

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:	Online	Contact/Online split
		Face- to face		
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	S 1

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 EP 4th Yr with a combination of f2f and online mode

TABLE 2.3. DED 11 4 11 With a combination of 121 and offine 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 SF	BED SP&FET						
Module Name:	Acader	Academic Literacy 111						
Module Code	ADL11	ADL111						
Proposed Semester(s) to be	Both se	Both semesters						
offered								
NQF Level Credits	10							
Year level	Year 1							
Breakdown of Learning time	Hours	Timetable requ week	iirements per	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			 (Semester 1) Individual Assignment -Takehome Individual/peer oral presentation – Takehome. Test 1 – online (Ikamva) (Semester 2) Group oral presentation – takehome Peer assessment – takehome Test 2 – Online (Ikamva) 				
Assessments	5			Exam: face-to-face				
Self- study	21			 Learning guides, demonstration videos, study guides and course readers Online – asynchronous mode 				
TOTAL Learning Time	100							
Method of Student	Continu	ous Assessment	(CA): 60%	Continuous Assessment (CA):				
Assessment	Final Assessment (FA): 40%			Final Assessment (FA): Sit down examination				
Assessment Module type	Continu	Continuous and Final Assessment (CFA)						

Name of programme	BED SF	BED SP & FET (New)						
Module Name:	Method	Method of Accounting & EMS 301						
Module Code	AEM30	1						
Proposed Semester(s) to be	Semest	er 1 & 2 (Year Lo	ong)					
offered								
NQF Level Credits	30							
Year level	3							
Breakdown of Learning time	Hours	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	Continuous Assessment (CA): 60%							
Assessment	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	Both Semester
offered	
Programmes in which the	B.Ed (Senior Phase and FET) (4401, 4402, 4403, 4404, 4405)
module will be offered	
Year level	4

Main Outcomes	On completion of this module, students should be able to: • 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				
Main Content	 Compile an educator's/subject management file 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 Requi	rement per	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		and Final Assessm	nent (CFA)		

Name of programme	B Ed (For	B Ed (Foundation Phase) (4517)					
Module Name:	Afrikaans	Afrikaans First Additional Language Literacy Teaching 211					
Module Code	AFL211						
Proposed Semester(s) to be offered	Second s	Second semester					
NQF Level Credits	15						
Year level	2						
Breakdown of Learning time	Hours	Timetable requir	ements per	Teaching modes that require timetable			
			Number of periods				
Contact with lecturer/tutor	13,5	Lectures p.w.	2	P1: Face-to-face P2: Face-to-face			
Tutorials	13,5	Tutorial p.w	2	P1: Face-to-face P2: Online			
Practicals	0	Practicals p.w	0				
Assignments & tasks	20			Assignment: Individual (Take home) Test: Take home Class activity 1: Group (Face-to-face) (In class) Class activity 2: Individual (Take home)			
Assessments	30			Exam: Take home			
Self- study	73			Learning guides and course readersOnline – 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 (Fo	B Ed (Foundation Phase) (4517)				
Module Name:	Afrikaans	Afrikaans First Additional Language Literacy Teaching 311				
Module Code	AFL311					
Proposed Semester(s) to be offered	Both sem	nesters				
NQF Level Credits	20					
Year level	3					
Breakdown of Learning time	Hours	Timetable requirements week	rements per	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			Assignments 1-5: Individual (Take home)		
Assessments	30			Exam: Sit down		
Self- study	75			Learning guides and course readersOnline – 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	Continuo	Continuous and Final Assessment (CFA)				

Name of programme	B Ed (Fo	undation Phase Te	aching) (4517)		
Module Name:	Afrikaans	s Home Language	Literacy Teach	ning 111	
Module Code	ALT111				
Proposed Semester(s) to be offered	Second 9	Semester			
NQF Level Credits	15				
Year level	1				
Breakdown of Learning time	Hours	Timetable requi	rements per	Teaching modes that require timetable	
			Number of periods	_	
Contact with lecturer/tutor	15	Lectures p.w.	2	P1: Face-to-face	
Tutorials	15	Tutorial p.w	2	P2: Face-to-face P1: Face-to-face P2: Face-to-face	
Practicals	0	Practicals p.w	0	F2. Face-to-tace	
Assignments & tasks	20			Assignment: Individual (Take-home) Class participation: Individual (Face-to-face) (In class) Practical: Group (Face-to-face) (In class) Test: Individual (Online)	
Assessments	30			Exam: Take-home	
Self- study	70			Learning guides and course readers Online – asynchronous mode	
TOTAL Learning Time	150				
Method of Student Assessment		us Assessment (CA essment (FA): 40%): 60%	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	First Semester
offered	
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			Assignment: Individual (Take home)
				Test: Take home
				Class activity 1: Group (Face-to-face) (In
				class)
				Class activity 2: Individual (Take home)
Assessments	30			Exam: Take home
Self- study	64			 Learning guides and course readers
				 Online – asynchronous mode
TOTAL Learning Time	150			
Method of Student	Continuous Assessment (CA): 60%			Continuous Assessment (CA): Take home
Assessment	Final Assessment (FA): 40%			and face-to-face
	, ,			Final Assessment (FA): Take home
Assessment Module type	Continuou	s and Final Assessr	ment (CFA)	

Name of programme	B Ed (Fou	B Ed (Foundation Phase) (4517)				
Module Name:	Afrikaans	Afrikaans Home Language Literacy Teaching 311				
Module Code	ALT311					
Proposed Semester(s) to be offered	Both Sem	esters				
NQF Level Credits	30					
Year level	3					
Breakdown of Learning time	Hours	Hours Timetable requirements per Veaching modes that require timetable week				
			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			Assignments 1-5:		
A	00			Individual (Take home)		
Assessments	30			Exam: Sit down		
Self- study	75			Learning guides and course readers		
				Online – asynchronous mode		
TOTAL Learning Time	200					
Method of Student	Continuous	s Assessment (CA)	: 60%	Continuous Assessment (CA): Take home		
Assessment	Final Assessment (FA): 40% Final Assessment (FA): Sit down					
Assessment Module type	Continuous	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	Both Semesters
offered.	
Programmes in which the	B Ed (Foundation Phase) (4517)
module will be offered	
Year level	4
Main Outcomes	On completion of this module, students should be able to
	 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.

		Enact/transact literacy practices and/or development in the foundation phase				
	classrooms by means of research.					
		•	seminar rese	earch papers based on foundation phase literacy		
	practice					
Main Content		pment of children's				
		ading and writing de				
				ne Foundation Phase.		
		literacy in the Foun				
				Foundation Phase.		
		g and writing across	the curriculu	ım.		
		n's literature.	:- 4b - -	detien Dhees also see		
				undation Phase classrooms.		
Due no modelto mondelos		Assessment in reading and writing.				
Pre-requisite modules	_	ALT311				
Co-requisite modules	None					
Prohibited module	None					
Combination		I				
Breakdown of Learning Time	Hours	Timetable Requir week	ement per	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	0				
Total Learning Time	300					
Methods of Student	Continuo	us Assessment (CA): 60%			
Assessment	Final Assessment (FA): 40%					
Assessment Module type	Continuo	Continuous and Final Assessment (CFA)				

	1					
Faculty		Education				
Home Department	Educational Studies					
Module Topic	Metatheo	ory				
Generic Module Name	Metatheo	ory 700				
Alpha-numeric Code	BED700	(See table 2.6)				
NQF Level	8					
NQF Credit Value	15					
Duration	Semeste	r				
Proposed semester to be offered.	First Sem	nester				
Programmes in which the	BEd. (Ho	n) (4115 FT) (4116	PT)			
module will be offered	PGDÈ (4		•			
Year level	8	·				
Main Outcomes Main Content	On completion of this module, students should be able to: 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. The nature and purpose of educational theory Positivist Educational Theory Interpretive Educational Theory Critical Educational Theory Key concepts: 'truth', 'objectivity' and 'research'					
Pre-requisite modules	None	ationship between		····		
Co-requisite modules	None					
Prohibited module	None					
Combination						
Breakdown of Learning Time	Hours	Timetable Requi week	rement per	Other teaching modes that does not require time-table		
Contact with lecturer / tutor:	14	Lectures p.w.	1	Blend of face-to-face and online lectures		
Assignments & tasks:	60	Practicals p.w.	0	Week 1 & 2 Only face-to-face		
Practicals:	0	Tutorials p.w.	0			
Tutorials:	0					
	_					
Assessments:	3					

Other:	0					
Total Learning Time	150					
Methods of Student	Continuo	Continuous Assessment (CA): 100%				
Assessment	Final Ass	Final Assessment (FA): 0%				
Assessment Module type	Continuo	us 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	r					
Proposed semester to be	Second S						
offered.	0000.10.0						
Programmes in which the	BEd (Hor	n) (4117 FT) (4118	PT)				
module will be offered	PGDE (40		,				
Year Level	8	,					
Main Outcomes	On comp	letion of this modul	e, students sh	ould be able to:			
				communication skills that ensure effective			
		lling relationships.	•				
	 Apply c 	lifferent intervention	n initiatives for	different behavioural and other problems.			
	 Analyse 	e case study of cou	inselling situat	ions.			
	 Facilita 	te personal growth	and self-unde	erstanding of their own selves and of others,			
				iate uses of communication skills taught.			
Main Content				sic Counselling Skills, Counselling Process and			
		e conditions for Co					
	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	<u>, BED737, BEI</u>	D756, BED715, BED742			
Prohibited module	None						
Combination							
Breakdown of Learning Time	Hours	Timetable Requi	rement per	Other teaching modes that does not require time-table			
Contact with lecturer / tutor:	18	Lectures p.w.	2 F2F				
Assignments & tasks:	58	Practicals p.w.	0				
Practicals:	40						
Tutorials:	0						
Assessments:	10 Sit down exam						
Selfstudy:	24						
Other:	0			7			
Total Learning Time	150			7			
Methods of Student	Continuo	us Assessment (C/	A): 50%	·			
Assessment	Final Assessment (FA): 50%						
Assessment Module type		us and Final Asses					

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	First Semester
offered.	
Programmes in which the	BEd (Hon) (4118 PT) (4117 FT)
module will be offered	PGDE (4652)
Year level	8
Main Outcomes	On completion of this module, students should be able to: • 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	 What is 	counselling?				
	 Theore 	Theoretical approaches to counselling				
	 Approa 	ches relevant to the	e South Africar	n context		
		ch related to guida		eling		
		issues in counselir				
	 The co 	unselor as a persor	n and as a prof	essional		
Pre-requisite modules	None					
Co-requisite modules	BED747,	BED712, BED749	, BED737, BEI	D709, BED756, BED715, BED742		
Prohibited module	None					
Combination						
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 and online	Week 1- 3 face to face Week 4 online		
Assignments & tasks:	30	Practicals p.w.	0	Week 5 - 6 face to face		
Practicals:	0	Tutorials p.w.	0	Week 7 - 9 online		
Tutorials:	0			Week 10 - 12 face to face		
Assessments:	10	Sit down exam				
Selfstudy:	92	92				
Other:	0	0				
Total Learning Time	150					
Methods of Student	Continuo	us Assessment (Ca	A): 50%			
Assessment	Final Assessment (FA): 50%					
Assessment Module type	Continuo	Continuous and Final Assessment (CFA)				

Faculty	Educatio	n					
Home Department		nal Psychology					
Module Topic		ment and Learning	740				
Generic Module Name		ment and Learning	/12				
Alpha-numeric Code	BED712						
NQF Level	8						
NQF Credit Value	15						
Duration	Semeste						
Proposed semester to be offered.	First Sen						
Programmes in which the module will be offered	BEd (Ho	n) (4118 PT) (4117	FT)				
Year level	8	002)					
Main Outcomes		letion of this modu	l	ld bbl - 4			
Main Content	 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. 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		BED749, BED710), BED737, BE	D709, BED756, BED715, BED742			
Prohibited module Combination	None						
Breakdown of Learning Time	Hours	Timetable Requ week	irement per	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	7			
Practicals:	0 Tutorials p.w. 0						
Tutorials:	0						
Assessments:	3 Sit down exam						
Selfstudy:	96						
Other:	0						
Total Learning Time	150						
Methods of Student	Continuo	us Assessment (C					
Assessment	Final Assessment (FA): 50%						
Assessment Module type	Continuous and Final Assessment (CFA)						

Faculty	Educatio	n						
Home Department	Educational Psychology							
Module Topic		Educational Psychology Research Project						
Generic Module Name		nal Psychology Re		715				
Alpha-numeric Code	BED715	, 0,	•					
NQF Level	8							
NQF Credit Value	15							
Duration	Semeste	r						
Proposed semester to be	Second S	Semester						
offered.								
Programmes in which the	BEd (Ho	n) (4118 PT) (4117	FT)					
module will be offered		, (- , (,					
Year level	8							
Main Outcomes	On comp	letion of this modu	le, students sho	ould be able to:				
		appropriate resea						
				d of Educational Psychology ethically.				
				n methods in an empirical study.				
	 Analys 	e and interpret dat	a according to a	acceptable models of analysis, showing				
	awarer	ness of alternative	models of analy	sis and theoretical frameworks.				
		ite the various com						
	 Compi 	le Educational Psy	chology researd	ch reports which meets postgraduate standards				
		olarship.						
				enquiry and on the research process.				
				heir research at seminars and conferences.				
Main Content		Refinement of research topic, research aims and research questions						
				opment of research instruments				
		ion of literature rev	riew					
	 Data C 							
		ds of analysis of qu		jualitative data				
		of validity and relia	ability					
	Report	writing						
Pre-requisite modules	EDU715							
Co-requisite modules	None							
Prohibited module	None							
Combination	11	Time stable Dame	!	Other teaching we deather date and				
Breakdown of Learning Time	Hours	Timetable Requ	irement per	Other teaching modes that does not require time-table				
Contact with lecturer / tutor:	18	Lectures p.w.	2 FtF	require time-table				
Assignments & tasks:	40	Practicals p.w.	0	\dashv				
Practicals:	0							
Tutorials:	0							
Assessments:	42							
Selfstudy:	50							
Other:	0			-				
	1 50		1	_				
Total Learning Time		Assessment (O	1					
Methods of Student		us Assessment (C						
Assessment Madula time	Final Assessment (FA): 50%							
Assessment Module type	Continuo	us Assessment						

ducation
ducational Psychology
pecial Needs and Support Services
pecial Needs and Support Services 737
ED737
5
emester
econd Semester
Ed (Hon) (4118 PT) (4117 FT)
GDE (4652)
On completion of this module, students should be able to:
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.

	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	 Introduce 	ction to South Afric	an learning su	pport services			
		ction to Special Ed					
		e Education Policy uth African context		current debates and initiatives in international			
		ised and inclusive		ices			
				erstanding intellectual and cognitive difficulties			
		erences	prodon to una	orotarianing intendetical aria dogrimino announced			
	Medical	and ecosystemic	approaches to	learning support			
				Communication, reading, writing and			
		natics difficulties		, 3, 3			
	 Roles a 	nd responsibilities	of Institutional	Level Support Teams, District Based Support			
	Teams	and Special School	ols as a resour	ce centre			
Pre-requisite modules	None	None					
Co-requisite modules	BED747,	BED712, BED749	, BED709, BE	D 756, BED715, BED 710, BED742			
Prohibited module	None						
Combination							
Breakdown of Learning Time	Hours	Timetable Requ week	irement per	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	97					
Other:	0	0					
Total Learning Time	150						
Methods of Student	Continuo	us Assessment (C	A): 50%				
Assessment	Final Assessment (FA): 50%						
Assessment Module type	Continuo	us and Final Asses	sment (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	 On completion of this module, students should be able to: 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	 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	Continuous Assessment (CA): 50%				
Assessment	Final Assessment (FA): 50%				
Assessment Module type	Continuous and Final Assessment (CFA)				

Γ —	I					
Faculty	Education					
Home Department	Educational Psychology					
Module Topic	Psychopathology					
Generic Module Name	Psychopa	athology 756				
Alpha-numeric Code	BED756					
NQF Level	8					
NQF Credit Value	15					
Duration	Semester	•				
Proposed semester to be offered.	Second S	Semester				
Programmes in which the module will be offered	BEd (Hor	n) (4117 FT) (4118 P	Γ) PGDE (46	52)		
Year level	8					
Main Outcomes	_	lation of this module	atudanta aha	ould be able to		
Main Content	On completion of this module, students should be able to: 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. 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 Substance use disorders Substance use disorders Substance use disorders Psychotic disorders					
		nd movement disorde altreatment	0.0			
Pre-requisite modules	None					
Co-requisite modules	BED747.	BED712, BED749, B	ED737, BED	0709, BED715, BED710		
Prohibited module	None	•	•	·		
Combination						
Breakdown of Learning Time	Hours	Timetable Require 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	7		
Practicals:		Tutorials p.w.	0	1		
Tutorials:	0					
Assessments:	10 Sit down exam					
Selfstudy:	92 Sit down exam					
Other:	0			1		
Total Learning Time	150			+		
Methods of Student	Continuous Assessment (CA): 50%					
			JU /0			
Assessment Madula time		essment (FA): 50%	(OEA)			
Assessment Module type	Continuous and Final Assessment (CFA)					

Faculty	Education	า					
Home Department	Education	Educational Psychology					
Module Topic		in Educational Psyc	chology A				
Generic Module Name		in Educational Psyc		5			
Alpha-numeric Code	EDU715		- 07				
NQF Level	8						
NQF Credit Value	15						
Duration	Semeste	1					
Proposed semester to be	First Sem						
offered.							
Programmes in which the	BEd (Hor	n) (4117 FT) (4118 P	T)				
module will be offered	PGDE (4		- /				
Year level	8	/					
Main Outcomes	On completion of this module, students should be able to: 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	 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 						
Pro requisite modules	None	a research proposal					
Pre-requisite modules Co-requisite modules	None						
Prohibited module	None						
Combination	NOILE						
Breakdown of Learning Time	Hours	Timetable Require	ement per	Other teaching modes that does not require time-table			
Contact with lecturer:/ tutor:	18	Lectures p.w.	2 FtF	face to face			
Assignments & tasks:	40	Practicals p.w.	0	7			
Practicals:	0	Tutorials p.w.	0				
Tutorials:	0	r					
Assessments:	10	Sit down exam					
Selfstudy:	82						
Total Learning Time	150						
Methods of Student		IIS Assessment (CA)	50%	1			
Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%						
Assessment Module type		us and Final Assess					
Assessment woulde type	Continuo	us anu i inai Assessi	ment (OFA)				

Name of programme	BED HONOURS						
Module Name:	Curriculun	n and Pedagogy	711				
Module Code	BED711 (9	see table 2.6)					
Proposed Semester(s) to be	2						
offered							
NQF Level Credits	15						
Year level	8						
Breakdown of Learning time	Hours Timetable requirements per Teaching modes that does require						
		week		timetable			
			Number of				
			periods:				
		Blended					
	Mode						
Contact with lecturer/tutor	18 hours	Lectures p.w.	2	P 1- Face to Face and online synchronous			
	per week	per week P2 – Face to face and Online					
				synchronously			

	T 45 · -	1	1				
	45min x 2			*need venue for 2 periods per week (as			
	= 90 per			one double period).			
	week x 12						
	= 1080						
	divided by 60 = 18						
	hours. (offered						
	on						
	Saturdays						
Tutorials	Gaturdays	Tutorial p.w					
Practicals		Practicals p.w					
Assignments & tasks	60	Tracticals p.w		 Individual or group presentation (50%) 			
7.03igiments & tasks				 Individual or group presentation (30%) Individual writing of one online/take home 			
				task (50%)			
Assessments	2 tasks			(0070)			
Self- study	72						
Total Learning Time	150						
Method of Student		s Assessment (CA	N) 50%				
Assessment		essment (FA) 50%	1, 0070				
Assessment Module type		s and Final Asses	sment (CFA)				
Faculty	Education	1					
Home Department		nal Psychology					
Module Topic		al Psychology Res	search Proiect				
Generic Module Name		al Psychology Res		715			
Alpha-numeric Code	BED715			· · ·			
NQF Level	8						
NQF Credit Value	15						
Duration	Semester						
Proposed semester to be	Second S	emester					
offered.							
Programmes in which the	BEd (Hon) (4118 PT) (4117	FT)				
module will be offered	,	, , , , , ,	•				
Year level	8						
Main Outcomes	On compl	etion of this modul	e, students sho	ould be able to:			
	 Design 	appropriate resea	rch instruments	3.			
				d of Educational Psychology ethically.			
				n methods in an empirical study.			
				acceptable models of analysis, showing			
			•	sis and theoretical frameworks.			
		e the various com					
			chology researd	ch reports which meets postgraduate standards			
	of scho			and the second and the second second			
				enquiry and on the research process.			
Main Content				heir research at seminars and conferences. ims and research questions			
wani Content				opment of research instruments			
		on of literature rev		opmont of research motiuments			
	Data Co						
		s of analysis of qu	antitative and o	qualitative data			
		of validity and relia		•			
	Report writing						
Pre-requisite modules	EDU715	<u>-</u>					
Co-requisite modules	None						
Prohibited module	None						
Combination	<u> </u>						
Breakdown of Learning Time	Hours	Timetable Requi	-	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						
	50						
Selfstudy:		-					
	0						
Selfstudy:	0 150		1	1			
Selfstudy: Other:	150	us Assessment (C	•				
Selfstudy: Other: Total Learning Time	150 Continuou	us Assessment (C/ essment (FA): 50%	A): 50%				

Name of programme	BED HONOURS							
Module Name:	Education	Educational Leadership and Management						
Module Code	BED716 (see table 2.6)							
Proposed Semester(s) to	Semester 1							
be offered								
NQF Credit Value	15							
Year level	Year 8							
Breakdown of Learning time	Hours	Timetable requ week	irements per	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			 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			 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	i): 100%	Continuous Assessment (CA): Online/take home				
Assessment Module type	Continuous Assessment (CA)							

Name of programme	BEd Hons	BEd Hons						
Module Name:	Mathemat	tics Education 71	8					
Module Code	BED 718							
Proposed Semester(s) to be offered	Second S	emester						
NQF Level Credits	15							
Year level	8							
Breakdown of Learning time	Hours	Hours Timetable requirements per 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	150						
Method of Student Assessment		s Assessment (CA essment (FA): 50%		Continuous Assessment (CA): Online/ take home Final Assessment (FA): take home				
Assessment Module type	Continuou	s and Final Asses	sment (CFA)	1				

Name of programme	BEd Hons	5				
Module Name:	Mathemat	Mathematics Education 719				
Module Code	BED 719					
Proposed Semester(s) to	Second S	emester				
be offered						
NQF Level Credits	15					
Year level	8					
Breakdown of Learning time	Hours	Hours Timetable requirements per veek 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	Continuou	Continuous Assessment (CA): 50% Continuous Assessment (CA): Online/ take				
Assessment	Final Assessment (FA): 50% home					
		Final Assessment (FA): take home				
Assessment Module type	Continuou	Continuous and Final Assessment (CFA)				

Name of programme	BED HO	NOURS				
Module Name:	SCIENCE	SCIENCE EDUCATION A				
Module Code	BED 724					
Proposed Semester(s) to be offered	Semeste	er 1				
NQF Credit Value	15					
Year level	Year 1					
Breakdown of Learning time	Hours Timetable requirements per 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	Continuous Assessment (CA): 50% Continuous Assessment (CA): Take home					
Assessment	Final Ass	essment (FA): 50	0%	Final Assessment (FA): Take home		
Assessment Module type	Continuous and Final Assessment (CFA)					

Name of programme	BED HO	BED HONOURS				
Module Name:		SCIENCE EDUCATION B				
Module Code	BED 725					
	ļ — — — ·					
Proposed Semester(s) to be	Semeste	er Z				
offered	L					
NQF Credit Value	15					
Year level	Year 1					
Breakdown of Learning time	Hours	Timetable requi	rements per	Teaching modes that does require		
		week		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	Continuous Assessment (CA): 50%	Continuous Assessment (CA): Take home
Assessment	Final Assessment (FA): 50%	Final Assessment (FA): Take home
Assessment Module type	Continuous and Final Assessment (CFA)	

Name of programme	BED HO	BED HONOURS				
Module Name:	SCIENC	SCIENCE EDUCATION C				
Module Code	BED 731	(see table 2.6)				
Proposed Semester(s) to be offered	Semeste	er 1				
NQF Credit Value	15					
Year level	Year 1					
Breakdown of Learning time	Hours	Timetable requi	rements per	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		ous Assessment (C sessment (FA): 50		Continuous Assessment (CA): Take home Final Assessment (FA): Take home		
Assessment Module type	Continuous and Final Assessment (CFA)					

Name of programme	BED HO	NOURS				
Module Name:	SCIENCI	SCIENCE EDUCATION D				
Module Code	BED 732	(see table 2.6)				
Proposed Semester(s) to be	Semeste	er 2				
offered						
NQF Credit Value	15					
Year level	Year 1					
Breakdown of Learning time	Hours	Hours Timetable requirements per 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	Continuous Assessment (CA): 50% Continuous Assessment (CA): Take home					
Assessment	Final Assessment (FA): 50% Final Assessment (FA): Take home					
Assessment Module type	Continuo	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	Semester 2
offered	
NQF Credit Value	15
Year level	Year 8

Breakdown of Learning time	Hours	Timetable require week	ements per	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			Empirical studyResearch report
Assessments	2 tasks			Fieldwork research Research report submission
Self- study	80			 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	Continuo	us Assessment (CA	A)	

Name of programme	BED HO	BED HONOURS					
Module Name:		Research in Educational Studies A					
Module Code	BED 747	BED 747 (see table 2.6)					
Proposed Semester(s) to be offered	Semeste	Semester 1					
NQF Credit Value	15						
Year level	Year 8						
Breakdown of Learning time	Hours	Timetable requi week	rements per	Teaching modes that does require timetable			
			Number of periods: Blended Mode				
Contact with lecturer/tutor	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			Individual presentation Research proposal			
Assessments	2 tasks			Research and presentation to the class. Proposal submission			

Self- study	80			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	Continuo	us Assessment (CA)	: 100%	Continuous Assessment (CA): take home
Assessment				final assessment task.
Assessment Module type	Continuo	us Assessment (CA)		

Name of programme	BED HONG	BED HONOURS					
Module Name:	Enabling E	Enabling Educational Change and Innovation					
Module Code		BED748 (see table 2.6)					
Proposed Semester(s) to	Semester	Semester 1					
be offered							
NQF Credit Value	15						
Year level	Year 8						
Breakdown of Learning time	Hours	Timetable requir 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	3.9.			
Assignments & tasks	54			 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			Learning guides and course recommended books online –asynchronous and synchronous mode			
TOTAL Learning Time	150						
Method of Student Assessment	Continuous	Continuous Assessment (CA): 100% Continuous Assessment (CA): Online/take					
Assessment Module type	Continuous	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	Second Semester
offered.	
Programmes in which the	BEd (Hon) (4117 FT) (4118 PT)
module will be offered	PGDE (4652)
Year level	8

Main Outcomes	On comp	letion of this module	. students shou	ld be able to:		
	Describe assessment in various contexts –psychological, educational, social,					
	occupational, etc.					
	 Demons 	strate understanding	of assessment	t processes by describing the steps in		
	assessr					
				opriate assessment tools for specific		
	concern	ns and or problems.		nological, social, educational and career		
				ersonality traits using appropriate assessment		
				, reports, figure drawings, Bender Gestalt,		
		ces completion, othe				
		it general screening iing and psychologic		retation of psychological or general personality		
Main Content		ment Overview - Cla				
		ment Process				
	 Fundam 	nentals of Psychome	etrics and Asses	ssment		
		ment Tools				
		oment of Assessmer				
		ment Report Writing				
Pre-requisite modules	Assessi None	ment Reporting				
Co-requisite modules		DED740 DED740	DEDZOZ DEDZ	09, BED 750, BED715, BED742		
Prohibited module	None	DED/ 12, DED/ 10,	DEDISI, DEDI	09, BED 750, BED715, BED742		
	none					
Combination						
Breakdown of Learning	Hours	Timetable Require	ement per	Other teaching modes that does not		
Time		week	Liee	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:	_	Sit down exam				
	92	Sit down exam				
Other:	_	Sit down exam				
	92	Sit down exam				
Other:	92 0 150	us Assessment (CA)): 50%			
Other: Total Learning Time	92 0 150 Continuo					

Name of programme	BEd (Hon) (4115 FT) (4116 PT) PGDE (4652)						
Module Name:	Adolesce	Adolescent literature 752					
Module Code	BED752	(see table 2.6)					
Proposed Semester(s) to	First Sem	ester					
be offered							
NQF Level Credits	15						
Year level	8						
Breakdown of Learning	Hours	Timetable require	ements per	Teaching modes that require timetable			
time		week					
			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	Continuo	us Assessment (CA): 50%	Continuous Assessment (CA): take home			
Assessment	Final Assessment (FA): 50%						
Assessment Module type	Continuo	Continuous and Final Assessment (CFA)					

Name of programme	BED HONOURS						
Module Name:	Key Issues in Educational						
Module Code	BED755						
Proposed Semester(s) to	Semester 2						
be offered							
NQF Credit Value	15						
Year level	Year 8						
Breakdown of Learning time	Hours	Timetable requir 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			 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			 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		us Assessment (CA	,	Continuous Assessment (CA): Online/take home			
Assessment Module type	Continuo	us Assessment (CA	A)				

	-
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	Second Semester
offered.	
Programmes in which the	BEd (Hon) (4117 FT) (4118 PT)
module will be offered	PGDE (4652)
Year level	8
Main Outcomes	On completion of this module, students should be able to:
	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	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	ian oan ion					
Co-requisite modules	BED747	, BED712, BED749	, BED737, BED	709, BED715, BED 710			
Prohibited module	None						
Combination							
Breakdown of Learning	Hours	Timetable Requ	irement per	Other teaching modes that does not			
Time		week		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	150					
Methods of Student	Continuo	ous Assessment (C	A): 50%				
Assessment	Final Assessment (FA): 50%						
Assessment Module type	Continuo	Continuous and Final Assessment (CFA)					

Name of programme	BED SP	BED SP & FET (New)					
Module Name:	Educatio	n Practice 101					
Module Code	EDC101						
Proposed Semester(s) to	Semeste	r I & 2 (Year Long)				
be offered							
NQF Level Credits	15						
Year level	1						
Breakdown of Learning	Hours	Timetable requir	rements per	Teaching modes that does require			
time		week		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	Continuo	us Assessment (CA	A): 100%				
Assessment	Final Ass	Final Assessment (FA): 0%					
Assessment Module type	Continuo	Continuous Assessment (CA)					

Name of programme	BED SP	BED SP & FET (New)				
Module Name:	Education	n 121 (LifeSkills)				
Module Code	EDC 121					
Proposed Semester(s) to be offered	Semeste	er 1				
NQF Level Credits	10					
Year level	1					
Breakdown of Learning time	Hours	Hours Timetable requirements per timetable week Teaching modes that does require timetable				
		Number of periods				
Contact with lecturer/tutor	27	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	Continuous Assessment (CA): 100%					
Assessment	Final Assessment (FA): 0%					
Assessment Module type	Continuous Assessment (CA)					

Faculty	Education	Education					
Home Department	Education	Educational Psychology					
Module Topic	Social Ps	sychology in Educat	ion				
Generic Module Name	Social Ps	sychology in Educat	ion 131				
Alpha-numeric Code	EDC131	· · · · · · · · · · · · · · · · · · ·					
NQF Level	5						
NQF Credit Value	10						
Duration	Semeste	r					
Proposed semester to be offered.	Second S	Semester					
Programmes in which the module will be offered	(4513); B BEd (Mat (4091); B	Ed (Social Science thematics and Natu	s and EMS) (4 ral Sciences) (12); BEd (Languages and Life Orientation) 514); BEd (Languages and Mathematics) (4515); 4516); BEd (Languages and Life Orientation, 5y) ences, 5y) (4092) and 4402			
Year level	5						
Main Outcomes Main Content	Explair Provide culture List and backgr Explair Descrit Incorpo enviror Race, 6 Culture Culture Culture Socio-6 Similar	On completion of this module, students should be able to: Explain Culture. Provide and Discuss examples of conflict and compatibilities between home and school cultures. List and describe several ways in which learners of different ethnic and cultural backgrounds may behave differently. Explain likely gender differences and similarities. Describe the school's role in the development of gender differences. Incorporate multi-cultural concepts in their teaching and modify the classroom environment to meet the needs of a multi-cultural population. 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					
Due no modelto me adada a	_	es, prejudice and di	scrimination.				
Pre-requisite modules	None						
Co-requisite modules Prohibited module	None						
Combination	None	T					
Breakdown of Learning Time	Hours	Timetable Requi week		Other teaching modes that does not require time-table			
Contact with lecturer / tutor:	18	Lectures p.w.	2	FtF			
Assignments & tasks:	28	Practicals p.w.	0				
Practicals:	0	Tutorials p.w.	1	FtF			
Tutorials:	9						
Assessments:	5						
Selfstudy:	40						
Other:	0						
Total Learning Time	100						
Methods of Student Assessment		us Assessment (CA essment (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	Second Semester
offered.	

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: 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	The etPractionTeachingThe stateDrawing	 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 					
Pre-requisite modules	None						
Co-requisite modules	None						
Prohibited module	None						
Combination							
Breakdown of Learning Time	Hours	Time-table Req	uirement per	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	Continuo	us Assessment (C	CA): 100%				
Assessment	Final Ass	Final Assessment (FA): 0%					
Assessment Module type	Continuo	us Assessment (C	CA)				

Name of programme	BED SP	BED SP & FET (New)					
Module Name:	Education	on Practice 202					
Module Code	EDC202						
Proposed Semester(s) to	Semeste	er 1 & 2 (Year Lo	ng)				
be offered							
NQF Level Credits	30						
Year level	2						
Breakdown of Learning	Hours	Timetable requ	iirements per	Teaching modes that does require			
time		week		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	Continuo	ous Assessment (CA): 100%				
Assessment	Final Ass	Final Assessment (FA): 0%					
Assessment Module type	Continuo	ous 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)					

	2						
Main Outcomes	 Know Descr Analys Explai Identif Explai Africa Apply Explai 	By the end of this module students should be able to: • 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.					
Main Content	 Critically analyse teaching practices. 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) 						
	Scree		, assessment s		on,		
Pre-requisite modules	Scree	ning, Identification	, assessment s		on,		
Pre-requisite modules Co-requisite modules	Scree • Collab	ning, Identification	, assessment s		on,		
	Scree • Collab None	ning, Identification	, assessment s		on,		
Co-requisite modules Prohibited module	Scree Collab None None	ning, Identification	, assessment s				
Co-requisite modules Prohibited module Combination Breakdown of Learning Time Contact with lecturer / tutor:	Scree Collab None None None	Time-table Request Lectures p.w.	juirement per	Other teaching modes that does not requ			
Co-requisite modules Prohibited module Combination Breakdown of Learning Time Contact with lecturer / tutor: Assignments & tasks:	Scree Collab None None None Hours 27	Time-table Request Lectures p.w. Practicals p.w.	quirement per	Other teaching modes that does not requ time-table 2 online			
Co-requisite modules Prohibited module Combination Breakdown of Learning Time Contact with lecturer / tutor:	Scree Collab None None None Hours	Time-table Request Lectures p.w.	juirement per	Other teaching modes that does not require time-table 2 online 1 ftf			
Co-requisite modules Prohibited module Combination Breakdown of Learning Time Contact with lecturer / tutor: Assignments & tasks:	Scree Collab None None None Hours 27	Time-table Request Lectures p.w. Practicals p.w.	quirement per	Other teaching modes that does not requ time-table 2 online			
Co-requisite modules Prohibited module Combination Breakdown of Learning Time Contact with lecturer / tutor: Assignments & tasks: Practicals:	Scree Collab None None None Hours 27	Time-table Request Lectures p.w. Practicals p.w.	quirement per	Other teaching modes that does not require time-table 2 online 1 ftf			
Co-requisite modules Prohibited module Combination Breakdown of Learning Time Contact with lecturer / tutor: Assignments & tasks: Practicals: Assessments	Scree Collab None None None Hours 27 70 0 30	Time-table Request Lectures p.w. Practicals p.w.	quirement per	Other teaching modes that does not require time-table 2 online 1 ftf			
Co-requisite modules Prohibited module Combination Breakdown of Learning Time Contact with lecturer / tutor: Assignments & tasks: Practicals: Assessments Selfstudy	Scree • Collab None None None Hours 27 70 0 30 73	Time-table Request Lectures p.w. Practicals p.w.	quirement per	Other teaching modes that does not require time-table 2 online 1 ftf			
Co-requisite modules Prohibited module Combination Breakdown of Learning Time Contact with lecturer / tutor: Assignments & tasks: Practicals: Assessments Selfstudy Other: Please specify	Scree	Time-table Request Lectures p.w. Practicals p.w. Tutorials p.w.	juirement per 3 0 0	Other teaching modes that does not require time-table 2 online 1 ftf			
Co-requisite modules Prohibited module Combination Breakdown of Learning Time Contact with lecturer / tutor: Assignments & tasks: Practicals: Assessments Selfstudy Other: Please specify Total Learning Time	Scree	Time-table Request Lectures p.w. Practicals p.w.	juirement per 3 0 0 CA): 100%	Other teaching modes that does not require time-table 2 online 1 ftf			

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: 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 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 Cognitive development and intelligence (Gardner, Sternberg, etc) Theories of learning: Piaget, Vygotsky, Feuerstein, Information processing theory

	 Implica 	 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	None						
Combination							
Breakdown of Learning	Hours	Time-table Requ	uirement per	Other teaching modes that does not require			
Time		week	-	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	200					
Method of Student	Continuo	Continuous Assessment (CA): 60%					
Assessment	Final Ass	Final Assessment (FA): 40%					
Assessment Module type	Continuo	Continuous and Final Assessment (CFA)					

_	T					
Faculty	Educatio					
Home Department		nal Psychology				
Module Topic		velopment and Lea				
Generic Module Name		and Development	313			
Alpha-numeric Code	EDC313					
NQF Level	7					
NQF Credit Value	15					
Duration		Semester				
Proposed semester to be offered.	First Sem	nester				
Programmes in which the module will be offered	(4513); B BEd (Ma	Ed (Social Science	s and EMS) (45 ral Sciences) (4	2); BEd (Languages and Life Orientation) 14); BEd (Languages and Mathematics) (4515); 516); BEd (Languages and Life Orientation, 5y) nces, 5y) (4092)		
Year level	3					
Main Outcomes	UndersDiscuss acadenDiscussApply the	On completion of this module, students should be able to: • 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				
Main Content	Child Development 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 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:					
Pre-requisite modules	None	<u> </u>		plans, organizing learning, assessment		
Co-requisite modules	None					
Prohibited module	None					
Combination						
Breakdown of Learning	Hours	Timetable Requi	rement per	Other teaching modes that does not		
Time		week	-	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					
Total Learning Time	130	l .	1			

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

Name of programme	BED SP	BED SP & FET (New)					
Module Name:	Education	Education 321 (Curriculum and Pedagogy)					
Module Code	EDC321						
Proposed Semester(s) to be offered	Semeste	Semester 2					
NQF Level Credits	20						
Year level	3						
Breakdown of Learning time	Hours	Hours Timetable requirements per 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		us Assessment (C					
Assessment	Final Ass	Final Assessment (FA): 40%					
Assessment Module type	Continuo	Continuous and Final Assessment (CFA)					

Module Name:	Education	Education 323 (Curriculum & Pedagogy)						
Module Code	EDC323	EDC323						
Proposed Semester(s) to	Semeste	er 2						
be offered								
NQF Level Credits	15							
Year level	3							
Breakdown of Learning time	Hours	Timetable requi	rements per	Teaching modes that does require timetable				
		WOOK	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	Continuo	us Assessment (C	A) 100%					
Assessment	Final Ass	Final Assessment (FA): 0%						
Assessment Module type	Continuo	Continuous Assessment (CA)						

Name of programme	BED SP	BED SP & FET (New)				
Module Name:	Educati	Education Practice 402				
Module Code	EDC402					
Proposed Semester(s) to	Semeste	Semester 1 & 2 (Year Long)				
be offered						
NQF Level Credits	40					
Year level	4					
Breakdown of Learning time	Hours	Timetable requi	rements per	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	Continuous Assessment (CA): 100%					
Assessment	Final Assessment (FA): 0%					
Assessment Module type	Continuous Assessment (CA)					
Faculty	Education					
Home Department	Educational Studies					
Module Topic Generic Module Name	Education 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	On completion of this module, students should be able to: Curriculum and Pedagogy Knowledge					
	 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. Skills 					
	 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. Values					
	 Engage critically honestly and sincerely with others. Respect the views of others. Learner discipline 					
	 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	Curriculum and Pedagogy					
	Concept and nature of the curriculum and pedagogy					
	Curriculum policy development and OBE Curriculum prior tations and its implementation in the South African elegations.					
	 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					
	Learner Discipline					
	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 school The preventative approach: the parents					
	· · · · · · · · · · · · · · · · · · ·					

• The preventative approach: the parents

Lectures p.w.

Practicals p.w.

Tutorials p.w.

None

None

None

Hours

42

42

0

0

Pre-requisite modules

Co-requisite modules

Breakdown of Learning

Assignments & tasks:

Contact with lecturer / tutor:

Prohibited module

Combination

Time

Practicals:

Tutorials:

• Corrective measures: reprimands and punishment

Timetable Requirement per week

3

0

0

Other teaching modes that does not

require time-table

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

Faculty	Educatio	Education					
Home Department		nal studies					
Module Topic		n in Education					
Generic Module Name	Education						
Alpha-numeric Code	EDC411						
NQF Level	7						
NQF Credit Value	30						
Duration	Semeste	emester					
Proposed semester to be	First Sem	nester					
offered							
Programmes in which the module will be offered	B.Ed (Se	nior Phase and FE	T) (4401, 4402,	4403, 4404, 4405)			
Year level	4						
Main Outcomes	DemorUndersUndersFormulRead,Develo	On completion of this module, students should be able to: 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	Resear Resear Resear Locatir Ethics Resear Method	 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 Requi	•	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		us Assessment (C/					
Assessment		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	Semester 1
offered	
Programmes in which the	B.Ed (Senior Phase and FET) (4401, 4402, 4403, 4404, 4405)
module will be offered	
Year level	4

Main Outcomes Main Content	On completion of this module, students should be able to: 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 The concepts ethics and epistemology The concepts values and virtue				
	 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	None				
Combination		T			
Breakdown of Learning Time	Hours	Time-table Requ	uirement per	Other teaching modes that does not require time-table	
Contact with lecturer / tutor:	27	Lectures p.w.	3	Blend of face-to-face teaching and online	
Assignments & tasks:	64	Practicals p.w.	0	learning (as per Table in cover letter)	
Practicals:	0	Tutorials p.w.	0		
Assessments	7	- utoriale priir			
Selfstudy	87				
Other:	0				
Total Learning Time	215				
Method of Student	Continuo	us Assessment (C	A): 60%		
Assessment	Final Ass	Final Assessment (FA): 40%			
Assessment Module type	Continuo	Continuous and Final Assessment (CFA)			

Name of programme	BED SP	BED SP & FET (New)				
Module Name:	Education	on and Society 11	1			
Module Code	EDU 111					
Proposed Semester(s) to	Semeste	er 1				
be offered						
NQF Credit Value	15					
Year level	1					
Breakdown of Learning time	Hours	Hours Timetable requirements per timetable 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	57				
Other	0					
TOTAL Learning Time	150					
Method of Student	Continuo	Continuous Assessment (CA): 100%				
Assessment		Final Assessment (FA): 0%				
Assessment Module type	_	Continuous and Final Assessment (CA)				

Name of programme	BED SP	BED SP & FET (New)				
Module Name:	Education	on 121 (LifeSkills)				
Module Code	EDC121					
Proposed Semester(s) to be offered	Semeste	Semester 1				
NQF Level Credits	10					
Year level	1	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	Continuous Assessment (CA): 100%			
Assessment	Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Name of programme	BED SP	BED SP & FET (New)				
Module Name:	Education	Education Practice 101				
Module Code	EDC101					
Proposed Semester(s) to	Semeste	r I & 2 (Year Long	1)			
be offered						
NQF Level Credits	15					
Year level	1					
Breakdown of Learning	Hours	Timetable requi	rements per	Teaching modes that does require		
time		week		timetable		
			Number of			
O t t ith l t	00	1	periods	to a to to a		
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	40				
Other	10	10				
Total Learning time	150					
Method of Student	Continuous Assessment (CA): 100%					
Assessment	Final Ass	Final Assessment (FA): 0%				
Assessment Module type	Continuo	us Assessment (C	Continuous Assessment (CA)			

Name of programme	BED SP	BED SP & FET (New)				
Module Name:	Education	Education Practice 202				
Module Code	EDC202					
Proposed Semester(s) to	Semeste	er 1 & 2 (Year Lon	g)			
be offered		•				
NQF Level Credits	30					
Year level	2					
Breakdown of Learning time	Hours	Hours Timetable requirements per 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	86				
Other	90					
Total Learning Time	300	300				
Method of Student	Continuo	Continuous Assessment (CA): 100%				
Assessment	Final Ass	Final Assessment (FA): 0%				
Assessment Module type	Continuo	Continuous Assessment (CA)				

Name of programme	BED SP	BED SP & FET (New)			
Module Name:	Education	on Practice 302			
Module Code	EDU302				
Proposed Semester(s) to be offered	Semeste	Semester 1 & 2 (Year Long)			
NQF Level Credits	40				
Year level	3	3			
Breakdown of Learning time	Hours	Timetable requirements per week Number of periods		Teaching modes that does require timetable	
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	Continuo	Continuous Assessment (CA): 100%			
Assessment	Final Ass	Final Assessment (FA): 0%			
Assessment Module type	Continuo	us Assessment (CA)		

Name of programme	BED SE	P & FET (New)				
Module Name:		ion 311 (Child De	velopment and	Learning)		
Module Code	EDC31			J		
Proposed Semester(s) to be offered	Semes	ter 1				
NQF Level Credits	20					
Year level	3					
Breakdown of Learning time	Hours	Hours Timetable requirements per 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	Continuous Assessment (CA): 60%					
Assessment	Final As	Final Assessment (FA): 40%				
Assessment Module type	Continu	Continuous and Final Assessment (CFA)				

Name of programme	BED SF	P & FET (New)			
Module Name:	Educat	Education 321 (Curriculum and Pedagogy)			
Module Code	EDC32	1			
Proposed Semester(s) to be	Semest	ter 2			
offered					
NQF Level Credits	20				
Year level	3				
Breakdown of Learning time	Hours	Hours Timetable requirements per 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	Continuous Assessment (CA): 60%				
Assessment	Final Assessment (FA): 40%				
Assessment Module type	Continu	Continuous and Final Assessment (CFA)			

Name of programme	BED SI	BED SP & FET (New)			
Module Name:	Method	d of Accounting 8	k EMS 301		
Module Code	AEM30	1			
Proposed Semester(s) to be	Semes	ter 1 & 2 (Year Lo	ng)		
offered					
NQF Level Credits	30	30			
Year level	3	3			
Breakdown of Learning time	Hours	Timetable requirements per week		Teaching modes that does require timetable	
		WEEK	Number of	timetable	
		periods			
Contact with lecturer/tutor	54	Lectures p.w.	3	face to face	
Tutorials	0	Tutorial p.w 0			
1 atoriaio	_				

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

Name of programme	BED S	P & FET (New)						
Module Name:	Method	of Social Science	es 301					
Module Code	SSM30	1						
Proposed Semester(s) to be offered	Semes	ter 1 & 2 (Year Lo	ong)					
NQF Level Credits	30							
Year level	3							
Breakdown of Learning time	Hours	Hours Timetable requirements per timetable 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	Continu	ous Assessment ((CA): 60%					
Assessment	Final As	Final Assessment (FA): 40%						
Assessment Module type	Continu	Continuous and Final Assessment (CFA)						

Name of programme	BED SF	P & FET (New)				
Module Name:	Educat	ion 411 (Researc	h in Education)			
Module Code	EDC41	1				
Proposed Semester(s) to be	Semest	ter 1				
offered						
NQF Level Credits	30					
Year level	4					
Breakdown of Learning time	Hours	ours Timetable requirements per 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		ous Assessment (
Assessment	Final As	Final Assessment (FA): 40%				
Assessment Module type	Continu	Continuous and Final Assessment (CFA)				

Name of programme	BED S	BED SP & FET (New)			
Module Name:	Educat	ion 421			
Module Code	EDC42	1			
Proposed Semester(s) to be offered	Semes	Semester 1			
NQF Level Credits	20	20			
Year level	4	4			
Breakdown of Learning time	Hours	Timetable requirement	rements per	Teaching modes that does require timetable	
			Number of periods		
Contact with lecturer/tutor	27	Lectures p.w.	3	face to face	
Tutorials	^	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	Continuous Assessment (CA): 60%			
Assessment	Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Name of programme	BED SF	BED SP & FET (New)					
Module Name:	Educat	Education Practice 402					
Module Code	EDC40	2					
Proposed Semester(s) to be	Semes	ter 1 & 2 (Year Lo	ng)				
offered							
NQF Level Credits	40						
Year level	4						
Breakdown of Learning time	Hours	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	Continu	Continuous Assessment (CA): 100%					
Assessment	Final As	Final Assessment (FA): 0%					
Assessment Module type	Continu	ous Assessment ((CA)				

Name of programme	BED SP	BED SP & FET (New)					
Module Name:	Method o	Method of Accounting & EMS 401					
Module Code	AEM401						
Proposed Semester(s) to be	Semeste	r 1 & 2 (Year Lor	ng)				
offered							
NQF Level Credits	20						
Year level	4						
Breakdown of Learning time	Hours	Hours Timetable requirements per timetable tequirements per 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		us Assessment (0					
Assessment	Final Assessment (FA): 40%						
Assessment Module type	Continuo	Continuous and Final Assessment (CFA)					

Name of programme	BED SP	BED SP & FET (New)			
Module Name:	Method (of Social Science	es 402		
Module Code	SSM402				
Proposed Semester(s) to be offered	Semeste	r 1 & 2 (Year Lor	ng)		
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	Continuous Assessment (CA): 60%			
Assessment	Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Coulty	Education				
Faculty	Education				
Home Department		nal Psychology			
Module Topic	Lifeskills	101			
Generic Module Name	Lifeskills	121			
Alpha-numeric Code	EDU121				
NQF Level	5				
NQF Credit Value	10				
Duration	Semester				
Proposed semester to be offered.	First Sem				
Programmes in which the module will be offered	Bed (Lan	guages and Mathe	matics) (4515	512); Bed (Social Sciences and EMS) (4514); 5); Bed (Mathematics and Natural Sciences) tion, 5y) (4091); Bed (Mathematics and Natural	
		, 5y) (4092)	a Life Offerita	tion, by (4001), bed (mathematics and Natural	
Year level	1	, oy) (1002)			
Main Outcomes	On comp	letion of this modul	e students sl	hould be able to:	
Main Content	 On completion of this module, students should be able to: Use newly developed intra and interpersonal skills in their interactions with learners. Distinguish between Life Skills, Life Orientation, Health Education, and Health Promotion. Identify youth at risk in terms of Sexual and Reproductive Health; Alcohol, Tobacco and other Substance Use; Fitness and Nutrition; Interpersonal Violence, and HIV and AIDS. Foster and develop resilience in youth through Lifeskills interventions. Design and facilitate Life Skills Programmes. Reflect on prejudices regarding HIV and AIDS and engage critically with issues of stigma and discrimination, as this directly impacts on affected children and adults. Understand the needs of learners affected by HIV/AIDS and refer appropriately. Employ listening and support skills to better respond to learners, parents and colleagues who may need 'counseling', specifically in the area of HIV and AIDS. 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 sup Educat	ion policy on HIV/A	IDS in South	Africa	
Pre-requisite modules	None	• •			
Co-requisite modules	None				
Prohibited module Combination	None				
Breakdown of Learning Time	Hours	Timetable Requi	rement per	Other teaching modes that does not require time-table	
Contact with lecturer / tutor:	18	Lectures p.w.	2	FtF	
Assignments & tasks:	27	Practicals p.w.	0		
Practicals:	0	Tutorials p.w.	1	FtF	
Tutorials:	9	ratoriais p.w.	+'	1 4	
Assessments:	7				
Selfstudy:	39				
Other:	0				
Total Learning Time					
	100	Λοοοος 	A), 1000/		
Methods of Student		us Assessment (CA): 00/			
Assessment		essment (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	Semeste	r			
Proposed semester to be	First Sem				
offered.					
Programmes in which the	BEd (Lan	guages and Life O	rientation) (45°	13)	
module will be offered		guages and Life O			
Year level	1				
Main Outcomes	On comp	letion of this modu	le, students sh	ould be able to:	
	 Describ 	e the role of psych	ology in educa	ation in South Africa.	
		areas of professio			
		the biological base			
				n and personality on learning.	
				g and the nervous system.	
				ng and nervous system in the learning process.	
	_		ing', 'learning'	and 'memory' as they apply in educational	
Maria Octobria	context				
Main Content		g psychology	:	Courth Africa	
		tory of psychology			
		of psychology and		egones	
	Biological bases of behaviour Human emotion and motivation				
		elopment of perso			
		rcuits and the nerv			
		on and perception	odo oyotom		
		g, learning and me	morv		
Pre-requisite modules	None	g,			
Co-requisite modules	None				
Prohibited module	None				
Combination					
Breakdown of Learning Time	Hours	Timetable Requ week	irement per	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:	10				
Selfstudy:	42				
Other:	0				
Total Learning Time	100				
Methods of Student		us Assessment (C			
Assessment		essment (FA): 0%			
Assessment Module type	Continuo	us Assessment (C	A)		
-					

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	First Semester
offered.	
Programmes in which the	BEd (Languages and Life Orientation) (4513)
module will be offered	BEd (Languages and Life Orientation, 5y) (4091)
Year level	1
Main Outcomes	On completion of this module, students should be able to:
	Distinguish between Specialised Education and Inclusive Education.
	Describe inclusive education philosophy, its principles, legal and policy framework.
	Explain "diversity", "disability" and "needs".
	Analyse the impact of labels and 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
	Teams.
Main Content	Explain collaborative consultation. Introduction to Specialized Education and Inclusive Education.
Main Content	Introduction to Specialised Education and Inclusive Education. Inclusive Education principles and policy framework.
	Inclusive Education principles and policy framework Diversity, Disability or Needs
	Labels and labeling
	Introduction to barriers to learning and development

Pre-requisite modules Co-requisite modules	Inclusive Teaching The role of Institutional Level Support Teams and District Based Support Teams Collaborative consultation None None					
Prohibited module Combination	None					
Breakdown of Learning Time	Hours	Timetable Require	ement per	Other teaching modes that does not		
		week 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	Continuous Assessment (CA): 100%					
Assessment	Final Assessment (FA): 0%					
Assessment Module type	Continuous Assessment (CA)					

Faculty	Education	า				
Home Department	Education	nal Psychology				
Module Topic	Commun	Community Psychology in Education				
Generic Module Name	Commun	ity Psychology in	Education 241			
Alpha-numeric Code	ESP241					
NQF Level	6					
NQF Credit Value	10					
Duration	Semeste	r				
Proposed semester to be	First Sem	nester				
offered.						
Programmes in which the	BEd (451	3), BEd (5y) (409	1)			
module will be offered.	`	,, (), (,			
Year Level	2					
Main Outcomes	On comp	letion of the modu	le students sho	uld be able to:		
	 Define 	community psych	nology.			
	Compa	are traditional app	lied psychology	and community psychology.		
	 Discus 	s the role of comr	munity psycholo	gy within the South African context.		
				frame community psychology in education.		
				discipline of community psychology and the		
	1 1	ation thereof in the				
	 Descri 	be how the roles	of a community	psychologist inform the role of a Life		
		ation teacher.				
				field of community psychology to develop		
			e a sense of cor	mmunity and wellbeing in classrooms and		
	school					
Main Content		- · · · · · · · · · · · · · · · · · · ·				
	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 				
				ologists for Life Orientation teachers.		
			ntion strategies	in community psychology relevant to Life		
Dra vaguiaita madulas	None	Orientation teaching				
Pre-requisite modules Co-requisite modules	None					
Prohibited module	None					
Combination	INOTIE					
Breakdown of Learning Time	Hours	Time-table Req	uirement ner	Other teaching modes that does not		
Breakdown of Learning Time	Hours	week	unement per	require time-table		
Contact with lecturer / tutor:	18	Lectures p.w.	1 f2f	roquire time tubic		
Comact with locidies / tatol.	'0	Locidios p.w.	1 online			
Assignments & tasks:	32	Practicals p.w.	0	†		
Assessment:	5	Tutorials p.w.	0	1		
Practicals:	0	ratorialo p.w.	<u> </u>	1		
Selfstudy	45					
Other:	0					
Total Learning Time	100					
Methods of Student		I IIS Assessment (C	:A): 100%	1		
Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%					
Assessment Module type	Continuous Assessment (CA)					
	Continuous Assessifient (CA)					

Faculty	Education	on				
Home Department	Education	Educational Psychology				
Module Topic	Commu	Community Psychology in Education				
Generic Module Name	Commu	nity Psychology in	Education 251			
Alpha-numeric Code	ESP251	, ,				
NQF Level	6					
NQF Credit Value	10					
Duration	Semest	er				
Proposed semester to be offered.	First Se	mester				
Programmes in which the module will be offered.	BEd (Se	enior Phase and FE	ET) (4402)			
Year Level	2					
Main Outcomes	ExplaDescrExplaCritiquExplapsychDescr	On completion of the module students should be able to: Explain community psychology Describe developments in community psychology locally and internationally. Explain the theoretical perspectives that frame community psychology in education Critique traditional approaches within mainstream psychology Explain the values and assumptions underlying the discipline of community psychology Describe approaches and intervention strategies within community psychology as it relates to the field of education				
Main Content	HistorTheorCompValue	 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	dorido dila lillorvol	nion onatogioc	on community poyonology in oddodion		
Co-requisite modules	None					
Prohibited module Combination	None					
Breakdown of Learning Time	Hours	Time-table Requ	uirement per	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	Continu	Continuous Assessment (CA)				

	T
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	First Semester
offered.	
Programmes in which the	BEd (4513, 4091)
module will be offered	
Year level	2
Main Outcomes	On completion of this module, students should be able to:
	 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 statingthe 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	 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	None					
Combination		I				
Breakdown of Learning Time	Hours	Time-table Requi	rement per	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	Continuo	Continuous Assessment (CA): 100%				
Assessment	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: 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 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 Cognitive development and intelligence (Gardner, Sternberg, etc) Theories of learning: Piaget, Vygotsky, Feuerstein, Information processing theory

Dro govista modulo	 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	None				
Combination					
Breakdown of Learning Time	Hours	S Time-table Requirement 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	Continuous Assessment (CA): 60%				
Assessment	Final Assessment (FA): 40%				
Assessment Module type	Continuous and Final Assessment (CFA)				

Faculty	T du casti a la						
Faculty	Education	Davida da aux					
Home Department	Educational						
Module Topic		pment and Learnin					
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 Semes	ter					
Programmes in which the module will be offered	(4513); BEd (4515); BEd	(Social Sciences a (Mathematics and	and EMS) (4514); BE Natural Sciences) (4	(Languages and Life Orientation) d (Languages and Mathematics) 1516); BEd (Languages and Life ural Sciences, 5y) (4092)			
Year level	3	• / .					
Main Outcomes Main Content	 On completion of this module, students should be able to: 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. 						
	Child Development 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 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	None						
Combination							
Breakdown of Learning Time	Hours	Timetable Requirement per week Other teaching modes that doe 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	. atomaio p.vv.		<u> </u>			
Assessments:	15			sit down			
Selfstudy:	73			Sit GOWII			
Other:	0						
Total Learning Time	150						

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

Faculty	Educatio	Education					
Home Department	Languag	Language Department					
Module Topic		Method of Teaching Life Orientation					
Generic Module Name		Method of Teaching Life Orientation 301					
Alpha-numeric Code	TML301	<u> </u>					
NQF Level	7						
NQF Credit Value	15						
Duration	Semeste	r					
Proposed semester to be	First Sen						
offered.							
Programmes in which the	BEd (Lar	nguages and Life Orie	entation) (45	13)			
module will be offered		nguages and Life Orie					
Year level	3	g g	, - , ,				
Main Outcomes		letion of this module,	students sh	ould be able to:			
				relopment of Life Orientation.			
				elopmental outcomes.			
		earning outcomes (kr					
				rious teaching strategies to facilitate the			
		ement of critical and o					
Main Content	Overvie	ew of the National Cu	rriculum Sta	tement			
	 Outcon 	nes Based Education					
	 Definiti 	on of life orientation a	as a learning	area, unique features, purpose, scope, learning			
				al outcomes, developmental outcomes			
	 Teaching 	ng approaches and s	trategies				
		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					
		ment in Life Orientati					
				ious assessment, keeping records, national			
		rogression schedules	<u>, learner pro</u>	files, learner reports, learner portfolios, rubrics			
Pre-requisite modules	None						
Co-requisite modules	None						
Prohibited module Combination	None						
Breakdown of Learning Time	Hours	Timetable Require week	ement per	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	Ÿ					
Selfstudy:	62						
Other:	0						
Total Learning Time	150						
Methods of Student		Continuous Assessment (CA): 100%					
Assessment	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	First Semester
offered.	
Programmes in which the	BEd (Languages and Life Orientation) (4513)
module will be offered	BEd (Languages and Life Orientation, 5y) (4091)
Year level	4
Main Outcomes	On completion of this module, students should be able to:
	Apply learning outcomes (knowledge, skills and values).

Main Content	 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. 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 					
Pre-requisite modules	TML302	•				
Co-requisite modules	None					
Prohibited module	None					
Combination	ļ	T=				
Breakdown of Learning Time	Hours	Timetable Requ 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)					

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	Second Semester
offered.	
Programmes in which the	BEd (Languages and Social Sciences) (4512); BEd (Languages and Life Orientation)
module will be offered	(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:
	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.

				ir teaching and modify the classroom i- cultural population.			
Main Content	 environment to meet the needs of a multi- cultural population. 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 Co-requisite modules	None None						
Prohibited module	None						
Combination Breakdown of Learning Time	Hours	Timetable Requirement per week Other teaching modes that does no require time-table					
Contact with lecturer / tutor:	18	Lectures p.w.	2	FtF			
Assignments & tasks:	28	Practicals p.w.	0				
Practicals:	0	Tutorials p.w.	1	FtF			
Tutorials:	9						
Assessments:	5						
Selfstudy:	40						
Other:	0						
Total Learning Time	100						
Methods of Student Assessment		Continuous Assessment (CA): 100% Final Assessment (FA): 0%					
Assessment Module type				ermanent change was made from CFA to CA			

Faculty	F	F-1					
Faculty		Education,					
Home Department		nt of Educational I	sychology				
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	Second S	emester					
offered.							
Programmes in which the module will be offered	BEd (Sen	ior Phase and FE1	7) 4402				
Year level	1						
Main Outcomes	On compl	etion of the module	e students sho	uld be able to:			
				its principles, legal and policy framework.			
		physical educatio					
				on, games and activities.			
				n Physical education			
				ertaining to physical education			
	Designing activities for inclusivity						
Main Content		ations of a physica					
	The eth	os of teaching phy	sical education	1			
	Practical sessions, games and concepts.						
	Teaching /sport and the law						
	The start of athletics						
	Drawing up Round Robin and Knock out fixtures.						
				sical 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 Requ week	iirement per	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	Continuo	ıs Assessment (CA	\): 100%				
Assessment		essment (FA): 0%	,				
Assessment Module type	Continuous Assessment (CA)						

Main Outcomes By the end of this	module studication ories and moriers to learn creening, ide support straply inclusive se teaching	dents should pment of incon philosophy in legal and phodels undergraing and deventification, a ategies e teaching an practices.	clusive Education y and its principles policy frameworks. pinning inclusive education velopment. assessment and support strategies used in South and learning.			
Module Topic Inclusive Education Generic Module Name Education 221	module studication ories and moriers to learn creening, ide support straply inclusive se teaching	dents should pment of incon philosophy in legal and phodels undergraing and deventification, a ategies e teaching an practices.	d be able to: clusive Education y and its principles policy frameworks. pinning inclusive education velopment. assessment and support strategies used in South and learning.			
Generic Module Name	module studical developsive education ories and moriers to learn creening, ide support straply inclusive se teaching	dents should pment of incon philosophy in legal and phodels underprining and deventification, a ategies e teaching an practices.	d be able to: clusive Education y and its principles policy frameworks. pinning inclusive education velopment. assessment and support strategies used in South and learning.			
Alpha-numeric Code NQF Level NQF Credit Value Duration Proposed semester to be offered. Programmes in which the module will be offered Year level Main Outcomes By the end of this Explain the the Identify key ba Explain and ap Critically analy Explain and ap Critically analy Main Content Main Content Historical deve From exclusion Inclusive Educ Theories and related to large school Inclusive teach differentiation, Collaborative contents Pre-requisite modules Correquisite modules Combination Preakdown of Learning Time Assignments & tasks: Practicals: Assessments Assessments	module stude rical developsive education ories and moreoriers to learn treening, ide support straply inclusive se teaching	dents should pment of incon philosophy in legal and phodels underprining and deventification, a ategies e teaching an practices.	d be able to: clusive Education y and its principles policy frameworks. pinning inclusive education velopment. assessment and support strategies used in South and learning.			
NQF Level NQF Credit Value Duration Semester Proposed semester to be offered. Programmes in which the module will be offered Year level Main Outcomes By the end of thise Know the histor Describe incluse Analyse incluse Explain the theeled lidentify key baee Explain and apertang Explain the second for inclusion Explain and apertang Explain the second for inclusion Explain and apertang Explain and apertang Explain the second for inclusion Explain the second for inclusio	module stude rical developsive education ories and moreoriers to learn treening, ide support straply inclusive se teaching	dents should pment of incon philosophy in legal and phodels underprining and deventification, a ategies e teaching an practices.	d be able to: clusive Education y and its principles policy frameworks. pinning inclusive education velopment. assessment and support strategies used in South and learning.			
Duration Proposed semester to be offered. Programmes in which the module will be offered Year level Main Outcomes By the end of thise. Know the history inclusive inclusive Explain and application. Explain and application inclusive Educe. Theories and relation. Inclusive schoole. Inclusive teach differentiation. Pre-requisite modules Co-requisite modules Contact with lecturer / tutor: Assessments Semester B.Ed (Senior Phance Explain relation Fropescribe inclusive inclusive inclusive inclusive inclusive inclusive inclusive inclusive inclusive each differentiation, inclusive schoole. Inclusive schoole. Inclusive teach differentiation, inclusive teach differentiation. Collaborative of the properties of the pro	module stude rical developsive education ories and moreoriers to learn treening, ide support straply inclusive se teaching	dents should pment of incon philosophy in legal and phodels underprining and deventification, a ategies e teaching an practices.	d be able to: clusive Education y and its principles policy frameworks. pinning inclusive education velopment. assessment and support strategies used in South and learning.			
Proposed semester to be offered. Programmes in which the module will be offered Year level Main Outcomes By the end of thise. Know the histor. Describe incluse. Analyse incluse. Explain the the learning time combination Breakdown of Learning Time Programmes in which the module to the combination Programmes in which the semester 2 B.Ed (Senior Phase) Explain the semester 2 Analyse incluse. Analyse incluse. Apply learning and apply learning and apply learning. From exclusion. Inclusive Educe. From exclusion. Inclusive Educe. Theories and replace and labe. Inclusive school. Inclusive teach differentiation. Prophibited modules Co-requisite modules None Correquisite modules Contact with lecturer / tutor: Assignments & tasks: 70	module stude rical developsive education ories and moreoriers to learn treening, ide support straply inclusive se teaching	dents should pment of incon philosophy in legal and phodels underprining and deventification, a ategies e teaching an practices.	d be able to: clusive Education y and its principles policy frameworks. pinning inclusive education velopment. assessment and support strategies used in South and learning.			
Proposed semester to be offered. Programmes in which the module will be offered Year level Main Outcomes By the end of thise. Know the histor. Describe incluse. Analyse incluse. Explain the the learning time the learning time. Proposed semester 2 But (Senior Phase) Analyse incluse. Explain the senior of thise. Analyse incluse. Explain the senior of thise. Identify key bate. Explain and apply learning. Inclusive Educe. Theories and replace of the learning to learning. Explain the senior of thise. Inclusive Educe. Theories and replace of the learning to learning. Explain the senior of thise. From exclusion. Barriers to learning to learning. Explain the senior of thise. From exclusion. Barriers to learning to learning. Explain the senior of thise. From exclusion. Barriers to learning to learning. Explain the senior of thise. Explain the senior of	module stude rical developsive education ories and moreoriers to learn treening, ide support straply inclusive se teaching	dents should pment of incon philosophy in legal and phodels underprining and deventification, a ategies e teaching an practices.	d be able to: clusive Education y and its principles policy frameworks. pinning inclusive education velopment. assessment and support strategies used in South and learning.			
offered. Programmes in which the module will be offered Year level Main Outcomes By the end of thise. Know the history incluse. Explain the thee. Identify key bare. Explain and aperate. Critically analy. Main Content Historical deverate and aperate and aperate and aperate and aperate and aperate and aperate and aperate. Inclusive Educe. Theories and replace and laberate a	module stude rical developsive education ories and moreoriers to learn treening, ide support straply inclusive se teaching	dents should pment of incon philosophy in legal and phodels underprining and deventification, a ategies e teaching an practices.	d be able to: clusive Education y and its principles policy frameworks. pinning inclusive education velopment. assessment and support strategies used in South and learning.			
Main Outcomes By the end of this	module stude rical developsive education ories and moreoriers to learn treening, ide support straply inclusive se teaching	dents should pment of incon philosophy in legal and phodels underprining and deventification, a ategies e teaching an practices.	d be able to: clusive Education y and its principles policy frameworks. pinning inclusive education velopment. assessment and support strategies used in South and learning.			
Main Outcomes By the end of this End of this Now the history inclused analyse inclusive by base and analyse inclusive analyse analys	rical develop sive education ories and mo riers to learn creening, ide support stra ply inclusive se teaching	pment of incon philosophy in legal and prodels underpring and deventification, attegies eteaching an practices.	clusive Education y and its principles policy frameworks. pinning inclusive education velopment. assessment and support strategies used in South and learning.			
Know the history Describe inclusive Analyse inclusive Explain the the Identify key bate Explain the set Africa Apply learning Explain and approximate Explain and approxi	rical develop sive education ories and mo riers to learn creening, ide support stra ply inclusive se teaching	pment of incon philosophy in legal and prodels underpring and deventification, attegies eteaching an practices.	clusive Education y and its principles policy frameworks. pinning inclusive education velopment. assessment and support strategies used in South and learning.			
Pre-requisite modules Co-requisite modules Prohibited module Combination Breakdown of Learning Time Contact with lecturer / tutor: Assignments & tasks: Practicals: Assessments None Hours Time-t week 27 Lecture 70 Practic Tutoria 30	By the end of this module students should be able to: 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. 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)					
Co-requisite modules Prohibited module Combination Breakdown of Learning Time Contact with lecturer / tutor: Assignments & tasks: Practicals: Assessments None None Hours Time-t week 27 Lecture 70 Practic Tutoria 30	Collaborative consultation					
Prohibited module Combination Breakdown of Learning Time Contact with lecturer / tutor: Assignments & tasks: Practicals: Assessments None Hours week 27 Lecture 70 Practic 70 Tutoria						
Combination Breakdown of Learning Time Hours week Contact with lecturer / tutor: 27 Lecture Assignments & tasks: 70 Practic Practicals: 0 Tutoria Assessments 30						
Breakdown of Learning Time Hours week Contact with lecturer / tutor: 27 Lecture Assignments & tasks: 70 Practic Practicals: 0 Tutoria Assessments 30						
Assignments & tasks: 70 Practic Practicals: 0 Tutoria Assessments 30	3					
Practicals: 0 Tutorial Assessments 30	-	3	2 online 1 ftf			
Practicals: 0 Tutorial Assessments 30		Δ.				
Assessments 30		0				
	es p.w. als p.w.	0				
	es p.w. als p.w.		online & ftf assessments			
Other: Please specify 0	es p.w. als p.w.		online & ftf assessments			
Total Learning Time 200	es p.w. als p.w.		online & ftf assessments			
Method of Student Continuous Asse	es p.w. als p.w.		online & ftf assessments			
Assessment Final Assessmen	es p.w. als p.w. ls p.w.	0	online & ftf assessments			
Assessment Module type Continuous Asse	es p.w. als p.w. ls p.w. esment (CA)	0	online & ftf assessments			

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	Second Semester					
offered.						
Programmes in which the	BEd (Languages and Life Orientation) (4513)					
module will be offered	BEd (5Yr) (Languages and Life Orientation) (4091)					
Year level	2					
Main Outcomes	On completion of this module, students should be able to:					
	Explain intervention within education context.					
	Describe and evaluate various psycho-educational intervention approaches.					
	 Analyze various barriers to learning and apply appropriate intervention strategies to address the barriers. 					

		 Explain how to establish suitable conditions to facilitate growth, development and overall well-being of learners in classrooms and schools. 					
Main Content	 Overview of school as a social institution Intervention 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	None					
Prohibited module	None	None					
Combination							
Breakdown of Learning Time	Hours	Timetable Requ week	irement per	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		us Assessment (CA					
Assessment		essment (FA): 0%					
Assessment Module type	Continuo	us Assessment (CA	4)	Continuous Assessment (CA)			

Faculty	Education						
Home Department	Educational	Devehology					
Module Topic			ducation				
Generic Module Name		Psychological Intervention in Education Psychological Intervention in Education 252					
Alpha-numeric Code		ESP252					
NQF Level	6						
NQF Credit Value	10						
Duration	Semester						
Proposed semester to be offered.	Second Sen						
Programmes in which the module will be offered.	,	Phase and FET) (4	1402)				
Year Level	2						
Main Outcomes Main Content	 On completion of the module students should be able to: Explain intervention within education context; Describe and evaluate various psycho-educational intervention approaches Analyze various barriers to learning and apply appropriate intervention strategies to address barriers; Explain how to establish suitable conditions to facilitate growth, development and overall well-being of learners in classrooms and schools. 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.) 						
Pre-requisite modules	None	Creating conducive classroom and school environments for learning. None					
Co-requisite modules	None						
Prohibited module Combination	None						
Breakdown of Learning Time	Hours	Time-table Requ	uirement per	Other teaching modes that does not require time-table			
Contact with lecturer / tutor:	27	Lectures p.w.	2 f2f 1 online				
Assignments & tasks:	32	Practicals p.w.	0				
Assessment:	5	Tutorials p.w.	0]			
Practicals:	0	<u>'</u>		1			
Selfstudy	36			1			

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

Γ						
Module Topic	HIV Counsell					
Generic Module Name	HIV Counsell	ing 201				
Alpha-numeric Code	HIV201					
NQF Level	6					
NQF Credit Value	10					
Duration	Semester					
Proposed semester to be offered.	Second Sem					
Programmes in which the module will be offered	BEd (Senior I	Phase and FET) 4	402			
Year level	2					
Main Outcomes	 On completion of this module, students should be able to: 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 statingthe 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	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	Hours	Time-table Req	uirement	Other teaching modes that does not		
Time		per week		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		ssessment (CA):	100%	1		
Assessment	Final Assessi	ment (FA): 0%	100 /0			
Assessment Module type	Continuous A	ssessment (CA)				

Faculty	Education						
Home Department	Educational	Psychology					
Module Topic		noting Schools					
Generic Module Name	Health Prom	Health Promoting Schools 212					
Alpha-numeric Code	HPS212						
NQF Level	6						
NQF Credit Value	10						
Duration	Semester						
Proposed semester to be offered.	Second Sen	Second Semester					
Programmes in which the module will be offered	BEd (Langu	ages and Life Orier	ntation, 5y) (40	991) (4402)			
Year level	2						
Main Outcomes		on of this module,	students shoul	d be able to:			
	Understan nationally.TransformCollaborat	 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	 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 Requ	uirement per	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 (CA):	100%				
Assessment		sment (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	Second Semester
offered.	
Programmes in which the	BEd (Languages and Life Orientation) (4513)
module will be offered	BEd (Languages and Life Orientation, 5Yr) (4091)
Year level	3
Main Outcomes	On completion of this module, students should be able to: • Develop learning activities and apply various teaching strategies to facilitate inclusion. • Discuss information and skills related to decision making about personal, community and environmental health (including HIV/ AIDS, child abuse, gender violence, gangsterism, etc.).
Main Content	Overcoming Barriers to Learning Personal Development

Pre-requisite modules	PhysicHealthOrienta	Social Development Physical development Health promotion Orientation to the World of Work Micro-teaching						
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:		Tutorials p.w.	0					
Tutorials:	0							
Assessments:	8							
Selfstudy:	90							
Other:	0							
Total Learning Time	150							
Methods of Student	Continuo	ous Assessment (CA	A): 100%					
Assessment	Final As	sessment (FA): 0%						
Assessment Module type	Continuo	ous Assessment (CA	A)					

Faculty Home Department	Education						
Home Department							
	Educational Psychology						
Module Topic	Method of Life Orientation Method of Life Orientation 303						
Generic Module Name							
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: Demonstrate a thorough understanding of the Curriculum Assessment Policy Statement (CAPS) Discuss and critique objectives of lesson topics and lesson plans form 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	 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 Interactive learning, experiential learning, Co- operative learning, facilitation from a CAPS perspective. Lesson planning development, implementation and evaluation Assessment in Life Orientation 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 						
Pre-requisite modules	Arts and Culture 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	Lectures p.w.	2	FtF			
Assignments & tasks:	54	Practicals p.w.	0				
Practicals:		Tutorials p.w.	0				
Tutorials:	0						
Assessments:	10						
Selfstudy:	140						
Other: Micro-teaching	60						
Total Learning Time	300	300					
Methods of Student	Continu	Continuous Assessment (CA): 60%					
Assessment	Final As	Final Assessment (FA): 40%					
Assessment Module type	Continu	Continuous and Final Assessment (CFA)					

Name of programme		BED SP & FET ((New)			
Module Name:		Education Prac	tice 302			
Module Code		EDU302				
Proposed Semester(s) to be of	fered	Semester 1 & 2	(Year Long)			
NQF Level Credits		40				
Year level		3				
Breakdown of Learning time	Hours	Timetable requirements per week Number of periods		Teaching modes that does require timetable		
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	00				
Method of Student	Continuous Assessment (CA): 100%					
Assessment	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 Lar	nguage and Lite	eracy A		
Module Code		EDU711				
Proposed Semester(s) to be of	fered	First Semester				
NQF Level Credits		15				
Year level		8				
Breakdown of Learning time	Hours	Timetable requirements per week Number of periods		Teaching modes that require timetable		
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	Continu	ous Assessment (CA): 50%	Proposal submission online		
Assessment	Final As	ssessment (FA): 50	0%			
Assessment Module type	Continu	ontinuous and Final Assessment (CFA)				

BED HONOUR EDUCATIONAL LEADERSHIP AND MANAGEMENT

Name of programme		BED HONOURS					
Module Name:	le Name: Research in E		ducational Leadership and Management A				
Module Code		EDU712					
Proposed Semester(s) to b	Proposed Semester(s) to be offered		Semester 1				
NQF Credit Value		15					
Year level		Year 8					
Breakdown of Learning time	Hours	Timetable requ week	irements per	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			Individual presentation Research proposal			
Assessments	2 tasks			Research and presentation to the class. Proposal submission			
Self- study	80			 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	A): 1 00 %	Continuous Assessment (CA): 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				
			IIIOII A (EDO) 7 13			
Module Code		EDU713 (see ta	DIE 2.6)			
Proposed Semester(s) to b	e offered	Semester 1				
NQF Credit Value		15				
Year level		Year 8				
Breakdown of Learning time	Hours	Timetable requi	rements per	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			Individual/group		
Assessments	40			Take Home		
Self- study	58			Learning guides and course readers/videos online –asynchronous mode		
TOTAL Learning Time	150					
Method of Student	Continuous	Assessment (CA): 50%	Continuous Assessment (CA):		
Assessment	Final Asses	ssment (FA): 50%	<i>,</i>)	Final Assessment (FA): Take Home Exam		
Assessment Module type	Continuous and Final Assessment (CFA)					

Name of programme		BED HONOURS	S		
Module Name:		RESEARCH IN	SCIENCE EDUC	TION A	
Module Code		EDU714			
Proposed Semester(s) to be of	fered	Semester 1			
NQF Credit Value		15			
Year level		Year 1			
Breakdown of Learning time	Hours	Timetable requirements per week Number of periods		Teaching modes that does require timetable	
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	Continu	ous Assessment	(CA): 50%	Continuous Assessment (CA): Take home	
Assessment	Final As	ssessment (FA):	50%	Final Assessment (FA): Take home	
Assessment Module type	Continu	ous and Final As	sessment (CFA)		

Γ 	I = 1					
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	EDU715				
NQF Level	8					
NQF Credit Value	15					
Duration	Semeste	r				
Proposed semester to be offered.	First Sen	nester				
Programmes in which the	BEd (Hoi	n) (4117 FT) (4118 PT)				
module will be offered	PGDÈ (4					
Year level	8	,				
Main Outcomes		letion of this module, stu	dents shou	uld be able to:		
mani Gatoomes				oth individually or collaboratively with their		
	colleag	ues, and outline the mair	objectives	s of the research.		
	Select :	and defend research des	igns illustra	ating an understanding of its ability to address		
	the res	earch questions.				
	 Identify 	and review national and	internation	nal literature in relation to the chosen topic in		
		ional Psychology.		•		
			data collec	ction methods that are appropriate to the		
		project.				
			thical issue	es 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.					
	 Develo 	p coherent Educational F	svchology	research proposals with acceptable research		
	questions and hypotheses.					
Main Content	Introduction to Research as a systematic form of inquiry in Educational Psychology.					
	 Unders 	tanding the aim and culti	ire of resea	arch		
		ch paradigms and philos				
		m formulation	. ,			
		ire review				
	 Choosi 	ng a research topic in Ed	ucational F	Psvchology		
		ls of sampling		-, 3,		
	Methods of sampling Methods of data collection					
	Data ar	nalysis and reporting				
	Writing a research proposal					
Pre-requisite modules	None					
Co-requisite modules	None					
Prohibited module	None					
Combination						
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	face to face		
Assignments & tasks:	40	Practicals p.w.	0			
Practicals:	0	Tutorials p.w. 0				
r radilouid.	υ ruioriais μ.w. υ					

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

Name of programme		B.Ed Honous		
Module Name:	B.Ed Mathematics 716			
Module Code	EDU716			
Proposed Semester(s) to be of	fered	1st semester		
NQF Level Credits		15		
Year level		8		
Breakdown of Learning time	Hours	Timetable requirements	s per	Teaching modes that does require
		week		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	Continuous Assessment (CA) 50%			Continuous Assessment (CA): Online/Sit
Assessment	Final Assessment (FA) 50%			down/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 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 requiren week	nents per	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			Empirical study Research report			
Assessments	2 tasks			Fieldwork research Research report submission			
Self- study	80			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): 1	00%	Continuous Assessment (CA): take home final assessment task.			
Assessment Module type	Continuous	Continuous Assessment (CA)					

Module Name:		Research in Ma	thematics Educ	cation B (EDU) 723		
Module Code	ode EDU723		·			
Proposed Semester(s) to be	e offered	Semester 2				
NQF Credit Value		15				
Year level		Year 8				
Breakdown of Learning time	Hours	Timetable requi	rements per	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			Individual/group Sit down		
Assessments	40			Take Home		
Self- study	58			Learning guides and course readers/videos online –asynchronous mode		
TOTAL Learning Time	150					
Method of Student	Final Asse	ssment (FA): 100°	%	Final Assessment (FA):		
Assessment				Take Home Exam		
Assessment Module type	Continuou	Continuous and Final Assessment (CA)				

Name of programme	Name of programme BED HONOURS				
Module Name:	Module Name: RESEARCH IN SCIENCE EDUC			ATION 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 requ	irements per	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 readersonline –asynchronous mode	
TOTAL Learning Time	150				
Method of Student	Continuous	s Assessment (CA	N): 0%	Continuous Assessment (CA): n.a	
Assessment	Final Assessment (FA): 100%			Final Assessment (FA): Take home	
Assessment Module type	Final Asse	ssment (FA)	·		

Name of programme	Name of programme B.Ed Honours					
Module Name:	B.Ed Mathema	B.Ed Mathematics 726				
Module Code		EDU726				
Proposed Semester(s) to b	e offered	2 nd semester				
NQF Level Credits		15				
Year level		8				
Breakdown of Learning	Hours	Timetable requ	irements per	Teaching modes that does require		
time		week		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	Continuous Assessment (CA): 50%			Continuous Assessment (CA): Online/Sit		
Assessment	Final Assess	ment (FA): 50%		down/take home		
				Final Assessment (FA): take home		
Assessment Module type	Continuous and Final Assessment (CFA)					

Faculty	Education					
Home Department	Language Education					
Module Topic	Evaluating Te					
Generic Module Name		inguistics 221 for Afr	ikaans Teache	ers		
Alpha-numeric Code	ELA221	inguiodico LL i ici 7 tii	maano roadin			
NQF Level	6					
NQF Credit Value	10					
Duration	Semester					
Proposed semester to be offered	Second Sem	ester				
Programmes in which the module will be offered	BED (Senior	Phase and FET) (440	02, 4403, 4404	s)		
Year level	2					
Main Outcomes		n of this module, stud	dents should b	e able to:		
				e of Afrikaans language		
				f the different genres in Afrikaans literature		
				luding their potentially multipurpose nature		
				ending and interpreting text, with due		
		ion to readers' interes				
			of electronic	to print media and how genres have been		
		d by technology				
		suitability of reading	material for yo	oung learners according to the relevant		
	criteria		6 - 41			
Main Contant				view to improvement		
Main Content		genres in Afrikaans (d		snort stories, nover) nd content aspects of genres; textual		
				genres, multimodal communication and		
	media	is and innovations, or	ai and willen	gernes, multimodal communication and		
		evaluating texts: fitne	see for nurnoe	e; suitability of content for audience; writer's		
				lty; originality and attractiveness; factual		
		propagation and/or ch				
	Editing tex	t: detection of errors:	stylistic impro	vement; ensuring coherence and readability;		
	consistenc	v of usage and termin	nology: disamb	piguation; meaningful elaboration; avoiding		
		d obscurity	3,,	g ,		
		and structure of Afrika	aans language			
Pre-requisite modules	Style and Str	ucture in Language				
Co-requisite modules	None					
Prohibited module	None					
Combination				T		
Breakdown of Learning	Hours	Time-table Require	ement per	Other teaching modes that does not		
Time	10	week	T.	require time-table		
Contact with lecturer / tutor:		Lectures p.w.	2	-		
Assignments & tasks:	20	Practicals p.w.	0	-		
Practicals:	0	Tutorials p.w.	1	-		
Assessments	10		+	-		
Selfstudy Other: Please appoint	28					
Other: Please specify	100					
Total Learning Time Method of Student	100					
Assessment	Continuous Assessment (CA): 60%					
	Final Assessment (FA): 40%					
Assessment Module type	Continuous and Final Assessment (CFA)					

Familia	Education
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	First Semester
offered.	
Programmes in which the	BEd (Languages and Social Sciences) (4512); BEd (Languages and Life Orientation) (4513);
module will be offered	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:
	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. 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: 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	None	None					
Combination	Harring	Timetable Descrive		Other teaching medea that does not			
Breakdown of Learning Time	Hours	Timetable Require	ment 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			<u>] </u>			
Methods of Student	Continu	ous Assessment (CA): 60%				
Assessment	Final Assessment (FA): 40%						
Assessment Module type	Continu	ous and Final Assess	sment (CFA)				

Foculty	Education
Faculty 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	BEd (Languages and Social Sciences) (4512); BEd (Languages and Life Orientation) (4513);
module will be offered	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 no.t 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	Continuous Assessment (CA): 60%					
Assessment	Final Assessment (FA: 40%					
Assessment Module type	Continuous and Final Assessment (CFA)					

Faculty	Education	Education					
Home Department	Language Ed	Language Education					
Module Topic	Evaluating Te						
Generic Module Name		inguistics 221 for E	nglish Teacher	S			
Alpha-numeric Code	ELE221						
NQF Level	6						
NQF Credit Value	10						
Duration	Semester						
Proposed semester to be	Second Sem	ester					
offered.							
Programmes in which the	BED (Senior	Phase and FET) (4	402, 4403, 440	4)			
module will be offered							
Year level	2						
Main Outcomes		n of this module st					
				e of English language			
				of the different genres in English literature			
				cluding their potentially multipurpose nature			
				ending and interpreting text, with due			
		on to readers' inter					
			nip of electronic	to print media and how genres have been			
		by technology					
		suitability of readir	ng material for y	oung learners according to the relevant			
	criteria	un uniting and that	of others with a	view to improvement			
Main Content				view to improvement			
Main Content				hort stories, novel) nd content aspects of genres; textual			
				genres, multimodal communication and			
	media	s and innovations,	orar and written	genies, mullimodal communication and			
		evaluating texts: fit	ness for nurnos	e; suitability of content for audience; writer's			
				ulty; originality and attractiveness; factual			
	accuracy; propagation and/or challenging of values Editing text: detection of errors; stylistic improvement; ensuring coherence and readability; 						
				biguation; meaningful elaboration; avoiding			
	prolixity an		37 /				
		and structure of Eng	glish language				
Pre-requisite modules	Style and Str	ucture in Language	;				
Co-requisite modules	None						
Prohibited module	None						
Combination							
Breakdown of Learning	Hours	Time-table Requ	irement per	Other teaching modes that does not			
Time		week	T	require time-table			
Contact with lecturer / tutor:	42	Lectures p.w.	2				
Assignments & tasks:	20	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	Continuous Assessment (CA): 60%						
Assessment	Final Assessment (FA): 40%						
Assessment Module type	Continuous and Final Assessment (CFA)						

Name of programme	BED (Senior Phase and FET) (4			1402, 4403, 4404)		
Module Name:		Educational Linguistics 221 for isiXhosa Teachers: Evaluating Text				
Module Code		ELX221				
Proposed Semester(s) to be of	ffered	Second Semeste	er			
NQF Level Credits		10				
Year level		2				
Breakdown of Learning time	Hours	Timetable requir	ements per	Teaching modes that require timetable		
		week				
			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	Continuous Assessment (CA): 60%			Continuous Assessment (CA): Online		
Assessment	Final Assessment (FA): 40%)	(Ikamva)		
				Final Assessment (FA): Online		
Assessment Module type	Continuo	ous and Final Asses	sment (CFA)			

Faculty	Education							
Home Department		Language Department						
Module Topic		Method of Teaching Economic and Management Sciences (EMS)						
Generic Module Name		f Teaching Econom	ic and Manager	nent Sciences (EMS) 401				
Alpha-numeric Code	EMM401							
NQF Level	8							
NQF Credit Value	15							
Duration	Semester	,						
Proposed semester to be offered.	First Sem	ester						
Programmes in which the module will be offered	BEd (Soc	ial Sciences and El	MS) (4514)					
Year level	4							
Main Outcomes	 On completion of this module, students should be able to: 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 							
Main Content	 NCS for Accounting/Business Studies/Economics as policy document Assessment policies practices in the Grades, 7, 8 and 9 classroom Development of lesson plans Critique and engagement with the different roles and competences of the educator Resource exploration, utilisation and application Analysis and evaluation of the EMS textbook at SP level Teaching and learning developments in the Accounting/Business Studies/Economics classroom Lesson planning and presentation: Themes in teaching (Human rights and environmental issues in business and the economy; importance of effective management; role of the entrepreneur; market research and feasibility studies; role of 							
Pre-requisite modules	SMEs in economic growth) EMM301							
Co-requisite modules	None							
Prohibited module	None							
Combination								
Breakdown of Learning Time	Hours	<u> </u>		Other teaching modes that does not				
		week		require time-table				
Contact with lecturer / tutor:	30	week Lectures p.w.	0	require time-table				

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

Name of programme		B Ed (Foundation	B Ed (Foundation Phase) (4517)				
Module Name:		Academic Litera	Academic Literacy 101				
Module Code		FAL101					
Proposed Semester(s) to be o	ffered	Both Semesters	<u> </u>				
NQF Level Credits		10					
Year level		1					
Breakdown of Learning time	Hours	Timetable requi	rements per	Teaching modes that require timetable			
· ·		week	•				
			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	Continuous Assessment (CA): 60%			Continuous Assessment (CA): Online/Sit			
Assessment	Final Ass	sessment (FA): 409	%	down/take home			
				Final Assessment (FA): Online/Sit			
				down/take home			
Assessment Module type	Continuous and Final Assessment (CFA)						

F	
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	First Semester
offered.	
Programmes in which the	B Ed (Foundation Phase) (4517)
module will be offered	
Year level	1
Main Outcomes	On completion of this module, students should be able to:
	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	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
	1 implication for development and learning

	Factors impacting on development: family, school, media and society.						
Pre-requisite modules	None						
Co-requisite modules	None						
Prohibited module	None						
Combination							
Breakdown of Learning Time	Hours	Timetable Requir	ement 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	Continuous As	sessment (CA): 60°	%				
Assessment	Final Assessm	ent (FA): 40%					
Assessment Module type	Continuous an	d Final Assessment	(CFA)	·			

Faculty	Education								
Home Department	Educational Ps	svchology							
Module Topic	Child Develop								
Generic Module Name		Child Development 211							
Alpha-numeric Code		FCD211 (see table 2.2)							
NQF Level	6	table LiL)							
NQF Credit Value	20								
Duration	Semester Semester								
Proposed semester to be		ctor							
offered.		Second Semester							
Programmes in which the module will be offered	,	ion Phase) (4517)							
Year level	2								
Main Outcomes			dents should be abl						
	 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	Physical do	elopment (7-18 ye	oral	learning and academic achievement.					
	 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 Develop								
Co-requisite modules	None								
Prohibited module Combination	None								
Breakdown of Learning Time	Hours	Timetable Requ	irement per week	Other teaching modes that does not require time-table					
Contact with lecturer / tutor:	18	Lectures p.w.	1 FTF 1 online	1 FTF 1 online					
Assignments & tasks:	50	Practicals p.w.	1 FTF 1 online	1 FTF 1 online					
Practicals:	18	Tutorials p.w.	0	1					
Tutorials:	0	,		1					
Assessments:	22			1					
Selfstudy:	92			1					
Total Learning Time	200			1					
Methods of Student Assessment		sessment (CA): 10	00%	1					
Assessment Module type	Continuous Assessment (CA)								

Name of programme		BEd (Foundatio	n Phase) (4517)				
Module Name:		Introduction to Educational Research 401					
Module Code		FER401	FER401				
Proposed Semester(s) to be offered		Both Semesters	}				
NQF Level Credits		30					
Year level		4					
Breakdown of Learning time	Hours	Timetable requi week	rements per	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	Continu	ous Assessment (CA): 100%	Tutorials; Literature Analysis; Research			
Assessment	Final As	ssessment (FA): 0	%	Proposal; Oral Presentation			
Assessment Module type	Continu	ous Assessment (CA)				

Name of programme	BEd (Foundation Phase) (4517))		
Module Name:		Education Studies 111				
Module Code		FES111				
Proposed Semester(s) to be of	ffered	2 nd Semester				
NQF Level Credits		15				
Year level		1				
Breakdown of Learning time	Hour s	Timetable requirements per week Number of periods		Teaching modes that does require timetable		
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	Continu	ious Assessment (CA): 100%	Individual Assignment; Group Assignment;		
Assessment	Final As	ssessment (FA): 0	%	test		
Assessment Module type	Continu	ious Assessment (CA)			

Name of programme		BEd (Foundation Phase) (4517)				
Module Name:		Educational Studies 211				
Module Code		FES211				
Proposed Semester(s) to be offered		2 nd Semester				
NQF Level Credits		20				
Year level		2				
Breakdown of Learning time	Hours	Timetable requirements per week Number of periods		Teaching modes that does require timetable		
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	Continuo	us Assessment (C	A): 100%	Individual Assignment; Group Assignment;		
Assessment	Final Ass	essment (FA): 0%		Test		
Assessment Module type	Continuo	us Assessment (C.	A)			

Pre-requisite modules Co-requisite modules Prohibited module		orative consultatior		ams and District Based Support Teams.					
Co-requisite modules	Collab E-inclu None None	orative consultatior		ams and District Based Support Teams.					
	Collab E-inclu None	orative consultatior		ams and District Based Support Teams.					
Dro-roquicito modulos	Collab E-inclu	orative consultatior		ams and District Based Support Teams.					
	 Collab 	orative consultatior		ams and District Based Support Teams.					
				ams and District Based Support Teams.					
		The role of Institutional Level Support Teams and District Based Support Teams.							
			Inclusive teaching and learning.						
		uction to barriers to		evelopment.					
		and labeling.	loorning and de	ovolonment					
		ity, Disability or Ne	eds.						
				nework and practices.					
wain Content				d Inclusive Education.					
Main Content		collaborative cons		d Inclusive Education					
	Teams		ultation						
			utional Level Su	upport Teams and District Based Support					
		lly analyse teaching		annest Teene and District Beerld Comment					
		n inclusive teaching							
				arriers to learning and development.					
		e the impact of lab							
		n diversity, disabilit							
				its principles, legal and policy framework.					
	 Disting 	juish between Spe	cialised Education	on and Inclusive Education.					
Main Outcomes		letion of this modu							
Year level	3								
module will be offered			,						
Programmes in which the	B Ed (Fo	undation Phase) (4	l517)						
offered.	Doill Oct	Both Semester							
Proposed semester to be		nester							
Duration	Year								
NQF Credit Value	30								
NQF Level		7							
Alpha-numeric Code	_	FIE301							
Generic Module Name		Education 301							
Module Topic		nal Psychology Education							
Faculty Home Department	Educatio								

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	B Ed (Foundation Phase) (4517)
module will be offered	
Year level	1
Main Outcomes	 On completion of this module, students should be able to: 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).

	Explain and apply the importance of creativity in the foundation phase (visual arts, music							
		ovement).						
		 Understand the importance of support skills to better respond to children and parents (parental involvement and wellness. 						
Main Content	(1- 0.1-0.1-	\P = = = = = = = = = = = = = = = = = = =						
Main Content		 The self: intra- and inter- personal development. Defining life skills. 						
			ne of a life ekille	s approach. Different theoretical approaches to				
		ills from Bandura t		s apploach. Different theoretical approaches to				
		en at risk.	o wiitoricii.					
	Resilie	ence and motor dev	elopment.					
		arts/ music and mo						
		oundation Phase co						
		le of educators in o	counseling care	and support (ethics of care perspective).				
Pre-requisite modules	None							
	None							
Co-requisite modules	None							
•	None							
Prohibited module Combination								
Co-requisite module Prohibited module Combination Breakdown of Learning Time		Timetable Requ	irement per	Other teaching modes that does not require time-table				
Prohibited module Combination	None	-	irement per					
Prohibited module Combination Breakdown of Learning Time	None Hours	week						
Prohibited module Combination Breakdown of Learning Time Contact with lecturer / tutor:	None Hours	week Lectures p.w.	2 FtF					
Prohibited module Combination Breakdown of Learning Time Contact with lecturer / tutor: Assignments & tasks:	None Hours 18 30 18 0	week Lectures p.w. Practicals p.w.	2 FtF 2 FtF	require time-table				
Prohibited module Combination Breakdown of Learning Time Contact with lecturer / tutor: Assignments & tasks: Practicals: Tutorials:	None Hours 18 30 18	week Lectures p.w. Practicals p.w.	2 FtF 2 FtF	require time-table Practical work culmination in a portfolio of				
Prohibited module Combination Breakdown of Learning Time Contact with lecturer / tutor: Assignments & tasks: Practicals:	None Hours 18 30 18 0	week Lectures p.w. Practicals p.w.	2 FtF 2 FtF	require time-table				
Prohibited module Combination Breakdown of Learning Time Contact with lecturer / tutor: Assignments & tasks: Practicals: Tutorials: Assessments: Selfstudy: Other:	None Hours 18 30 18 0 20	week Lectures p.w. Practicals p.w.	2 FtF 2 FtF	require time-table Practical work culmination in a portfolio of				
Prohibited module Combination Breakdown of Learning Time Contact with lecturer / tutor: Assignments & tasks: Practicals: Tutorials: Assessments: Selfstudy: Other: Total Learning Time	None Hours 18 30 18 0 20 64 0 150	week Lectures p.w. Practicals p.w. Tutorials p.w.	2 FtF 2 FtF 0	require time-table Practical work culmination in a portfolio of				
Prohibited module Combination Breakdown of Learning Time Contact with lecturer / tutor: Assignments & tasks: Practicals: Tutorials: Assessments: Selfstudy: Other: Total Learning Time Methods of Student	None Hours 18 30 18 0 20 64 0 150 Continuo	week Lectures p.w. Practicals p.w. Tutorials p.w. ous Assessment (C	2 FtF 2 FtF 0 4 A): 100%	require time-table Practical work culmination in a portfolio of				
Prohibited module Combination Breakdown of Learning Time Contact with lecturer / tutor: Assignments & tasks: Practicals: Tutorials: Assessments: Selfstudy: Other: Total Learning Time	None Hours 18 30 18 0 20 64 0 150 Continue	week Lectures p.w. Practicals p.w. Tutorials p.w.	2 FtF 2 FtF 0 4 A): 100%	require time-table Practical work culmination in a portfolio of				

	Termo
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	On completion of this module, students should be able to: • 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	 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	
Assignments & tasks:	30	Practicals p.w.	2 FtF	
Practicals:	30	Tutorials p.w.	0	
Tutorials:	0			
Assessments:	40			Practical work culmination in a portfolio of
Selfstudy:	82			evidence . Makes up part of CA marks.
Other:	0			
Total Learning Time	200			
Methods of Student	Continuo	us Assessment (C.	A): 100%	
Assessment	Final Ass	essment (FA): 0%	•	
Assessment Module type	Continuo	us Assessment (C.	A)	

Name of programme		BEd (Foundatio	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 Number of periods		Teaching modes that does require timetable		
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	Continuo	us Assessment (C	A): 100%	Micro Teaching; Electronic Portfolio;		
Assessment	Final Assessment (FA): 0%			Reflective Essay; School-based observation and Teaching Practice		
Assessment Module type	Continuous Assessment (CA)			·		

Name of programme		BEd (Foundation Phase) (4517)			
Module Name:		Practical Learni	ng 201	•	
Module Code		FPL201			
Proposed Semester(s) to be of	ffered	Both Semesters	3		
NQF Level Credits		20			
Year level		2			
Breakdown of Learning time	Hours Timetable requirements per week		rements per	Teaching modes that does require timetable	
		Numb			
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	Continuous Assessment (CA): 100%			Micro Teaching; Electronic Portfolio;	
Assessment	Final Assessment (FA): 0%			Reflective Essay; School-based Observation; Teaching Practice	
Assessment Module type	Continuo	us and Final Asses	ssment (CA)		

Name of programme	ne of programme BEd (Foundation Ph		on Phase) (451)	se) (4517)			
Module Name:		Practical Learn	Practical Learning 301				
Module Code		FPL301					
Proposed Semester(s) to be of	ffered	Both Semester	'S				
NQF Level Credits		30					
Year level		3					
Breakdown of Learning time	eakdown of Learning time Hours		irements per	Teaching modes that does require timetable			
		week Number 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	00					
Method of Student	Continuous Assessment (CA): 100%			Micro Teaching; Electronic Portfolio;			
Assessment	Final Assessment (FA): 0%			Reflective Essay; School-based observation and Teaching Practice			
Assessment Module type	Continuo	us and Final Asse	essment (CA)				

Name of programme	nme BEd (Foundation Phase) (4517)				
Module Name:		Practical Learn			
Module Code		FPL401			
Proposed Semester(s) to be	offered	Both Semesters	3		
NQF Level Credits		30			
Year level		4			
Breakdown of Learning	Hours	Timetable requi	rements per	Teaching modes that does require	
time		week		timetable	
		Nun			
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		us Assessment (C		Micro Teaching; Electronic Portfolio;	
Assessment	Final Ass	sessment (FA): 0%	•	Reflective Essay; School-based observation and Teaching Practice	
Assessment Module type	Continuo	Continuous and Final Assessment (CA)			

Name of programme Module Name: Module Code		Bed Foundation	Bed Foundation Phase Foundation Phase Mathematics111				
		Foundation Ph					
		FPM111					
Proposed Semester(s) to b	e offered	Semester 1					
NQF Level Credits		15					
Year level		1					
Breakdown of Learning time	Hours	Timetable requ week	irements per	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	Continuo	Continuous and Final Assessment (CFA)					

Name of programme Bed Foundation phase		n phase					
Module Name:		Foundation Ph	Foundation Phase Mathematics 211				
Module Code		FPM211					
Proposed Semester(s) to b	e offered	Semester 1					
NQF Level Credits		20					
Year level		2					
Breakdown of Learning time	Hours	Timetable requ week	irements per	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		ous Assessment (C sessment (FA)	CA): 60% : 40%	Continuous Assessment (CA): Online and take home. Final Assessment (FA): Online/sit down/take home.			
Assessment Module type	Continuo	ous and Final Asse	ssment (CFA)	•			

Name of programme	B.Ed. FP						
Module Name:			Foundation Phase Mathematics (FPM 311)				
Module Code		FPM311					
Proposed Semester(s) to b	e offered	Semester 1					
NQF Credit Value		30					
Year level		Year 3					
Breakdown of Learning time	Hours	1 2 2 3 1		Teaching modes that does require timetable			
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	44		Learning guides and course readers/videos online –asynchronous mode			
TOTAL Learning Time	300						
Method of Student	Continuo	us Assessment (C	A): 60%	Continuous Assessment (CA): Sit down			
Assessment		essment (FA): 40°		Final Assessment (FA): Sit down			
Assessment Module type		us and Final Asses		· ·			

Name of programme		B.Ed. FP		
Module Name:		Foundation Pha	ase Mathematic	s (FPM 411)
Module Code		FPM 411		
Proposed Semester(s) to b	e 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	Continuo	Continuous Assessment (CA): 60% Continuous Assessment (CA): Sit dov			
Assessment	Final Asse	essment (FA): 40%		Final Assessment (FA): Sit down	
Assessment Module type	Continuo	Continuous and Final Assessment (CFA)			

Name of programme		BED MATHEMA	BED MATHEMATICS AND NATURAL SCIENCES				
Module Name:		METHOD OF TE	METHOD OF TEACHING NATURAL SCIENCE 301				
Module Code		GSM 301					
Proposed Semester(s) to be	e 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		us Assessment (Ca		Continuous Assessment (CA): Take home			
Assessment	Final Ass	essment (FA): 40°	%	Final Assessment (FA): Take home			
Assessment Module type	Continuo	Continuous and Final Assessment (CFA)					

Name of programme	BED MATHEMATICS AND NAT		TICS AND NAT	URAL SCIENCES			
Module Name:		METHOD OF TE	METHOD OF TEACHING NATURAL SCIENCE 302				
Module Code		GSM 302					
Proposed Semester(s) to b	e 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			
Assessments	13			Group Take home			
Self- study	50			Learning guides and course readers online –asynchronous mode			
TOTAL Learning Time	150						
Method of Student	Continuo	us Assessment (Ca	A): 60%	Continuous Assessment (CA): Take home			
Assessment	Final Ass	sessment (FA): 40°	%	Final Assessment (FA): Take home			
Assessment Module type	Continuo	Continuous and Final Assessment (CFA)					

Name of programme BED MATHEMATICS AND		TICS AND NAT	ATURAL SCIENCES				
Module Name:		METHOD OF TE	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	Hours Timetable requirements per week Number of periods		Teaching modes that does require timetable			
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	50		Learning guides and course readers online –asynchronous mode			
TOTAL Learning Time	150						
Method of Student	Continuo	us Assessment (C	A): 60%	Continuous Assessment (CA): Take home			
Assessment	Final Ass	essment (FA): 40	%	Final Assessment (FA): Take home			
Assessment Module type	Continuo	us and Final Asses	ssment (CFA)				

Name of programme	PGCE			
Module Name:		Education studi	ies	
Module Code		HDE 403		
Proposed Semester(s) to be	offered	Semester 1 & se	emester 2	
NQF Credit Value		30		
Year level		Year 1		
Breakdown of Learning time	Hours	Timetable requi	rements per	Teaching modes that does require timetable
		- WOOK	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	Continuo	us Assessment (C	Continuous Assessment (CA):	
Assessment Module type	Continuo	us Assessment (Ca	A)	

F	ler e					
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	First Semester					
offered.						
Programmes in which the	PGCE (4654)					
module will be offered						
Year level	1					
Main Outcomes	On completion of this module, students should be able to:					
	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.					

		Develop strategies and approaches to teaching learners with diverse needs in the classroom.				
Main Content	 Holisti 	c development				
		Factors influencing the teaching and learning process				
		Self-concept and self-esteem				
		The interaction between learning and development				
		ed theories of cogr	•	•		
		ations of theory for				
		ny classrooms in he		bloc		
		oping all aspects of				
		ng discipline	i tile ciassicolli			
			lvina factora imi	pacting on discipline		
				e self and in the classroom		
			•			
				arning environments		
		ive education and	•	cation		
		ic and extrinsic bar				
		ort services in the S				
	• Identif	Identifying and addressing barriers to learning and development in the classroom				
Pre-requisite modules	None					
Co-requisite modules	None	None				
Prohibited module	None					
Combination						
Breakdown of Learning Time	Hours	Timetable Requi	irement per	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		
Assignments & tasks:	52	Practicals p.w.	0	Week 7-8 ftf		
Practicals:	0	Tutorials p.w.	0	Week 9 -10 online		
Tutorials:	0			Week 11-12 ftf		
Assessments:	7					
Selfstudy:	73					
Other:	0					
Total Learning Time	150					
Methods of Student	Continuo	ous Assessment (C	A): 100%			
Assessment	Final Ass	Final Assessment (FA): 0%				

Name of programme		PGCE	PGCE				
Module Name:		Authority, Dem	Authority, Democracy and Disciplinary Identities				
Module Code		HDE 414 (see t	able 2.1)				
Proposed Semester(s) to b	e offered	First semester	,				
NQF Level Credits		15					
Year level		1					
Breakdown of Learning time	Hours	Timetable requ	irements per	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	150					
Method of Student Assessment	Continuo	Continuous Assessment (CA): 100%					
Assessment Module type	Continuo	Continuous Assessment (CA)					

Name of programme		PGCE				
Module Name:		Learner Achievement levels, Teachers" Performativity and Globalisation				
Module Code		HDE 415 (See t	able 2.1)			
Proposed Semester(s) to be	offered	Semester				
NQF Level Credits		15				
Year level		1				
Breakdown of Learning time	Hours	Timetable requi	irements per	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	150				
Method of Student Assessment	Continuous Assessment (CA): 100%					
Assessment Module type	Continuous Assessment (CA)					

Name of programme		PGCE (4654)	PGCE (4654)				
Module Name:			African Language Communication 430				
Module Code		HDE430	•				
Proposed Semester(s) to b	e 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		ous Assessment (Casessment (Casessment (FA): 40		Continuous Assessment (CA): take home			
Assessment Module type	Continuo	Continuous and Final Assessment (CFA)					

Familia	Education
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	First Semester
offered.	
Programmes in which the	BEd (4513, 4091)
module will be offered	
Year level	2
Main Outcomes	On completion of this module, students should be able to:
	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

	HIV/AII	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 					
				types of care and support to provide for			
		•	affected by HI	V/AIDS and how to provide these care and			
	suppor		davalan a haal	th promoting and supportive school environment			
				nity environment for teachers and parents in the			
		of HIV/AIDS.	portivo comina	mily on vironimonic for todoriors and paronio in the			
				ies in crisis situations related to HIV/AIDS			
				g, care and support for persons infected with HIV			
		cted by HIV/AIDS in	cluding orphan	s, trauma counseling, bereavement counseling			
Main Content	etc.)	odule will feature led	turas discussi	ons and individual or group presentations and			
Wall Content		strations around the		ons and individual of group presentations and			
				educators in the age of HIV/AIDS;			
	 Attitude 	es and Attitude char	nge towards HI	V/AIDS infected and affected;			
				se affect HIV/AIDS infected and affected;			
				isions) 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	Hours	Time-table Requ	irement ner	Other teaching modes that does not			
Time	liouio	week	momont por	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 Total Learning Time	0 150						
Method of Student		l us Assessment (CA	1 100%				
Assessment	Continuo	us Assessifierii (CA	100%				
Assessment Module type	Continuo	IIS Assessment (CA	.)				
Accessment 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	 On completion of this module, students should be able to: 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 statingthe 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 				
Main Content	or affected by HIV/AIDS including orphans, trauma counseling, bereavement counseling etc.) 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	None			
Prohibited module Combination	None				
Breakdown of Learning Time	Hours	Time-table Red week	quirement per	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	Continuo	Continuous Assessment (CA)			

r	
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	On completion of this module, students should be able to:
	Demonstrate sound theoretical understanding of the concept.
	Understand the process and development of health promoting schools internationally and
	nationally.
	Transform schools into health promoting sites.
	Collaborate with education support service personnel to meet the needs of learners.
	Develop partnerships with parents and communities to ensure the well-being of our youth.
Main Content	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	None
Combination	

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

Faculty	Educatio	Education					
Home Department	Languag	Language Education (Foundation)					
Module Topic		English Language Study (SF)					
Generic Module Name		anguage Study 15					
Alpha-numeric Code	LAN151	<u> </u>					
NQF Level	5						
NQF Credit Value	15						
Duration	Year						
Proposed semester to be offered.	Both Sen	nester					
Programmes in which the module will be offered		nguages and Life C thematics and Nati					
Year level	1						
Main Outcomes	Write a Have a	metalanguage for	veloped argume discussing ling	ent with minimal English grammatical errors. Juistic choices.			
Main Content	 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	None						
Combination							
Breakdown of Learning Time	Hours	Timetable Requ week	irement per	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:	0						
Assessments:	0						
Selfstudy:		30					
Total Learning Time	150						
Methods of Student	Continuo	Continuous Assessment (CA): 100%					
Assessment	Final Assessment (FA): 0%						
Assessment Module type	Continuo	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	Continuo	us Assessment (CA): 50%	Continuous Assessment (CA):	
Assessment	Final Ass	essment (FA): 50%	·)	Final Assessment (FA): Sit down	
Assessment Module type	Continuo	Continuous and Final Assessment (CFA)			

Name of programme		BED SP& FET			
Module Name:		Mathematics (E	BED) 121		
Module Code		MAE 121			
Proposed Semester(s) to b	e offered	Semester 2			
NQF Credit Value		15			
Year level		Year 1			
Breakdown of Learning time	Hours	Timetable requ week	irements per	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			Individual Sit down	
Assessments	12			Sit down	
Self- study	84			 Learning guides and course readers/videos online –asynchronous mode 	
TOTAL Learning Time	150				
Method of Student	Continuo	us Assessment (C	A): 50%	Continuous Assessment (CA): Sit down	
Assessment		sessment (FA): 50		Final Assessment (FA): Sit down	
Assessment Module type	Continuo	Continuous and Final Assessment (CFA)			

Name of programme		BED SP& FET			
Module Name:		Mathematics (BED) 211			
Module Code		MAE 211			
Proposed Semester(s) to b	e offered	Semester 1			
NQF Credit Value		15			
Year level		Year 2			
Breakdown of Learning	Hours	Timetable requi	rements per	Teaching modes that does require	
time		week		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			Individual	
				Sit down	
Assessments	12			Online/Sit down	
Self- study	84	84		 Learning guides and course readers/videos online –asynchronous mode 	
TOTAL Learning Time	150				
Method of Student	Continuo	Continuous Assessment (CA): 50%		Continuous Assessment (CA): Sit down	
Assessment	Final Ass	essment (FA): 50°	%	Final Assessment (FA): Sit down	
Assessment Module type	Continuo	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 requi week	rements per	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			IndividualSit down	
Assessments	12			Online/Sit down	
Self- study	84	84		 Learning guides and course readers/videos online –asynchronous mode 	
TOTAL Learning Time	150				
Method of Student		us Assessment (Ca		Continuous Assessment (CA): Sit down	
Assessment		essment (FA): 50°		Final Assessment (FA): Sit down	
Assessment Module type	Continuo	Continuous and Final Assessment (CFA)			

Name of programme		BED SP& FET		
Module Name:		Mathematics (B	ED) 311	
Module Code		MAE 311	•	
Proposed Semester(s) to b	e offered	Semester 1		
NQF Credit Value		20		
Year level		Year 3		
Breakdown of Learning time	Hours	Timetable requi	rements per	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			Individual Sit down
Assessments	12			Sit down
Self- study	84	·-		Learning guides and course readers/videos online –asynchronous mode
TOTAL Learning Time	150			· ·
Method of Student	Continuo	us Assessment (C	A): 50%	Continuous Assessment (CA): Sit down
Assessment		sessment (FA): 50		Final Assessment (FA): Sit down
Assessment Module type	Continuo	us and Final Asses	ssment (CFA)	

Name of programme	BED SP& FET				
Module Name:		Mathematics (I	BED) 321		
Module Code		MAE321			
Proposed Semester(s) to b	e offered	2			
NQF Level Credits		15			
Year level		03			
Breakdown of Learning	Hours	Timetable requ	irements per	Teaching modes that does require	
time		week		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%	Continuous Assessment (CA): Final Assessment (FA): Take Home			
Assessment Module type	Continuous and Final Assessment (CFA)				

Name of programme		PGCE				
Module Name:		Method of Bus	iness Studies			
Module Code		MTH 401				
Proposed Semester(s) to b	e offered	Semester 1 & S	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	290				
Method of Student	Continuo	Continuous Assessment (CA): 60%				
Assessment	Final Ass	Final Assessment (FA): 40%				
Assessment Module type	Continuo	Continuous and Final Assessment (CFA)				

Name of programme		PGCE		
Module Name:		METHOD OF L	IFE SCIENCES	402
Module Code		MTH 402		
Proposed Semester(s) to b	e offered	SEMESTER 1 8	& SEMESTER 2	
NQF Credit Value		25		
Year level		Year 1		
Breakdown of Learning time	Hours	Timetable requ	irements per	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			Individual
				Group
Assessments	40			Take home
Self- study	100			Learning guides and course readersonline –asynchronous mode
TOTAL Learning Time	250			
Method of Student		us Assessment (C		Continuous Assessment (CA): Take home
Assessment	Final Ass	sessment (FA): 40)%	Final Assessment (FA): Take home
Assessment Module type	Continuo	us and Final Asse	essment (CFA)	

Name of programme		PGCE	PGCE			
Module Name:		Method of Eco	nomics			
Module Code	Module Code					
Proposed Semester(s) to b	e offered	Semester 1 & S	Semester 2			
NQF Level Credits		25				
Year level		1				
Breakdown of Learning time	Hours	Timetable requ	irements per	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	Continuo	Continuous Assessment (CA): 60%			
Assessment	Final Assessment (FA): 40%				
Assessment Module type	Continuo	us and Final Asses	ssment (CFA)		

Name of programme		PGCE					
Module Name:		Method of Hist	ory				
Module Code		MTH 405					
Proposed Semester(s) to be	offered	Semester 1 & S	Semester 2				
NQF Level Credits		25					
Year level		1					
Breakdown of Learning	Hours	Timetable requ	irements per	Teaching modes that does require			
time		week		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	Continuous Assessment (CA): 60%						
Assessment	Final Assessment (FA): 40%						
Assessment Module type	Continuo	us and Final Asse	essment (CFA)	Continuous and Final Assessment (CFA)			

Name of programme		PGCE			
Module Name:	Module Name: METHOD OF LIFE SCIEN		IFE SCIENCES 4	406	
Module Code		MTH 406			
Proposed Semester(s) to be	offered	SEMESTER 1 8	& 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			Individual	
				Group	
Assessments	40			Take home	
Self- study	100	100		Learning guides and course readersonline –asynchronous mode	
TOTAL Learning Time	250				
Method of Student	Continuo	us Assessment (C	CA): 60%	Continuous Assessment (CA): Take home	
Assessment	Final Assessment (FA): 40%			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	Proposed Semester(s) to be offered		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	290					
Method of Student	Continuou	Continuous Assessment (CA): 60%					
Assessment	Final Asse	Final Assessment (FA): 40%					
Assessment Module type	Continuou	Continuous and Final Assessment (CFA)					

Name of programme		PGCE		
Module Name:		Method of Matl	nematics 416	
Module Code		MTH 416		
Proposed Semester(s) to be	offered	Year		
NQF Level Credits		25		
Year level		7		
Breakdown of Learning	Hours	Timetable requ	irements per	Teaching modes that does require
time		week		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	Continuous Assessment (CA): 60%			Continuous Assessment (CA): Online/Sit
Assessment	Final Assessment (FA): 40%		0%	down/take home
		•		Final Assessment (FA): take home
Assessment Module type	Continuous and Final Assessment (CFA)			

	Terma					
Faculty	Education					
Home Department	Educational Psychology Method of Life Orientation					
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	PGCE (4654)					
module will be offered	FGCE (4004)					
Year level	1					
	<u> </u>					
Main Outcomes	 On completion of this module, students should be able to: 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	 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 					

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

Name of programme		BED SP& FET				
Module Name:		METHOD OF NA	ATURAL SCIENC	CE 301		
Module Code	dule Code NSM 301					
Proposed Semester(s) to b	e offered	Semester 1 & S	emester 2			
NQF Credit Value		30				
Year level		Year 3				
Breakdown of Learning	Hours	Timetable requi	irements per	Teaching modes that does require		
time		week		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			Individual		
				Online		
				Group		
Assessments	26			Take home		
Self- study	100			Learning guides and course readers		
				 online –asynchronous mode 		
TOTAL Learning Time	300					
Method of Student	Continu	ious Assessment	(CA): 60%	Continuous Assessment (CA): Online & Take		
Assessment	Final As	ssessment (FA): 4	10%	home		
				Final Assessment (FA): Take home		
Assessment Module type	Continu	Continuous and Final Assessment (CFA)				

Name of programme		BED SP& FET		
Module Name:		METHOD OF N	ATURAL SCIENC	CE 401
Module Code		NSM 401		
Proposed Semester(s) to b	e offered	Semester 1 & S	emester 2	
NQF Credit Value		20		
Year level		Year 4		
Breakdown of Learning time	Hours	Timetable requirements per week Number of periods		Teaching modes that does require timetable
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			IndividualOnlineGroupSit down
Assessments	60			Take home
Self- study	40			 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): Online & Take home
		Final Assessment (FA): Take home
Assessment Module type	Continuous and Final Assessment (CFA)	

Name of programme		BEd (SP and F	ET) 4401, 4402, 4	1403, 4404 and 4405	
Module Name:			onal Language 1		
Module Code		SAL122	<u></u>		
Proposed Semester(s) to be	e offered	Both Semester	'S		
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		ious Assessment		Continuous Assessment (CA): Online Final Assessment (FA): Online	
Assessment Module type		ious and Final As		1 , , , ,	

Name of programme		BED SP (Old)				
Module Name:		Method of Teaching Social Sciences 301				
Module Code		SSM301				
Proposed Semester(s) to be o	ffered	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	Continuous Assessment (CA): 60%					
Assessment	Final Assessment (FA): 40%					
Assessment Module type	Continuous and Final Assessment (CFA)					

Name of programme		BED SP (Old)				
Module Name		Method of tead	hing Social Sci	ence 401		
Module Code		SSM401				
Proposed Semester(s) to be	e offered	Semester 1				
NQF Level Credits		15				
Year level		4				
Breakdown of Learning	Hours	Timetable requirements per		Teaching modes that does require timetable		
time		week				
			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	Continuo	Continuous Assessment (CA): 60%				
Assessment	Final Assessment (FA): 40%					
Assessment Module type	Continuo	us and Final Asse	ssment (CFA)			

Faculty	Education	Education					
Home Department	Education	Educational Studies					
Module Topic	Method o	Method of Teaching Social Sciences					
Generic Module Name	Method o	Method of Teaching Social Sciences 301					
Alpha-numeric Code	SSM301	SSM301					
NQF Level	7						
NQF Credit Value	30						
Duration	Year						
Proposed semester to be	Both Sem	nester					
offered.							
Programmes in which the	BEd (Ser	nior Phase and FE	T) (4404) and 4	512			
module will be offered							
Year level	3						
Main Outcomes		letion of this modu					
				al Sciences in South African schools.			
		tand and critique t					
				ons of Geography.			
		ly engage with the					
				ial Science teaching.			
		t the different secti		Science lesson			
Main Content		f the South African					
		Social Science resources					
		gy as base for tea					
		CAPS themes for senior phase Social Science					
Pre-requisite modules		and HUM121					
		and GES121	0004 11100	44			
Co requisite medules		GES225 and GES226 or HIS231 and HIS241					
Co-requisite modules Prohibited module	None						
Combination	None						
Breakdown of Learning	Hours	Timetable Requ	iromont nor	Other teaching modes that does not			
Time	nours	week	ireilielit pei	require time-table			
Contact with lecturer / tutor:	54	Lectures p.w.	3	require time-table			
Assignments & tasks:	50	Practicals p.w.	0				
Practicals:	30	Tutorials p.w.	0				
Tutorials:	0	ratorialo p.m.					
Assessments:	20						
Selfstudy:	106						
Other: Micro teaching	40		+				
Total Learning Time	300		+				
Methods of Student		us Assessment (C	A): 60%				
Assessment		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	First Semester					
offered.						
Programmes in which the	BEd (Languages and Social Sciences) (4512)					
module will be offered	BEd (Social Sciences and EMS) (4514)					
Year level	4					
Main Outcomes	 On completion of this module, students should be able to: Analyze and critique the NCS principles underlying Social Science teaching in the FET. Develop appropriate assessment activities for different learning outcomes. Reflect on teacher practices in the classroom. Engage in research to improve teaching practices for the Social Sciences in South Africa. Write a research report to support the teaching and learning of Social Sciences in the FET phase. 					

Main Content	The cont	The content of the NCS policy documents.						
Main Content		Different approaches to CASS and CATS.						
		pment of lesson pla		•				
		pments in Social So						
		• 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	SSM301						
Co-requisite modules	None							
Prohibited module	None							
Combination								
Breakdown of Learning	Hours	Timetable Requi	irement per	Other teaching modes that does not				
Time		week		require time-table				
Contact with lecturer / tutor:	48	Lectures p.w.	3					
Assignments & tasks:	40	Practicals p.w.	0					
Practicals:	0	Tutorials p.w.	0					
Tutorials:	0							
Assessments:	25							
Selfstudy:	37							
Other:	0			_				
Total Learning Time	150	<u> </u>						
Methods of Student		us Assessment (C						
Assessment		sessment (FA): 40°						
Assessment Module type	Continuo	us and Final Asses	sment (CFA)					
Faculty	I False of							
Faculty Name Department	Educatio	n nal Studies						
Home Department	_							
Module Topic Generic Module Name		of Social Sciences	104					
	SSM402	of Social Sciences	1 01					
Alpha-numeric Code NQF Level	7							
NQF Credit Value	20							
Duration	Year							
Proposed semester to be		Both Semester						
offered.	Botti Sei	DUIT Settlestet						
Programmes in which the	BEd (Sor	BEd (Senior Phase and FET) (4402)						
module will be offered	DLG (Sei							
Year level	4	4						
Main Outcomes		On completion of this module, students should be able to:						
		Critically engage with the CAPS themes of Geography.						
		Critically engage with the CAPS themes of History.						
	• Cillical	 Apply resources for innovative teaching of Social Sciences. 						
		esources for innov	alive leadining t	of Social Sciences.				
	 Apply i 			of Social Sciences. Outh African classroom.				
	Apply rPreserManag	t Social Science le e the Social Scienc	ssons for the S ce classroom pr	outh African classroom. ofessionally.				
	Apply rPreserManagCondu	it Social Science le e the Social Scienc ct research to infor	ssons for the Soce classroom prometice	outh African classroom.				
Main Content	Apply rPreserManagConduAims o	at Social Science le e the Social Science ct research to inform f the South African	ssons for the Soce classroom prometice	outh African classroom. ofessionally.				
Main Content	Apply rPreserManagConduAims oSocial	at Social Science le e the Social Science ct research to inform f the South African Science resources	ssons for the Societies classroom promother practice curriculum	outh African classroom. ofessionally. in Social Sciences				
Main Content	Apply IPreserManagConduAims oSocialSociolo	at Social Science le e the Social Science ct research to inform f the South African Science resources ogy as base for team	ssons for the Sce classroom pr m their practice curriculum ching Social Sc	outh African classroom. ofessionally. in Social Sciences				
	Apply IPreserManagConduAims oSocialSocioloCAPS	at Social Science le e the Social Science ct research to inform f the South African Science resources	ssons for the Sce classroom pr m their practice curriculum ching Social Sc	outh African classroom. ofessionally. in Social Sciences				
Pre-requisite modules	Apply IPreserManagConduAims oSocialSocioloCAPSSSM301	at Social Science le e the Social Science ct research to inform f the South African Science resources ogy as base for team	ssons for the Sce classroom pr m their practice curriculum ching Social Sc	outh African classroom. ofessionally. in Social Sciences				
Pre-requisite modules Co-requisite modules	 Apply I Preser Manag Condu Aims o Social Sociolo CAPS SSM301 None 	at Social Science le e the Social Science ct research to inform f the South African Science resources ogy as base for team	ssons for the Sce classroom pr m their practice curriculum ching Social Sc	outh African classroom. ofessionally. in Social Sciences				
Pre-requisite modules Co-requisite modules Prohibited module	Apply IPreserManagConduAims oSocialSocioloCAPSSSM301	at Social Science le e the Social Science ct research to inform f the South African Science resources ogy as base for team	ssons for the Sce classroom pr m their practice curriculum ching Social Sc	outh African classroom. ofessionally. in Social Sciences				
Pre-requisite modules Co-requisite modules Prohibited module Combination	Apply I Preser Manag Condu Aims o Social Sociolo CAPS SSM301 None None	at Social Science le e the Social Science ct research to inform f the South African Science resources ogy as base for teach themes for senior p	ssons for the S ce classroom pr m their practice curriculum ching Social Sc hase Social Sc	outh African classroom. ofessionally. in Social Sciences iences ience				
Pre-requisite modules Co-requisite modules Prohibited module Combination Breakdown of Learning	 Apply I Preser Manag Condu Aims o Social Sociolo CAPS SSM301 None 	at Social Science le e the Social Science ct research to inform f the South African Science resources ogy as base for teach themes for senior p	ssons for the S ce classroom pr m their practice curriculum ching Social Sc hase Social Sc	outh African classroom. ofessionally. in Social Sciences iences ience Other teaching modes that does not				
Pre-requisite modules Co-requisite modules Prohibited module Combination Breakdown of Learning Time	Apply I Preser Manag Condu Aims o Social Sociolo CAPS SSM301 None None	at Social Science le e the Social Science ct research to infor f the South African Science resources ogy as base for teach themes for senior p	ssons for the S ce classroom pr m their practice curriculum ching Social Sc phase Social Sc irement per	outh African classroom. ofessionally. in Social Sciences iences ience				
Pre-requisite modules Co-requisite modules Prohibited module Combination Breakdown of Learning Time Contact with lecturer / tutor:	Apply I Preser Manag Condu Aims o Social Sociolo CAPS SSM301 None Hours	at Social Science le e the Social Science ct research to infor f the South African Science resources ogy as base for teach themes for senior p Timetable Requi week Lectures p.w.	ssons for the S ce classroom pr m their practice curriculum ching Social Sc phase Social Sc irement per	outh African classroom. ofessionally. in Social Sciences iences ience Other teaching modes that does not				
Pre-requisite modules Co-requisite modules Prohibited module Combination Breakdown of Learning Time Contact with lecturer / tutor: Assignments & tasks:	 Apply I Preser Manag Condu Aims o Social CAPS SSM301 None None Hours 54 40	t Social Science le e the Social Science ct research to infor f the South African Science resources ogy as base for teach themes for senior p Timetable Requi week Lectures p.w. Practicals p.w.	ssons for the S ce classroom pr m their practice curriculum ching Social Sc phase Social Sc irement per	outh African classroom. ofessionally. in Social Sciences iences ience Other teaching modes that does not				
Pre-requisite modules Co-requisite modules Prohibited module Combination Breakdown of Learning Time Contact with lecturer / tutor: Assignments & tasks: Practicals:	Apply I Preser Manag Condu Aims o Social Sociolo CAPS SSM301 None Hours	at Social Science le e the Social Science ct research to infor f the South African Science resources ogy as base for teach themes for senior p Timetable Requi week Lectures p.w.	ssons for the S ce classroom pr m their practice curriculum ching Social Sc phase Social Sc irement per	outh African classroom. ofessionally. in Social Sciences iences ience Other teaching modes that does not				
Pre-requisite modules Co-requisite modules Prohibited module Combination Breakdown of Learning Time Contact with lecturer / tutor: Assignments & tasks: Practicals: Tutorials:	 Apply I Preser Manag Condu Aims o Social Sociolo CAPS SSM301 None None Hours 54 40 30 0 	t Social Science le e the Social Science ct research to infor f the South African Science resources ogy as base for teach themes for senior p Timetable Requi week Lectures p.w. Practicals p.w.	ssons for the S ce classroom pr m their practice curriculum ching Social Sc phase Social Sc irement per	outh African classroom. ofessionally. in Social Sciences iences ience Other teaching modes that does not				
Pre-requisite modules Co-requisite modules Prohibited module Combination Breakdown of Learning Time Contact with lecturer / tutor: Assignments & tasks: Practicals: Tutorials: Assessments:	 Apply I Preser Manag Condu Aims o Social Sociolo CAPS SSM301 None None Hours 54 40 30 0 20 	t Social Science le e the Social Science ct research to infor f the South African Science resources ogy as base for teach themes for senior p Timetable Requi week Lectures p.w. Practicals p.w.	ssons for the S ce classroom pr m their practice curriculum ching Social Sc phase Social Sc irement per	outh African classroom. ofessionally. in Social Sciences iences ience Other teaching modes that does not				
Pre-requisite modules Co-requisite modules Prohibited module Combination Breakdown of Learning Time Contact with lecturer / tutor: Assignments & tasks: Practicals: Tutorials: Assessments: Selfstudy:	 Apply I Preser Manag Condu Aims o Social Sociolo CAPS SSM301 None None Hours 54 40 30 0 20 26 	t Social Science le e the Social Science ct research to infor f the South African Science resources ogy as base for teach themes for senior p Timetable Requi week Lectures p.w. Practicals p.w.	ssons for the S ce classroom pr m their practice curriculum ching Social Sc phase Social Sc irement per	outh African classroom. ofessionally. in Social Sciences iences ience Other teaching modes that does not				
Pre-requisite modules Co-requisite modules Prohibited module Combination Breakdown of Learning Time Contact with lecturer / tutor: Assignments & tasks: Practicals: Tutorials: Assessments: Selfstudy: Other: Micro teaching	 Apply I Preser Manag Condu Aims o Social Sociolo CAPS SSM301 None None Hours 54 40 30 0 20 26 30 	t Social Science le e the Social Science ct research to infor f the South African Science resources ogy as base for teach themes for senior p Timetable Requi week Lectures p.w. Practicals p.w.	ssons for the S ce classroom pr m their practice curriculum ching Social Sc phase Social Sc irement per	outh African classroom. ofessionally. in Social Sciences iences ience Other teaching modes that does not				
Pre-requisite modules Co-requisite modules Prohibited module Combination Breakdown of Learning Time Contact with lecturer / tutor: Assignments & tasks: Practicals: Tutorials: Assessments: Selfstudy:	 Apply I Preser Manag Condu Aims o Social Sociolo CAPS SSM301 None None Hours 54 40 30 0 20 26 30 200 	t Social Science le e the Social Science ct research to infor f the South African Science resources ogy as base for tea themes for senior p Timetable Requi week Lectures p.w. Practicals p.w. Tutorials p.w.	ssons for the S te classroom pr m their practice curriculum ching Social Sc thase Social Sc trement per	outh African classroom. ofessionally. in Social Sciences iences ience Other teaching modes that does not				
Pre-requisite modules Co-requisite modules Prohibited module Combination Breakdown of Learning Time Contact with lecturer / tutor: Assignments & tasks: Practicals: Tutorials: Assessments: Selfstudy: Other: Micro teaching Total Learning Time	 Apply I Preser Manag Condu Aims o Social Sociolo CAPS SSM301 None Hours 54 40 30 0 20 26 30 200 Continuo 	t Social Science le e the Social Science ct research to infor f the South African Science resources ogy as base for tea themes for senior p Timetable Requi week Lectures p.w. Practicals p.w. Tutorials p.w. us Assessment (Co	ssons for the Special score curriculum ching Social Score Score Social Score Score Social Score Score Score Social Score Score Score Score Score Social Score	outh African classroom. ofessionally. in Social Sciences iences ience Other teaching modes that does not				
Pre-requisite modules Co-requisite modules Prohibited module Combination Breakdown of Learning Time Contact with lecturer / tutor: Assignments & tasks: Practicals: Tutorials: Assessments: Selfstudy: Other: Micro teaching Total Learning Time Methods of Student	 Apply I Preser Manag Condu Aims o Social Sociolo CAPS SSM301 None Hours 54 40 30 0 20 26 30 Continuo Final Ass 	t Social Science le e the Social Science ct research to infor f the South African Science resources ogy as base for tea themes for senior p Timetable Requi week Lectures p.w. Practicals p.w. Tutorials p.w.	ssons for the S te classroom pr m their practice curriculum ching Social Sc thase Social Sc irement per 3 0 0 0 4): 60%	outh African classroom. ofessionally. in Social Sciences iences ience Other teaching modes that does not				

Name of programme	B Ed (Foundation Phase) (4517)							
Module Name:	IsiXhos	IsiXhosa Second Additional Language 101						
Module Code	SXL101							
Proposed Semester(s) to be offered	Both Semesters							
NQF Level Credits	10	10						
Year level	1							
Breakdown of Learning time	Hours	Timetable requi	rements per	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	Continuo	ous Assessment (C	CA): 100%					
Assessment Module type	Continuo	Continuous Assessment (CA)						

Faculty	Education	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	First Sem							
offered.	I list Selli	CSICI						
Programmes in which the module will be offered	(4513); BB			4512); BEd (Languages and Life Orientation) ics) (4515); BEd (Languages and Life				
Year level	3							
Main Outcomes Main Content	Understa contexts Understa learning Reflect clearning Know ar speaking Languag A text-ba Interacti Assessa Teachin	s in which they will be and and evaluate the through an addition on teaching approach. In apply principles a general skills with respect general seed curriculum cyclased approach ve teaching and lea	lalyze the Le teaching e role of la hal language ches and the and method to the requirele I	Language-in-Education Policy and curriculum in South Africa. Inguage in learning and the issues around the in the context of South Africa. Ineories associated with language teaching and the distribution of the RNCS (Senior Phase).				
			o language	e learning (Vygotsky)				
		nicative approaches						
		c Functional Gramn						
Pre-requisite modules	None	o . s. iotioriai orainii	.a. (Frantac	,				
Co-requisite modules	None							
Prohibited module	None							
Combination		1						
Breakdown of Learning Time	Hours	Timetable Requ per week	irement	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:	20	20						

Selfstudy:	40						
Other:	20						
Total Learning Time	150						
Methods of Student	Continuous	Continuous Assessment (CA): 60%					
Assessment	Final Assessment (FA): 40%						
Assessment Module type	Continuous	s and Final Assessm	nent (CFA)				

Faculty	Education	Education					
Home Department		Language Department					
Module Topic	Method of Teaching Afrikaans						
Generic Module Name		Teaching Afrikaan					
Alpha-numeric Code		TMA302					
NQF Level	7						
	·						
NQF Credit Value	15						
Duration	Semester						
Proposed semester to be offered.	Second Se						
Programmes in which the module will be offered	(4513); BE Orientation			1512); BEd (Languages and Life Orientation) cs) (4515); BEd (Languages and Life			
Year level	3						
Main Outcomes Main Content	Understa Reflect o learning Apply prii with resp Know hor Teaching Teaching Narrati Recour Argum Teaching Childre Short s Drama Teaching Proced Informa	nciples and methorect to the requirem w to approach adout assess factual ward and assessing getween the ental interature en's and adolescent and assessing factures	ess different ches and the ds for teach nents of the lescent litera writing acros ading and we enres	t genres eories associated with language teaching and ing and assessing reading and writing skills rncs (senior phase) ature s the curriculum			
	Explanations Images and multimodal texts						
Pre-requisite modules	None						
Co-requisite modules	None						
Prohibited module	None						
Combination							
Breakdown of Learning Time	Hours	Timetable Requ	irement	Other teaching modes that does not require time-table			
Contact with lecturer / tutor:	40	Lectures p.w.	3	- 1			
Assignments & tasks:	30	Practicals p.w.	0	-			
Practicals:	0	Tutorials p.w.	0	1			
Tutorials:	0	ratoriais p.vv.	+	-			
Assessments:	30		+	-			
				-			
Selfstudy:	50			-			
Other:	0			4			
Total Learning Time	150		1				
Methods of Student	Continuous Assessment (CA): 60%						
Assessment	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

DEd (So	nior Phase and EET	7 (4402 440	2 4404)			
DLU (Sei	DEG (Selliot Filase and FET) (4402, 4403, 4404)					
3	3					
On completion of this module, students should be able to: Understand and critically analyze the Language-in-Education Policy and curriculum contexts in which they will be teaching in South Africa. 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 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 						
None						
None						
None						
Hours	Timetable Requi week	rement per	Other teaching modes that does not require time-table			
54	Lectures p.w.	3				
50	Practicals p.w.	0				
30	Tutorials p.w.	0				
0						
20						
106						
40						
300			7			
Continuo	ous Assessment (CA	A): 60%	•			
Final Assessment (FA): 40%						
Continuous and Final Assessment (CFA)						
	3 On comp Unders context Examin throug Apply Apply Develor Phase Teach Introdu Approa Teach	On completion of this modul Understand and critically a contexts in which they will Examine and evaluate the through an additional lang Apply and reflect on the th Apply and reflect on the di Develop, teach and asses Phase Teach and assess literatur Introduction to Curriculum and FET Language Policy in South Language and learning Approaches to language tr Communicative Teaching and assessing in Teaching a	On completion of this module, students s Understand and critically analyze the Lacontexts in which they will be teaching in through an additional language in the contexts and reflect on the theories under through and reflect on the different approximate. Apply and reflect on the different approximate. Develop, teach and assess listening, special phase Teach and assess literature in the Sent Introduction to Curriculum and Assessmand FET Language Policy in South Africa and the Language and learning Approaches to language teaching that Communicative Teaching Text-based Approach Teaching and assessing listening and sent Teaching and assessing listening and sent Teaching and assessing literature Short stories Drama Teaching and assessing creative writin None None None Timetable Requirement per week Lectures p.w. 3 Developing and assessing creative writing and an account of the communication			

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	 On completion of this module, students should be able to: 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) Teaching and assessing a text-based curriculum Teaching Literature Poetry Novel Critical Literacy using SFL

Pre-requisite modules Co-requisite modules Prohibited module Combination	Media Literacy Language across the curriculum Textbook Evaluation TMA302 None 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	Continu	ous Assessment (C	A): 60%				
Assessment	Final As	Final Assessment (FA): 40%					

Home Department		Language Department						
Module Topic Generic Module Name		Method of Afrikaans Method of Afrikaans 402						
Alpha-numeric Code	TMA402							
NQF Level	7	•						
NQF Credit Value	20							
Duration	Year							
Proposed semester to be	Both Sei	maetar						
offered.								
Programmes in which the module will be offered	,	nior Phase and FE	ET) (4402, 4403	5, 4404)				
Year level	4							
Main Outcomes		pletion of this mod						
		ng in the FET Pha		ent approaches to language/grammar				
		op, support and as		lls				
	 Demor 	nstrate an understa FET Phase	anding and critic	cal awareness of literacy forms and film genres				
	Teach and assess critical and media literacy in the FET Phase							
				nd assessing literature for the FET Phase				
Main Contont		lly evaluate langua						
Main Content		ing and assessing						
		ing and assessing ing and assessing						
	• Poetry		illerature					
	• Novel							
		ing and assessing	critical literacy					
				and multimodal texts				
		ing and assessing						
		ing and assessing						
	 Textbo 	ook evaluation	_					
Pre-requisite modules	TMA303	}						
Co-requisite modules	None							
Prohibited module Combination	None							
Breakdown of Learning Time	Hours	Hours Timetable Requirement per week Other teaching modes that does no require time-table						
Contact with lecturer / tutor:	54	Lectures p.w.	3					
Assignments & tasks:	40	Practicals p.w.	0					
Practicals:	30	Tutorials p.w.	0					
Tutorials:	0							
Assessments:	20							
Selfstudy:	26							
	30							
Other: Micro-teaching			200					
Other: Micro-teaching Total Learning Time	200	1						
Other: Micro-teaching	200 Continuo	ous Assessment (0 sessment (FA): 4						

Faculty	Educatio	Education					
Home Department	Languag	Language Department					
Module Topic	Method of Afrikaans						
Generic Module Name	Method o	of Afrikaans 402					
Alpha-numeric Code	TMA402						
NQF Level	7						
NQF Credit Value	20						
Duration	Year						
Proposed semester to be offered.	Both Ser	nester					
Programmes in which the module will be offered	,	nior Phase and FE	ET) (4402, 4403	3, 4404)			
Year level	4						
Main Outcomes Main Content	On completion of this module, students should be able to: 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 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						
Pre-requisite modules	Textbook evaluation TMA303						
Co-requisite modules	None						
Prohibited module Combination	None						
Breakdown of Learning Time	Hours	Timetable Requ		Other teaching modes that does not require time-table			
Contact with lecturer / tutor:	54	Lectures p.w.	3				
Assignments & tasks:	40	Practicals p.w.	0				
Practicals:	30 Tutorials p.w. 0						
Tutorials:	0						
Assessments:	20						
Selfstudy:	26						
Other: Micro-teaching	30						
Total Learning Time	200						
Methods of Student Assessment	Final Ass	ous Assessment (C sessment (FA): 40)%				
Assessment Module type	Continuo	us and Final Asse	essment (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	First Semester
offered.	
Programmes in which the	BEd (Languages & Social Sciences) (4512); BEd (Languages & Life Orientation) (4513);
module will be offered	BEd (Languages & Mathematics) (4515); BEd (Languages & Life Orientation (4091)
Year level	3
Main Outcomes	On completion of this module, students should be able to:
	Understand and critically analyze the Language-in-Education Policy and curriculum
	contexts in which they will be teaching in South Africa.
	 Understand and evaluate the role of language in learning and the issues around learning through an additional language in the context of South Africa.
	 Reflect on teaching approaches and theories associated with language teaching and learning.

	 Know and apply principles and methods for teaching and assessing listening and speaking skills with respect to the requirements of the RNCS (Senior Phase). 						
Main Content		age Education Polic					
		based curriculum cy	/cle I				
		based approach					
		tive teaching and le	earning strate	gies			
	 Assess 						
		ng listening and spe	eaking				
		ential learning					
				learning (Vygotsky)			
		unicative approache					
		nic Functional Gram	ımar (Halliday	y, Martin & Rose)			
Pre-requisite modules		None					
Co-requisite modules	None	None					
Prohibited module	None	None					
Combination							
Breakdown of Learning Time	Hours	Timetable Requi	irement per	Other teaching modes that does not require time-table			
Contact with lecturer / tutor:	40	Lectures p.w.	1				
Assignments & tasks:	30	Practicals p.w.	2				
Practicals:	0	Tutorials p.w.	0				
Assessments:	20						
Selfstudy:	40						
Other:	20						
Total Learning Time	150						
Methods of Student	Continuo	ous Assessment (Ca	A): 60%				
Assessment	Final Ass	sessment (FA): 409	%				
Assessment Module type	Continuous and Final Assessment (CFA)						

Assessment Module type	Continuous and Final Assessment (CFA)						
Familia							
Faculty	Education						
Home Department		Language Department					
Module Topic		Teaching English					
Generic Module Name		Teaching English	301				
Alpha-numeric Code	TME301						
NQF Level	7						
NQF Credit Value	15						
Duration	Semester						
Proposed semester to be	First Seme	ester					
offered.							
Programmes in which the				12); BEd (Languages & Life Orientation)			
module will be offered		d (Languages & M	lathematics)	(4515); BEd (Languages & Life Orientation			
	(4091)						
Year level	3						
Main Outcomes		tion of this module					
				anguage-in-Education Policy and curriculum			
	contexts	in which they will b	be teaching	in South Africa.			
				nguage in learning and the issues around			
				e in the context of South Africa.			
		n teaching approa	ches and the	eories associated with language teaching and			
	learning.						
	 Know and apply principles and methods for teaching and assessing listening and 						
	speaking skills with respect to the requirements of the RNCS (Senior Phase).						
Main Content	Language Education Policy						
		sed curriculum cyc	cle I				
		sed approach					
	 Interactive 	e teaching and lea	arning strate	gies			
	 Assessm 						
		listening and spea	aking				
		tial learning					
				learning (Vygotsky)			
	Communicative approaches to language teaching						
	Systemic Functional Grammar (Halliday, Martin & Rose)						
Pre-requisite modules	None						
Co-requisite modules	None						
Prohibited module	None						
Combination		1		1			
Breakdown of Learning Time	Hours	Timetable Requ	iirement	Other teaching modes that does not			
		per week	•	require time-table			
Contact with lecturer / tutor:	40	Lectures p.w.	1				
Assignments & tasks:	30	Practicals p.w.	2				
Practicals:	0	Tutorials p.w.	0				
Assessments:	20						

Selfstudy:	40					
Other:	20					
Total Learning Time	150					
Methods of Student	Continuous Assessment (CA): 60%					
Assessment	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 Method of Teaching English 302					
Alpha-numeric Code	TME302	eaching English 50					
NQF Level	7						
NQF Credit Value	15						
Duration	Semester						
Proposed semester to be	Second Ser	nester					
offered.	DEd // anav	anna and Casial Ca	:\ /45	40). DEd (Languages and Life Orientation)			
Programmes in which the module will be offered				12); BEd (Languages and Life Orientation)) (4515); BEd (Languages and Life Orientation,			
Year level	3						
Main Outcomes		on of this module s	students sh	ould be able to:			
	 On completion of this module, students should be able to: 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	Teaching and assessing reading and writing Teaching and assessing genres Narrative Recount Argument Teaching literature Children's and adolescent literature Short stories Drama Teaching and assessing factual writing across the curriculum Multimodal genres Procedures Information reports Explanations Images and multimodal texts						
Pre-requisite modules	None						
Co-requisite modules	None						
Prohibited module Combination	None						
Breakdown of Learning Time	Hours	Timetable Requiper week	iirement	Other teaching modes that does not require time-table			
Contact with lecturer / tutor:	40	Lectures p.w.	1				
Assignments & tasks:	30	Practicals p.w.	2				
Practicals:	0	Tutorials p.w.	0				
Tutorials:	0	,					
Assessments:	30						
Selfstudy:	50			7			
Other:	0	1		7			
Total Learning Time	150			7			
Methods of Student		Assessment (CA):	60%				
Assessment	Continuous Assessment (CA): 60%						
	The state of the s						
Assessment Module type	Sessment 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	On completion of this module, students should be able to: 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	Teaching and assessing reading and writing Teaching and assessing genres Narrative Recount Argument Teaching literature Children's and adolescent literature Short stories Drama Teaching and assessing factual writing across the curriculum Multimodal genres Procedures Information reports Explanations Images and multimodal texts						
Pre-requisite modules	None						
Co-requisite modules	None						
Prohibited module	None						
Combination							
Breakdown of Learning Time	Hours	Timetable Requiper week	irement	Other teaching modes that does not require time-table			
Contact with lecturer / tutor:	40	Lectures p.w.	1				
Assignments & tasks:	30	Practicals p.w.	2				
Practicals:	0	Tutorials p.w.	0	7			
Tutorials:	0						
Assessments:	30						
Selfstudy:	50						
Other:	0			7			
Total Learning Time	150			7			
Methods of Student		Assessment (CA):	60%	•			
Assessment	Final Assessment (FA): 40%						
Assessment Module type		Continuous and Final Assessment (CFA)					

	T
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	 On completion of this module, students should be able to: 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	 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	None					
Prohibited module	None						
Combination							
Breakdown of Learning	Hours	Timetable Requir	ement per	Other teaching modes that does not			
Time		week require time-table					
		Lectures p.w. 1					
Contact with lecturer / tutor:	54	Lectures p.w.	1				
Contact with lecturer / tutor: Assignments & tasks:	54 50	Lectures p.w. Practicals p.w.	2				
	+						
Assignments & tasks:	50	Practicals p.w.	2				
Assignments & tasks: Practicals:	50	Practicals p.w.	2				
Assignments & tasks: Practicals: Assessments:	50 30 20	Practicals p.w.	2				
Assignments & tasks: Practicals: Assessments: Selfstudy:	50 30 20 106	Practicals p.w.	2				
Assignments & tasks: Practicals: Assessments: Selfstudy: Other: Micro-teaching	50 30 20 106 40 300	Practicals p.w.	2 0				
Assignments & tasks: Practicals: Assessments: Selfstudy: Other: Micro-teaching Total Learning Time	50 30 20 106 40 300 Continuou	Practicals p.w. Tutorials p.w.	0				

Generic Module Name	_	of English 303						
Alpha-numeric Code		TME303						
NQF Level		6						
NQF Credit Value	30	30						
Duration	Year	Year						
Proposed semester to be offered.		Both Semester						
Programmes in which the module will be offered	BEd (Se	BEd (Senior Phase and FET) (4402, 4403, 4404)						
Year level	3							
Main Outcomes	 Under South currict Examithroug Apply Apply Develophase 	On completion of this module, students should be able to: 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						
Main Content	FET Langu Langu Appro Comm Text-b Teach Develo Teach	 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 						
Pre-requisite modules	None	<u> </u>						
Co-requisite modules	None							
Prohibited module	None							
Combination								
Breakdown of Learning Time	Hours	Timetable Requ week	irement per	Other teaching modes that does not require time-table				
Contact with lecturer / tutor:	54	Lectures p.w.	1					
Assignments & tasks:	50	Practicals p.w.	2					
Practicals:	30	Tutorials p.w.	0					
Assessments:	20	- 1-						
Selfstudy:	106			\dashv				

Other: Micro-teaching	40					
Total Learning Time	300					
Methods of Student	Continuo	Continuous Assessment (CA): 60%				
Assessment	Final As	Final Assessment (FA): 40%				
Assessment Module type	Continuo	ous and Final Asses	sment (CFA)			

Faculty	Education	1				
Home Department	Language Department					
Module Topic		Method of Teaching English				
Generic Module Name		f Teaching English				
Alpha-numeric Code	TME401	<u> </u>				
NQF Level	8					
NQF Credit Value	15					
Duration	Semester					
Proposed semester to be offered.	First Sem	ester				
Programmes in which the module will be offered	BEd (Lang (4513); BI 5y) (4091	Ed (Languages and	Sciences) (45 d Mathematics	12); BEd (Languages and Life Orientation)) (4515); BEd (Languages and Life Orientation,		
Year level	4					
Main Outcomes	On completion of this module, students should be able to: 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) Teaching and assessing a text-based curriculum Teaching Literature Poetry Novel Critical Literacy using SFL Media Literacy Language across the curriculum					
Pre-requisite modules	Textbook Evaluation TME302					
Co-requisite modules	None					
Prohibited module Combination	None					
Breakdown of Learning Time	Hours	Timetable Requ	irement per	Other teaching modes that does not require time-table		
Contact with lecturer / tutor:	38	Lectures p.w.	1			
Assignments & tasks:	30	Practicals p.w.	2	7		
Practicals:	0					
Tutorials:	0			\dashv		
Assessments:	22					
Selfstudy:	40					
Other:	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	First Semester
offered.	
Programmes in which the	BEd (Languages and Social Sciences) (4512); BEd (Languages and Life Orientation)
module will be offered	(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:
	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		learning: focus on I					
		and assessing a tex	t-based cu	rriculum			
	 Teaching L 	_iterature					
	 Poetry 						
	 Novel 						
		eracy using SFL					
	Media Liter						
		across the curricul	ım				
	Textbook E	valuation					
Pre-requisite modules	TME302						
Co-requisite modules	None						
Prohibited module	None						
Combination		1					
Breakdown of Learning	Hours	Timetable Requ	iirement	Other teaching modes that does not			
Time		per week	,	require time-table			
Contact with lecturer / tutor:	38	Lectures p.w.	1				
Assignments & tasks:	30	Practicals p.w.	2				
Practicals:	0	Tutorials p.w.	0				
Tutorials:	0						
Assessments:	22						
Selfstudy:	40						
Other:	20	20					
Total Learning Time	150						
Methods of Student	Continuous A	Assessment (CA):	60%				
Assessment	Final Assessment (FA): 40%						
Assessment Module type	Continuous a	Continuous and Final Assessment (CFA)					

Faculty	Education							
Home Department	Language De	Language Department						
Module Topic	Method of Te	eaching Life Orient	ation					
Generic Module Name	Method of Te	eaching Life Orient	ation 301					
Alpha-numeric Code	TML301							
NQF Level	7							
NQF Credit Value	15							
Duration	Semester							
Proposed semester to be	First Semest	er						
offered.								
Programmes in which the		iges and Life Orier						
module will be offered	BEd (Langua	iges and Life Orier	ntation, 5y)	(4091)				
Year level	3							
Main Outcomes		on of this module, s						
		explain the history						
		d and critique critic						
		ing outcomes (kno						
					strategies to facilitate the			
		nt of critical and de						
Main Content		f the National Cur	riculum Sta	tement				
		Based Education						
					eatures, purpose, scope, learning			
				al outcomes, de	evelopmental outcomes			
		pproaches and str			i e e e e			
				g, Co-operative	learning, Facilitation			
		rogramme Develo		s in decimals a la				
			text, issues	s in designing is	earning programmes, work			
		lesson plans n Development						
		nt in Life Orientatio	n					
				IOUE SEESEEMA	nt, keeping records, national			
					ports, learner portfolios, rubrics			
Pre-requisite modules	None	coolori soricadico,	icarrier pro	mics, icameric	ports, learner portionos, rabries			
Co-requisite modules	None							
Prohibited module	None							
Combination	1.10110							
Breakdown of Learning	Hours	Timetable Requ	irement p	er week	Other teaching modes that			
Time	1	i i i i i i i i i i i i i i i i i i i	p		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	Continuous A	Continuous Assessment (CA): 100%					
Assessment	Final Assessment (FA): 0%						
Assessment Module type	Continuous A	Continuous Assessment (CA)					

Faculty	Education						
Home Department	Educational Psychology						
Module Topic		Method of Teaching Life Orientation 302					
Generic Module Name	Method of	Teaching Life Or	ientation 302				
Alpha-numeric Code	TML302						
NQF Level	7						
NQF Credit Value	15						
Duration	Semester						
Proposed semester to be	Second S	emester					
offered.							
Programmes in which the		guages and Life C					
module will be offered	BEd (Lan	guages and Life C	Prientation, 5Yr)	(4091)			
Year level	3						
Main Outcomes	On compl	etion of this modu	le, students sho	ould be able to:			
				ious teaching strategies to facilitate inclusion.			
				decision making about personal, community and			
		mental health (inc	luding HIV/ AID	S, child abuse, gender violence, gangsterism,			
	etc.).						
Main Content		ning Barriers to Le	earning				
		al Development					
		evelopment					
		Physical development					
	Health promotion						
	Orientation to the World of Work						
	Micro-teaching						
Pre-requisite modules	None						
Co-requisite modules	None						
Prohibited module	None						
Combination				Tan			
Breakdown of Learning Time	Hours	Timetable Requ	iirement per	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:		Tutorials p.w.	0				
Tutorials:	0						
Assessments:	8						
Selfstudy:	90						
Other:	0						
Total Learning Time	150						
Methods of Student	Continuous Assessment (CA): 100%						
Assessment	Final Assessment (FA): 0%						
Assessment Module type		ıs Assessment (C					

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	Both Semester				
offered.					
Programmes in which the	BEd (Senior Phase and FET) (4402)				
module will be offered					
Year level	3				
Main Outcomes	On completion of this module, students should be able to:				
	Demonstrate a thorough understanding of the Curriculum Assessment Policy Statement				
	(CAPS)				
	Discuss and critique objectives of lesson topics and lesson plans form 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. 					
Main Content	 Demonstrate knowledge of Arts and culture within CAPS. 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 Interactive learning, experiential learning, Co- operative learning, facilitation from a CAPS perspective. Lesson planning development, implementation and evaluation Assessment in Life Orientation 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 					
		nd Culture				
Pre-requisite modules	None					
Co-requisite modules	None					
Prohibited module	None					
Combination						
Breakdown of Learning Time	Hours	Timetable Requirement	rement per	Other teaching modes that does not require time-table		
Contact with lecturer / tutor:	36	Lectures p.w.	2	FtF		
Assignments & tasks:	54	Practicals p.w.	0			
Practicals:		Tutorials p.w.	0			
Tutorials:	0					
Assessments:	10					
Selfstudy:	140					
Other: Micro-teaching	60					
Total Learning Time	300					
Methods of Student	Continuou	Continuous Assessment (CA): 60%				
Assessment		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	First Semester					
offered.						
Programmes in which the	BEd (Languages and Life Orientation) (4513)					
module will be offered	BEd (Languages and Life Orientation, 5y) (4091)					
Year level	4					
Main Outcomes	On completion of this module, students should be able to:					
	Apply learning outcomes (knowledge, skills and values).					
	Develop learning activities that facilitate the achievement of critical and developmental					
	outcomes.					
	Discuss information and skills related to decision making about personal, community and					
	environmental health (including HIV/ AIDS, child abuse, gender violence, gangsterism,					
	etc.).					
	Analyse the role of self, others, their community and society (including human rights, the					
	constitution etc.) in building productive societies.					
	Research teaching and learning within Life Orientation.					
	Develop materials and resources to facilitate learning.					
	Develop educators and learner portfolios.					
Main Content	Learning Programme Development					
	Designing learning programmes, work schedules, lesson plans					
	Lesson Plan development and execution					
	Assessment in Life Orientation					
	Overcoming Barriers to Learning					

	 Personal Development Self Knowledge, Self Concept Enhancement, Decision Making, Conflict Resolution, Stress management Social Development Human Rights and the South African Constitution, Democracy, Gender Equity, Diversity, Religion Physical Development and Movement Holistic development, Physical education, games, recreation, fitness and sport Health promotion HIV/ AIDS Education within Life Orientation, High risk behaviour, Environmental Health, Abuse Orientation to the World of Work, Study methods, Career Choices Educator and learner portfolios 						
Pre-requisite modules	TML302	'					
Co-requisite modules	None						
Prohibited module	None						
Combination							
Breakdown of Learning Time	Hours	Timetable Requ week	irement per	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	82					
Other:	0	0					
Total Learning Time	150	150					
Methods of Student	Continuo	Continuous Assessment (CA): 100%					
Assessment	Final Ass	Final Assessment (FA): 0%					
Assessment Module type	Continuo	Continuous Assessment (CA)					

Name of programme		BED SP			
Module Name:	Method of Teac	Method of Teaching Mathematics (TMM) 301			
Module Code	TMM 301				
Proposed Semester(s) to b	e offered	Semester 1			
NQF Credit Value		15			
Year level		Year 3			
Breakdown of Learning	Hours	Timetable requi	irements per	Teaching modes that does require	
time		week		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			Individual/group	
				Sit down	
Assessments	12			Take Home	
Self- study	84			Learning guides and course readers/videos	
-				online –asynchronous mode	
TOTAL Learning Time	150			•	
Method of Student	Continuo	ous Assessment (C	A): 60%	Continuous Assessment (CA): Sit down	
Assessment	Final Ass	sessment (FA): 40	%	Final Assessment (FA): Sit down	

Name of programme		BED SP				
Module Name:		Method of Teac	hing Mathemat	ics (TMM) 302		
Module Code		TMM 302				
Proposed Semester(s) to be	offered	Semester 2				
NQF Credit Value		15				
Year level	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			Individual/group		
				Sit down		
Assessments	12			Take Home		
Self- study	84			Learning guides and course readers/videos		
				 online –asynchronous mode 		
TOTAL Learning Time	150					
Method of Student	Continuo	us Assessment (CA	A): 60%	Continuous Assessment (CA):		
Assessment	Final Ass	essment (FA): 40%	6	Final Assessment (FA): Sit down		
Assessment Module type	Continuo	Continuous and Final Assessment (CFA)				

Name of programme		BED SP	BED SP				
Module Name:		Method of Teac	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	Hours	Timetable requi	rements per	Teaching modes that does require			
time		week		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			 Individual/group 			
				Sit down			
Assessments	20			Take Home			
Self- study	124			 Learning guides and course readers/videos Micro-teaching 			
TOTAL Learning Time	300						
Method of Student		us Assessment (C		Continuous Assessment (CA):			
Assessment	Final Ass	essment (FA): 40°	%	Final Assessment (FA): Take Home Exam			
Assessment Module type	Continuo	us and Final Asses	ssment (CFA)				

Name of programme		BEd SP					
Module Name:		Methods of Tea	Methods of Teaching Mathematics 401				
Module Code		TMM 401					
Proposed Semester(s) to be	e offered	First Semester					
NQF Level Credits		15					
Year level		4 th year					
Breakdown of Learning	Hours	Timetable requi	rements per	Teaching modes that does require			
time		week		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			Individual & group			
				Online/take home			
Assessments	20			Online/take home			
Self- study	73			Learning guides and course readers			
TOTAL Learning Time	150						
Method of Student	Continuo	ous Assessment (C	A): 60%	Continuous Assessment (CA): Online/ take			
Assessment	Final Assessment (FA): 40%			home			
				Final Assessment (FA): take home			
Assessment Module type	Continuo	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	Both Semes	ter				
offered.						
Programmes in which the	B.Ed (Senior Phase and FET) (4401, 4403, 4405)					
module will be offered						
Year level	4					
Main Outcomes						
	 On completion of this module, students should be able to: 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 and 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. 					
		athematics.	0 000 01 111	athematical technologies for teaching and		
Main Content	 Teaching, Learning, Assessment: 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. Selected Learning Theories: 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	None					
Combination	1	1 				
Breakdown of Learning	Hours	Timetable Requ	irement	Other teaching modes that does not		
Time		per week	Τ .	require time-table		
Contact with lecturer / tutor:	54	Lectures p.w.	3	_		
Assignments & tasks:	40	Practicals p.w.	0	_		
Practicals:	30	Tutorials p.w.	0	_		
Tutorials:	0			_		
Assessments:	30					
Selfstudy:	26					
Other: Micro-teaching	30					
Total Learning Time	200					
Methods of Student	Continuous Assessment (CA): 60%					
Assessment	Final Assessment (FA): 40%					
Assessment Module type	Continuous and Final Assessment (CFM)					
	· · ·					

Coculty	Education			
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	Second Semester			
offered.				
Programmes in which the	BEd (Languages and Social Sciences) (4512), BEd (Languages and Life Orientation)			
module will be offered	(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:			
	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 w	riting across t	he curriculum.			
Main Content		Teaching and assessing reading and writing					
		ng and assessing ger	nres				
	 Narra 	tive					
	 Reco 	unt					
	 Argur 						
		ng literature					
		ren's and adolescent	literature				
	 Short 						
	• Dram						
			tual writing ac	cross the curriculum Multimodal genres			
	• Proce						
		nation reports					
	• Expla		40				
Pre-requisite modules	None	es and multimodal tex	KIS				
Co-requisite modules Prohibited module	None						
Combination	None						
Breakdown of Learning	Hours	Timetable Require	mont nor	Other teaching modes that does not			
Time	Tiours	week	illelit pei	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	30					
Selfstudy:	50	50					
Other:	0	0					
Total Learning Time	150	150					
Methods of Student		us Assessment (CA)	: 60%				
Assessment	Final Assessment (FA): 40%						
Assessment Module type	Continuo	us and Final Assessr	ment (CFA)				

Name of programme	BEd (Senior Phase and FET		and FET) (44	02, 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	Hours	Timetable requireme	ents per	Teaching modes that require timetable		
time		week				
			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			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	Continuo	us Assessment (CA): 6	60%	Continuous Assessment (CA): Online		
Assessment	Final Ass	sessment (FA): 40%		Final Assessment (FA): Online		
Assessment Module type	Continuo	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	REd (Son	ior Phase and EET\	(4402 4403	4404)			
module will be offered	DLG (Sen	BEd (Senior Phase and FET) (4402, 4403, 4404)					
Year level	3	3					
Main Outcomes		letion of this module	students sho	auld be able to:			
Main outcomes				uth African Language Policy and the Language-			
		in-Education Policy, and the curriculum contexts in which they will be teaching.					
				ge in learning and the issues around learning			
				ntext of South Africa.			
				nning language and learning			
				ches to language learning and teaching			
		p, teach and assess	listening, spe	aking, reading and writing skills in the Senior			
	Phase						
		and assess literature					
Main Content		ction to Curriculum a	and Assessme	ent Policy Statement (CAPS) Senior Phase and			
	FET	an Doliny in Couth /	Africa and the	Language in Education Policy			
		ige Policy in South A ige and learning	and and the	Language-in-Education Policy			
			aching that un	nderpin the curriculum			
		unicative Teaching	acining triat ar	derpin the cumodium			
		ased Approach					
		ng and assessing lis	tening and sp	eaking			
		ng and assessing in					
		Developing and supporting extensive reading					
		Teaching and assessing literature					
	Short s	tories					
		• Drama					
		Teaching and assessing creative writing					
Pre-requisite modules		None					
Co-requisite modules	None						
Prohibited module	None						
Combination Breakdown of Learning	Hours	Timetable Require	oment ner	Other teaching modes that does not			
Time	nours	week	emem per	require time-table			
Contact with lecturer / tutor:	54	Lectures p.w.	3	Toquire time table			
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	Continuous Assessment (CA): 60%						
Assessment	Final Assessment (FA): 40%						
Assessment Module type	Continuo	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 Teac				
Module Code		TMX401				
Proposed Semester(s) to b	e offered	First Semester				
NQF Level Credits		15				
Year level		4				
Breakdown of Learning Hours time		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	Continuo	ous Assessment (C	CA): 60%	Continuous Assessment (CA): take home		
Assessment		sessment (FA): 40		Final Assessment (FA): Sit down/take home		
Assessment Module type	Continuo	Continuous and Final Assessment (CFA)				

Name of programme		B Ed (Foundation Phase) (4517)					
Module Name:		IsiXhosa First Additional Language Literacy Teaching 211					
Module Code Proposed Semester(s) to be offered NQF Level Credits Year level		XFL211					
		Second semes					
		15					
		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	Continuou	s Assessment (CA	A): 100%	Continuous Assessment (CA): Online/Sit down/take home			
Assessment Module type	Continuou	s Assessment (C/	4)	•			

Name of programme		B Ed (Foundation Phase) (4517)					
Module Name:		IsiXhosa First Additional Language Literacy Teaching 311					
Module Code		XFL311					
Proposed Semester(s) to b	Proposed Semester(s) to be offered		Both semesters				
NQF Level Credits		20					
Year Level		3					
Breakdown of Learning Hours time		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	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	Continuous Assessment (CA): 60%			Continuous Assessment (CA): take home			
Assessment	Final Asse	ssment (FA): 40%					
Assessment Module type	Continuous and Final Assessment (CFA)						

Name of programme		B Ed (Foundation Phase Teaching) (4517)					
Module Name:		IsiXhosa Home	IsiXhosa Home Language Literacy Teaching 111				
Module Code		XLT111					
Proposed Semester(s) to be offered		Second Semes	Second Semester				
NQF Level Credits		15	15				
Year level		1	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			
	1			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	Continuous	Assessment (CA)	: 60%	Continuous Assessment (CA)
Assessment	Final Assessment (FA): 40%			take home
Assessment Module type	Continuous	and Final Assessi	ment (CFA)	

Name of programme		B Ed (Foundation Phase) (4517)					
Module Name:		IsiXhosa Home Language Literacy Teaching 211					
Module Code		XLT211					
Proposed Semester(s) to I	Proposed Semester(s) to be offered		First Semester				
NQF Level Credits		20					
Year level			2				
Breakdown of Learning Hours time		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	Continuous	s Assessment (CA	A): 60%	Continuous Assessment (CA): take-home			
Assessment	Final Assessment (FA): 40%			(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 Semester	'S			
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	Continuous	s Assessment (CA	A): 60%	Continuous Assessment (CA): take home		
Assessment	Final Asses	ssment (FA): 40%				
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 NQF Level Credits		Both Semester	Both Semesters 30 4				
		30					
Year level	Year level						
Breakdown of Learning Hours time		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	Continuou	s Assessment (CA	N)				