrikaans
Generic Module Name	Method of Teaching Afrikaans 401
Alpha-numeric Code	TMA401
NQF Level	8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered.	First Semester
Programmes in which the module will be offered	BEd (Languages and Social Sciences) (4512); BEd (Languages and Life Orientation) (4513); BEd (Languages and Mathematics) (4515); BEd (Languages and Life Orientation, 5y) (4091)
Year level	4
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Reflect on teaching approaches and theories associated with language teaching and learning. • Teach and assess critical and media literacy using systemic functional linguistics (sfl). • Develop a theme-based language curriculum cycle. • Critically evaluate language textbooks.
Main Content	<ul style="list-style-type: none"> • Experiential learning: focus on Fairclough, Janks (SFL) • Teaching and assessing a text-based curriculum • Teaching Literature <ul style="list-style-type: none"> • Poetry • Novel • Critical Literacy using SFL

	<ul style="list-style-type: none">• Media Literacy• Language across the curriculum• Textbook Evaluation			
Pre-requisite modules	TMA302			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	38	Lectures p.w.	3	
Assignments & tasks:	30	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	0	
Tutorials:	0			
Assessments:	22			
Selfstudy:	40			
Other:	20			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			

Faculty	Education			
Home Department	Language Department			
Module Topic	Method of Afrikaans			
Generic Module Name	Method of Afrikaans 402			
Alpha-numeric Code	TMA402			
NQF Level	7			
NQF Credit Value	20			
Duration	Year			
Proposed semester to be offered.	Both Semester			
Programmes in which the module will be offered	BEd (Senior Phase and FET) (4402, 4403, 4404)			
Year level	4			
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> Demonstrate competence to apply different approaches to language/grammar teaching in the FET Phase Develop, support and assess writing skills Demonstrate an understanding and critical awareness of literacy forms and film genres for the FET Phase Teach and assess critical and media literacy in the FET Phase Demonstrate competence in teaching and assessing literature for the FET Phase Critically evaluate language textbooks 			
Main Content	<ul style="list-style-type: none"> Teaching and assessing grammar Teaching and assessing writing Teaching and assessing literature Poetry Novel Teaching and assessing critical literacy Teaching and assessing visual literacy and multimodal texts Teaching and assessing media literacy Teaching and assessing film genre Textbook evaluation 			
Pre-requisite modules	TMA303			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	54	<i>Lectures p.w.</i>	3	
<i>Assignments & tasks:</i>	40	<i>Practicals p.w.</i>	0	
<i>Practicals:</i>	30	<i>Tutorials p.w.</i>	0	
<i>Tutorials:</i>	0			
<i>Assessments:</i>	20			
<i>Selfstudy:</i>	26			
<i>Other: Micro-teaching</i>	30			
Total Learning Time	200			
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education		
Home Department	Language Department		
Module Topic	Method of Afrikaans		
Generic Module Name	Method of Afrikaans 402		
Alpha-numeric Code	TMA402		
NQF Level	7		
NQF Credit Value	20		
Duration	Year		
Proposed semester to be offered.	Both Semester		
Programmes in which the module will be offered	BEd (Senior Phase and FET) (4402, 4403, 4404)		
Year level	4		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate competence to apply different approaches to language/grammar teaching in the FET Phase • Develop, support and assess writing skills • Demonstrate an understanding and critical awareness of literacy forms and film genres for the FET Phase • Teach and assess critical and media literacy in the FET Phase • Demonstrate competence in teaching and assessing literature for the FET Phase • Critically evaluate language textbooks 		
Main Content	<ul style="list-style-type: none"> • Teaching and assessing grammar • Teaching and assessing writing • Teaching and assessing literature • Poetry • Novel • Teaching and assessing critical literacy • Teaching and assessing visual literacy and multimodal texts • Teaching and assessing media literacy • Teaching and assessing film genre • Textbook evaluation 		
Pre-requisite modules	TMA303		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	54	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	40	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	30	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	20		
<i>Selfstudy:</i>	26		
<i>Other: Micro-teaching</i>	30		
Total Learning Time	200		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education		
Home Department	Language Department		
Module Topic	Method of Teaching English		
Generic Module Name	Method of Teaching English 301		
Alpha-numeric Code	TME301		
NQF Level	7		
NQF Credit Value	15		
Duration	Semester		
Proposed semester to be offered.	First Semester		
Programmes in which the module will be offered	BEd (Languages & Social Sciences) (4512); BEd (Languages & Life Orientation) (4513); BEd (Languages & Mathematics) (4515); BEd (Languages & Life Orientation) (4091)		
Year level	3		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Understand and critically analyze the Language-in-Education Policy and curriculum contexts in which they will be teaching in South Africa. • Understand and evaluate the role of language in learning and the issues around learning through an additional language in the context of South Africa. • Reflect on teaching approaches and theories associated with language teaching and learning. 		

	<ul style="list-style-type: none"> Know and apply principles and methods for teaching and assessing listening and speaking skills with respect to the requirements of the RNCS (Senior Phase). 		
Main Content	<ul style="list-style-type: none"> Language Education Policy A text-based curriculum cycle I A text-based approach Interactive teaching and learning strategies Assessment Teaching listening and speaking Experiential learning Socio-cultural approaches to language learning (Vygotsky) Communicative approaches to language teaching Systemic Functional Grammar (Halliday, Martin & Rose) 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	40	<i>Lectures p.w.</i>	1
<i>Assignments & tasks:</i>	30	<i>Practicals p.w.</i>	2
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Assessments:</i>	20		
<i>Selfstudy:</i>	40		
<i>Other:</i>	20		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education		
Home Department	Language Department		
Module Topic	Method of Teaching English		
Generic Module Name	Method of Teaching English 301		
Alpha-numeric Code	TME301		
NQF Level	7		
NQF Credit Value	15		
Duration	Semester		
Proposed semester to be offered.	First Semester		
Programmes in which the module will be offered	BEd (Languages & Social Sciences) (4512); BEd (Languages & Life Orientation) (4513); BEd (Languages & Mathematics) (4515); BEd (Languages & Life Orientation) (4091)		
Year level	3		
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> Understand and critically analyze the Language-in-Education Policy and curriculum contexts in which they will be teaching in South Africa. Understand and evaluate the role of language in learning and the issues around learning through an additional language in the context of South Africa. Reflect on teaching approaches and theories associated with language teaching and learning. Know and apply principles and methods for teaching and assessing listening and speaking skills with respect to the requirements of the RNCS (Senior Phase). 		
Main Content	<ul style="list-style-type: none"> Language Education Policy A text-based curriculum cycle I A text-based approach Interactive teaching and learning strategies Assessment Teaching listening and speaking Experiential learning Socio-cultural approaches to language learning (Vygotsky) Communicative approaches to language teaching Systemic Functional Grammar (Halliday, Martin & Rose) 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	40	<i>Lectures p.w.</i>	1
<i>Assignments & tasks:</i>	30	<i>Practicals p.w.</i>	2
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Assessments:</i>	20		

<i>Selfstudy:</i>	40			
<i>Other:</i>	20			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education			
Home Department	Language Department			
Module Topic	Method of Teaching English			
Generic Module Name	Method of Teaching English 302			
Alpha-numeric Code	TME302			
NQF Level	7			
NQF Credit Value	15			
Duration	Semester			
Proposed semester to be offered.	Second Semester			
Programmes in which the module will be offered	BEd (Languages and Social Sciences) (4512); BEd (Languages and Life Orientation) (4513); BEd (Languages and Mathematics) (4515); BEd (Languages and Life Orientation, 5y) (4091)			
Year level	3			
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> Understand, teach and assess different genres. Reflect on teaching approaches and theories associated with language teaching and learning. Apply principles and methods for teaching and assessing reading and writing skills with respect to the requirements of the rncs (senior phase). Know how to approach adolescent literature. Teach and assess factual writing across the curriculum. 			
Main Content	<ul style="list-style-type: none"> Teaching and assessing reading and writing Teaching and assessing genres <ul style="list-style-type: none"> Narrative Recount Argument Teaching literature <ul style="list-style-type: none"> Children's and adolescent literature Short stories Drama Teaching and assessing factual writing across the curriculum Multimodal genres <ul style="list-style-type: none"> Procedures Information reports Explanations Images and multimodal texts 			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	40	<i>Lectures p.w.</i>	1	
<i>Assignments & tasks:</i>	30	<i>Practicals p.w.</i>	2	
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0	
<i>Tutorials:</i>	0			
<i>Assessments:</i>	30			
<i>Selfstudy:</i>	50			
<i>Other:</i>	0			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education			
Home Department	Language Department			
Module Topic	Method of Teaching English			
Generic Module Name	Method of Teaching English 302			
Alpha-numeric Code	TME302			
NQF Level	7			
NQF Credit Value	15			
Duration	Semester			
Proposed semester to be	Second Semester			

offered.			
Programmes in which the module will be offered	BEd (Languages and Social Sciences) (4512); BEd (Languages and Life Orientation) (4513); BEd (Languages and Mathematics) (4515); BEd (Languages and Life Orientation, 5y) (4091)		
Year level	3		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> Understand, teach and assess different genres. Reflect on teaching approaches and theories associated with language teaching and learning. Apply principles and methods for teaching and assessing reading and writing skills with respect to the requirements of the rncs (senior phase). Know how to approach adolescent literature. Teach and assess factual writing across the curriculum. 		
Main Content	<ul style="list-style-type: none"> Teaching and assessing reading and writing Teaching and assessing genres <ul style="list-style-type: none"> Narrative Recount Argument Teaching literature <ul style="list-style-type: none"> Children's and adolescent literature Short stories Drama Teaching and assessing factual writing across the curriculum Multimodal genres <ul style="list-style-type: none"> Procedures Information reports Explanations Images and multimodal texts 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	40	<i>Lectures p.w.</i>	1
<i>Assignments & tasks:</i>	30	<i>Practicals p.w.</i>	2
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	30		
<i>Selfstudy:</i>	50		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Generic Module Name	Method of English 303
Alpha-numeric Code	TME303
NQF Level	6
NQF Credit Value	30
Duration	Year
Proposed semester to be offered.	Both Semester
Programmes in which the module will be offered	BEd (Senior Phase and FET) (4402, 4403, 4404)
Year level	3
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> Understand and critically analyze the South African Language Policy and the Language-in-Education Policy, and the curriculum contexts in which they will be teaching. Examine and evaluate the role of language in learning and the issues around learning through an additional language in the context of South Africa. Apply and reflect on the theories underpinning language and learning Apply and reflect on the different approaches to language learning and teaching Develop, teach and assess listening, speaking, reading and writing skills in the Senior Phase Teach and assess literature in the Senior Phase
Main Content	<ul style="list-style-type: none"> Introduction to Curriculum and Assessment Policy Statement (CAPS) Senior Phase and FET Language Policy in South Africa and the Language-in-Education Policy Language and learning Approaches to language teaching that underpin the curriculum Communicative Teaching

	<ul style="list-style-type: none"> • Text-based Approach • Teaching and assessing listening and speaking • Teaching and assessing intensive reading • Developing and supporting extensive reading • Teaching and assessing literature • Short stories • Drama • Teaching and assessing creative writing 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	54	<i>Lectures p.w.</i>	1
<i>Assignments & tasks:</i>	50	<i>Practicals p.w.</i>	2
<i>Practicals:</i>	30	<i>Tutorials p.w.</i>	0
<i>Assessments:</i>	20		
<i>Selfstudy:</i>	106		
<i>Other: Micro-teaching</i>	40		
Total Learning Time	300		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Generic Module Name	Method of English 303		
Alpha-numeric Code	TME303		
NQF Level	6		
NQF Credit Value	30		
Duration	Year		
Proposed semester to be offered.	Both Semester		
Programmes in which the module will be offered	BEd (Senior Phase and FET) (4402, 4403, 4404)		
Year level	3		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Understand and critically analyze the • South African Language Policy and the Language-in-Education Policy, and the curriculum contexts in which they will be teaching. • Examine and evaluate the role of language in learning and the issues around learning through an additional language in the context of South Africa. • Apply and reflect on the theories underpinning language and learning • Apply and reflect on the different approaches to language learning and teaching • Develop, teach and assess listening, speaking, reading and writing skills in the Senior Phase • Teach and assess literature in the Senior Phase 		
Main Content	<ul style="list-style-type: none"> • Introduction to Curriculum and Assessment Policy Statement (CAPS) Senior Phase and FET • Language Policy in South Africa and the Language-in-Education Policy • Language and learning • Approaches to language teaching that underpin the curriculum • Communicative Teaching • Text-based Approach • Teaching and assessing listening and speaking • Teaching and assessing intensive reading • Developing and supporting extensive reading • Teaching and assessing literature • Short stories • Drama • Teaching and assessing creative writing 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	54	<i>Lectures p.w.</i>	1
<i>Assignments & tasks:</i>	50	<i>Practicals p.w.</i>	2
<i>Practicals:</i>	30	<i>Tutorials p.w.</i>	0
<i>Assessments:</i>	20		
<i>Selfstudy:</i>	106		

<i>Other: Micro-teaching</i>	40			
Total Learning Time	300			
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education			
Home Department	Language Department			
Module Topic	Method of Teaching English			
Generic Module Name	Method of Teaching English 401			
Alpha-numeric Code	TME401			
NQF Level	8			
NQF Credit Value	15			
Duration	Semester			
Proposed semester to be offered.	First Semester			
Programmes in which the module will be offered	BEd (Languages and Social Sciences) (4512); BEd (Languages and Life Orientation) (4513); BEd (Languages and Mathematics) (4515); BEd (Languages and Life Orientation, 5y) (4091)			
Year level	4			
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Reflect on teaching approaches and theories associated with language teaching and learning • Teach and assess critical and media literacy using systemic functional linguistics (sfl) • Develop a theme-based language curriculum cycle • Critically evaluate language textbooks 			
Main Content	Experiential learning: focus on Fairclough, Janks (SFL) <ul style="list-style-type: none"> • Teaching and assessing a text-based curriculum • Teaching Literature <ul style="list-style-type: none"> • Poetry • Novel • Critical Literacy using SFL • Media Literacy • Language across the curriculum • Textbook Evaluation 			
Pre-requisite modules	TME302			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	38	<i>Lectures p.w.</i>	1	
<i>Assignments & tasks:</i>	30	<i>Practicals p.w.</i>	2	
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0	
<i>Tutorials:</i>	0			
<i>Assessments:</i>	22			
<i>Selfstudy:</i>	40			
<i>Other:</i>	20			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education			
Home Department	Language Department			
Module Topic	Method of Teaching English			
Generic Module Name	Method of Teaching English 401			
Alpha-numeric Code	TME401			
NQF Level	8			
NQF Credit Value	15			
Duration	Semester			
Proposed semester to be offered.	First Semester			
Programmes in which the module will be offered	BEd (Languages and Social Sciences) (4512); BEd (Languages and Life Orientation) (4513); BEd (Languages and Mathematics) (4515); BEd (Languages and Life Orientation, 5y) (4091)			
Year level	4			
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Reflect on teaching approaches and theories associated with language teaching and learning • Teach and assess critical and media literacy using systemic functional linguistics (sfl) 			

	<ul style="list-style-type: none"> • Develop a theme-based language curriculum cycle • Critically evaluate language textbooks 		
Main Content	Experiential learning: focus on Fairclough, Janks (SFL) <ul style="list-style-type: none"> • Teaching and assessing a text-based curriculum • Teaching Literature <ul style="list-style-type: none"> • Poetry • Novel • Critical Literacy using SFL • Media Literacy • Language across the curriculum • Textbook Evaluation 		
Pre-requisite modules	TME302		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	38	<i>Lectures p.w.</i>	1
<i>Assignments & tasks:</i>	30	<i>Practicals p.w.</i>	2
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	22		
<i>Selfstudy:</i>	40		
<i>Other:</i>	20		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education		
Home Department	Language Department		
Module Topic	Method of Teaching Life Orientation		
Generic Module Name	Method of Teaching Life Orientation 301		
Alpha-numeric Code	TML301		
NQF Level	7		
NQF Credit Value	15		
Duration	Semester		
Proposed semester to be offered.	First Semester		
Programmes in which the module will be offered	BEd (Languages and Life Orientation) (4513) BEd (Languages and Life Orientation, 5y) (4091)		
Year level	3		
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Define and explain the history of the development of Life Orientation. • Understand and critique critical and developmental outcomes. • Apply learning outcomes (knowledge, skills and values). • Develop learning activities and apply various teaching strategies to facilitate the achievement of critical and developmental outcomes. 		
Main Content	<ul style="list-style-type: none"> • Overview of the National Curriculum Statement • Outcomes Based Education • Definition of life orientation as a learning area, unique features, purpose, scope, learning outcomes, assessment standards, critical outcomes, developmental outcomes • Teaching approaches and strategies • Interactive learning, Experiential learning, Co-operative learning, Facilitation • Learning Programme Development • Planning process, school context, issues in designing learning programmes, work schedules, lesson plans • Lesson Plan Development • Assessment in Life Orientation Definition, Key elements, purpose, continuous assessment, keeping records, national codes, progression schedules, learner profiles, learner reports, learner portfolios, rubrics		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	18	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	34	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	28	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	8		

<i>Selfstudy:</i>	62			
<i>Other:</i>	0			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Faculty	Education			
Home Department	Educational Psychology			
Module Topic	Method of Teaching Life Orientation 302			
Generic Module Name	Method of Teaching Life Orientation 302			
Alpha-numeric Code	TML302			
NQF Level	7			
NQF Credit Value	15			
Duration	Semester			
Proposed semester to be offered.	Second Semester			
Programmes in which the module will be offered	BEd (Languages and Life Orientation) (4513) BEd (Languages and Life Orientation, 5Yr) (4091)			
Year level	3			
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Develop learning activities and apply various teaching strategies to facilitate inclusion. • Discuss information and skills related to decision making about personal, community and environmental health (including HIV/ AIDS, child abuse, gender violence, gangsterism, etc.). 			
Main Content	<ul style="list-style-type: none"> • Overcoming Barriers to Learning • Personal Development • Social Development • Physical development • Health promotion • Orientation to the World of Work • Micro-teaching 			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	18	<i>Lectures p.w.</i>	2	FtF
<i>Assignments & tasks:</i>	34	<i>Practicals p.w.</i>	0	
<i>Practicals:</i>		<i>Tutorials p.w.</i>	0	
<i>Tutorials:</i>	0			
<i>Assessments:</i>	8			
<i>Selfstudy:</i>	90			
<i>Other:</i>	0			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Faculty	Education			
Home Department	Educational Psychology			
Module Topic	Method of Life Orientation			
Generic Module Name	Method of Life Orientation 303			
Alpha-numeric Code	TML303			
NQF Level	6			
NQF Credit Value	30			
Duration	Year			
Proposed semester to be offered.	Both Semester			
Programmes in which the module will be offered	BEd (Senior Phase and FET) (4402)			
Year level	3			
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Demonstrate a thorough understanding of the Curriculum Assessment Policy Statement (CAPS) • Discuss and critique objectives of lesson topics and lesson plans from a CAPS perspective • Apply learning outcomes (knowledge, skills and values) within CAPS • Develop learning activities and apply various teaching strategies to facilitate the achievement of objectives of CAPS. 			

	<ul style="list-style-type: none"> Develop learning activities and apply various teaching strategies to facilitate inclusion Discuss information and skills related to decision making about personal, community and environmental health (including, reproductive health and sexuality child abuse, gender violence, religion, gangsterism, etc.) Explain important life orientation activities within the context of the learners Demonstrate and apply physical education activities in line with CAPS. Demonstrate knowledge of Arts and culture within CAPS. 			
Main Content	<ul style="list-style-type: none"> Overview of the National Curriculum Statement, Curriculum Assessment Policy Statement (CAPS) Definition of life orientation as a learning area, unique features, purpose, scope, teaching and learning objectives Teaching approaches and strategies <ul style="list-style-type: none"> Interactive learning, experiential learning, Co- operative learning, facilitation from a CAPS perspective. Lesson planning development, implementation and evaluation Assessment in Life Orientation <ul style="list-style-type: none"> Definition, Key elements, purpose, continuous assessment, keeping records, national codes, progression schedules, learner profiles, learner reports, learner portfolios, rubrics, formal and informal and certificate Overcoming Barriers to Learning Personal Development Social Development Physical development Arts and Culture 			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	36	<i>Lectures p.w.</i>	2	FtF
Assignments & tasks:	54	<i>Practicals p.w.</i>	0	
Practicals:		<i>Tutorials p.w.</i>	0	
Tutorials:	0			
Assessments:	10			
Selfstudy:	140			
Other: Micro-teaching	60			
Total Learning Time	300			
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education
Home Department	Education
Module Topic	Method of Teaching Life Orientation
Generic Module Name	Method of Teaching Life Orientation 401
Alpha-numeric Code	TML401
NQF Level	8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered.	First Semester
Programmes in which the module will be offered	BEd (Languages and Life Orientation) (4513) BEd (Languages and Life Orientation, 5y) (4091)
Year level	4
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> Apply learning outcomes (knowledge, skills and values). Develop learning activities that facilitate the achievement of critical and developmental outcomes. Discuss information and skills related to decision making about personal, community and environmental health (including HIV/ AIDS, child abuse, gender violence, gangsterism, etc.). Analyse the role of self, others, their community and society (including human rights, the constitution etc.) in building productive societies. Research teaching and learning within Life Orientation. Develop materials and resources to facilitate learning. Develop educators and learner portfolios.
Main Content	<ul style="list-style-type: none"> Learning Programme Development Designing learning programmes, work schedules, lesson plans Lesson Plan development and execution Assessment in Life Orientation Overcoming Barriers to Learning

	<ul style="list-style-type: none">• Personal Development• Self Knowledge, Self Concept Enhancement, Decision Making, Conflict Resolution, Stress management• Social Development• Human Rights and the South African Constitution, Democracy, Gender Equity, Diversity, Religion• Physical Development and Movement• Holistic development, Physical education, games, recreation, fitness and sport• Health promotion• HIV/ AIDS Education within Life Orientation, High risk behaviour, Environmental Health, Abuse• Orientation to the World of Work, Study methods, Career Choices• Educator and learner portfolios			
Pre-requisite modules	TML302			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	18	Lectures p.w.	2	1 FtF 1 online
Assignments & tasks:	34	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	0	
Tutorials:	0			
Assessments:	16			
Selfstudy:	82			
Other:	0			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Name of programme		BED SP		
Module Name:		Method of Teaching Mathematics (TMM) 301		
Module Code		TMM 301		
Proposed Semester(s) to be offered		Semester 1		
NQF Credit Value		15		
Year level		Year 3		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	36	Lectures p.w.	3	P 1- Face to Face P2 - Face to Face P3 - Face to Face
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	0	
Assignments & tasks	18			<ul style="list-style-type: none"> • Individual/group • Sit down
Assessments	12			Take Home
Self- study	84			<ul style="list-style-type: none"> • Learning guides and course readers/videos • online –asynchronous mode
TOTAL Learning Time	150			
Method of Student Assessment		Continuous Assessment (CA): 60% Final Assessment (FA): 40%		<i>Continuous Assessment (CA): Sit down</i> <i>Final Assessment (FA): Sit down</i>

Name of programme		BED SP		
Module Name:		Method of Teaching Mathematics (TMM) 302		
Module Code		TMM 302		
Proposed Semester(s) to be offered		Semester 2		
NQF Credit Value		15		
Year level		Year 3		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	36	Lectures p.w.	3	P 1- Face to Face P2 - Face to Face P3 - Face to Face

Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	0	
Assignments & tasks	18			<ul style="list-style-type: none"> Individual/group Sit down
Assessments	12			Take Home
Self- study	84			<ul style="list-style-type: none"> Learning guides and course readers/videos online –asynchronous mode
TOTAL Learning Time	150			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			<i>Continuous Assessment (CA):</i> <i>Final Assessment (FA): Sit down</i>
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme		BED SP		
Module Name:		Method of Teaching Mathematics (TMM) 303		
Module Code		TMM 303		
Proposed Semester(s) to be offered		Year Module		
NQF Credit Value		30		
Year level		Year 3		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	36	Lectures p.w.	3	P 1- Face to Face P2 - Face to Face P3 - Face to Face
Micro-teaching	40	Tutorial p.w	0	
Practicals	30	Practicals p.w	0	
Assignments & tasks	50			<ul style="list-style-type: none"> Individual/group Sit down
Assessments	20			Take Home
Self- study	124			<ul style="list-style-type: none"> Learning guides and course readers/videos Micro-teaching
TOTAL Learning Time	300			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			<i>Continuous Assessment (CA):</i> <i>Final Assessment (FA): Take Home Exam</i>
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme		BEd SP		
Module Name:		Methods of Teaching Mathematics 401		
Module Code		TMM 401		
Proposed Semester(s) to be offered		First Semester		
NQF Level Credits		15		
Year level		4th year		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable
			Number of periods	
Contact with lecturer/tutor	27	Lectures p.w.	3	P1&2 Face to Face P3 Online
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	0	
Assignments & tasks	30			<ul style="list-style-type: none"> Individual & group Online/take home
Assessments	20			<ul style="list-style-type: none"> Online/take home
Self- study	73			<ul style="list-style-type: none"> Learning guides and course readers
TOTAL Learning Time	150			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			<i>Continuous Assessment (CA): Online/ take home</i> <i>Final Assessment (FA): take home</i>
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education
Home Department	Education
Module Topic	Method of Mathematics
Generic Module Name	Method of Mathematics 402
Alpha-numeric Code	TMM402
NQF Level	7
NQF Credit Value	20

Duration	Year		
Proposed semester to be offered.	Both Semester		
Programmes in which the module will be offered	B.Ed (Senior Phase and FET) (4401, 4403, 4405)		
Year level	4		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate competence as learning resources adaptor and mediator of learning for the senior phase of the GETC with a focus on becoming a subject specialist within the OBE framework. • Demonstrate understanding of selected Learning Theories (such as van Hiele Theory of Geometric Thought; Socio-cultural theory the theory of Instrumentation) and their implications for teaching and learning mathematics. • Demonstrate competence to conduct classroom based research. • Understand the nature, scope and methods of assessments of project work in school mathematics. • Demonstrate competence in didactical analysis of school mathematics subject matter. • Demonstrate competence in instructional design based on the didactical analysis of school mathematics subject matter. • Demonstrate competence in the use of mathematical technologies for teaching and learning mathematics. 		
Main Content	<p>Teaching, Learning, Assessment:</p> <ul style="list-style-type: none"> • Critique of articles; materials and mathematical texts. • Mediation strategies for teaching and learning of mathematics with emphasis on mathematical knowledge and process skills for solving practical problems at the senior phase. <p>Selected Learning Theories:</p> <ul style="list-style-type: none"> • Van Hiele Theory; Socio –cultural theory and theory of instrumentation. • Problem Solving Approaches. • Project work • Didactical analysis of school mathematics subject matter • Instructional design based on the didactical analysis of school mathematics subject matter • Use of Geometer's Sketchpad and statistical software. 		
Pre-requisite modules	TMM302		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	54	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	40	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	30	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	30		
<i>Selfstudy:</i>	26		
<i>Other: Micro-teaching</i>	30		
Total Learning Time	200		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFM)		

Faculty	Education
Home Department	Lanaguage Department
Module Topic	Method of Teaching isiXhosa
Generic Module Name	Method of Teaching isiXhosa 302
Alpha-numeric Code	TMX302
NQF Level	7
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered.	Second Semester
Programmes in which the module will be offered	BEd (Languages and Social Sciences) (4512), BEd (Languages and Life Orientation) (4513), BEd (Languages and Mathematics) (4515), BEd (Languages and Life Orientation, 5y) (4091)
Year level	3
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Understand, teach and assess different genres. • Reflect on teaching approaches and theories associated with language teaching and learning. • Apply principles and methods for teaching and assessing reading and writing skills with respect to the requirements of the rncs (senior phase).

	<ul style="list-style-type: none">• Know how to approach adolescent literature.• Teach and assess factual writing across the curriculum.			
Main Content	<ul style="list-style-type: none">• Teaching and assessing reading and writing• Teaching and assessing genres<ul style="list-style-type: none">• Narrative• Recount• Argument• Teaching literature<ul style="list-style-type: none">• Children’s and adolescent literature• Short stories• Drama• Teaching and assessing factual writing across the curriculum Multimodal genres<ul style="list-style-type: none">• Procedures• Information reports• Explanations• Images and multimodal texts			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	40	Lectures p.w.	3	
Assignments & tasks:	30	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	0	
Tutorials:	0			
Assessments:	30			
Selfstudy:	50			
Other:	0			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme	BEd (Senior Phase and FET) (4402, 4403, 4404)			
Module Name:	Method of isiXhosa 303			
Module Code	TMX303			
Proposed Semester(s) to be offered	Both Semester			
NQF Level Credits	30			
Year level	3			
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that require timetable
			Number of periods	
Contact with lecturer/tutor	13,5	Lectures p.w.	1	P1: face-to-face
Tutorials	0	Tutorial p.w	0	
Practicals	27	Practicals p.w	2	P1: face-to-face P2: face-to-face
Other: Micro-teaching	40			
Assignments & tasks	50			Individual/group Online (Ikamva)
Assessments	30			Online
Self- study	139,5			Learning guides and course readers Online – asynchronous mode
TOTAL Learning Time	300			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			Continuous Assessment (CA): Online Final Assessment (FA): Online
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education
Home Department	Language Department
Module Topic	Method of isiXhosa
Generic Module Name	Method of isiXhosa 303
Alpha-numeric Code	TMX303
NQF Level	6
NQF Credit Value	30
Duration	Year
Proposed semester to be offered.	Both Semester

Programmes in which the module will be offered	BEd (Senior Phase and FET) (4402, 4403, 4404)			
Year level	3			
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none">• Understand and critically analyze the South African Language Policy and the Language-in-Education Policy, and the curriculum contexts in which they will be teaching.• Examine and evaluate the role of language in learning and the issues around learning through an additional language in the context of South Africa.• Apply and reflect on the theories underpinning language and learning• Apply and reflect on the different approaches to language learning and teaching• Develop, teach and assess listening, speaking, reading and writing skills in the Senior Phase• Teach and assess literature in the Senior Phase			
Main Content	<ul style="list-style-type: none">• Introduction to Curriculum and Assessment Policy Statement (CAPS) Senior Phase and FET• Language Policy in South Africa and the Language-in-Education Policy• Language and learning• Approaches to language teaching that underpin the curriculum• Communicative Teaching• Text-based Approach• Teaching and assessing listening and speaking• Teaching and assessing intensive reading• Developing and supporting extensive reading• Teaching and assessing literature• Short stories• Drama• Teaching and assessing creative writing			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	54	Lectures p.w.	3	
Assignments & tasks:	50	Practicals p.w.	0	
Practicals:	30	Tutorials p.w.	0	
Assessments:	20			
Selfstudy:	106			
Other: Micro-teaching	40			
Total Learning Time	300			
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme		BEd (Languages and Social Sciences) (4512); BEd (Languages and Life Orientation) (4513); BEd (Languages and Mathematics) (4515); BEd (Languages and Life Orientation, 5y) (4091)		
Module Name:		Method of Teaching IsiXhosa 401		
Module Code		TMX401		
Proposed Semester(s) to be offered		First Semester		
NQF Level Credits		15		
Year level		4		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that require timetable
			Number of periods	
Contact with lecturer/tutor	27	Lectures p.w.	1	P1: face-to-face
Tutorials	0	Tutorial p.w	0	
Practicals	0	Practicals p.w	2	P2&3: face-to-face
Other: micro-teaching	20			
Assignments & tasks	30			Task1-Individual-take home Task 2-Individual-take- home
Assessments	23			Exam- sit down/ take home
Self- study	50			Learning guides and course readers Online – asynchronous
TOTAL Learning Time	150			
Method of Student Assessment		Continuous Assessment (CA): 60% Final Assessment (FA): 40%		Continuous Assessment (CA): take home Final Assessment (FA): Sit down/take home
Assessment Module type		Continuous and Final Assessment (CFA)		

Name of programme		B Ed (Foundation Phase) (4517)		
Module Name:		IsiXhosa First Additional Language Literacy Teaching 211		
Module Code		XFL211		
Proposed Semester(s) to be offered		Second semester		
NQF Level Credits		15		
Year level		2		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that require timetable
			Number of periods	
Contact with lecturer/tutor	13,5	Lectures p.w.	2	P1: online P2: face-to-face/ online
Tutorials	13,5	Tutorial p.w	2	P1: face-to-face/ online P2: face-to-face
Practicals	0	Practicals p.w	0	
Assignments & tasks	50			Task 1: Micro lesson (Face to face) Task 2: Micro lesson (face to face) Task 3: Group project (take home/online submission) Task 4: Individual Test (sit down.
Assessments	0			
Self- study	73			Learning guides and course readers Online – asynchronous mode
TOTAL Learning Time	150			
Method of Student Assessment	Continuous Assessment (CA): 100%			Continuous Assessment (CA): Online/Sit down/take home
Assessment Module type	Continuous Assessment (CA)			

Name of programme		B Ed (Foundation Phase) (4517)		
Module Name:		IsiXhosa First Additional Language Literacy Teaching 311		
Module Code		XFL311		
Proposed Semester(s) to be offered		Both semesters		
NQF Level Credits		20		
Year Level		3		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that require timetable
			Number of periods	
Contact with lecturer/tutor	45	Lectures p.w.	3	P1: face-to-face P2: face-to-face P3: face-to-face
Tutorials	30	Tutorial p.w	2	P1: face-to-face P2: Online (development of material)
Practicals	0	Practicals p.w	0	
Assignments & tasks	20			Individual and Group assignment take home
Assessments	35			Online
Self- study	70			Learning guides and course readers Online – asynchronous mode
TOTAL Learning Time	200			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			Continuous Assessment (CA): take home
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme		B Ed (Foundation Phase Teaching) (4517)		
Module Name:		IsiXhosa Home Language Literacy Teaching 111		
Module Code		XLT111		
Proposed Semester(s) to be offered		Second Semester		
NQF Level Credits		15		
Year level		1		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that require timetable
			Number of periods	
Contact with lecturer/tutor	15	Lectures p.w.	2	P1: face-to-face P2: face-to-face
Tutorials	15	Tutorial p.w	2	P1 Self Study P2: face-to-face (Practical)
Practicals	0	Practicals p.w	0	
Assignments & tasks	20			Group take home

Assessments	30			Individual task Online
Self- study	70			Learning guides and course readers Online – asynchronous mode
TOTAL Learning Time	150			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			Continuous Assessment (CA) take home
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme		B Ed (Foundation Phase) (4517)		
Module Name:		IsiXhosa Home Language Literacy Teaching 211		
Module Code		XLT211		
Proposed Semester(s) to be offered		First Semester		
NQF Level Credits		20		
Year level		2		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that require timetable
			Number of periods	
Contact with lecturer/tutor	18	Lectures p.w.	2	P1: face-to-face P2: Online
Tutorials	18	Tutorial p.w	2	P1: online P2: face-to-face
Practicals	0	Practicals p.w	0	
Assignments & tasks	22			take home Group (Take home)
Assessments	32			Online (Individual)
Self- study	60			Learning guides and course readers Online – asynchronous mode
TOTAL Learning Time	150			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			Continuous Assessment (CA): take-home (CA)
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme		B Ed (Foundation Phase) (4517)		
Module Name:		IsiXhosa Home Language Literacy Teaching 311		
Module Code		XLT311		
Proposed Semester(s) to be offered		Both Semesters		
NQF Level Credits		30		
Year level		3		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that require timetable
			Number of periods	
Contact with lecturer/tutor	45	Lectures p.w.	3	P1: face-to-face P2: face-to-face P3: face-to-face
Tutorials	30	Tutorial p.w	2	P1: face-to-face(Practical) P2: face-to-face and Self Study)
Practicals	0	Practicals p.w	0	
Assignments & tasks	20			Group Assignment (Take Home)
Assessments	35			Online Individual
Self- study	70			Learning guides and course readers Online – asynchronous mode
TOTAL Learning Time	200			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			Continuous Assessment (CA): take home
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme		B Ed (Foundation Phase) (4517)		
Module Name:		IsiXhosa Home Language Literacy Teaching 411		
Module Code		XLT411 (See table 2.3)		
Proposed Semester(s) to be offered		Both Semesters		
NQF Level Credits		30		
Year level		4		
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that require timetable
			Number of periods (Blended Mode)	
Contact with lecturer/tutor	40,5	Lectures p.w.	3	P1: face to face P2: online P3: online
Tutorials	27	Tutorial p.w	2	P1: face-to-face P2: face-to-face
Practicals	0	Practicals p.w	0	
Assignments & tasks	37,5			Task:1 Group presentation (online) Task 2: Sit down test (individual) Task 3: Individual project Task 4: Assignment (online submission) Task 5: Group project Task 6: Individual presentation
Assessments	80			Individual project
Self- study	115			Learning guides and course readers Online – asynchronous mode
TOTAL Learning Time	300			
Method of Student Assessment	Continuous Assessment (CA): 100%			Continuous Assessment (CA): see under Assignments & Assessments, above.
Assessment Module type	Continuous Assessment (CA)			