

UNIVERSITY OF ZULULAND**FACULTY OF EDUCATION****FACULTY VISION**

To be a renowned centre of excellence for teacher education, relevant to local and global needs and characterised by dynamic partnerships and scholarship

FACULTY MISSION

To provide high quality education, training and support to students from diverse backgrounds, using best practices in a caring and stimulating environment, incorporating the culture of research, partnerships and community engagement.

VALUES

The interaction amongst the staff of the Faculty, as well as with stakeholders and partners, will reflect the following values: Excellence, Commitment, Honesty, Transparency, Integrity, Professionalism and Customer orientation.

CONTACT DETAILS

DEAN : Prof MC Maphalala
 Phone : 035-902 6702
 e-mail : MaphalalaM@unizulu.ac.za

DEAN'S SECRETARY : Miss AS MHLONGO
 Phone : 035-902 6348
 Fax : 086373242
 e-mail : MhlongoA@unizulu.ac.za

FACULTY MANAGER : Mrs P Mtotywa
 Phone :
 e-mail : MotywaP@unizulu.ac.za

ACADEMIC
 COORDINATOR : Vacant
 Phone :
 e-mail :

FACULTY OFFICER : Vacant
 Phone :
 e-mail :

DEAN'S OFFICE : First floor
 New Education Building

POSTAL ADDRESS : THE DEAN
 Faculty of Education
 University of Zululand
 Private Bag X1001
 KwaDlangezwa
 3886

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STAFF OF THE FACULTY OF EDUCATION

Staff Organogram

Dean:

Prof MC Maphalala

Deputy Dean (Research & Innovation)

Prof DR Nzima

Acting Deputy Dean (Teaching & Learning)

Prof DC Sibaya

Faculty Manager

Mrs P Mtotywa

Faculty Academic Co-ordinator

(Vacant)

Writing Centre Coordinator

Mr JS Mkhize

Faculty Officer

(Vacant)

Faculty Secretary

Ms AS Mhlongo

Administrative Assistant

Mr TK Mthembu

Resource Centre

(Vacant)

Ms TD Mdletshe

Academic Departments

Educational Psychology	Mathematics, Science and Technology	Early Childhood Education	Curriculum and Instructional Studies	Educational Foundations and Management	Education Professional Practice (EPP)	Languages and Arts Education	Social Sciences Education
HOD: Prof MM Hlongwane Professor: Vacant Associate Professor: Prof NM Nkoane Prof DR Nzima Senior Lecturers: Dr S Govender Lecturers: Mr GV Gumede Dr D Kent Mrs LO Makhonza Miss SS Makhubu Mr TP Mngomezulu *Mrs SN Ochiogu Mr EXS Zwane Co-ordinator: Psychology Clinics Ms VH Khanyile	HOD: Acting: Dr RA Mosoloane Professor: Prof A Bayaga Associate Professor: Prof DC Sibaya Senior Lecturers : Vacant Lecturers: Mr A Chibisa Mr TW Chinaka Mr. RC Gayadeen Mr PJ Kok Dr A Krishnannair Mr NH Ngwenya Dr RP Pillay Mr T Talasi Mr MG Tshabalala *Mr MI Mthembu *Mr T Xulu Senior Laboratory Assistant MI Maikoo	HOD: Acting: Dr SCB Xulu Professor : Prof AT Mbatha Senior Lecturer : Dr SCB Xulu Programme-Cordinator Vacant Lecturers: Dr ECA Kok Ms CN Luthuli Mrs ZE Mtshali *Mrs TI Khanyile *Mrs SC Mhlungu *Mrs TM Molefe *Mrs ZE Mvuyana	HOD: Acting: Dr MS Mabusela Professor: Vacant Senior Lecturer: Dr MS Mabusela Dr S Govender Lecturers: Ms PN Khumalo Ms N Maluleke Dr HR Mhlongo *Dr M Ngema *Mr LJ Khathi Vacant	HOD: Acting: Dr IS Kapueja Professor: Prof CJG Bender Senior Lecturers: Dr IS Kapueja Dr SA Vilakazi Lecturers: Dr AB Buthelezi Mrs LC Mthethwa Dr TZ Ngidi Ms LP Sibisi	Teaching Practice Coordinator Mr MM Mngomezulu Practicum Admin. Officer: Mr HL Viljoen Departmental Admin. Assistant Vacant Faculty Laboratory Technician Mr M Manyoni Lecturers: Professional Practice Ms MD Luvuno Mrs RG Mkhassibe Dr AM Mzimela Mrs NH Ndaba	HOD: Acting: Dr P Pillay Professors: Vacant Senior Lecturers: Dr WNZ Mthembu-Ngema Dr P. Pillay Lecturers: Ms LLP Bele Dr K.A. Gazu Ms ZV Hlatshwayo Ms NP Khumalo Mr JF Magwaza Ms TF Mngomezulu Mrs Z P Msweli Mr MV Nzama Vacant Vacant	HOD: Acting: Dr BT Gamede Professors: Vacant Senior Lecturer: Vacant Lecturers: Mr M Bret Ms MN Chalufu Mr MC Dube Dr BT Gamede Mr S Mokoena Dr BB Ndlovu Vacant Vacant
Secretary Mr NN Ngubane	Secretary Ms S Qwabe	Secretary Mrs D Chetty-Sherief	Secretary Mrs D Chetty-Sherief	Secretary Mr MN Vilane	Secretary (Vacant)	Secretary Ms S Qwabe	Secretary Mr MN Vilane
* Denotes Temporary Staff # Denotes substitute + Denotes Part-time							

FACULTY BOARD

Paragraph 43 of the Statute of the University of Zululand (Government Notice 819 of 24 June 1999) provides for the establishment of senate committees called faculty boards, for regulating academic activities of the various divisions. The faculty board functions in collaboration with the allied departments, the office of the Dean, and committees that may be set up for standing or ad hoc tasks. The faculty board of education is made up of all members of the academic staff.

Student representative on SRC and SC

Sub-committees of the Faculty Board

Examinations

Educational resources

Teaching practice

Teaching and Learning

Time-table

Research and Community Engagement

Calendar and rules

Assessor Member on Faculty Board: University Librarian/Representative; A member from Quality Planning and Assurance (QPA)

Other Faculty Committees

Recreation/Social activities

IMPORTANT NOTES

Clarification of Codes

Modules have the following six characters:

The first letter indicates the faculty affiliation
 The second letter indicates the department or combination of departments
 The third and fourth letters indicate the subject
 The fifth character indicates the year of study
 The sixth character indicates the number of examination papers
 The seventh character indicates the term/semester

In the Faculty of Education, the first term/semester extends from January/February to June/July of each year, and the second term/semester extends from June/July to December of each year.

Recognised school teaching subjects/learning areas

The following are the designated school subjects:

Subject	Subject
English	History
Afrikaans	Consumer Studies
IsiZulu	Hospitality and Tourism Studies
SiSwati	Mathematics
Economics	Music
Business Studies	Physical Studies
Accounting	Physical Sciences
Manufacturing, Engineering and Technology	Biology
Life Orientation	Chemistry
Agricultural Science	Geography
Information Technology	Dramatic Arts
Life Sciences	Engineering graphics and design
Mathematical Literacy	Music
Religion Studies	Visual Arts
Language (one language of learning and teaching at HE + 2 other recognized language subjects)	

Supportive Subjects

The following are supportive courses:

Course	
Applied Mathematics	Biochemistry
Computer Science	French
General Linguistics	German
Mathematical Statistics	Nutrition
Practical Afrikaans	Practical English
Industrial Psychology	Commercial Law
Special Accounting	Auditing

PROGRAMMES

The following are the Programmes offered in the Faculty, leading to the award of the corresponding Certificates, Diplomas and Degrees:

Qualifications

Degrees

BACHELOR OF EDUCATION (B.ED)

Early Childhood Development and Foundation Phase

Intermediate and Senior Phase

- ◆ Economic and Management Sciences (EMS) and Language Education
- ◆ Economic and Management Sciences (EMS) and Life Orientation
- ◆ Mathematics, Science and Technology Education (MSTE)
- ◆ Life Orientation and Language Education
- ◆ Social Sciences (SS) and Language Education

Qualification Code

Degree Code

EBEDEF

EBDIS0

EBDIS1

EBDIS2

EBDIS3

EBDIS4

EBDIS5

Further Education and Training

- ◆ Life Orientation and Language Education
- ◆ History and Language
- ◆ Geography and Language
- ◆ Accounting/ Business Economics/ Economics (EMS)
- ◆ History and Geography
- ◆ Computer Science and Mathematics
- ◆ Physical Science and Mathematics

EBDFT1

EBDFT2

EBDFT3

EBDFT4

EBDFT5

EBDFT6

EBDFT7

Certificate

Post Graduate Certificate in Education (PGCE) New

Post Graduate Certificate in Education (PGCE) New

Post Graduate Certificate in Education (PGCE)

Post Graduate Certificate in Education (PGCE)

EPGCE1

EPGCE2

EPGCE1

EPGCE2

Epgce2

BACHELOR OF EDUCATION HONOURS (B.ED) (HONOURS)

- ◆ Educational Psychology
- ◆ Special Educational Needs
- ◆ Educational Support Services
- ◆ Mathematics/ Science/ Technology/ Environmental Education
- ◆ Primary Education Science
- ◆ General

302ZZZ

302/304*

MASTER OF EDUCATION (M.ED)

- ◆ Pure Research(Various Specialisations)
- ◆ Educational Psychology
- ◆ Coursework
- ◆ Curriculum and Instructional Studies
- ◆ Foundations of Education
- ◆ Educational Management

EMED70

EMED71

EMED72

EMED73

EMED74

EMED75

EMED76

EMED77

DOCTOR OF EDUCATION (D. ED)

- ◆ Various Specialisation
- ◆ Curriculum Studies

EDED71

EDED72

EDED73

EST 800

ECI 800

EFE 800

EPE800

PROGRAMMES

A. UNDERGRADUATE DEGREES

Bachelor of Education (B.Ed.)

NB! The final year for teaching the EBEDEF/EBDIS/EBDFT qualifications is 2023 (6 years)

The Bachelor of Education degree is a four year, full-time, contact class programme. This programme is offered under three different phases of specialization; which are: Early Childhood Development and Foundation Phase, Intermediate and Senior Phase, and Further Education and Training Phase.

NB: Students who failed modules as per the 2013 prospectus will not re- register for such modules, if they are not in the prospectus. They will take a new module, equivalent to the old module, appearing in the current prospectus. In the case of core modules:

ELLL211 & ECEM212 will be replaced by ETSE100

CORE MODULES FOR BACHELOR OF EDUCATION PROGRAMME

B.Ed.			
FIRST YEAR			
SEMESTER 1			
Modules		Credits	Periods/ week
Module name: Ideologies and Trends in Education Modules Code: EFIT111	Purpose: To equip students with knowledge and understanding of the field and study of education; To <i>enable</i> students to understand educational ideologies and their link to the present education. To equip students with knowledge and understanding of development of different education systems in South Africa. Content: <p>(Philosophy) Integration of theory and practice of the following study units: Definition of concepts, Education, training, indoctrination, philosophy, and philosophy of education. The nature and field of philosophy of education (Philosophy of education is speculative, analytic; classical philosophies including idealism, realism and pragmatism; contemporary philosophies, reconstructionism and Africanism; value clarification; theories of moral education and its link to humanism.</p> <p>(History of education) A history of education in South Africa. Pre-colonial or traditional education. Education during Dutch colonization (1652-1795 and 1803-1806). Education under the British (1807-1899). Mission education. National Party rule and apartheid education (1948). Education for White children. Education for Coloured children (The Coloured Persons Education Act 1963). Education for Indian children (The Indian Education Act of 1965). Education for Black children (The Bantu Education Act, Act 47 of 1953). Resistance to</p>		

<p>Module Name: Academic Literacy 1A (Language) Module Code: ELLL111</p>	<p>apartheid education. A new education policy in a new South Africa (1992 to date)</p> <p>Instruction: Instructional methods include lectures, group discussions, individual learning, assignments and class projects.</p> <p>Assessment: Continuous formative assessment through class participation</p> <p>Purpose: To empower student educators with linguistic knowledge and communication skills that will enable them to, facilitate their own academic learning, and teach effectively in their area of specialization.</p> <p>Content: The Communication Process; Listening, and Speaking Communication Skills; Reading, Viewing and Thinking Skills; Writing, Designing and presenting Skills; Grammatical Knowledge for Educators</p> <p>Instruction: Instruction methods include lectures, tutorials classroom-based reflection, readings, discussions, presentations and collaborative learning. Summative assessment through examinations in June.</p> <p>Assessment: Continuous formative assessment through participation in class and tutorials, assignments and reflective writing. Summative assessment through examinations in June.</p>		
<p>Module Name: HIV and AIDS Education Module Code: EPHA112</p>	<p>Purpose: This module aims to create awareness and highlight the facts around the HIV and AIDS pandemic and encourage students to ponder the impact this disease has on society at large, the school and the classroom specifically. It will also encourage active and conscientious participation with regards to the prevention of HIV and AIDS focus on relevant policy related matters and promote the responsible management of HIV and AIDS in the classroom and the school in general.</p> <p>Content: The course will provide an Introduction and Background to HIV and AIDS, Factors that facilitate the transmission of HIV and AIDS, Impact of HIV and AIDS, Standard Universal Safety Precautions for the Prevention of HIV and AIDS, Ethical and Legal Issues and HIV and AIDS, Management of HIV and AIDS, Gender and HIV and AIDS, Responding to HIV and AIDS in the classroom, school and community.</p> <p>Instruction: Will be facilitated through lectures and activities during lecture sessions, individual independent and/ or group work activities</p>		

<p>Module Name: Academic Literacy 1B (Computer Literacy) Module Code: ESCL112</p>	<p>Assessment: Continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and summative assessment through internally moderated final examination.</p> <p>Purpose: The purpose of this module is to equip students with the relevant and necessary computer skills that will enable them to finesse around their studies and life in general. The module takes students through different types of computers, different computer environments, data capturing skills, information processing skills as well as research using various search engines. Layout and presentation skills are also integral parts of this module.</p> <p>Content: General understanding of computers in and around us, including knowledge and use of computer hardware, software, and operating systems. Key applications software such as word processing, spreadsheet, presentation and outlook. Also included in this module are aspects of working in an Internet or networked environment, including basic knowledge of networks and the Internet, skills in specific applications such as electronic mail software and Web browsers, skills required to find and evaluate information, and an understanding of issues related to computing and the Internet being used at school, home and workplace.</p> <p>Instruction: Instructional methods include lecturing, demonstrations, viewing videos, peer demonstrations, class discussions, group discussions, readings, research and presentations by students, invited mentors and other guests.</p> <p>Assessment: Continuous formative assessment through in-class tests, exercises, assignments, portfolios, professional and subject mentors' reports, and lecturers' reports; and summative assessment through a terminal examination at the end of the semester.</p>		
<p>Module Name: School Experience 1 Module Code: ETSE100</p>	<p>Purpose: To expose students to the school experience from the perspective of a teacher, in the care of a school mentor</p> <p>Content: Learning from practice (observation and simulated classroom practice/ lesson demonstrations) (Practical and subject pedagogical knowledge).</p> <p>Instruction: Students are required to attend lectures/presentations on themes introducing</p>		

	<p>them to the teaching profession and preparing them to achieve school experience observation outcomes during the second semester. Guidance will be given on school observation and looking into practical issue of discipline in schools.</p> <p>Assessment: During the school based professional practicum orientation week in August/September, the school prepares a confidential report on the student teacher's attitude and professional conduct, which is submitted to the coordinator</p>		
SECOND YEAR			
SEMESTER 1			
<p>Module Name: Human Development and Learning</p> <p>Module Code: EPDL211</p>	<p>Instruction: Instruction methods include lectures, classroom-based reflection, readings, discussions, presentations and collaborative learning.</p> <p>Assessment: Assignments, tests, tutorials and examination writing.</p> <p>Purpose: To introduce students to study of Educational Psychology which examine some aspects of development and learning?</p> <p>Content: Introduction to Educational Psychology. Understanding learner development and diversity. Individual and group differences. Learning and knowledge construction. Learning and motivation.</p> <p>Instruction: Instruction methods include lectures, group discussion, independent study and research and observations in schools.</p> <p>Assessment: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations; summative assessment through examinations in June.</p>		
SEMESTER 2			
<p>Module Name: Teaching and Learning strategies</p> <p>Module Code: ECTL212</p>	<p>Purpose: To equip students with knowledge of theories of teaching, learning and classroom management and to train them in all aspects of General Pedagogical content knowledge e.g. selecting, organizing and preparing subject content, applying suitable and relevant teaching strategies and methods and lastly to adopting adequate learning styles compatible to the learners' cognitive development.</p> <p>Content: Theories of teaching and learning (behaviourist, humanist, social constructivist). Principles of quality teaching and a competent teacher. Principles underpinning teaching and learning in OBE Curriculum. Learning styles. Teaching</p>		

<p>Module Name: School Experience 2 Module Code: ETSE200</p>	<p>strategies and methods (teacher-centred and learner-centred strategies. Classroom management, teaching strategies and learning styles.</p> <p>Instruction: Lectures (contact sessions) whole class. Seminars and small group discussions. Planned and Organized Consultations with individual students. Student independent activities.</p> <p>Assessment: Gathering of evidence on students' performance the process will apply continuous assessment procedures which are: baseline assessment, formative and summative. Baseline: evidence of students' academic readiness (Techniques for assessment, Written Assignments, oral presentations. Formative: Tests, oral presentation, group work, role play activities, tutorials, classroom observations and reflections. Summative: Test and examination.</p> <p>Purpose: The purpose of this module is to give students the opportunity to critical observe and creatively reflect on the school experience.</p> <p>Content: Learning in practice (lesson demonstrations/ simulated classrooms and observation with limited lessons in teaching two subjects/ university based and school based) (practical knowledge and subject pedagogical knowledge).</p> <p>Instruction: As part of campus based activities, students will be exposed to using educational technologies, watching video playback with best practice and those with practices to avoid. Demonstration of lessons and microteaching activities will be introduced at this level of student teacher development.</p> <p>Assessment: In their 2nd year, B Ed students undergo home school based professional practicum for 2 weeks in the first semester, and for 1 week in the second semester during the recess week. A school Observation Journal, with a collection of assignments and practical activities will be used as an observation instrument. Reflections on themes/presentations based on the students' observation experiences are made as well as reflective essays written on observed experiences. The focus is on how to improve the observed experiences for future implementation.</p>		
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THIRD YEAR				
SEMESTER 1				
Module Name: School Leadership and Management Module Code: EALM311	Purpose:	This module is designed for students to: Equip them with skills to lead and manage school. Enable them to understand the challenges of school leadership and management. Increase their understanding of skills and competencies required for successful performance in school management positions.		
	Content:	Basic concepts in school leadership and management task of an educator. The nature and the purpose of school management and leadership both generally and in the context of a changing South Africa. Analysis of principalship in the South African context and the role of school managers and leaders as agents of change. Managing educators professional development (human resources development, induction process staff appraisal and development). Parent management. Learner involvement		
	Instruction:	Instructional methods include lectures, group discussions, independent learning, class presentation, research and study projects.		
	Assessment:	Formalise assessment through class participation, assignment, and presentations, tests and summative assessment through examination in June.		
Module Name: Assessment in Education Module Code: ECAE311	Purpose:	To equip students with knowledge of theories of assessment, models of assessment in education and approaches and to train students in competencies required in planning, designing and conducting assessment in the context of the espoused National Curriculum policy.		
	Content:	Introduction to Assessment and its relationship to teaching and learning. Conceptions of Assessment in curriculum development and their implications in teaching & learning environment. Principles underpinning OBE Curriculum and Assessment), Integrated assessment systems, Perspectives of assessment (behaviourist, humanist, social constructivist), Co-operative teaching, motivation and feedback.		
	Instruction:	Lectures (contact sessions) whole class, Seminars and small group discussions, Planned and organized Consultations with individual students, Student independent activities.		
	Assessment:	Gathering of evidence on students' performance the process will apply continuous assessment procedures which are: baseline assessment, formative and summative. Baseline: evidence of students' academic readiness (Techniques for		

	assessment, Written Assignments, oral presentations. Formative: Tests, oral presentation, group work, role play activities, tutorials, observation and reflection. Summative: Test and examination.		
SEMESTER 2			
Module Name: Society Education Law and School Governance Module Code: EDSE312	Purpose: The module is designed: to equip students with knowledge and skills to address the role of education in society; to equip student with skills of engaging critically with education policies, procedures and systems which impact on institutions and classrooms as well as on the national education and training landscape. Content: Society and Education; definition of terms; relationship between education and society; theories of society; functionalism; Marxism; interactions, social, conservative, innovative, economic, selective and locative functions. The socialization process and settings, role of the school in socialization, parameters of school governance, legal bases of school practice, school managers and governing bodies, sources of educational law, legislation affecting schools, educators and learner discipline, school rules and human rights culture. Instruction: Instructional methods include lectures, group discussions, research, independent study and individual activities. Assessment: Continuous formative assessment through tests, assignments, presentations, portfolios, seminars, essays, research projects and examinations		
Module Name: Comparative Education Module Code: EFMS312	Purpose: To describe educational systems, processes or outcomes; to encourage students to think critically about the relationship between education and society and to assist students in establishing generalized statements about education that are valid in more than one country. Content: Objectives and scope of Comparative Education; rationale for the field; disciplinary identity; Comparative and international education; framing education systems: globalization, convergence and divergence; a history of selected education systems: Brazil, Egypt, Tanzania, Sweden, USA; the education system of South Africa. forces that shape the context of education in South Africa; Instruction: Instructional methods include lectures, small group discussions, independent learning and research. Assessment: Continuous formative assessment through participation in class, tests, assignments, and presentations; Summative assessment through examinations at the end of the semester.		

SEMESTER 1

<p>Module Name: Inclusive Education Module Code: EPIE411</p>	<p>Purpose: To develop an understanding of the philosophy, benefits and processes of inclusive education.</p> <p>Content: Inclusive education concepts; non-inclusive educational settings; collaboration parent involvement; effective teaching and learning; supporting all students; understanding students with challenging behaviour, understanding students with intellectual disability.</p> <p>Instruction: Will be managed through lectures and activities during block sessions, individual independent and/ or group work activities.</p> <p>Assessment: Continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination.</p>	
<p>Module Name: Theory and Practice of Curriculum Development Module Code: ECTP411</p>	<p>Purpose: To equip students with knowledge of processes of; curriculum designing, curriculum development and implementation and to train students in competencies required in interpreting, designing teaching and learning programmes in the context of the espoused National Curriculum policy.</p>	

	<p>Content: Introduction to curriculum studies, Philosophical foundations of curriculum research, design and development, Theories underpinning curriculum research internationally and in South Africa. (Traditional, modern and post-modern Curriculum theories and models) Conceptions of curriculum and their implications in teaching & learning environment, Outcomes Based Curriculum model in South Africa from ERS, CMSA, C2005, NCS and CAPS), Models of curriculum developments and various level</p> <p>Instruction: Lectures (contact sessions) whole class, Seminars and small group discussions, Planned and organized Consultations with individual students.</p> <p>Assessment: Gathering of evidence on students' performance the process will apply continuous assessment procedures which are: baseline assessment, formative. Baseline: evidence of students' academic readiness (Techniques for assessment, Written Assignments, oral presentations. Formative: Tests, oral presentation, group work, role play activities, tutorials. Summative: Test and examination.</p>		
SEMESTER 2			
<p>Module Name: Management of School Systems and Extra-curricular activities</p> <p>Module Code: EAMS412</p>	<p>Purpose: To equip student educators with skills to manage school systems and extracurricular activities.</p> <p>Content: Schools as social systems (definition of a social system, the environment of school the macro and micro environment, school climate and school culture from the perspective of educational management, the school as an organisation, the organisational structure of a school). Cultural traditions in the management of school systems in South Africa (Afro centric management, Ubuntu and management, gender and management). Management of information system; Effective schools (indicators of effective schools, models of schooling, classrooms, effective principals, effective behaviours, synthesis of research find on effective schools); Participatory management skills in schools (renewal strategies in management of school systems, management by objectives, inviting educational management; The Management of school's extra-curricular programmes (management of extra-curricular tasks; time management within the context of extracurricular program strategies for the optimal utilisation of time, the educational manager's role regard extracurricular programmes-co-ordination; setting objectives; programme enrichment, evaluation, corrective action, positive climate creation). Information management systems in schools; Department guidelines on managing</p>		

<p>Module Name: Introduction to Research in Education Module Code: EPRE412</p>	<p>physical resources. Legal requirements for the financial management of public schools (Budget, Financial Statements, Cashbooks, Distribution Register, Petty Cash, School Fees.</p> <p>Instruction: Instructional methods include lectures, group discussions, independent learning, class presentation, research and study projects.</p> <p>Assessment: Formalise assessment through class participation, assignment, and presentations, tests and summative assessment through examination in June.</p> <p>Purpose: To introduce students to basic concepts in Educational Research as well as equip them with skills for conducting literature review, referencing techniques, analysing data and interpreting research findings.</p> <p>Content: It will cover, understanding the concept of research –i.e. what is research? Difference between quantitative and qualitative research; aims of conducting research in education; how to identify a research topic; the title and research problem as well as formulation of research questions. Literature review – Primary and Secondary literature resources; research design – population, sampling frame, sampling methods; data collection techniques – questionnaire, interviews, observations and check-lists; validity and reliability of research instruments. Introduction to data analysis and interpretation of research findings; research ethics.</p> <p>Instruction: Instruction methods include lectures, group discussion, independent study and research and observations in schools.</p> <p>Assessment: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations; summative assessment through examinations in June.</p>		
<p>Module Name: School Experience 4 Module Code: ETSE400</p>	<p>Purpose: The aim is to let the student develop and produce a high quality action research based portfolios of evidence</p> <p>Content: School based teaching practice (3 weeks) subject mentor university supervised + action research (reflecting on own practice and that of the mentors (practical/ subject content pedagogical/ situational knowledge)).</p> <p>Instruction: Students will attend lectures guiding them on developing and producing a high quality action research based portfolios of evidence (PoEs).</p> <p>Assessment: A portfolio based on a Teaching and Learning Committee –approved framework linking theory</p>		

	and experiences, formative assessment principles, rubric-assessed, submitted before the end of October and externally examined.		
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WEIGHTING OF MODULE TESTS AND ASSIGNMENTS CORE MODULES

Module code	Module name	Tests			Assignments	Practical / Presentation	Journal (School Exp.)	TOT	DP	EX
	Final Mark Calculation	100%						100	50	50
Semester 1										
ELLL111	Academic Literacy 1A (Language)	40	20	20	20		100	50	50	
EFIT111	Ideologies and Trends	50		50			100	50	50	
EPDL211	Human Development and Learning	50		50			100	50	50	
EALM311	School Leadership and Management	60		40			100	50	50	
ECAE311	Assessment in Education	60		40			100	50	50	
EPIE411	Inclusive Education	35	30	35			100	50	50	
ECTP411	Theory and Practice of Curriculum Development	60		40			100	50	50	
							100	50	50	
Semester 2										
EPHA112	HIV/AIDS Education	50	50				100	50	50	
ESCL112	Academic Literacy 1B (Computer Literacy)	50	50				100	50	50	
ECTL 212	Teaching and Learning Strategies	60		40			100	50	50	
EFMS312	Comparative Education	50		50			100	50	50	
EDSE312	Society, Education Law	60		40			100	50	50	
EAMS412	Management of Schools	60		40			100	50	50	

EPRE412	Introduction to Research in Education	50	50		100	50	50
Module code	Module name	Assignment		Practical / Presentation	TOT	DP	Journal (School Exp.)
	Year Modules	100%			100	50	50
Semester 1							
ETSE100	School Experience 1	30	40	30	100	50	50
ETSE200	School Experience 2	30	30	40	100	50	50
ETSE300	School Experience 3	30	30	40	100	50	50
ETSE400	School Experience 4	30	30	40	100	50	50

1. Bachelor of Education: Early Childhood Development and Foundation Phase (B.Ed. ECD & FP) – (EBEDEF)

NB! The final year for teaching the EBEDEF qualification is 2023 (6 years)

Purpose

The Bachelor of Education in Foundation Phase is a qualification that prepares students to teach from Grade R to Grade 3 within the Foundation Phase Band. Bachelor of Education Foundation Phase is a four Year degree which carries 488 credits. This is a full-time, contact class programme.

A candidate will not receive the degree until all the requirements of the degree have been fulfilled.

NB: Students who fail modules as per the 2013 prospectus will not re- register for such modules, if they are not in the prospectus. They will have to take new modules, equivalent to the old module, appearing in the current prospectus.

Articulation

The approved degree referred to as Bachelor of Education in Foundation Phase shall comply with the requirements as laid down from time to time by the Council for Higher Education (CHE), or shall comply with specific requirements prescribed by other employing authorities for whom the candidate intends to work. The Bachelor of Education in Foundation Phase provides access to the Bachelor of Education (Honours) degree at NQF Level 8.

Duration

The duration of the programme shall not be less than four academic years (480 credits of full-time study).

Mode of instruction

The Bachelor of Education in Foundation Phase is a full-time, contact programme. Approximately one third of notional hours are dedicated to contact sessions with lecturers. The remaining two-thirds are allocated to foundational, practical and reflective tasks in groups, and individually.

Curriculum

The Bachelor of Education in ECD/ Foundation Phase is a 488 credit qualification at NQF Level 7. The curriculum consists of the following modules:

- a) Elective Modules
- b) Core Modules
- c) Fundamental modules

Entry Requirements:

In order to be admitted to the course of study for the Bachelor of Education a candidate must fulfil the following admission requirements:

A student must be admitted as a candidate for this degree if she/ he has obtained a National Senior Certificate (NSC), and has met the minimum requirements for admission to Bachelor's Degree. The candidate must have at least 50% in IsiZulu (HL) and English.

Programme Outcomes

On completion of this programme, the student will be expected to demonstrate a high level of Pedagogic content knowledge, skill and expertise as a:

- (a) mediator of learning in numeracy, literacy and life skills for ECD and Foundation Phase learners, using diverse and appropriate interactive approaches and related disciplinary rules;

- (b) competent practitioner with regard to the design and interpretation of learning programmes, with specific reference to numeracy, literacy and life skills for ECD and Foundation Phase learners;
- (c) practitioner with applied competence related to the principles, strategies and resources appropriate for teaching ECD and Foundation Phase learners;
- (d) Professional, community leader, pastoral care giver and model citizen, with the ability to develop supportive relations with parents, other key persons and organisations based on a critical understanding of community and environmental development issues – paying particular attention to critical community concerns, such as HIV and AIDS.
- (e) scholar, researcher and lifelong learner imbued with the ethos to engage in on-going personal, academic, occupational and professional growth through pursuing reflective study and research in his/her learning area (s), in broader professional and educational matters, and in other related fields.
- (f) professional with sound knowledge and understanding of the subject content in numeracy, literacy and life skills; and
- (g) professional, demonstrating applied competence with regard to assessment, including:
 - ♦ the importance of providing helpful and timely feedback to learners;
 - ♦ designing and managing diagnostic, formative and summative forms of assessment in ways that are appropriate to the level and purpose of the learning, and which meet the requirements of accrediting bodies;
 - ♦ keeping detailed and accurate assessment records on each learner; and
 - ♦ The ability to interpret and use assessment results to feed into processes for the improvement of learning programmes and end-of-learning cycle reporting.

Modules in the programme

EBEDEF			
FIRST YEAR			
SEMESTER 1			
Modules		Credits	Periods/ week
LANGUAGE MODULES: Module Name: Language, Literacy and Communication 1A (HL IsiZulu) Module Code: ELLZ111	Purpose: To expose the student-educators to IsiZulu basic knowledge, skills and values that will enable them to facilitate their own academic learning and IsiZulu language education. Content: Identifying and processing written and spoken/ speech sound of IsiZulu Language. Recognizing and handling IsiZulu morphemes. Defining and classifying IsiZulu words/lexis. IsiZulu sentence classification, construction and analysis. Classification of IsiZulu spoken and written discourse into texts and genres. Application of the NCS principles to IsiZulu language structure and use. Instruction: Will be conducted through lectures and activities such as group presentations, self-study, independent and group activities. Assessment: Formative group assessment through presentations and displays = 10%. Formative written academic essay(s) = 20%. Formative written test =20%.		

<p>Module Name: Human and Social Sciences 1A (History) Module Code: EEHS111</p>	<p>Summative formal written examination = 50%.</p> <p>Purpose: The module prepares the students to develop competencies to effectively teach history and be well grounded in knowledge, values, skills, principles, methods and procedures relevant to the discipline it shows the important role in the issues related to transformation within communities, social science involves the study of change and development in society, promoting the methodology in which skills, concept and attitudes play a dominant role.</p> <p>Content: Elements of history. History, empath, facts, truth, and interpretation history as a science history and morality, objectivity and causation in history. Value history. Approached strategies. Cultures and economy. Stone age people. Retief Confrontation. Value of various source material. Project and assignments, essay writing. Local history, historical excursions and museum visits. Lesson planning, teaching, questioning in history</p> <p>Instruction: Instruction methods include lectures, classroom-based reflection, readings, discussions, presentations and collaborative learning.</p> <p>Assessment: Formative group assessment through presentations and displays = 10%. Formative written academic essay(s) = 20%. Formative written test =20%. Summative formal written examination = 50%.</p>		
<p>Module Name: Numeracy, Natural Sciences and Technology Education 1A Module Code: ESFN111</p>	<p>Purpose: The aim of this module is to provide a foundation of basic mathematics for Foundation Phase teacher educators in preparation for the topics covered in the Foundation Phase curriculum and also as background information to be applied in the Natural Science and Technology aspect of the module.</p> <p>Content: The content focus is on Numbers and number systems, Integers, Fractions, Percentage, Decimals, Exponents and the Cartesian plane</p> <p>Instruction: Instructional methods include lectures, problem solving within group discussions and class presentations</p>		

	Assessment: Continuous assessment includes a test, assignment and an exam which will be written at the end of the semester.		
SEMESTER 2			
LANGUAGE STUDIES Module Name: Language, Literacy and Communication 1B (1 st Add Language English) Module Code: ELLG112	Purpose:	To empower student educators with linguistic knowledge and communication skills that will enable them to, facilitate their own academic learning, and teach effectively in the Foundation Phase.	
	Content:	Identify and process English written and spoken speech. Recognize and handle English morphemes. Define and classify English words/lexis. Classify and construct and analyse different kinds of sentences. Classify English discourses into texts and genres; and Apply the NCS (National Curriculum Statement) principles to English language structures and use.	
	Instruction:	Will be conducted through lectures and activities such as group presentations, self-study, independent and group activities.	
	Assessment:	Formative group assessment through presentations and displays = 10%. Formative written academic essay(s) = 20%. Formative written test =20%. Summative formal written examination = 50%.	
	Module Name: Human And Social Sciences 1B (Geography) Module Code: EEHS112	Purpose:	To empower the students to encourage learners to apply their knowledge of Weather and Environment aspects. It also aims to inform the student on how the learning area, Geography reflects in our daily lives.
		Content:	The nature and scope of school Geography. Effective Geography teaching. Basic principle of good Geography teaching and learning aids environment, teaching essential facts, note teaching and note making, worksheet, diagrams and sketches, outdoor experience, subject policies, daily plan evaluation and assessment.
		Instruction:	Will be conducted through lectures and activities such as group presentations, self-study, independent and group activities.
		Assessment:	Formative group assessment through presentations and displays = 10%. Formative written academic essay(s) = 20%. Formative written test =20%. Summative formal written examination = 50%.

<p>Module Name: Numeracy, Natural Sciences And Technology Education 1B Module Code: ESFN112</p>	<p>Purpose: This module is aimed at introducing Foundation phase student teachers to the science and technological process, with a focus on the integration of literacy, numeracy, creativity and science concepts within a problem based context which is solved by following the technological process. A project approach is taken to solve the problem and the solution is communicated in a design folio which incorporates aspects of graphic communication.</p> <p>The technological process as a problem solving process. The integration of literacy in the technological process. Life Science concepts for Foundation Phase learners.</p> <p>Content: A blended learning approach is taken, which includes lectures and activities completed online.</p> <p>Instruction: Continuous formative assessment through online activities which provide instantaneous feedback. These online assessment tasks are counted as a small percentage of the CASS mark. Summative assessment</p> <p>Assessment: includes an individual test and a design folio completed as a group.</p>		
SECOND YEAR			
SEMESTER 1			
<p>ACADEMIC SUBJECT CONTENT</p> <p>Module Name: Foundation Phase Studies 2A (Life Skills) Module Code: EFPS211</p>	<p>Purpose: To equip students with basic knowledge and methodology for life skills in the foundation phase. Some science content knowledge as well as science and technology process skills will be developed, as well as teaching, planning and assessment of science and technology in the foundation phase.</p> <p>Content: Matter and materials. Planet earth and beyond. Scientific and technological process skills. The process of enquiry. Unpacking the curriculum (CAPS), planning and design of lessons, developing resources, and assessing science and technology in the foundation</p> <p>Instruction: Will be conducted through lectures and activities such as group presentations, self-</p>		

<p>Module Name: Foundation Phase Studies (Literacy 2A) Module Code: EFPL211</p>	<p>study, independent and group activities in a blended learning approach.</p> <p>Assessment: Continuous formative assessment through online activities which provide instantaneous feedback. These online assessment tasks are counted as a small percentage of the CASS mark. Summative assessment includes an individual test and an inquiry based lesson plan as a group (This lesson planning assignment is linked to the second year teaching practice module).</p> <p>Purpose: This module will equip the student teachers with isiZulu reading, viewing, thinking skills and values that will enable them to interpret, employ approaches to literary text analysis and criticism.</p> <p>Content:</p> <ul style="list-style-type: none"> • Reading, viewing, and thinking skills • Reading/ viewing and critically analysing fiction • (Literary narrative in prose or verse • Interpreting and employing approaches to prose, short story, essay formal and informal essay, novel ,poetry and drama study • Diction • Reading/ viewing and critically analysing non-fiction • Traditional Literature • Unpacking the Curriculum • Planning and lesson design <p>Instruction: Will be conducted through lectures and activities such as group presentations, self-study, independent and group activities.</p> <p>Assessment: Formative assessment through tests, assignments, teaching journals, attendance and participation and summative assessment through an internally moderated final examination.</p>	
<p>Module Name: Foundation Phase Studies (Numeracy 2A) Module Code: EFPN211</p>	<p>Purpose: Students will be introduced to emergent and theories of early numeracy to prepare them for the easy grasping of strategies of teaching numeracy to young children. Students will also be introduced to methods of organizing a numeracy classroom.</p> <p>Content: Developing numeracy, emergent numeracy, theories underpinning the teaching of Numeracy, The notion of different kinds of knowledge, the notion of mathematical proficiency, the associated sequence of teaching activities, play as a strategy to teach</p>	

	<p>mathematics, the role of problem solving, organizing the numeracy classroom</p> <p>Instruction: Will be conducted through lectures and activities such as group presentations, self-study, independent and group activities.</p> <p>Assessment: Formative assessment through tests, assignments, teaching journals, attendance and participation and summative assessment through an internally moderated final examination.</p>		
SEMESTER 2			
<p>Module Name: Foundation Phase Studies 2A (Life Skills) Module Code: EFPS212</p>	<p>Purpose: To promote an understanding of personal and social problems and the impact these issues have in the lives of individuals.</p> <p>Content: Personal and social well-being, personal development, social development, social health, emotional health, relationships with other people and environment including values and attitudes, health and safety, violence, abuse and environmental health, nutrition, communicable diseases, unpacking the curriculum (CAPS), developing resources, assessment.</p> <p>Instruction: Will be conducted through lectures and activities such as group presentations, self-study, independent and group activities.</p> <p>Assessment: Formative assessment through tests, assignments, teaching journals, attendance and participation and summative assessment through an internally moderated final examination.</p>		
<p>Module Name: Foundation Phase Studies (Literacy 2B) Module Code: EFPL212</p>	<p>Purpose: Equip the student teachers with English reading, viewing, thinking skills and values that will enable them to facilitate their own English academic learning and home language education.</p> <p>Content:</p> <ul style="list-style-type: none"> • Introduction to Literature • Analysing Prose: a short story/Novel/Riddles, Rhymes, Songs • Analysing Drama/Play • Analysing Poetry • Concept to be mastered in Literature • Developing resources <p>Instruction: Will be conducted through lectures and activities such as group presentations, self-study, independent and group activities.</p> <p>Assessment: Formative assessment through tests, assignments, teaching journals, attendance</p>		

<p>Module Name: Foundation Phase Studies (Numeracy 2B)</p> <p>Module Code: EFPN212</p>	<p>Purpose: This module prepares the learner to mediate learning through empowering them with the content needed to teach numeracy. Students will be introduced to planning presentation and assessing learners in numeracy.</p> <p>Content: Number operations and relationships, rational counting activities, developing a strong sense of number, representation of numbers through symbols and the interpretation of symbols, patterns, unpacking the mathematics Curriculum (CAPS), planning, developing resources, assessment in mathematics (number operations, relationships, patterns).</p> <p>Instruction: Will be conducted through lectures and activities such as group presentations, self-study, independent and group activities.</p> <p>Assessment: Formative assessment through tests, assignments, teaching journals, attendance and participation and summative assessment through an internally moderated final examination.</p>		
THIRD YEAR			
SEMESTER 1			
<p>Module Name: Foundation Phase Studies (Life Skills 3)</p> <p>Module Code: EFPS311</p>	<p>Purpose: This module prepares the students to critically analyse the concepts of Life Skills within the context of early childhood development, developing students' cognitive abilities professionally. To demonstrate knowledge and understanding of planning teaching and assessing the components of Life Skills education.</p> <p>Content: Beginning knowledge. Personal and social well-being. Creative arts. Principles, strategies and assessment. Unpacking the curriculum (CAPS) planning, assessment, resource development in Life Skills.</p> <p>Instruction: Will be conducted through lectures and activities such as group presentations, self-study, independent and group activities.</p> <p>Assessment: Formative assessment through tests, assignments, teaching journals, attendance and participation and summative assessment</p>		

<p>Module Name: Foundation Phase Studies (Literacy 3A) Module Code: EFPL311</p> <p>Module Name: Foundation Phase Studies (Numeracy 3B) Module Code: EFPN311</p>	<p>through an internally moderated final examination.</p> <p>Purpose: This module will equip students with knowledge of curriculum policy. Students will learn to teach reading and phonic, different approaches to teach reading as well as planning presenting and assessing learners in the Foundation phase.</p> <p>Content: Reading and viewing, views on reading readiness programme, Behaviourist and Psycholinguistic, views, reading methods and approaches, balanced reading approaches, arranging a reading corner, unpacking the Curriculum, planning and lesson design, assessment of reading and viewing, parental involvement in the teaching of reading</p> <p>Instruction: Will be conducted through lectures and activities such as group presentations, self-study, independent and group activities.</p> <p>Assessment: Formative assessment through tests, assignments, teaching journals, attendance and participation and summative assessment through an internally moderated final examination.</p> <p>Purpose: This module prepares the learner for the understanding of geometry and the teaching of geometric concepts and to enable the cross-curricular integration of mathematics through working with contexts.</p> <p>Content: Space and shape (Geometry), the van Hiele levels of geometric reasoning and related teaching, language in the teaching of Mathematics, integrating Mathematics with Language and Life Skills, unpacking the mathematics Curriculum (CAPS), planning, developing resources, assessment in mathematics.</p> <p>Instruction: Will be conducted through lectures and activities such as group presentations, self-study, independent and group activities.</p> <p>Assessment: Formative assessment through tests, assignments, teaching journals, attendance and participation and summative assessment through an internally moderated final examination.</p>		
SEMESTER 2			
ACADEMIC SUBJECT CONTENT			

<p>Module Name: Foundation Phase Studies (Life Skills 3) Module Code: EFPS312</p>	<p>Purpose: Student will be equipped with the base content knowledge to be physical education to foundation phase learners as well as teaching strategies, planning, presentation and assessment skills.</p> <p>Content: Physical education. Encouraging motor development. Goal motor of physical development programs. Gross motor development in early childhood. Standards for physical education. Physical education activities. Skill activities. Health nutrition and safety education. Substance abuse and HIV/AIDS nutrition education. Integration physical education with other subject. Planning lesson teaching learning assessment.</p> <p>Instruction: Will be conducted through lectures and activities such as group presentations, self-study, independent and group activities.</p> <p>Assessment: Formative assessment through tests, assignments, teaching journals, attendance and participation and summative assessment through an internally moderated final examination.</p>		
<p>Module Name: Foundation Phase Studies (Literacy 3B) Module Code: EFPL312</p>	<p>Purpose: The main focus of this module is to hone the writing and handwriting skills of students and also empower them with the strategies of teaching and assessing these skills to young learners.</p> <p>Content: Writing, developing writing, types of text, assessing writing, handwriting, the development of writing, approaches to the teaching of handwriting, unpacking the curriculum, planning and lesson design, assessing of writing and handwriting.</p> <p>Instruction: Will be conducted through lectures and activities such as group presentations, self-study, independent and group activities.</p> <p>Assessment: Formative assessment through tests, assignments, teaching journals, attendance and participation and summative assessment through an internally moderated final examination.</p>		
<p>Module Name: Foundation Phase Studies (Numeracy 3B) Module Code: EFPN312</p>	<p>Purpose: This module will enable students to develop content knowledge of the concept of measurement to be used as the foundation upon which pedagogical content knowledge will be built.</p> <p>Content: Measurement, unpacking the mathematics Curriculum (CAPS) (Measurement), planning, developing resources, assessing</p>		

	<p>measurement.</p> <p>Instruction: Will be conducted through lectures and activities such as group presentations, self-study, independent and group activities.</p> <p>Assessment: Formative assessment through tests, assignments, teaching journals, attendance and participation and summative assessment through an internally moderated final examination.</p>		
FOURTH YEAR			
SEMESTER 1			
<p>ACADEMIC SUBJECT CONTENT</p> <p>Module Name: Foundation Phase Studies (Life Skills 4A)</p> <p>Module Code: EFPS411</p>	<p>Purpose: Students will be developed on using integrated teaching using a thematic approach to teach Mathematics and Languages.</p> <p>Content: Teaching mathematics and languages in the context of life skills, Thematic approach, creating free play tables in the classroom, organising a theme table, resource development, Management of HIV/AIDS in the Foundation Phase, Life skills and HIV/AIDS, Sexuality education in the Foundation Phase, Health Promoting Schools (HPS).</p> <p>Instruction: Will be conducted through lectures and activities such as group presentations, self-study, independent and group activities</p> <p>Assessment: Formative assessment through tests, assignments, teaching journals, attendance and participation and summative assessment through an internally moderated final examination.</p>		
<p>Module Name: Foundation Phase Studies (Literacy 4A)</p> <p>Module Code: EFPL411</p>	<p>Purpose: Students will be taught to use the language to think and reason, interpreting pictures, drawings, and other graphic presentations. The module will also prepare them to teach this skill in the Foundation Phase.</p> <p>Content:</p> <ul style="list-style-type: none"> • Foundation of Language Teaching • Language knowledge (Linguistics as a scientific study of the language) • Description of Language as a system for human communication) • The grammar of language • Language lessons • Graphic and semantic organisers • Drawing and graphic presentation • Thinking and reasoning, use of poetry • Unpacking the Curriculum 		

<p>Module Name: Foundation Phase Studies (Numeracy 4A) Module Code: EFPN411</p>	<ul style="list-style-type: none"> • Planning and lesson design • Traditional literature/ • Assessing thinking and reasoning. <p>Instruction: Will be conducted through lectures and activities such as group presentations, self-study, independent and group activities.</p> <p>Assessment: Formative assessment through tests, assignments, teaching journals, attendance and participation and summative assessment through an internally moderated final examination.</p> <p>Purpose: To equip teachers with knowledge and skills for the teaching of mathematics focusing on measurement, data handling and basic statistics in an integrated STEM approach.</p> <p>Content: Science concept development in an integrated STEM lesson. Measurement, Data handling. Unpacking the mathematics Curriculum (CAPS), planning and designing of lesson plan, developing resources, and assessment of measurement, and data handling in the foundation phase.</p> <p>Instruction: Will be conducted through lectures and activities such as group presentations, self-study, independent and group activities</p> <p>Assessment: Formative assessment through tests, assignments, teaching journals, attendance and participation and summative assessment through an internally moderated final examination</p>		
SEMESTER 2			
<p>ACADEMIC SUBJECT CONTENT</p> <p>Module Name: Foundation Phase Studies (Life Skills 4B) Module Code: EFPS412</p>	<p>Purpose: To prepare students for teaching physical education for the foundation phase.</p> <p>Content: Principles that inform the teaching of physical education in the foundation phase. Planning a lesson for physical education in the foundation phase. Making equipment from waste. Human muscle and skeletal system. Practical component.</p> <p>Instruction: Will be conducted through lectures, practical classes and activities such as group presentations and self-study in a blended learning approach.</p> <p>Assessment: Continuous formative assessment through online activities which provide instantaneous</p>		

<p>Module Name: Foundation Phase Studies (Literacy 4B) Module Code: EFPL412</p>	<p>feedback. These online assessment tasks are counted as a small percentage of the CASS mark. Summative assessment includes an individual test and a physical education lesson presentation.</p> <p>Purpose: This module prepares the learner to mediate learning through the correct usage of grammar. Students will be developed in selecting literature that is age appropriate and will also prepare them teach literature to Foundation Phase learners.</p> <p>Content: Phonics, language structure and use, children literature, language and research, dealing with linguistic diversity in the Foundation Phase, Language in Education Policy.</p> <p>Instruction: Will be conducted through lectures and activities such as group presentations, self-study, independent and group activities.</p> <p>Assessment: Formative assessment through tests, assignments, teaching journals, attendance and participation and summative assessment through an internally moderated final examination.</p>		
<p>Module Name: Foundation Phase Studies (Numeracy 4B) Module Code: EFPN412</p>	<p>Purpose: This module prepares the students for research in mathematics, critiquing research articles and identifying problems that need to be investigated. This module will also equip students with knowledge on the qualities of a good teacher.</p> <p>Content: Mathematics and Research, challenges in the teaching of numeracy, attributes of a good numeracy teacher, recording of numeracy activities.</p> <p>Instruction: Will be conducted through lectures and activities such as group presentations, self-study, independent and group activities.</p> <p>Assessment: Formative assessment through tests, assignments, teaching journals, reflections, attendance and participation and summative assessment through an internally moderated final examination.</p>		

EARLY CHILDHOOD (EBEDEF)

FIRST YEAR	2018				
SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS		SUBJECT LEVEL	PREREQUISITE SUBJECT(S)
SEMESTER 1					
Academic Literacy 1A (Language)	ELLL111	8	0.063	5	NONE
Ideologies and trends in Education	EFIT111	8	0.063	6	NONE
Language, Literacy & Communication 1A (HL isiZulu)	ELLZ111	16	0.125	5	ISIZULU
Human & Social Sciences 1A (History)	EEHS111	8	0.063	5	NONE
Numeracy, Natural Science, & Technology Education 1A	ESFN111	16	0.125	5	NONE
SEMESTER 2					
Academic Literacy 1B (Computer Literacy)	ESCL112	8	0.063	5	NONE
HIV/AIDS Education	EPHA112	8	0.063	6	NONE
Language, Literacy & Communication 1B (1 st Add.Lang English)	ELLG112	16	0.125	5	ENGLISH
Human & Social Sciences 1B (Geography)	EEHS112	8	0.063	5	NONE
Numeracy, Natural Science, & Technology 1B	ESFN112	16	0.125	5	NONE
School Experience 1	ETSE100	16	0.125	5	NONE
TOTAL		128	1.000		

SECOND YEAR					
SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS		SUBJECT LEVEL	PREREQUISITE SUBJECT(S)
SEMESTER 1					
Human Development and Learning	EPDL211	8	0.067	6	NONE
Foundation Phase Studies (Literacy 2A)	EFPL211	12	0.100	6	(p)ELLZ111 (s)ELLG112(s)ELLZ01A (s)ELLG01B
Foundation Phase Studies (Numeracy 2A)	EFPN211	12	0.100	6	(p)ESFN111 (s)ESFN112(s)ESFN01A(s)ESFN01B
Foundation Phase Studies 2A(Life Skills)	EFPS211	12	0.100	6	(p)EEHS111(s) EEHS112(s)EEHS01A(s) EEHS01B

SEMESTER 2					
Teaching and Learning Strategies	ECTL212	8	0.067	6	NONE
Foundation Phase Studies (Literacy 2B)	EFPL212	12	0.100	6	(p)ELLZ111 (s)ELLG112(s)ELLZ01A (s)ELLG01B
Foundation Phase Studies (Numeracy 2B)	EFPN212	12	0.100	6	(p)ESFN111 (s)ESFN112(s)ESFN01A(s)ESFN01B
Foundation Phase Studies 2B (Life Skills)	EFPS212	12	0.100	6	(p)EEHS111(s) EEHS112(s)EEHS01A(s) EEHS01B
School Experience 2	ETSE 200	32	0.267	6	NONE
TOTAL		120	1.000		

THIRD YEAR					
SEMESTER 1	SUBJECT CODE	SUBJECT CREDITS		SUBJECT LEVELS	PREREQUISITE SUBJECT(S)
School Leadership and Management	EALM311	8	0.071	6	NONE
Assessment in Education	ECAE311	8	0.071	6	NONE
Foundation Phase Studies (Literacy 3A)	EFPL311	8	0.071	6	(p)EFPL211(s)EFPL212 (s)ELLZ02A (s)ELLG02B
Foundation Phase Studies (Numeracy 3A)	EFPN311	8	0.071	6	(p)EFPN211(s)EFPN212 (s)ESFN02A(s)ESFN02B
Foundation Phase Studies (Life Skills 3)	EFPS311	8	0.071	6	(p)EFPS211(s)EFPS212 (s)EEHS02A(s)EEHS02B
SEMESTER 2					
Society Education Law and School Governance	EDSE312	8	0.071	7	NONE
Comparative Education	EFMS312	8	0.071	7	NONE
Foundation Phase Studies (Literacy 3A)	EFPL312	8	0.071	7	(p)EFPL211(s)EFPL212 (s)ELLZ02A (s)ELLG02B
Foundation Phase Studies (Numeracy 3B)	EFPN312	8	0.071	7	(p)EFPN211(s)EFPN212 (s)ESFN02A(s)ESFN02B
Foundation Phase Studies (Life Skills 3)	EFPS312	8	0.071	7	(p)EFPS211(s)EFPS212 (s)EEHS02A(s)EEHS02B
School Experience 3	ETSE300	32	0.286	7	(p)ETSE200(s)ETTP120
TOTAL		112	1.000		(p)EFPL211(s)EFPL212 (s)ELLZ02A (s)ELLG02B (p)EFPN211(s)EFPN212 (s)ESFN02A(s)ESFN02B

(p)EFPS211(s)EFPS212
(s)EEHS02A(s)EEHS02B

Students registered for ETSE300 should not register for any year 1st, 2nd or 4th year modules in the 2nd semester

FOURTH YEAR					
SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS		SUBJECT LEVEL	PREREQUISITE SUBJECT(S)
SEMESTER 1					
Inclusive Education Studies	EPIE411	8	0.067	7	NONE
Theory and Practice of Curriculum Development	ECTP411	16	0.133	7	NONE
Foundation Phase Studies (Literacy 4A)	EFPL411	8	0.067	7	(p)EFPL211(s)EFPL212 (s)ELLZ02A (s)ELLG02B
Foundation Phase Studies (Numeracy 4A)	EFPN411	8	0.067	7	(p)EFPN211 (s) EFPN212 (s) ESN02A (s) ESN02B
Foundation Phase Studies (Life Skills 4)	EFPS411	8	0.067	7	(p)EFPS211(s)EFPS212 (s)EEHS02A(s)EEHS02B
SEMESTER 2					
Management of School Systems and Extra-curricular Activities	EAMS412	8	0.067	7	NONE
Introduction to Research in Education	EPRE412	8	0.067	7	NONE
Foundation Phase Studies (Literacy 4B)	EFPL412	8	0.067	7	(p)EFPL212(s)EFPL211 (s)ELLZ02A (s)ELLG02B
Foundation Phase Studies (Numeracy 4B)	EFPN412	8	0.067	7	(p)EFPN212 (s) EFPN211 (s) ESN02A (s) ESN02B
Foundation Phase Studies (Life Skills 4)	EFPS412	8	0.067	7	(p)EFPS212(s)EFPS211 (s)EEHS02A(s)EEHS02B
School Experience 4	ETSE400	32	0.267	7	(p)ETSE300(s)ETTE130
TOTAL		120	1.000		

WEIGHTING OF MODULE TESTS AND ASSIGNMENTS

ELECTIVES MODULES		Tests			Assignments	Practical's			
Module code	Module name	1	2	3	1				
		Tests			Assignment	Practical's	TOT	DP	EXAM
	Final Mark Calculation	100					100	50	50
1st Semester									
EEHS111	Human and Social Sciences 1A	50			50				
ELLZ111	Language, Literacy & Communication 1A	60			40				

ESFN111	Numeracy Natural Sciences and Technology1A	50			50					
EFPL211	Foundation Phase Studies – Literacy2A	50			50					
EFPS 211	Foundation Phase Studies-Life skills2A	60			40					
EFPN211	Foundation Phase Studies – Numeracy2A	50			50					
EFPL311	Foundation Phase Studies-Literacy3A	50			50					
EFPN311	Foundation Phase Studies – Numeracy3A	50			50					
EFPS311	Foundation Phase Studies-Life skills3A	60			40					
EFPL411	Foundation Phase Studies-Literacy4A	60			40					
EFPN411	Foundation Phase Studies- Numeracy4A	60			40					
EFPS411	Foundation Phase Studies -Phase Life Skills4A	50			50					
2nd Semester										
ELLG112	Language, Literacy and Communication1B	60			40					
EEHS112	Human And Social Sciences1B	60			40					
ESFN112	Numeracy, Natural Sciences and Technology Education1B	60			40					
EFPS212	Foundation Phase Studies (Life Skills)2B	60			40					
EFPL212	Foundation Phase Studies (Literacy)2B	60			40					
EFPN212	Foundation Phase Studies (Numeracy)2B	60			40					
EFPS312	Foundation Phase Studies (Life Skills)3B	60			40					
EFPL312	Foundation Phase Studies (Literacy)3B	60			40					
EFPN312	Foundation Phase Studies (Numeracy)3B	60			40					

EFPS412	Foundation Phase Studies (Life Skills)4B	60			40					
EFPL412	Foundation Phase Studies (Literacy)4B	60			40					
EFPN412	Foundation Phase Studies (Numeracy)4B	60			40					

2. Bachelor of Education – Intermediate and Senior Phase (B.Ed. IP/SP)

NB! The final year for teaching the EBDIS qualifications is 2023(6 years)

The introduction of the B.Ed. – IP/SP programme has come about as part of the restructuring process of the Faculty's programme qualification mix (PQM). The vision of the institution entails, *inter alia*, the provision of programmes that are relevant to the needs and expectations of the community it serves.

Articulation

After meeting the requirements of this four-year degree, graduates could proceed to B.Ed. (Honours) at this or other institutions.

Entry Requirements: A student may be admitted as a candidate for this degree if she/he has obtained a National Senior Certificate (NSC), and has met the minimum requirements for admission to Bachelor's Degree.

Mode of learning: Contact and fulltime. Classes offered during week days.

Programme Outcomes

On completion of this programme, the student will be expected to demonstrate a high level of pedagogic content knowledge, skill and expertise as a:

- (a) mediator of learning, using diverse and appropriate interactive approaches and related disciplinary rules, in at least four of the learning areas at the Intermediate and Senior Phases, and specialising in two of the four;
- (b) competent practitioner with regard to the design and interpretation of learning programmes at the Intermediate and Senior levels of the school system;
- (c) practitioner with applied competence related to the principles, strategies and resources appropriate for teaching Intermediate and Senior Phase learners;
- (d) Professional, community leader, pastoral care giver and model citizen, with the ability to develop supportive relations with parents, other key persons and organisations, based on a critical understanding of community and environmental development issues – paying particular attention to critical community concerns, such as HIV and AIDS.
- (e) scholar, researcher and lifelong learner imbued with the ethos to engage in on-going personal, academic, occupational and professional growth through pursuing reflective study and research in his/her learning area (s), in broader professional and educational matters, and in other related fields.
- (f) professional with sound knowledge and understanding of the subject content in at least four of the learning areas at the Intermediate and Senior Phases, and specialisation in two of them; and
- (g) professional, demonstrating applied competence with regard to assessment, including:
 - ♦ the importance of providing helpful and timely feedback to learners;

- ◆ designing and managing diagnostic, formative and summative forms of assessment in ways that are appropriate to the level and purpose of the learning, and which meet the requirements of accrediting bodies;
- ◆ keeping detailed and accurate assessment records on each learner;
- ◆ The ability to interpret and use assessment results to feed into processes for the improvement of learning programmes and end-of-learning cycle reporting

EBDIS			
FIRST YEAR			
SEMESTER 1			
MODULES		Credits	Periods/ week
Module Name: IsiZulu Language Education 1A Module Code: ELZN111	Purpose: To equip student-educators with basic knowledge of General Linguistics with special reference to Syntax, Morphology, Semantics and Phonology. Content: The rules of Syntax, Morphology, Semantics and Phonology and their impact in the teaching of a language. Instruction: Instruction methods include lectures, classroom-based reflection, readings, discussions, presentations, collaborative learning. Assessment: Continuous formative assessment through Participation in class, assignments, and reflective writing; Summative assessment through examinations in June.		
Module Name: English Language Education 1A Module Code: ELGN111	Purpose: To equip student-educators with basic knowledge of General Linguistics with special reference to Syntax, Morphology, Semantics and Phonology. Content: The rules of Syntax, Morphology, Semantics and Phonology and their impact in the teaching of a language. Instruction: Instruction methods include lectures, classroom-based reflection, readings, discussions, presentations, collaborative learning. Assessment: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.		
Module Name: Economic and Management Sciences 1A (Economics) Module Code: EESE111	Purpose: To introduce student teachers to the basic economic phenomena and the appropriate terminology used in the field of commerce. Content: The Economic and Management Sciences field of study. The economic systems. The market. Price elasticity. Consumer equilibrium. Production. Instruction: Instruction methods include lectures, classroom-based reflection, readings, discussions, presentations, collaborative learning.		

<p>Module Name: Introduction to Geography Module Code: EESG111</p>	<p>Assessment: 50% test (assignments, project, research, presentation, tasks), 50% examination.</p> <p>Purpose: To introduce students to the relationship between people, and between people and environment. It also equips students with basic insight underlying scientific principles and process of the world.</p> <p>Content:</p> <ul style="list-style-type: none"> •The nature and scope of Social Sciences •Representation of the earth on maps and map use •Population growth and economic development •The concept of development and sustainability •Sustainable development as geographical concept •Impact of development and conservation •Global environmental problems •Geographical techniques (analysis and interpretation of maps, photograph and statistics) <p>Instruction: Lectures</p> <p>Assessment: Assignments, assessments, Revision practical related, fieldwork</p>		
<p>Module Name: Life Orientation: Introduction to Psychology 1A Module Code: EPIP111</p>	<p>Purpose: To facilitate awareness, understanding, meaningful use and integration of key concepts in psychology; encourage students to think creatively, logically and laterally about the importance of psychology in society, school and classroom. In particular students are expected to trace and see the relevance of reviewed concepts in relation to the needs of learners as both individuals and groups within the same classroom.</p> <p>Content: Integration of theory and practice of the following study units: introduction and background to psychology; psychological research; neuroscience and behaviour; sensation and perception; states of consciousness; learning; memory; intelligence and cognition and language.</p> <p>Instruction: Instructional methods include lectures, group discussions, independent learning and research/study projects.</p> <p>Assessment: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations; summative assessment through examinations in June.</p>		
<p>Module Name: Mathematical Literacy 1A Module Code: ESML111</p>	<p>Purpose: To develop in students the basic mathematical literacy competencies with a view to helping the students use such competencies in contexts encountered in other disciplines.</p>		

<p>Module Name: Mathematics 1A (Algebra) Module Code: ESMA111</p>	<p>Content: Fractions, decimals, percentages, positive exponents and roots, associative, commutative and distributive laws, the concepts of rate, ratio, direct proportion and inverse proportion, simple formulae</p> <p>Instruction: Instructional methods include lectures and lecturer-facilitated group discussions</p> <p>Assessment: Continuous assessment through tests and assignments and a final examination at the end of the semester.</p> <p>Purpose: To broaden the students' knowledge and understanding of mathematical concepts and skills necessary for future learning and the work place.</p> <p>Content: Polynomial: simplifying expressions, rationalizing, factorizing, completing the square, quadratic formula, Pascal's Triangle, binomial theorem, remainder theorem, factor theorem, long division, synthetic division, real zeros of a polynomial, partial fractions, Modelling with polynomials. Logarithms: Properties, laws of logarithms, solving logarithmic equations, simplifying logarithms, modelling logarithms. Systems of equations in two variables: Substitution, Elimination, Graphical methods. Matrices (2by2 only): basic operations, Determinant, Inverse solving simultaneous equations using matrices, applications of matrices. Absolute value: properties of absolute values; solving absolute value equations. Inequalities: representing inequalities on a line, solving inequalities. Exponential functions: laws of exponent, solving exponential equations, modeling. Complex numbers: basic operation, solving polynomial equations. Calculus (rational functions only): definition of a limit, Limits of rational functions and piecewise defined functions, First principle, Rules for differentiation, Application of derivatives (tangents and normal). Permutation and combinations, counting principle</p> <p>Instruction: This module is offered on face – to – face. This means students are expected to attend lectures and tutorials as specified on the time – table. When coming for tutorials, students are expected to bring all relevant materials and textbooks for ease of reference should there be a need</p> <p>Assessment: Assessment in this module will consist of Continuous Assessment (CASS) and Summative assessment (Examination) at the end of the semester. CASS will contribute 50% and the</p>	
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<p>Module Name: Natural Science and Technology (Physical and Chemical Properties of Matter) Module Code: ESPC111</p> <p>Module Name: Natural Science and Technology (Process Skills, Technology and Society) Module Code: ESPS111</p>	<p>examination will contribute 50% to the final mark of 100%. CASS will consist of three written tests. These tests will contribute IN THE RATIO (1:1:1) to your CASS. The Examination (100 marks) will comprise of everything learnt. All the assessments in this module will be Multiple Choice.</p> <p>Purpose: To develop students' understanding of chemical and physical properties of matter and how materials with these properties can be processed into products.</p> <p>Content: Matter and materials. Chemical reactions. Chemical bonding. Properties of materials.</p> <p>Instruction: Instructional methods include lectures, group discussions, independent learning and research/study projects.</p> <p>Assessment: 50% Continuous assessment. 50% Summative assessment.</p> <p>Purpose: To develop students' understanding a range of process skills that are necessary for engaging in the process of science knowledge construction and to develop the students' understanding of technology as process and product, and to appreciate the role and value of technology for society.</p> <p>Content: Process skills: Measurements, observations; etc. exponential notation, precision and accuracy, significant figures. Writing of scientific reports. Defining concepts of technology and technology education within the national curriculum. Understanding the technological process and sub processes (design process). The interdisciplinary nature of technology.</p> <p>Instruction: Instructional methods include lectures, group discussions, independent learning and research/study projects</p> <p>Assessment: 50% Continuous assessment. 50% Summative assessment.</p>		
SEMESTER 2			
<p>MODULES Module Name: IsiZulu Language Education 1A Module Code: ELZN112</p>	<p>Purpose: To give students essential language skills that will enable them to critically interpret and analyze academic, literary and professional texts. To apply</p>		

<p>Module Name: English Language Education 1A Module Code: ELGN112</p>	<p>Content: thinking and reasoning skills in language education.</p> <p>Instruction: Development of critical attitudes in student-educators through the acquisition of reading, viewing and thinking skills. Exposition to the study of prose, short stories, novels, formal essay and drama. Thorough grounding in the essential literary term</p> <p>Assessment: Instruction methods include lectures, classroom-based reflection, readings, discussions, presentations, collaborative learning</p> <p>Purpose: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.</p>		
<p>Module Name: Economic and Management Sciences 1B (Business Management) Module Code: EESE112</p>	<p>Content: thinking and reasoning skills in language education.</p> <p>Instruction: Development of critical attitudes in student-educators through the acquisition of reading, viewing and thinking skills. Exposition to the study of prose, short stories, novels, formal essay and drama. Thorough grounding in the essential literary term</p> <p>Assessment: Instruction methods include lectures, classroom-based reflection, readings, discussions, presentations, collaborative learning</p> <p>Purpose: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in November.</p> <p>Content: This module is to help you as a first year student teacher to gain understanding of Basic Introduction to Business Management Principles and appropriate terminology used in the field of commerce. Enhance competencies in the student teacher to hold a discourse on contemporary General Business Management principles.</p> <p>Instruction: Introduction to general management. Planning in management. organizing in management. leading in management. control in management. selection and development of product mix</p>		

<p>Module Name: Mathematical Literacy 2B Module Code: ESML112</p>	<p>problems in schools in general and in classrooms in particular.</p> <p>Reflection and integration of the theory and practice on the following study units: motivation and emotion; sexuality and gender; development; personality; stress, coping and well-being; and psychological disorders. Students are expected to learn and integrate study units into knowledge and skills acquired.</p> <p>Instruction: Instructional methods include lectures, group discussions, independent learning and research projects.</p> <p>Assessment: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations; summative assessment through examinations in November.</p> <p>Purpose: To develop in students the basic mathematical literacy competencies with a view to helping the students use such competencies in contexts encountered in other disciplines.</p> <p>Content: Fractions, decimals, percentages, positive exponents and roots, associative, commutative and distributive laws, the concepts of rate, ratio, direct proportion and inverse proportion, simple formulae</p> <p>Instruction: Instructional methods include lectures and lecturer-facilitated group discussions</p> <p>Assessment: Continuous assessment through tests and assignments and a final examination at the end of the semester.</p>	
<p>Module Name: Mathematics 1A (Figures and Shapes) Module Code: ESMA112</p>	<p>Purpose: To broaden the students' knowledge and understanding of mathematical concepts and skills necessary for future learning and the work place.</p> <p>Content: Linear programing: Graphing linear inequalities, Setting up constraints, Implicit constraints, Optimisation using search line, Non-integral and disallowed solutions, Analytic geometry: Gradients, Intercepts and equation of a straight line, Distance formula, Coordinates of midpoints, Parallel lines and perpendicular lines, Angle of inclination, Angle between two straight lines, Equation of a circle with centre at (a ; b), Tangents to a circle and normal lines, Proportional division of a line, locus, Applications, Polygons: Types polygons, Properties and types</p>	

	<p>of parallelograms, quadrilaterals and triangles, angle sum of interior angles of a polygon, sum of exterior angles of a polygon.: Trigonometric functions of real numbers: Pythagoras theorem; Pythagoras theorem, right angled triangles, basic trigonometric functions and their inverses, reciprocal identities, Pythagorean identities, Sine or cosine of supplementary angles, Applications, Derivation of sine formula, Area of a triangle [derivation of formula], Derivation of cosine formula, Unit circle, Special triangles and special angles, Evaluating trigonometric functions at any angle [CAST rule, co-functions, reduction formulae], Simplifying trigonometric expressions, Compound angles, double-angles, half-angles, Product-to-sum formulae, Trigonometric equations, Sketching trigonometric functions: Stretching and shrinking trig. Functions Shifting trigonometric functions; De Moivre's theorem. Ratio and proportion: Proportionality [theorem and its converse], Similarity [rectilinear figures], Similar triangle and Similar polygons. Euclidean geometry: Angles on the same segment, Angle in a semicircle, Angles in equal segments, Cyclic quadrilateral, Angle between tangent and radius, Tangents from a common point to the same circle, Tan-chord theorem / alternate segment theorem, Angle at the centre of a circle. Calculus: Limits of trigonometric functions, First principle on trig. functions, Rule of differentiation on trig. functions, applications (equations of tangent and normal lines). Polar coordinates and parametric equations. Conic sections.</p> <p>Instruction: This module is offered on face – to – face. This means students attend lectures and tutorials. During tutorials you will be assisted by tutors and or lecturers. In the event that prescribed textbook does not sufficiently cover the content you will be given worksheets. Quizzes and short tests may be given during tutorials or may be place on moodle. When given, these will contribute to your continuous assessment.</p> <p>Assessment: Assessment in this module will consist of Continuous Assessment (CASS) and Summative assessment (Examination) at the end of the semester. CASS will contribute 50% and the examination will contribute 50% to the final mark of 100%. CASS will consist of three tests and/ or quizzes. These tests will contribute equally to your CASS. The Examination (100 marks) will comprise of everything learnt. All the assessments in this module will be Multiple Choice.</p> <p>Purpose: To develop students' graphic communication and design skills.</p>		
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<p>Module Name: Natural Science and Technology (Graphic and Communication Design) Module Code: ESGC112</p>	<p>Content: Drawing and interpretation of graphs. Reading of different scales. Conversion of units. Flow charts and cyclic diagrams. The development of communication technology a historical perspective. Purpose and elements of communication. The skills of graphic communication design. The skills of graphic communication design. Two-and-three. Dimensional drawing techniques including – freehand sketching, line types, block method, shading, drawing instruments, orthographic projection, isometric drawing, oblique, perspective, sections, exploded views, signs and symbols, monograms, procedure charts, scales, dimensioning. Aesthetics – proportion, area division, spatial relationships, related shapes, stylization, colours, texture. Ergonomics-anthropometry.</p> <p>Instruction: Instructional methods include lectures, group discussions, independent learning and research/study projects</p> <p>Assessment: 50% Continuous assessment. 50% Summative assessment.</p> <p>Purpose: To develop students' understanding of principles underpinning motion, functioning of machines and mechanical components and the application of this knowledge in the design of mechanical systems.</p>		
<p>Module Name: Natural Science and Technology (Mechanics and Mechanical Systems) Module Code: ESMM112</p>	<p>Content: Mechanics (kinematics and dynamics): Motion. Force, work and power. Momentum. Mechanical systems and concepts: Different types of motion in mechanical systems, conversion of motion and force. Knowledge of nature and function of: wheels; axles; gears; pulleys; cranks; cams; levers; clutches, coupling; bearings; screws. Knowledge of speed ratios; mechanical advantage; moments.</p> <p>Instruction: Instructional methods include lectures, group discussions, independent learning and research/study projects</p> <p>Assessment: 50% Continuous assessment.50% Summative assessment.</p>		

SECOND YEAR			
SEMESTER 1			
MODULES			
Module Name: IsiZulu Language Education 2A Module Code: ELZN211	Purpose:	To equip student-educators with essential skills for the identification and interpretation of spoken and written texts and speeches.	
	Content:		
	Instruction:		
	Assessment:		
Module Name: English Language Education 2A Module Code: ELGN211	Purpose:	To equip students with essential skills and knowledge in English Language Education so that they could apply these practically to the teaching-learning situation.	
	Content:		
	Instruction:		
	Assessment:		
Module Name: Development of	Purpose:		

To equip students with knowledge and analytical skills required in the study of the Development of Political Institutions. To introduce students to a variety of Political Institutions and their role in the development of communities and societies.

- Orientation to module
- Significant institutions within society
- The Greek and Roman Political Experience
- The early Stone and Iron Age societies in Southern Africa
- Transition to Modern Age
- Political Categories
- Modern Political Developments
- Political developments in South Africa

Will be conducted through lectures and activities, independent and group school / work based activities.

Formative assessment through assignments, tests, journals, practical, and long essays and summative assessment.

This module will prepare learners to be well-grounded in the knowledge, skills, values, principles, methods and procedures relevant to the discipline, subject learning area, phase of study, professional or occupational practice. The module will, among other things, ground participants in reflecting on different approaches to teaching and learning. The participants will have an understanding of the knowledge appropriate to the specialization.

1. Accounting equation
2. Value Added Tax (VAT)
3. Salaries and wages
4. Non-current Assets
5. Year-end adjustments

Will be conducted through lectures and activities, independent and group school / work based activities.

Formative assessment through assignments, tests, journals, practical, and long essays and summative assessment.

The aim of this module is to give learners the necessary grounding for the further study of kinesiology and sport bio mechanism. This is also the study of the following systems in the body with specific attention to their function during activity: An introduction to selected movement disorders and conditions affecting the human body and their implications to human movement.

Module Name: Economic and Management Sciences 2A (Economics)

Module Code: FESE211

Module Name: Life Orientation:
Physical and Motor Development
Module Code: EPPM211

<p>Module Name: Mathematics 2A (Set, theory and functions) Module Code: ESMA211</p> <p>Module Name: Natural Science and Technology (Earth and Chemical Processes) Module Code: ESTE211</p>	<p>Content: Forms of motion; linear and angular kinetics; fluid mechanics, movement analysis. Aspects concerning physical activities for persons with motor/physical deficiencies and/or disabilities. Classification, characteristics, movement needs and injury prevention of prevalent disorders/disabilities.</p> <p>Instruction: Will be conducted through lectures and activities, independent and group work based activities and practical.</p> <p>Assessment: Test, practical, assignments (50 % continuous assessment). 50% formal end of module theory and practical exam.</p> <p>Purpose: To broaden pre-service teachers, knowledge on the theory of sets. This module emphasizes the mathematical theory of sets. This entails formal methods of proof and applied problem solving techniques related to sets.</p> <p>Content: Number system and exercises, sets and subsets, Algebra of sets, Assignment on history of Venn diagrams Cartesian product of sets, Denumerable sets, Set theory introduction Relations Functions.</p> <p>Instruction: Instructional methods include lectures, group discussions, independent learning and research/study projects.</p> <p>Assessment: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in June.</p> <p>Purpose: To develop students' understanding of chemical processes and the earth as a set of related systems.</p> <p>Content: Concepts of a mole, acids Bases and Buffers, Earth and beyond, Ecosystem, Human populations, Water cycle, Carbon cycle and Nitrogen cycle.</p> <p>Instruction: Instructional methods include lectures, group discussions, independent learning and research/study projects.</p> <p>Assessment: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in June.</p> <p>Purpose: To develop students' understanding of energy transfer in chemical, physical, biological processes and technological systems.</p>		
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Module Name: Natural Science and Technology (Energy and Energy Transfers) Module Code: ESEE211	<p>Content: Temperature of the Zeroth law of thermodynamics, Heat, the kinetic theory of gases, molecular model of an ideal gas, interpretation of temperature, energy flow and energy conservation, nuclear coal-fired, solar, wind, wave, geo-thermal.</p> <p>Instruction: Instructional methods include lectures, group discussions, independent learning and research/study projects.</p> <p>Assessment: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in June.</p>		
SEMESTER 2			
MODULES Module Name: IsiZulu Language Education 2B Module Code: ELZN212 Module Name: English Language Education 2B Module Code: ELGN212	<p>Purpose: To enrich student educators with IsiZulu Language Competence, communication and thinking skills.</p> <p>Content: Creative writing. Dramatization of stories: play reading, script writing and poetry reading. Responding to films without words. Discussion of books. Understanding various types of stories: adventure, family, misery and historical stories. Understanding parts of a good story; plot, setting, characters, conflict, mood, theme and symbolism.</p> <p>Instruction: Instruction methods include lectures, classroom-based reflection, readings, discussions, presentations, collaborative learning.</p> <p>Assessment: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.</p> <p>Purpose: To provide students with skills and knowledge to analyze literary texts.</p> <p>Content: .</p> <ul style="list-style-type: none"> • Introduction to literature studies. • Poetry • Novels • Short stories <p>Instruction: .</p> <p>Instruction methods include lectures, classroom-based reflection, readings, discussions, presentations, collaborative learning.</p> <p>Assessment: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through</p>		

<p>Module Name: Economic and Management Sciences 2B (Accounting) Module Code: EESE212</p>	<p>examinations in June.</p> <p>Purpose:</p> <p>This module will prepare learners to be well-grounded in the knowledge, skills, values, principles, methods and procedures relevant to the discipline, subject learning area, phase of study, professional or occupational practice. The module will, among other things, ground participants in reflecting on different approaches to teaching and learning. The participants will have an understanding of the knowledge appropriate to the specialization.</p> <p>Content:</p> <ol style="list-style-type: none"> 1. Partnership 2. Sole trader AFS (Profit and loss, Income statement and Balance sheet) 3. GAAP principles 4. Cash transactions and Bank reconciliation 5. Credit transactions <p>Instruction: It will be conducted through lectures and activities, independent and group school / work based activities.</p> <p>Assessment: Formative assessment through assignments, tests, journals, practical, and long essays and summative assessment.</p>		
<p>Module Name: Environmental Studies Module Code: EESG212</p>	<p>Purpose:</p> <p>To teach and guide students of diverse backgrounds to knowledge and understanding of Environmental and Human Geography; the relationship between man and his environment and the issues that arise from this interaction.</p> <p>Content:</p> <p>Environmental education</p> <ul style="list-style-type: none"> •Definitions, aims and goals of Environmental Education (EE) •EE as a response to the environmental crisis •History of EE at an international and local level •EE approaches and methods; •Learner support material development; •Practical project: Participatory environmental education <p>Environmental resources and environmental protection</p> <ul style="list-style-type: none"> •What is a natural resource? •Mineral and energy resources <p>Settlement geography</p> <ul style="list-style-type: none"> •Settlement patterns, including internal structures of settlements and location patterns in South Africa and elsewhere; •Factors affecting settlement patterns, including physical, environmental, social, political and economic 		

<p>Module Name: Life Orientation: Health Education Module Code: EPHE212</p>	<p>Instruction: Instructional methods include viewing of related videos, lecture-room dialogue and group discussions, readings, and presentations by invited specialists and other guests</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Written academic assignment= 5% • Oral presentation=5% • Task and activities=10% • Project=10% • Practical=10% • tests =20% <p>Purpose: The main purpose of the module is to provide Life Orientation teachers with knowledge, skills and attitudes necessary to promote health and wellness, prevent diseases among young people and children and provide them with basic understanding of the major principles behind physical activity, health promotion and adherence to exercise (e.g. nutrition, wellness, fitness assessment).</p> <p>Content: The need for health education in schools, Role of a teacher in coordinated school health programs, Physical health and fitness, Infectious and non-infectious diseases, Safety and prevention, Social and emotional health, Sexuality education, Substance abuse, Aging, Dying and Death, Environmental health, Consumer Health.</p> <p>Instruction: Instructional methods include viewing of related videos, lecture-room dialogue and group discussions, readings, and presentations by invited specialists and other guests.</p> <p>Assessment: Continuous formative assessment through assignments, tests, portfolios, long essays/research paper presentations, and summative assessment through examinations and take home tasks will be used in the program. Summative examination and tasks will be internally moderated.</p> <p>Purpose: To develop students understanding of matrices and vectors algebra.</p> <p>Content: Solving systems of equations, matrices, Crammer's rule, vectors in 2D and 3D.</p> <p>Instruction: Instructional methods include lectures, group discussions, independent learning and research/study projects</p> <p>Continuous formative assessment through participation in c lass, assignments (academic</p>	
<p>Module Name: Mathematics 2B (Vector, Algebra and Matrices) Module Code: ESMA212</p>		

<p>Module Name: Natural Science and Technology (Electromagnetism) Module Code: ESEM212</p> <p>Module Name: Natural Science and Technology (Waves, Sound and Light) Module Code: ESWS212</p>	<p>Assessment: and professional) and presentations, summative assessment through examinations in November.</p> <p>Purpose: To develop students' understanding of electrical and magnetic properties of matter and practical application of electrical circuits.</p> <p>Content: Electricity and magnetism, circuit concepts and components, control devices, output devices, control logic and rectification.</p> <p>Instruction: Instructional methods include lectures, group discussions, independent learning and research/study projects.</p> <p>Assessment: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in November.</p> <p>Purpose: To develop students' understanding of waves, sound and light and their contribution to life and technological advancement.</p> <p>Content: Waves, sound and light; geometrical optics, spectacles/lenses, response and coordination, Senses and nervous systems, hormones.</p> <p>Instruction: Instructional methods include lectures, group discussions, independent learning and research/study projects.</p> <p>Assessment: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in November.</p>		
THIRD YEAR			
SEMESTER 1			
<p>MODULES</p> <p>Module Name: IsiZulu Language Method 3A Module Code: ELZN311</p>	<p>Purpose: To empower student educators with the knowledge and skills of the relevant methods, principles, techniques approaches to teaching IsiZulu as a FAL (First additional language).</p> <p>Content: Exploration of traditional teaching methods together with their strength and weaknesses, e.g. Grammar Translation Method and Audio-lingual Method. Exploration of modern Communicative teaching methods. Analyses of CAPS. Exploration of language teaching principles, techniques, style and approaches (text-based, communicative and genre based). Exploration of learning styles: visual, auditory, kinesthetic, tactile and aural and oral learning styles. Preparation for a speech delivery. Application of these teaching methods in the micro- teaching laboratory. Design IsiZulu</p>		

<p>Module Name: English language Method 3A Module Code: ELGN311</p>	<p>subject framework, work schedule and lesson plans.</p> <p>Instruction: Instruction methods include lectures, classroom-based reflection, readings, discussions, presentations, collaborative learning</p> <p>Assessment: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.</p>	
<p>Module Name: English language Method 3A Module Code: ELGN311</p>	<p>Purpose: To empower student educators with the knowledge and skills of the relevant methods, principles, techniques approaches to teaching English as a FAL (First additional language).</p> <p>Content: Exploration of traditional methods together with their strength and weaknesses, e.g. Grammar Translation Method and Audio-lingual Method. Exploration of modern Communicative methods. Analyses of CAPS. Exploration of language teaching principles, techniques, style and approaches (text-based, communicative and genre based). Exploration of learning styles: visual, auditory, kinesthetic, tactile and aural and oral learning styles. Preparation for a speech delivering. Application of this method in the micro-teaching laboratory. Design and present English subject framework, work schedule and lesson plans.</p>	
<p>Module Name: English language Method 3A Module Code: ELGN311</p>	<p>Instruction: Instruction methods include lectures, classroom-based reflection, readings, discussions, presentations, collaborative learning.</p> <p>Assessment: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June</p>	
<p>Module Name: Economic and Management Sciences Method 3A Module Code: EESE311</p>	<p>Purpose: This module will prepare learners to develop competencies to effectively teach accounting and be well-grounded in the knowledge, skills, values, principles, methods and procedures relevant to the discipline, subject learning area, phase of study, professional or occupational practice. The module will, among other things, ground participants in reflecting on different approaches to teaching and learning. The participants will have an understanding of the knowledge appropriate to the specialization.</p> <p>Content: Accounting Learning Programme Development. Accounting Lesson Planning. Teaching of the Analysis and recording of business transactions. Teaching of Trial Balance. Teaching of Closing Entries. Teaching of Special Journals. Teaching of Depreciation. Teaching Accruals (and</p>	

<p>Module Name: Method of Life Orientation Module Code: EPLO311</p> <p>Module Name: Mathematics Method Module Code: ESMA311</p> <p>Module Name: Senior Phase Natural Science Method Module Code: ESMN311</p>	<p>reversing entries). Testing and evaluating in Accounting.</p> <p>Instruction: Will be conducted through lectures and activities, independent and group school / work based activities.</p> <p>Assessment: Formative assessment through assignments, tests, journals, practical, and long essays and summative assessment.</p> <p>Purpose: To introduce students to the general teaching strategies and principles that promote the development of authentic learning environments through the creation of effective classroom management and organizational practices.</p> <p>Content: Introduction to professional studies; the learner in the classroom; principles of good teaching practice; classroom management, organisation and discipline, lesson planning; teaching strategies.</p> <p>Instruction: Instruction methods include lectures, group discussion, independent study and research and observations in schools.</p> <p>Assessment: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations; summative assessment through examinations in June.</p> <p>Purpose: To demonstrate the understanding of the fields of knowledge which underpin Mathematics.</p> <p>Content: Mathematics: definitions, purpose and scope, planning for mathematics lesson, types of assessment in mathematics.</p> <p>Instruction: Instructional methods include lectures, group discussions, and independent learning and research/study projects.</p> <p>Assessment: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in June.</p> <p>Purpose: To equip students with knowledge and skills needed to effectively facilitate at Intermediate and Senior Phase levels.</p> <p>Content: Teaching skills in the Life Sciences, Managing Life Science classrooms and laboratory, field work and environmental education, policy documents, learning theories, planning and lesson presentation.</p> <p>Instruction: Instructional methods include lectures, group</p>		
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<p>Module Name: Technology Method Module Code: ESTM311</p>	<p>discussions, independent learning and research/study projects.</p> <p>Assessment: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in June.</p> <p>Purpose: To prepare prospective technology education teachers to become competent in teaching methods of technology.</p> <p>Content: Understanding policy documents, instructional approaches (behaviourism and constructivism), planning for teaching technology and relationship between science and technology.</p> <p>Instruction: Instructional methods include lectures, group discussions, independent learning and research/study projects.</p> <p>Assessment: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in June.</p>		
<p>Module Name: Method of Social Sciences Module Code: EEMS311</p>	<p>Purpose: The aim of this module is to equip students with practical skills in teaching and knowledge to teach effectively in Social Sciences.</p> <p>Content:</p> <ul style="list-style-type: none"> •Teaching skills in Social Sciences •Managing the Social Sciences classroom and able to conduct practical's •The relationship between the three stage of planning when developing Learning Programmes; •Teaching and learning strategies, methods and techniques; Teaching and learning resources; •Effective lessons and activities to ensure learners participation; •Designing and presenting Social Sciences lessons; •Professional facilitation of Social Sciences (Geography section) <p>Instruction: Instruction methods include lectures, classroom-based reflection, readings, discussions, presentations, collaborative learning</p> <p>Assessment: This module will make use continuous as well as summative assessment to evaluate skills, knowledge and attitudes attained in class. One of the assessment tasks will involve the school based evaluation where students will simulate and reflect on the teaching experiences. The following methods and strategies will be used assess for the achievement of intended competencies.</p> <ul style="list-style-type: none"> • Assignment, 		

	<ul style="list-style-type: none"> • project, • individual activities, • presentation • Classroom presentation • examinations 		
SEMESTER 2			
MODULES			
Module Name: IsiZulu Language Method 3B Module Code: ELZN312	Purpose: To expose students to IsiZulu Additional language curricular knowledge, skills and values; and the relevant methods, principles, techniques and approaches to IsiZulu additional language education as a whole. Content: Reviewing and reading/ viewing and critical analysis of fiction (literacy narrative in prose or verse. Interpret and implement the national language curriculum policies relevant for IsiZulu additional language education. Selecting the relevant strategies, styles and approaches to IsiZulu additional language education. Language learning. Critical analysis of the language learning programs. IsiZulu writing, design and presenting skills Instruction: Instruction methods include lectures, classroom-based reflection, readings, discussions, presentations, collaborative learning Assessment: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in November		
Module Name: English Language Method 3B Module Code: ELGN312	Purpose: To enable the students to present effective lessons at schools or micro -teaching laboratory. To enable the students' educators to critique their peers-lessons and their own. To enable students to integrate various teaching methods techniques principles and approaches seamlessly in a lesson. Reviewing with the designing of subject framework, work schedule and lesson plans. Content: Application of traditional methods in simulated classroom environment. Application of modern Communicative methods. Application of CAPS in simulated classroom environment. Application and integration of language teaching principles, techniques, style and approaches (text-based, communicative and genre based). Intensive review of learning styles: visual, auditory, kinesthetic, tactile and aural and oral learning		

<p>Module Name: Economic and Management Sciences Method</p> <p>Module Code: EESE312</p>	<p>styles. Evaluation of lessons by peers. Advanced designing of lesson plans. Advanced designing of subject frameworks and work schedules.</p> <p>Instruction: Instruction methods include lectures, classroom-based reflection, readings, discussions, presentations, collaborative learning.</p> <p>Assessment: Evaluation of the quality of lessons presented. Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.</p> <p>Purpose: This module will prepare learners to develop competencies to effectively teach accounting and be well-grounded in the knowledge, skills, values, principles, methods and procedures relevant to the discipline, subject learning area, phase of study, professional or occupational practice. The module will, among other things, ground participants in reflecting on different approaches to teaching and learning. The participants will have an understanding of the knowledge appropriate to the specialization.</p> <p>Content: Didactic Principles/ Principles of Teaching and Learning in the Economic and Management Sciences. Evaluation/ Assessment in Economic and Business Management. Specific Teaching Methods for Economic and Business Management. Use of Teaching Aids/ Learning and Teaching Support Materials. Questioning during the Lesson</p> <p>Instruction: Will be conducted through lectures and activities, independent and group school / work based activities.</p> <p>Assessment: Formative assessment through assignments, tests, journals, practical, and long essays and summative assessment</p>	
<p>Module Name: Method of Life Orientation</p> <p>Module Code: EPLO312</p>	<p>Purpose: To build and reflect on teaching and learning strategies used in South African classrooms in order to deepen the students' understanding of the link between theory and practice. To explore the issues of special education in schools.</p> <p>Content: Reflection on the role of the school community, stress and conflict management, leadership and team work, the principles of good teaching, classroom management, organisation and discipline and lesson planning in relation to their school experience; and parental involvement. To modify both instructional and assessment</p>	

<p>Module Name: Mathematics Method Module Code: ESMA312</p>	<p>strategies to accommodate learners with special needs.</p>		
	<p>Instruction: Instruction methods include lectures, group discussions, independent learning and research and observations in schools.</p>		
	<p>Assessment: Continuous formative assessment through participation in class, observation in practical situations, assignments (academic and professional), discussion and presentations; summative assessment through examinations in November.</p>		
	<p>Purpose: To be able to select and use appropriate teaching and learning strategies and apply a variety of these with emphasis on multi step and non-routine problems.</p>		
<p>Module Name: Senior Phase Natural Science Method Module Code: ESMN312</p>	<p>Content: Generics of teaching, classroom practice, Strategies for teaching Mathematics, Knowledge for Teaching Mathematics and Designing Learning Programmes for Mathematics.</p>		
	<p>Instruction: Instructional methods include lectures, group discussions, independent learning and research/study projects.</p>		
	<p>Assessment: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in November.</p>		
	<p>Purpose: To develop a competent educator in assessment practices in the Intermediate and Senior Phase classes.</p>		
<p>Module Name: Technology Method (Intermediate Phase) Module Code: ESTM312</p>	<p>Content: Forms of assessment: baseline, diagnostic, formative, and summative.</p>		
	<p>Instruction: Instructional methods include lectures, group discussions, independent learning and research/study projects.</p>		
	<p>Assessment: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in June.</p>		
	<p>Purpose: To develop specialist skills and competences relevant to the teaching, learning and assessment of technology education in the GET Band.</p>		
	<p>Content: Teaching technology: projects and case studies; assessment.</p>		
	<p>Instruction: Instructional methods include lectures, group discussions, independent learning and research/study projects.</p>		

<p>Module Name: Method of Social Sciences Module Code: EEMS312</p>	<p>Assessment: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in November.</p> <p>Purpose: The aim of this module is to equip students with practical skills in teaching and knowledge to teach effectively in Social Sciences.</p> <p>Content:</p> <ol style="list-style-type: none"> 1. Geography teaching and learning approaches 2. Content breakdown for Geography in schools 3. Assessment in Geography 4. Subject Development 5. Role of Geography in the new South Africa <p>Instruction methods include lectures, classroom-based reflection, readings, discussions, presentations, collaborative learning</p> <p>Instruction: This module will make use continuous as well as summative assessment to evaluate skills, knowledge and attitudes attained in class. One of the assessment tasks will involve the school based evaluation where students will simulate and reflect on the teaching experiences. The following methods and strategies will be used assess for the achievement of intended competencies.</p> <p>Assessment</p> <ul style="list-style-type: none"> • Assignment, • project, • individual activities, • presentation • Classroom presentation • examinations 		
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FOURTH YEAR

SEMESTER 1

MODULES

Module Name: IsiZulu Language Education 4A

Module Code: ELZN411

Purpose: To expose Student educators to the psychology of language learning. To familiarise them with barriers to language learning and well as theories of language learning. To equip student educators with material development skills. Exploration of the importance of culture in language learning.

Content: Theories of language acquisition versus theories of language learning. Exploration of the factors causing barriers to language learning. Evaluation of approaches to materials development. A critical review of the role of culture in language learning. The role of personality in language learning (self-esteem, courage, risk-taking, anxiety and empathy).

Instruction: Instruction methods include lectures, classroom-based reflection, readings, discussions, presentations, collaborative learning.

Assessment: Evaluation of the quality of lessons presented. Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.

Module Name: English Language Education 4A

Module Code: ELGN411

Purpose: To expose Student educators to the psychology of language learning. To familiarize them with barriers to language learning and well as theories of language learning. To equip student educators with material development skills. Exploration of the importance of culture in language learning.

Content: Theories of language acquisition versus theories of language learning. Exploration of the factors causing barriers to language learning. Evaluation of approaches to materials development. A critical review of the role of culture in language learning. The role of personality in language learning (self-esteem, courage, risk-taking, anxiety and empathy).

Instruction: Instruction methods include lectures, classroom-based reflection, readings, discussions, presentations, collaborative learning.

Assessment: Evaluation of the quality of lessons presented. Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.

Module Name: Accounting Education 4A Module Code: EESA411	<p>Purpose: To enhance the ability to systematically record and process financial information in appropriate books of accounts among student teachers of the Economic and Management Sciences.</p> <p>Content:</p> <ol style="list-style-type: none"> 1. Analysis and interpretation of financial statements and notes 2. GAAP principles 3. Companies –Cash flow statement <p>Instruction: Will be conducted through lectures and activities, independent and independent and group school school/work based activities.</p> <p>Assessment: 50% Tests (any combination: assignments, project, research, presentation, tasks). 50% Examination.</p>		
Module Name: Business Management 4A Module Code: EESB411	<p>Purpose: This module will prepare learners to develop competencies to effectively teach accounting and be well-grounded in the knowledge, skills, values, principles, methods and procedures relevant to the discipline, subject learning area, phase of study, professional or occupational practice. The module will, among other things, ground participants in reflecting on different approaches to teaching and learning. The participants will have an understanding of the knowledge appropriate to the specialization.</p> <p>Content: The problem of Productivity in South Africa. The Business Enterprise as an Object of Study. The Enterprise and Business Environment. Management of Small and Medium-sized Enterprises (SMEs). Management in the International Environment. Cost Analysis. Quantitative Relationships in the Operating Unit Optimal Size of the Operating Unit and Enterprise.</p> <p>Instruction: Will be conducted through lectures and activities, independent and independent and group school school/work based activities.</p> <p>Assessment: Formative assessment through assignments, tests, journals, practical, and long essays and summative assessment</p>		
Module Name: Climatology Module Code: EESC411	<p>Purpose: To introduce students to the atmospheric circulation of the southern hemisphere particularly in Southern Africa. It offers a critical way of thinking about atmospheric processes, seasonal characteristics and weather forecasting.</p> <p>Content:</p> <p>Climatology</p> <ul style="list-style-type: none"> • General atmospheric circulation. <ul style="list-style-type: none"> ○ Clouds and clouds formation; 		

<p>Module Name: Economics Education 4A Module Code: EESE411</p>	<ul style="list-style-type: none"> ○ Thermodynamics; ○ Atmospheric energy balance; • The general circulation of the southern hemisphere; • Atmospheric circulation and weather over Southern Africa; • Large weather-producing processes and systems; • Weather systems producing wet and dry spells; <p>Weather forecasting in Southern Africa.</p> <p>Instruction: Will be conducted through lectures and activities, independent and independent and group school school/work based activities.</p> <p>Assessment: Formative : 50%</p> <ul style="list-style-type: none"> • Written academic assignment=5% • Oral presentation=5% • Task and activities=10% • Project=10% • Practical=10% • tests =10% <p>Summative : 50% Written Examination=50%</p> <p>Purpose: To equip students with knowledge and skills to address the role of education in Economics; To equip students with skills of engaging critically with economic policies and principles.</p> <p>Content:</p> <ol style="list-style-type: none"> 1. Perfect competition. <ul style="list-style-type: none"> • Demand for the product. • Supply curve of the firm. • Long term equilibrium of the firm. • Impact of changes in the scale of production. 2. Monetary Policy <ul style="list-style-type: none"> • Objectives of Monetary Policy. • Monetary Policy Instruments. • Money Supply targets. • The problems with the Policy. 3. Demand for and Supply of Money. <ul style="list-style-type: none"> • Demand for Money. • Supply of Money. • Equilibrium in the Money market. 4. Financial institutions. <ul style="list-style-type: none"> • South African Reserve Bank. • Commercial Banks. 	
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<p>Module Name: Human Rights Issues Module Code: EESS411</p>	<ul style="list-style-type: none"> • Land and Agricultural Bank. • Industrial Development Corporation (IDC). • Small Bank Development Corporation(SBDC) <p>5. Fiscal Policy.</p> <ul style="list-style-type: none"> • Fiscal Policy as a concept. • Fiscal Policy Instruments. • Co-coordinating Fiscal and Monetary Policies <p>Instruction: Will be conducted through lectures and activities, independent and independent and group school school/work based activities</p> <p>Assessment: Any combination of the following: Assignment Project Research Presentation Task</p> <p>Purpose: This module is designed for student educators to enable them: To understand the challenges of Human Rights Issues internationally and locally To demonstrate understanding of the skills and competencies required for successful teaching of history in intermediate and senior phase To increase content knowledge of General and South African history.</p> <p>Content: Universal declaration of human rights Human rights issues in south Africa Global human rights issues Historical issues in the south African context</p> <p>Instruction: Will be facilitated through lectures and activities during lecture sessions, individual independent and/ or group work activities.</p> <p>Assessment: Continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination.</p> <p>Purpose: To equip students with civic knowledge, skills and dispositions in order to be responsible citizens who participate fully in a democratic society. To assist students to understand the Constitution that represents the interests and needs of all South Africans.</p>	
<p>Module Name: Life Orientation: Civic Education Module Code: EPEC411</p>		

<p>Module Name: Life Orientation: Personal and Social Development Module Code: EPPD411</p>	<p>Content:</p> <p>Civic Education, Components of Civic Education, Aspects of democracy, the Constitution, Rights and responsibilities of citizens. Creating a human rights culture, Protecting human rights, Civic education in schools.</p>		
	<p>Instruction:</p> <p>Instruction methods include lectures, presentations, class discussions independent learning and research.</p>		
	<p>Assessment:</p> <p>Continuous formative assessment – test, assignment, presentation and summative assessment through examinations in June.</p>		
	<p>Purpose:</p> <p>The purpose of this module is to introduce the student to the origins of self-recognition, the evolving self-concept and search for identity in children.</p>		
	<p>Content:</p> <p>The content to be covered aim at enhancing positive attitudes and skills in personal and social aspects. Main themes include basic ways to achieve harmony, happiness, independence and success in life. Communication Skills, Personal health, Hygiene and Appearance, Understanding Feelings and Emotions, Ways to Manage Negative Feelings and Emotions , Enhancement of self-esteem, Peer Relationship, Problem Solving Skills, Study Skills, Mental Health, Drug Education, Family Life Education, and School Leavers Programme.</p>		
	<p>Instruction:</p> <p>Will be facilitated through lectures and activities during lecture sessions, individual independent and/ or group work activities.</p>		
<p>Module Name: Life Sciences Education Module Code: ESPB411</p>	<p>Assessment:</p> <p>Continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination.</p>		
	<p>Purpose:</p> <p>To equip students with practical skills needed to facilitate effectively in the life science classes.</p>		
	<p>Content:</p> <p>The structure and replication of DNA, function of RNA, protein synthesis, theory of evolution, biotechnology and genetic engineering.</p>		
	<p>Instruction:</p> <p>Instructional methods include lectures, group discussions, independent learning and research/study projects</p>		
	<p>Assessment:</p> <p>Continuous formative assessment through participation in class, assignments (academic</p>		

<p>Module Name: Life Sciences (Biological Systems) Module Code: ESBS411</p>	<p>and professional) and presentations, summative assessment through examinations in June.</p> <p>Purpose: To develop students understanding of how the human body functions and how life choices impact on health and sustainable living.</p> <p>Content: Cell structure and function, digestion, respiration, circulation, excretion, reproductive system, skeletal system.</p> <p>Instruction: Instructional methods include lectures, group discussions, independent learning and research/study projects</p> <p>Assessment: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in June.</p>		
<p>Module Name: Mathematics Calculus (Differentiation) Module Code: ESMA411</p>	<p>Purpose: To develop students understanding of how the human body functions and how life choices impact on health and sustainable living.</p> <p>Content: Cell structure and function, digestion, respiration, circulation, excretion, reproductive system, skeletal system.</p> <p>Instruction: Instructional methods include lectures, group discussions, independent learning and research/study projects</p> <p>Assessment: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in June.</p>		
<p>Module Name: Mathematics (Statistics) Module Code: ESMM411</p>	<p>Purpose: To develop students' understanding of statistics and its applications.</p> <p>Content: Organizing and displaying data, measures of central tendency and spread, box and whisker diagrams, cumulative frequency curve, scatter blots probability.</p> <p>Instruction: Instructional methods include lectures, group discussions, independent learning and research/study projects</p> <p>Assessment: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in June.</p>		
<p>Module Name: Physical Science Education (Advanced Electronics)</p>	<p>Purpose: To develop students understanding of advanced physics and electronic concepts.</p>		

<p>Module Name: The Changing World and Ideologies Module Code: EESH411</p>	<p>Assessment: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in June.</p> <p>Purpose: The module aims to develop in-depth study of some of the themes related to world history in order to equip students with a broad insight into the dynamics underlying some of the major developments and changes in History.</p> <p>Content: Orientation to the module Some of the basic Historical concepts, orientations, ideologies etc. The Era of the French Revolution. The Industrial Revolution and the transformation of society. Colonization and imperialism - The Scramble for Africa. World War I – Nationalist Tensions. The Soviet Union. World War II. The Global Age since 1945.</p> <p>Instruction: Instructional methods include lectures, group discussions, independent learning and research/study projects.</p> <p>Activities / tasks Individual assignment topic</p> <p>Assessment:</p>	
<p>Module Name: Water Resources Management Module Code: EESG411</p>	<p>Purpose To equip students with competencies related to hydrological processes and water resource management in South Africa underpinning geography education.</p> <p>Content</p> <ul style="list-style-type: none"> • Hydrology and water resources (drainage basin system); • Introduction to water resources and hydrology; • The river catchment: general concepts, catchments as integrated hydrological systems, identifying catchment boundaries; • Water quality & water resource quality; • Groundwater: the hidden resource; • Rainfall patterns and runoff in South Africa. <p>Instruction Instructional methods include lectures, group discussions, independent learning and research/study projects.</p> <p>Assessment</p> <p>Formative : 50%</p> <ul style="list-style-type: none"> • Written academic assignment=5% • Oral presentation=5% • Task and activities=10% • Project=10% • Practical=10% • tests =10% 	

	Summative : 50% Written Examination=50%		
SEMESTER 2 MODULES			
Module Name: IsiZulu Language Education 4B Module Code: ELZN412	Purpose: To enrich students with academic linguistic knowledge of IsiZulu and critical analytic skills of literally texts in education. To review intensively the linguistic patterns, principles and structures underpinning the IsiZulu language Content: Intensive review of simple, complex and compound sentences. Analysis of idiomatic expressions and figures of speech. Application of morphology, semantics, phonology and syntax in the teaching of IsiZulu language. Use of IsiZulu language in communication. Instruction: Instruction methods include lectures, classroom-based reflection, readings, discussions, presentations, collaborative learning Assessment: Evaluation of the quality of lessons presented. Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.		
Module Name: English Language Education 4B Module Code: ELGN412	Purpose: To enrich students with academic linguistic knowledge of English and critical analytic skills of literally texts in education. To review intensively the linguistic patterns, principles and structures underpinning the English language. Content: Intensive review of simple, complex and compound sentences. Analysis of idiomatic expressions and figures of speech. Application of morphology, semantics, phonology and syntax in		

<p>Module Name: Accounting Education 4B Module Code: EESA412</p>	<p>the teaching of English language. Use of English language in communication.</p> <p>Instruction: Instruction methods include lectures, classroom-based reflection, readings, discussions, presentations, collaborative learning.</p> <p>Assessment: Evaluation of the quality of lessons presented. Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.</p> <p>Purpose: To enhance the ability to systematically record and process financial information in appropriate books of accounts among student teachers of the Economic and Management Sciences.</p> <p>Content: <u>Ratio analysis:</u> current ratio; acid-test ratio, profitable ratio, leverage ratio. <u>Partnerships:</u> current accounts; profit sharing ratio; appropriation accounts; financial statements. <u>Companies:</u> company as a form of enterprise; shares and shareholders; share capital: authorized share capital, issued share capital, share values (par and non-par value shares), recording share transactions. <u>Tax on companies:</u> recording provisional tax; provisional tax payments. <u>The financial statements:</u> income statement; balance sheet, notes to financial statement, objective of annual financial statements.</p> <p>Instruction: Will be conducted through lectures and activities, independent and independent and group school school/work based activities.</p> <p>Assessment Tests. (any combination: assignments, project, research, presentation, tasks). Examination.</p> <p>Purpose: To enhance the ability to systematically record and process financial information in appropriate books of accounts among student teachers of the Economic and Management Sciences</p> <p>Content:</p> <ol style="list-style-type: none"> 1. Non-profit organisations 2. Incomplete records 3. Non-current assets 4. Manufacturing concerns 5. Budgeting 6. Inventory Systems <p>Instruction: Will be conducted through lectures and activities, independent and independent and group school school/work based activities.</p> <p>Assessment: 30% Tests. 30% (any combination: assignments, project, research, presentation, tasks). 40%</p>	
<p>Module Name: Accounting Education 4B Module Code: EESA432</p>		

<p>Module Name: Business Management 4B Module Code: EESB412</p>	<p>Examination.</p> <p>Purpose: This module will prepare learners to develop competencies to effectively teach accounting and be well-grounded in the knowledge, skills, values, principles, methods and procedures relevant to the discipline, subject learning area, phase of study, professional or occupational practice. The module will, among other things, ground participants in reflecting on different approaches to teaching and learning. The participants will have an understanding of the knowledge appropriate to the specialization.</p> <p>Content: The problem of Productivity in South Africa. The Business Enterprise as an Object of Study. The Enterprise and Business Environment. Management of Small and Medium-sized Enterprises (SMEs). Management in the International Environment. Cost Analysis. Quantitative Relationships in the Operating Unit. Optimal Size of the Operating Unit and Enterprise</p> <p>Instruction: Will be conducted through lectures and activities, independent and group school / work based activities.</p> <p>Assessment: Formative assessment through assignments, tests, journals, practical, and long essays and summative assessment</p> <p>Purpose: To enhance students' understanding of theory and practical interplay of Economic phenomena in the subfield of International Trade.</p> <p>Content: <u>International Trade:</u> Reasons for Interpretation Trade; supply side analysis; demand side analysis; integration of demand and supply. <u>International payments:</u> Exchange rates; exchange rates system; development of financial system and financial rand; balance of payments. <u>Protection:</u> Arguments for protection; tariffs and tariffs system; general agreement on tariffs and trade. <u>International economic integration:</u> theory of customs union, market expansion, scale benefits and competition savings, investment and risks; labour, natural resources and entrepreneurship; regional economic integration. <u>International Trade Policy:</u> importance of International Trade Policy; the General Agreement on Tariffs and Trade; South African Trade Policy; reform of International Trade Policy.</p> <p>Instruction: Will be conducted through lectures and activities, independent and independent and group school school/work based activities.</p> <p>Assessment: Tests. (any combination: assignments, project, research, presentation, tasks). Examination.</p>		
<p>Module Name: Economics Education 4B Module Code: EESE412</p>			

<p>Module Name: Geomorphology Module Code: EESC412</p>	<p>Purpose: To equip students with competencies of understanding the interrelationships between human and their natural environment. It offers a critical way of thinking about atmospheric processes, geomorphology and hydrological processes.</p> <p>Content: Geomorphology</p> <ul style="list-style-type: none"> • Material of the earth's crust • The lithosphere and plate tectonics • Introduction: the significance of understanding soils • Soil Resources: <ul style="list-style-type: none"> ○ Soil formation, ○ Soil properties, ○ Soil processes, ○ Soil classification, ○ South African Soils, ○ Soil erosion, ○ Soil conservation <p>Instruction: Will be conducted through lectures and activities, independent and independent and group school school/work based activities.</p> <p>Assessment:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Written academic assignment • Oral presentation • Task and activities • Project • Practical • tests <p>Summative : Written Examination</p>		
<p>Module Name: Heritage Studies Module Code: EESH412</p>	<p>Purpose: The aim of the module is twofold: firstly, to develop an awareness of heritage and its role in nurturing and enriching the development of a society and secondly, to engage with some of the currently breaking debates in the field.</p> <p>Content: Heritage Studies is an interdisciplinary field of study that takes a critical look at the way we preserve, present and participate in heritage. History and Heritage are inter-related, one cannot be perceived without the other.</p> <p>Instruction: The deliverable for the module includes power point presentations, discussions on critical issues around heritage as well as a research project which you will carry out, present and submit.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Project • Test • Tasks/ Activities 		

<p>Module Name: Life Orientation: Career Guidance Module Code: EPEC412</p> <p>Module Name: Life Orientation: Citizenship Education Module Code: EPCE412</p> <p>Module Name: Life Sciences Education Module Code: ESPG412</p>	<ul style="list-style-type: none"> • Examination <p>Purpose: To introduce students to the fields of career information, career education, and career counselling so as to ensure the establishment of various types of effective educational strategies dedicated to the study of careers. To ensure the relevance of the career educator in the school.</p> <p>Content: Introduction to the global economy; theories of career development; value-based multicultural approach to career counselling and advocacy; career development for learners with special needs; assessment in career counselling; using information to facilitate career development; preparing for work</p> <p>Instruction: Instruction methods include lectures, group discussion, independent study and research and observations in schools.</p> <p>Assessment: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations; summative assessment through examinations in June.</p> <p>Purpose: To introduce students to the concept of citizenship/citizenship education; to enable students to think critically and logically about the development of the concept of citizenship over the years in South Africa and in other democracies around the world; to provide an environment where students can evaluate modern trends in citizenship education and understand its relevance to present day South Africa.</p> <p>Content: Definition of the concept of 'citizenship' ; ancient and modern concepts of citizenship; importance of citizenship; history of South African citizenship (1910-1996); International trends in citizenship education: the UK, USA and RSA; Citizenship education in post-apartheid South Africa; Modern trends in citizenship education: the new 'patriotism' or 'cosmopolitanism'; the future of citizenship education in South African schools.</p> <p>Instruction: Instructional methods include lectures, small group discussions, independent learning and research.</p> <p>Assessment: Continuous formative assessment- test, assignments, class presentation; summative assessment through examinations in November.</p> <p>Purpose: To develop specialist skills and competences relevant to the teaching, learning and</p>		
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<p>Module Name: Life Sciences (Cellular Processes and introduction to Genetics) Module Code: ESBP412</p> <p>Module Name: Mathematics Calculus (Integration) Module Code: ESMA412</p> <p>Module Name: Mathematics (Financial Mathematics) Module Code: ESMM412</p>	<p>Content: assessment of technology education in the GET Band.</p> <p>Instruction: Approaching practical work, basic laboratory technics, the scientific approach/experimentation, using biological system, identifying organism.</p> <p>Assessment: Instructional methods include lectures, group discussions, independent learning and research/study projects.</p> <p>Purpose: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in November.</p> <p>Content: To enhance the students understanding of the cellular composition of tissues of plants and appreciate structural adaptation seen in roots, stems, leaves and fruits.</p> <p>Instruction: Reproductive patents and diversity, patterns of structure and function, indigenous and alien plants in our environment.</p> <p>Assessment: Instructional methods include lectures, group discussions, independent learning and research/study projects.</p> <p>Purpose: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in November.</p> <p>Content: To demonstrate understanding of integration and transcendental function.</p> <p>Instruction: Integration and techniques of integration, the fundamental theorem of integral calculus, Indefinite integrals; transcendental functions; logarithmic, exponential, Inverse trigonometric functions, hyperbolic functions</p> <p>Assessment: Instructional methods include lectures, group discussions, independent learning and research/study projects.</p> <p>Purpose: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in November.</p> <p>To develop students' understanding of financial mathematics.</p> <p>Purpose: To develop students' understanding of financial mathematics.</p>		
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<p>Module Name: Physical Science Education 4B Module Code: ESCR412</p> <p>Module Name: Physical Science Education (Modern Physics) Module Code: ESMP412</p> <p>Module Name: Population Geography Module Code: EESG412</p>	<p>Content: Simple and compound interest, changing interest rates, ordinary annuities, comparison of assets, revenue, cost and profit functions</p> <p>Instruction: Instructional methods include lectures, group discussions, independent learning and research/study projects.</p> <p>Assessment: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in November.</p> <p>Purpose: Acids and basis, redox reactions, organic chemistry, environmental chemistry.</p> <p>Content: Instructional methods include lectures, group discussions, independent learning and research/study projects.</p> <p>Instruction: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in November.</p> <p>Assessment: To develop student understanding of modern physics, principles and concepts.</p> <p>Purpose: Relativity, introduction to quantum physics, quantum mechanics, atomic physics.</p> <p>Content: Instructional methods include lectures, group discussions, independent learning and research/study projects.</p> <p>Instruction: Continuous formative assessment through participation in class, Assignments (academic and professional) and presentations, summative assessment through examinations in November.</p> <p>Assessment: To equip students with competencies relating to population dynamics, cultural environment and urban geography. It teaches basic skills of demographic data analysis and description.</p> <p>Purpose:</p> <ul style="list-style-type: none"> • Population dynamics; • Global and regional population change and growth; <p>Content:</p> <ul style="list-style-type: none"> • Age and sex composition of populations; • Fertility, mortality and migration; • Sources of demographic data <p>Instruction: Will be conducted through lectures and activities, independent and independent and group school school/work based activities.</p> <p>Formative : 50%</p> <ul style="list-style-type: none"> • Written academic assignment=5% • Oral presentation=5% <p>Assessment:</p> <ul style="list-style-type: none"> • Task and activities=10% 		
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Module Name: Technology Education (Advanced Technology) Module Code: ESAT412 Module Name: Technology (Electronic Circuits, Components and sensors) Module Code: ESEC412	<ul style="list-style-type: none"> • Project=10% • Practical=10% • tests =20% <p>Summative : 50% Written Examination= 50%</p> <p>Purpose: To enhance students understanding and application of complex mechanical, civil and electrical engineering, graphics and design as necessary for the complexion of technological process.</p> <p>Mechanical, civil, electrical and perspective drawing, computer aided design.</p> <p>Content: Instructional methods include lectures, group discussions, independent learning and research/study projects</p> <p>Instruction: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in November.</p> <p>Assessment: To enhance students in understanding of complex electronic circuits, components and sensors and gain practical skills in designing and making of electronic circuits.</p>		
	<p>Purpose: Control circuits and devices, logic controls, rectification, circuit design, circuit construction and soldering, circuit testing.</p> <p>Content: Instructional methods include lectures, group discussions, independent learning and research/study projects</p> <p>Instruction: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in November.</p> <p>Assessment:</p>		

ECONOMIC & MANAGEMENT SCIENCES AND LANGUAGE EDUCATION

(EBDIS1)

FIRST YEAR				
SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS	SUBJECT LEVEL	PREREQUISITE SUBJECT(S)
SEMESTER 1				
Academic Literacy 1A (Language)	ELLL111	8 .063	5	NONE

Ideologies and trends in Education	EFIT111	8	.063	6	NONE
Mathematical Literacy 1A	ESML111	8	.063	5	NONE
Economic and Management Sciences 1A (Economics)	EESE111	16	.125	6	NONE
Any one of the following:					
isiZulu Language Education 1A	ELZN111	16	.125	6	NONE
English Language Education 1A	ELGN111	16	.125	6	NONE
SEMESTER 2					
Academic Literacy 1B (Computer Literacy)	ESCL112	8	.063	5	NONE
HIV/AIDS Education	EPHA112	8	.063	6	NONE
Mathematical Literacy 1B	ESML112	8	.063	5	NONE
Economic and Management Sciences 1B	EESE112	16	.125	6	NONE
Any one of the following:					
isiZulu Language Education 1B	ELZN112	16	.125	6	NONE
English Language Education 1B	ELGN112	16	.125	6	NONE
Year					
School Experience 1	ETSE100	16	.125	6	NONE
TOTAL		128	1		
SECOND YEAR					
SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS	SUBJECT LEVEL	PREREQUISITE SUBJECT(S)	
SEMESTER 1					
Human Development and Learning	EPDL211	8	.071	6	NONE
Economic and Management Sciences 2A	EESE211	16	.143	6	NONE
Any one of the following:					
isiZulu Language Education 2A	ELZN211	16	.143	6	(p)ELZN111 (s)ELZM01A
English Language Education 2A	ELGN211	16	.143	6	(p)ELGN111 (s)ELGN01A
SEMESTER 2					
Teaching and Learning Strategies	ECTL212	8	.071	6	NONE
Economic and Management Sciences 2B	EESE212	16	.143	6	NONE
Any one of the following:					
isiZulu Language Education 2B	ELZN212	16	.143	6	(p)ELZN112/(s) ELZN01B
English Language Education 2B	ELGN212	16	.143	6	(p)ELGN112/(s)ELGN01B
Year			6		
School experience 2	ETSE200	32	.286		NONE

TOTAL		112	1		
THIRD YEAR					
SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS		SUBJECT LEVELS	PREREQUISITE SUBJECT(S)
SEMESTER 1					
School Leadership and Management	EALM311	8	.067	7	NONE
Assessment in Education	ECAE311	8	.067	7	NONE
Economic and Management Sciences Method 3A	EESE311	16	.133	7	(p)EESE111(p)EESE211 (s)EESE112(s)EESE212 (s)EESE01A(s) EESE02A (s)EESE01B(s)EESE02B
Any one of the following:					
isiZulu Language Method 3A	ELZN311	16	.133	7	(p)ELZN211/(s)ELZN02A
English Language Method 3A	ELGN311	16	.133	7	(p)ELGN211/(s)ELGN02A
SEMESTER 2					
Society, Educational Law and School Governance	EDSE312	8	.067	7	NONE
Comparative Education	EFMS312	8	.067	7	NONE
Economic and Management Sciences Method 3B	EESE312	12	.100	7	(p)EESE111/(p)EESE211 or (s)EESE112/(s)EESE212 (s)EESE01A/(s)EESE02A or (s)EESE01B/(s)EESE02B
Any one of the following:					
isiZulu Language Method 3B	ELZN312	12	.100	7	(p)ELZN212 /(s)ELZN02B
English Language Method 3B	ELGN312	12	.100	7	(p)ELGN212/(s)ELGN02B
Year					
School Experience 3	ETSE300	32	.267	7	(p)ETSE200/(s)ETTP120 (p)EESE111(p)EESE211 (s)EESE112(s)EESE212/ (s)EESE01A(s) EESE02A (s)EESE01B(s)EESE02B (p)ELZN211/(s)ELZN02A (s)ELGN211/(s)ELGN02A (p)ELZN212/(s)ELZN02B (s)ELGN212/(s)ELGN02B
TOTAL		120	1		

Students registered for ETSE300 should not register for any year 1st, 2nd or 4th year modules in the 2nd semester

FOURTH YEAR					
SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS		SUBJECT LEVEL	PREREQUISITE SUBJECT(S)
SEMESTER 1					
Inclusive Education Studies	EPIE411	8	.067	7	NONE
Theory and Practice of Curriculum Development	ECTP411	16	.133	7	NONE
Any one of the following:					
Accounting 4A	EESA411	12	.100	7	(p)EESE211 (s) EESE02A
Business Management 4A	EESB411	12	.100	7	(p)EESE211 (s) EESE02A
Economics 4A	EESE411	12	.100	7	(p)EESE211 (s) EESE02A
Any one of the following:					
isiZulu Language 4A	ELZN411	12	.100	7	(p)ELZN211/(s)ELZN02A
English Language Education 4A	ELGN411	12	.100	7	(p)ELGN211/(s)ELGN02A
SEMESTER 2					
Management of School Systems and Extra-curricular activities	EAMS412	8	.067	7	NONE
Introduction to Research in Education	EPRE412	8	.067	7	NONE
Any one of the following:					
Accounting 4B	EESA412	12	.100	7	(p)EESE212 (s) EESE02B
Business Management 4B	EESB412	12	.100	7	(p)EESE212 (s) EESE02B
Economics 4B	EESE412	12	.100	7	(p)EESE212 (s) EESE02B
Any one of the following:					
isiZulu Language 4B	ELZN412	12	.100	7	(p)ELZN212/(s)ELZN02B
English Language Education 4B	ELGN412	12	.100	7	(p)ELGN212/(s)ELGN02B
Year					
School Experience 4	ETSE400	32	.267	7	(p)ETSE300(s)ETTE130
TOTAL		120		1	

ECONOMIC & MANAGEMENT SCIENCES AND LIFE ORIENTATION (EBDIS2)

FIRST YEAR					
SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS	SUBJECT LEVEL	PREREQUISITE SUBJECT(S)	
SEMESTER 1					
Academic Literacy 1A (Language)	ELLL111	8	0.063	5	NONE
Ideologies and trends in Education	EFIT111	8	0.063	6	NONE

Mathematical Literacy 1A	ESML111	8	0.063	5	NONE
Life Orientation: Introduction to Psychology 1A	EPIP111	16	0.125	6	NONE
Economic and Management Sciences 1A	EESE111	16	0.125	6	NONE

SEMESTER 2

Academic Literacy 1B(Computer Literacy)	ESCL112	8	0.063	5	NONE
HIV/AIDS Education	EPHA112	8	0.063	6	NONE
Mathematical Literacy 1B	ESML112	8	0.063	5	NONE
Life Orientation: Introduction to Psychology 1B	EPIP112	16	0.125	6	NONE
Economic and Management Sciences 1B	EESE112	16	0.125	6	NONE
Year					
School Experience 1	ETSE100	16	0.125	6	NONE
TOTAL		128	1.000		

SECOND YEAR

SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS	SUBJECT LEVEL	PREREQUISITE SUBJECT(S)
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SEMESTER 1

Human Development and Learning	EPDL211	8	0.071	6	NONE
Life Orientation – Physical & Motor Development	EPPM211	16	0.143	6	(p)EPIP111(s)EPIP01A
Economic and Management Sciences 2A	EESE211	16	0.143	6	NONE

SEMESTER 2

Teaching and Learning Strategies	ECTL212	8	0.071	6	NONE
Life Orientation – Health Education	EPHE212	16	0.143	6	(p)EPIP112(s)EPIP01B
Economics and Management Science 2B	EESE212	16	0.143	6	NONE
Year					
School experience 2	ETSE200	32	0.286	6	NONE
TOTAL		112	1.000		

THIRD YEAR

SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS	SUBJECT LEVELS	PREREQUISITE SUBJECT(S)
SEMESTER 1				

School Leadership & Management	EALM311	8	0.067	7	NONE
Assessment in Education	ECAE311	8	0.067	7	NONE
Life Orientation Method 3A	EPLO311	16	0.133	7	(p)EPPM211(s)EPPM02A
Economic and Management Sciences Method 3A	EESE311	16	0.133	7	(p)EESE 111(p)EESE211 (s)EESE 112(s)EESE212(s)EESE01A(s) EESE02A (s) EESE01B(s)EESE02B
SEMESTER 2					
Society, Educational Law & School Governance	EDSE312	8	0.067	7	NONE
Comparative Education	EFMS312	8	0.067	7	NONE
Life Orientation Method 3B	EPLO312	12	0.100	7	(p)EPHE212(s)EPHE02B
Economic and Management Sciences Method 3B	EESE312	12	0.100	7	(p)EESE 111(p)EESE211 (s)EESE 112(s)EESE212(s)EESE01A(s) EESE02A (s) EESE01B(s)EESE02B
Year					
School Experience 3	ETSE300	32	0.267	7	(p)ETSE200(s)ETTP120 (p)EESE 111(p)EESE211 (s)EESE 112(s)EESE212(s)EESE01A(s) EESE02A (s) EESE01B(s)EESE02B
TOTAL	120	1.000			(p)EPPM211(s)EPPM02A (p)EPHE212(s)EPHE02B

Students registered for ETSE300 should not register for any year 1st, 2nd or 4th year modules in the 2nd semester

FOURTH YEAR					
SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS	SUBJECT LEVEL	PREREQUISITE SUBJECT(S)	
SEMESTER 1					
Inclusive Education Studies	EPIE411	8	0.056	7	NONE
Theory and Practice of Curriculum Development	ECTP411	16	0.111	7	NONE
Life Orientation: Personal and Social Development	EPSP411	12	0.083	7	(p)EPPM211(s)EPPM02A
Life Orientation: Civic Education	EPEC411	12	0.083	7	(p)EPPM211(s)EPPM02A
Any one of the following:					

Accounting 4A	EESA411	12	0.083	7	(p)EESE211(s)EESE02B
Business Management 4A	EESB411	12	0.083	7	(p)EESE211(s)EESE02B
Economics 4A	EESE411	12	0.083	7	(p)EESE211(s)EESE02B
SEMESTER 2					
Management of School Systems & Extra-curricular Activities	EAMS412	8	0.056	7	NONE
Introduction to Research in Education	EPRE412	8	0.056	7	NONE
Life Orientation: Career Guidance	EPEC412	12	0.083	7	(p)EPHE212(s)EPHE02B
Life Orientation: Citizenship Education	EPCE412	12	0.083	7	(p)EPHE212(s)EPHE02B
Any one of the following:					
Accounting 4B	EESA412	12	0.083	7	(p)EESE212 (s)EESE02B
Business Management 4B	EESB412	12	0.083	7	(p)EESE211(s)EESE02B
Economics 4B	EESE412	12	0.083	7	(p)EESE211(s)EESE02B
Year					
School Experience 4	ETSE400	32	0.222	7	(p)ETSE300(p)ETTE130
TOTAL		144	1.000		

MATHEMATICS, SCIENCE AND TECHNOLOGY EDUCATION (EBDIS3)

FIRST YEAR					
SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS	SUBJECT LEVEL	PREREQUISITE SUBJECT(S)	
SEMESTER 1					
Academic Literacy 1A(Language)	ELLL111	8	.067	5	NONE
Ideologies and Trends in Education	EFIT111	8	.067	6	NONE
Natural Science and Technology 1A (Process Skills, Technology and Society)	ESPS111	12	.100	6	NONE
Natural Science and Technology 1C (Physical and Chemical properties of Matter)	ESPC111	12	.100	6	NONE
Mathematics 1A(Algebra)	ESMA111	12	.100	6	NONE

SEMESTER 2					
Academic Literacy 1B (Computer Literacy)	ESCL112	8	.067	6	NONE
HIV/AIDS Education	EPHA112	8	.067	6	NONE
Natural Science and Technology 1B (Graphic	ESGC112	12	.100	6	NONE

and Communication Design)					
Natural Science and Technology 1D (Mechanics and Mechanical Systems)	ESMM112	12	.100	6	NONE
Mathematics 1B(Figures and Shapes)	ESMA112	12	.100	6	NONE
Year		16	.133	6	NONE
School Experience 1	ETSE100				
TOTAL		120		1	

SECOND YEAR

SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS	SUBJECT LEVEL	PREREQUISITE SUBJECT(S)	
SEMESTER 1					
Human Development & Learning	EPDL211	8	.067	6	NONE
Natural Science and Technology Education 2A(Energy and Energy Transfers)	ESEE211	12	.100	6	(p)ESPS111/(s)ESPS01A
Natural Science and Technology 2C (The Earth and Chemical Processes)	ESTE211	12	.100	6	(p)ESPC111/(s)ESPC01A
Mathematics 2A (Set Theory and Functions)	ESMA211	12	.100	6	(p)ESMA111/(s)ESMA01A
SEMESTER 2					
Teaching & Learning Strategies	ECTL212	8	.067	6	NONE
Natural Science and Technology 2B(Wave, Sound and Light)	ESWS212	12	.100	6	(p)ESMM112/(s)ESMM01B
Natural Science and Technology Education 2D(Electromagnetism)	ESEM212	12	.100	6	(p)ESMM112/(s)ESMM01B
Mathematics 2B (Vector, Algebra and Matrices)	ESMA212	12	.100	6	(p)ESMA112/(s)ESMA01B
Year					
School Experience 2	ETSE200	32	.267	6	NONE
TOTAL		120		1	

THIRD YEAR

SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS		SUBJECT LEVELS	PREREQUISITE SUBJECT(S)
SEMESTER 1					
School Leadership & Management	EALM311	8	.065	7	NONE
Assessment in Education	ECAE311	8	.065	7	NONE
Natural Science Method 3A	ESMN311	12	.097	7	(p) ESPS111;(p) ESPC111; (p)ESGC112; (p)ESMM112; (p)ESMA111;(p)ESMA112/

					(s)ESPS01A;(s)ESPC01A;(s)ESGC01B;(s)ESMM01B;(s)ESMA01A; (s)ESMA01B
Technology Method 3A	ESTM311	12	.097	7	(p)ESMA111;(p)ESMA112;(p)ESPS111; (p)ESPC111;(p)ESGC112;(p)ESMM112/(s)ESMA01A;(s)ESMA01B;(s)ESPS01A;(s)ESPC01A;(s)ESGC01B;(s)ESMM01B
Mathematics Method 3A	ESMA311	12	.097	7	(p)ESPS111;(p)ESPC111;(p)ESGC112;(p)ESMM112;(p)ESMA111;(p)ESMA112/(s)ESPS01A;(s)ESPC01A;(s)ESGC01B;(s)ESMM01B;(s)ESMA01A;(s)ESMA01B
SEMESTER 2					
Society, Education Law & School Governance	EDSE312	8	.065	7	NONE
					NONE
Comparative Education	EFMS312	8	.065	7	NONE
Technology Method	ESTM312	8	.065	7	(p)ESPS111; (p)ESPC111;(p)ESGC112; (p)ESMM112;(p)ESMA111;(p)ESMA112/(s)ESPS01A;(s)ESPC01A;(s)ESGC01B;(s)ESMM01B;(s)ESMA01A;(s)ESMA01B
Method of Mathematics 3B	ESMA312	8	.065	7	(p)ESMA111;(p)ESMA112;(p)ESPS111;(p)ESPC111;(p)ESGC112; (p)ESMM112/(s)ESMA01A;(s)ESMA01B;(s)ESPS01A;(s)ESPC01A;(s)ESGC01B;(s)ESMM01B
Method of Natural Science Method 3B	ESMN312	8	.065	7	(p)ESPS111;(p)ESPC111;(p)ESGC112;(p)ESMM112;(p)ESMA111;(p)ESMA112/(s)ESPS01A;(s)ESPC01A;(s)ESGC01B;(s)ESMM01B;(s)ESMA01A;(s)ESMA01B
Year					
School Experience 3	ETSE 300	32	.258	7	(p)ETSE200(s)ETTP120
					(p)ESMA111;(p)ESMA112;(p)ESPS111;(p)ESPC111;(p)ESGC112; (p)ESMM112/(s)ESMA01A;(s)ESMA01B;(s)ESPS01A;(s)ESPC01A;(s)ESGC01B;(s)ESMM01B
TOTAL		124	1		

NB Students who are supposed to repeat one second semester, second year MSTE module should register all the three method module including the one associated with failed year two module. The failed second year module will be done in the final year.

Students who failed more than one second year, second semester MSTE modules should repeat the failed modules without taking any method modules in the second

semester. Students registered for ETSE300 should not register for any year 1st, 2nd or 4th year modules in the 2nd semester

FOURTH YEAR					
SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS		SUBJECT LEVEL	PREREQUISITE SUBJECT(S)
SEMESTER 1					
Inclusive Education Studies	EPIE 411	8	.056	7	NONE
Theory & practice of curriculum development	ECTP 411	16	.111	7	NONE
Any two of the following:					
Physical Science 4A (Chemical Bonding & Kinetics)	ESCB411	12	.083	7	(p)ESTE211/(s)ESTE02A
Life Sciences 4A: Practical Biological Concepts	ESPB411	12	.083	7	(p)ESTE211/(s)ESTE02A
Technology 4A	ESDF411	12			(p)ESEE211; (p)ESEM212/(s) ESEE02A; (s)ESEM02B
Mathematics 4A:Differential Calculus			.083	7	
	ESMA411	12	.083	7	(p)ESMA211, (p)ESMA212/ (s)ESMA02A;(s)ESMA02B
Any one of the following:					
Physical Science (Advanced Electronics)	ESAE411	12	.083	7	(p) ESEM212(s) ESEM02B
Life Sciences (Biological Systems)	ESBS411	12	.083	7	(p)ESTE211/(s) ESTE02A
Technology (ICT Technologies)	ESIT411	12	.083	7	(p)ESEE211(s)ESEE02A
Mathematics 4A: (Statistics)	ESMM411	12	.083	7	(p)ESMA211/(s) ESMA02A
SEMESTER 2					
Management of School Systems &Extra-curricular Activities	EAMS412	8	.056	7	NONE
Introduction to Research in Education	EPRE412	8	.056	7	NONE
Any two of the following :					
Physical Science 4B	ESCR412	12	.083	7	(p)ESTE211/(s)ESTE02A
Life Sciences 4B :Cellular Processes and Genetics					
	ESPG412	12	.083	7	
Technology 4B (Electronic Circuits, Components and Sensors)					(p)ESTE211/(s)ESTE02A
	ESEC412	12	.083	7	
					(p)ESEM212/(s)ESEM02B

Mathematics 4B: Integral Calculus	ESMA412	12	.083	7	(p)ESMA211,(p) ESMA212/(s)ESMA02A;(s)ESMA02B
Any one of the following:-					
Physical Science 4B (Modern Physics)	ESMP412	12	.083	7	(p) ESEM212 (s)ESEM02B
Life Sciences 4B (Biological process in plants)	ESBP412	12	.083	7	(p)ESWS212/(s)ESWS02B
Technology 4B (Advanced technology design)	ESAT412			7	(p)ESEM212/(s)ESEM02B
Mathematics Transformational Geometry	ESMM412	12	.083		
				7	(p)ESMA211/(s)ESMA02A
Year					
School Experience 4	ETSE400	32	.222	7	(p)ETSE 300/(s)ETTE130
TOTAL		144	1		

LIFE ORIENTATION AND LANGUAGE EDUCATION (EBDIS4)

Please note that there will be no new intake for the 2018 academic year in this programme.
repeaters only

FIRST YEAR					
SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS	SUBJECT LEVEL	PREREQUISITE SUBJECT(S)	
SEMESTER 1					
Academic Literacy 1A (Language)	ELLL111	8	0.063	5	NONE
Ideologies & trends in Education	EFIT111	8	0.063	6	NONE
Mathematical Literacy 1A	ESML111	8	0.063	5	NONE
Life Orientation: Introduction to Psychology 1A	EPIP111	16	0.125	6	NONE
Any one of the following:					
isiZulu Language Education 1A	ELZN111	16	0.125	6	NONE
English Language Education 1A	ELGN111	16	0.125	6	NONE
SEMESTER 2					
Academic Literacy 1B (Computer Literacy)	ESCL112	8	0.063	5	NONE
HIV/AIDS Education	EPHA112	8	0.063	6	NONE
Mathematical Literacy 1B	ESML112	8	0.063	5	NONE
Life Orientation: Introduction to Psychology 1B	EPIP112	16	0.125	6	NONE
Any one of the following:					

isiZulu Language Education 1B	ELZN112	16	0.125	6	NONE
English Language Education 1B	ELGN112	16	0.125	6	NONE
Year					
School Experience 1	ETSE100	16	0.125	5	NONE
TOTAL		128	1.000		

SECOND YEAR

SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS	SUBJECT LEVEL	PREREQUISITE SUBJECT(S)
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SEMESTER 1					
Human Development & Learning	EPDL211	8	0.071	6	NONE
Life Orientation 2A: Physical and Motor Development	EPPM211	16	0.143	6	EPIP111 /EPIP01A
Any one of the following:					
isiZulu Language Education 2A	ELZN211	16	0.143	6	ELZN111/ELZN01A
English Language Education 2A	ELGN211	16	0.143	6	ELGN111 /ELGN01A

SEMESTER 2					
Teaching & Learning Strategies	ECTL212	8	0.071	6	NONE

Life Orientation: Health Education	EPHE212	16	0.143	6	EPIP112/EPIP01B
Any one of the following:					
isiZulu Language Education 2B	ELZN212	16	0.143	6	ELZN112/ELZN01B
English Language Education 2B	ELGN212	16	0.143	6	ELGN112/ELGN01B
Year					
School Experience 2	ETSE200	32	0.286	6	NONE
TOTAL		112	1.000		

THIRD YEAR

SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS	SUBJECT LEVELS	PREREQUISITE SUBJECT(S)
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SEMESTER 1					
School Leadership & Management	EALM311	8	0.067	7	NONE
Assessment in Education	ECAE311	8	0.067	7	NONE
Life Orientation Method 3A	EPLO311	16	0.133	7	(p)EPPM211(s)EPPM02A
Any one of the following					
	ELZN311	16	0.133	7	(p)ELZN211(s)ELZN02A
isiZulu Language Method 3A					
	ELGN311	16	0.133	7	(p)ELGN211(s)ELGN02A
English Language Method 3A					
SEMESTER 2					

Society, Educational Law & School Governance	EDSE312	8	0.067	7	NONE
Comparative Education	EFMS312	8	0.067	7	NONE
Life Orientation Method 3B	EPLO312	12	0.100	7	(p)EPHE212(s)EPHE02B
Any one of the following					
isiZulu Language Method 3B	ELZN312	12	0.100	7	(p)ELZN212(s)ELZN02B
English Language Method 3B	ELGN312	12	0.100	7	(p)ELGN212(s)ELGN02B
Year					
School Experience 3	ETSE300	32	0.267	7	ETSE200/ETTP120
					(p)ELZN211(s)ELZN02A
					(s)ELGN211(s)ELGN02A
					(p)ELZN212(s)ELZN02B
					(s)ELGN212(s)ELGN02B
					(p)EPPM211(s)EPPM02A
					(p)EPHE212(s)EPHE02B
TOTAL	120	1.000			

Students registered for ETSE300 should not register for any year 1st, 2nd or 4th year modules in the 2nd semester

FOURTH YEAR					
SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS	SUBJECT LEVEL	PREREQUISITE SUBJECT(S)	
SEMESTER 1					
Inclusive Education Studies	EPIE411	8	0.056	7	NONE
Theory & Practice of Curriculum Development	ECTP411	16	0.111	7	NONE
Life Orientation: Social and Personal Development	EPSP411	12	0.083	7	(p)EPPM211(s)EPPM02A
Life Orientation: Civic Education	EPEC411	12	0.083	7	(p)EPPM211(s)EPPM02A
Any one of the following					
isiZulu Language Education 4A	ELZN411	12	0.083	7	ELZN211/ELZN02A
English Language Education 4A	ELGN411	12	0.083	7	ELGN211/ELGN02A
SEMESTER 2					
Management of School Systems & Extra-curricular activities	EAMS412	8	0.056	7	NONE
Introduction to Research in Education	EPRE412	8	0.056	7	NONE
Life Orientation: Career Guidance	EPEC412	12	0.083	7	(p)EPHE212(s)EPHE02B

Life Orientation: Citizenship Education	EPCE412	12	0.083	7	(p)EPHE212(s)EPHE02B
Any one of the following					
isiZulu Language Education 4B	ELZN412	12	0.083	7	ELZN212/ELZN02B
English Language Education 4B	ELGN412	12	0.083	7	ELGN212/ELGN02B
Year					
School Experience 4	ETSE400	32	0.222	7	ETSE300/ETTE130
TOTAL		144	1.000		

SOCIAL SCIENCES & LANGUAGE EDUCATION (EBDIS5)

FIRST YEAR					
SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS	SUBJECT LEVEL	PREREQUISITE SUBJECT(S)	
SEMESTER 1					
Academic Literacy 1A (Language)	ELLL111	8	0.063	5	NONE
Ideologies & trends in Education	EFIT111	8	0.063	6	NONE
Mathematical Literacy 1A	ESML111	8	0.063	5	NONE
Introduction to Geography	EESG111	16	0.125	6	NONE
Any one of the following:					
isiZulu Language Education 1A	ELZN111	16	0.125	6	NONE
English Language Education 1A	ELGN111	16	0.125	6	NONE
SEMESTER 2					
Academic Literacy 1B (Computer Literacy)	ESCL112	8	0.063	5	NONE
HIV/AIDS Education	EPHA112	8	0.063	6	NONE
Mathematical Literacy 1B	ESML112	8	0.063	5	NONE
Historical Studies	ECHS112	16	0.125	6	NONE
Any one of the following:					
isiZulu Language Education 1B	ELZN112	16	0.125	6	NONE
English Language Education 1B	ELGN112	16	0.125	6	NONE
Year					
School Experience 1	ETSE100	16	0.125	6	NONE
TOTAL		128	1.000		

SECOND YEAR					
SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS	SUBJECT LEVEL	PREREQUISITE SUBJECT(S)	
SEMESTER 1					
Human Development and Learning	EPDL211	8	0.071	6	NONE
Development of political institutions	EESH211	16	0.143	6	(p)ECHS112/(s)ECHS01B

Any one of the following:					
isiZulu Language Education 2A	ELZN211	16	0.143	6	(p)ELZN111(s) ELZM01A
English Language Education 2A	ELGN211	16	0.143	6	(p)ELGN111(s) ELGN01A
SEMESTER 2					
Teaching & Learning Strategies	ECTL212	8	0.071	6	NONE
Environmental Studies	EESG212	16	0.143	6	(p)EESG111/(s)EESG01A
Any one of the following:					
isiZulu Language Education 2B	ELZN212	16	0.143	6	(p)ELZN112(s) ELZN01B
English Language Education 2B	ELGN212	16	0.143	6	(p)ELGN112(s) ELGN01B
Year					
School experience 2	ETSE200	32	0.286	6	NONE
TOTAL		112	1.000		

FOURTH YEAR				
SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS	SUBJECT LEVEL	PREREQUISITE SUBJECT(S)
SEMESTER 1				
Inclusive Education Studies	EPIE411	8	0.063	7 NONE

Theory & Practice of Curriculum Development	ECTP411	16	0.125	7	NONE
Any one of the following					
isiZulu Language 4A	ELZN411	12	0.094	7	ELZN211/ELZN02A
English Language Education 4A	ELGN411	12	0.094	7	ELGN211/ELGN02A
Any two of the following:					
Human Rights Issues	EESS411	8	0.063	7	(p)EESH211(s) EESH02A
Climatology	EESC411	8	0.063	7	(p)EESG212 (s)EESG02B
The Changing World and Ideologies	EESH411	8	0.063	7	(p)EESH211 (s)EESH02A
Water Resources Management	EESG411	8	0.063	7	(p)EESG212 (s)EESG02B
SEMESTER 2					
Management of School Systems & Extra-curricular activities	EAMS412	8	0.063	7	NONE
Introduction to Research in Education	EPRE412	8	0.063	6	NONE
Any one of the following:					
isiZulu Language Education 4B	ELZN412	12	0.094	7	(p)ELZN212(s)ELZN02B
English Language Education 4B	ELGN412	12	0.094	7	(p)ELGN212(s)ELGN02B
Any two of the following:					
South Africa in Historical Perspective	EESS412	8	0.063	7	(p)EESH211(s) EESH02A
Geomorphology	EESC412	8	0.063	7	(p)EESG212 (s)EESG02B
Heritage Studies	EESH412	8	0.063	7	(p)EESH211(s) EESH02A
Population Geography	EESG412	8	0.063	7	(p)EESG212 (s)EESG02B
Year					
School Experience 4	ETSE400	32	0.250	6	(p)ETSE300(s)ETTE130
TOTAL		128	1.000		

WEIGHTING OF MODULE TESTS AND ASSIGNMENTS PER DEPARTMENT

Module code	Module name	Test	Assignment	Practical/ Presentations	Journal	TOT	DP	EX
	LANGUAGES					100	50	50
	Semester 1							
ELGN111	English Language Education 1A	50	50		-	100	50	50
ELZN111	Isizulu Language Education 1A	50	25	25		100	50	50

ELGN211	English Language Education 2A	60	40			100	50	50
ELGN311	English Language Method 3A	60	20	20				
ELZN211	IsiZulu Language Education2A	50	25	25	-	100	50	50
ELZN311	IsiZulu Language Method 3A	50	25	25	-	100	50	50
ESMZ311	Method of IsiZulu 3A	50	25	25		100	50	50
ELGN411	English Language Education	60	30	10		100	50	50
ELZN411	IsiZulu Language Education 4A	50	30	20		100	50	50

Semester 2								
ELGN112	English Language Education 2B	50	50			100	50	50
ELZN112	IsiZulu Language Education 2B	50	25	25		100	50	50
ELZN212	IsiZulu Language Education 2B	50	25	25		100	50	50
ELGN212	English Language Education	60	40			100	50	50
ELZN312	IsiZulu Language Method 3B	60	40			100	50	50
ELGN312	English Language Method 3B	50	20	30		100	50	50
ELZN412	IsiZulu Language Education 4B	50	30	20		100	50	50
ELGN412	English Language Education 4B	60	30	10		100	50	50

Module code	Module name MSTE	Tests			Assign-ments		Practical s/ Presenta-tions	TOT	DP	EX
		100%								
Semester 1										
ESML111	Mathematical Literacy	50			50			100	50	50
ESMA111	Mathematics 1A (Algebra)	33.33	33.33	33.33				100	50	50
ESPS111	Natural Science and Technology 1A (Process skills, Technology and Society)	40	40				20	100	50	50
ESPC111	Natural Science and Technology 1C (Physical and Chemical Properties of Matter)	30	30		20	20		100	50	50
ESMA211	Mathematics Education (Set Theory and Functions)	33.33	33.33	33.33				100	50	50

ESTE211	Natural Science and Technology Education (The Earth and Chemical Processes)	40	40			20		100	50	50
ESEE211	Natural Science and Technology Education (Energy and Energy Transfers)	40	20	20	10	10		100	50	50
ESMA311	Mathematics Method 3A	40	40		20			100	50	50
ESTM311	Technology Method 3A	40	40		20			100	50	50
ESMN311	Natural Science Method 3A	20	30		10	40		100	50	50
ESAE411	Physical Science (Advanced Electronics)	33.3	33.3		33.3			100	50	50
ESBS411	Life Sciences (Biological Systems)	40			30		30	100	50	50
ESCB411	Physical Science 4A (Chemical)	35	35		30			100	50	50
ESIT411	Technology (ICT Technologies)	40			30	30		100	50	50
ESDF411	Technology 4A (Design and Function of Mechanical systems)	40	40		20			100	50	50
ESMA411	Mathematics 4A: (Differential Calculus)	33.33	33.33	33.33				100	50	50
ESPB411	Life Sciences 4A: (Practical Biological concepts)	40			30	30		100	50	50
ESMA421	Mathematics: (Statistics)	33.3	33.3	33.3				100	50	50

Semester 2										
ESML112	Mathematical Literacy 1B	50			50			100	50	50
ESMM112	Natural Science and Technology 1D (Mechanics and Mechanical systems)	40	30	30				100	50	50
ESMA112	Mathematics 1B (Figures and Shapes)	33.3	33.3	33.33				100	50	50
ESGC112	Natural Science and Technology 1B (Graphic and Communication Design)	25	25		50			100	50	50
ESEM212	Natural Science and Technology 2D (Electromagnetism)	30	30		40			100	50	50
ESWS212	Natural Science and Technology 2B (Waves, Sound and Light)	30	30		40			100	50	50
ESMA212	Mathematics 2B Matrices and Vector algebra	33.3	33.3	33.33				100	50	50
ESMA312	Mathematics Method 3B	40	40		20			100	50	50

ESMN312	Natural Science Method 3B	20	20		10	40	10	100	50	50
ESTM312	Technology Method 3B	40	40		20			100	50	50
ESMA422	Mathematics (Financial Mathematics)	100	100	100				100	50	50
ESBP412	Life Sciences 4B (Biological process in plants)	40			30		30	100	50	50
ESMP412	Physical Science (Modern physics)	33.3	33.3	33.3				100	50	50
ESPG412	Life Sciences 4B: (Cellular Processes and Genetics)	20	30		10	20	20	100	50	50
ESAT412	Technology) Advanced Technological Design	30	30		20		20	100	50	50
ESCR412	Physical Science 4B: (Chemical reactions and Environmental Chemistry)	35	35				30	100	50	50
ESEC412	Technology: (Electronic Circuits, Components and Sensors)	40	40		20			100	50	50
ESMA412	Mathematics 4B: (Integral Calculus)	33.3	33.3	33.33				100	50	50
ESMM412	Financial Mathematics	50			50			100	50	50

Module code	Module name SOCIAL SCIENCES	Tests		Assign-ments	Practicals/ Presentations	TOT	DP	EX
		100%				100	50	50
SEMSTER 1								
EESE111	Economics and Management Science 1A	50	50			100	50	50
EESG111	Introduction to Geography	50		50		100	50	50
EESE211	Economics and Management Science 2A	50	50			100	50	50
EESH211	Development of political institutions	50		50		100	50	50
EEMS311	Social Science Education Method	60		40		100	50	50

EESE311	Economics and Management Science Method	50	50			100	50	50
EEMS311	Social Science Education Method	60	40			100	50	50
EESA411	Accounting 4A	40	40	20		100	50	50
EESB411	Business Management 4A	60		40		100	50	50
EESC411	Climatology	60		40		100	50	50
EESE411	Economics 4A	50		50		100	50	50
EESG411	Water Resources Management	50		50		100	50	50
EESH411	The Changing World and Ideologies	60		40		100	50	50
EESS411	Human Rights Issues	33.3		33.3	33.3	100	50	50
SEMSTER 2								
EESE112	Economics and Management Science 1B	40	40	20		100	50	50
ECHS112	Historical Studies	40	40	20		100	50	50
EESG212	Environmental Studies	40		30	30	100	50	50
EESE212	Economics and Management Science 2B	50		50		100	50	50
EEMS312	Social Science Education Method 3B	50		50		100	50	50
EESE312	Economics and Management Science Method & WIL			50	50	100	50	50
EESB412	Business Management 4B	60		40		100	50	50
EESA412	Accounting 4B	40	40	20		100	50	50
EESC412	Geomorphology	30		30	20 20	100	50	50
EESE412	Economics 4B	50		50		100	50	50
EESG412	Population Geography	30		10	30 30	100	50	50
EESH412	Heritage Studies	50		50		100	50	50
EESS412	South Africa in Historical Perspective	40		30	30	100	50	50

Module code	Module name	Tests		Assign	Practical/ Presentations	TOT	DP	EX
	ED. PSYCHOLOGY					100	50	50
SEMSTER 1								
EPIP111	Introduction to Psychology : Life Orientation	50	50		-	100	50	50
EPDL211	Human Development and Learning	50	50		-	100	50	50
EMLO311	Method of Life Orientation	35	35		30	100	50	50
EPLO311	Life Orientation Method	50	50			100	50	50

EPEC411	Life Orientation	50		50		100	50	50
EPPE411	Career Education	30	30	40		100	50	50
EPSP411	Personal and Social Development	50	50		-	100	50	50
SEMSTER 2								
EPIP112	Introduction to Psychology : Life Orientation 1B	50	50			100	50	50
EPHE212	Life Orientation	50	50			100	50	50
EMLO312	Method of Life Orientation	35	35		30	100	50	50
EPLO312	Life Orientation Method & WIL	50	50			100	50	50
EPEC412	Life Orientation: Career Guidance	30	30	40		100	50	50
EPCE412	Life Orientation: Citizenship Education	50	50			100	50	50

3. Bachelor of Education: Further Education and Training Phase (B.Ed.: FET): (EBDFT)

NB! The final year for teaching the EBDFT qualifications is 2023(6 years)

Purpose

The introduction of the B.Ed. – FET programme has come about as a result of the need to produce graduates for Grade Levels 10-12 who are very strong in both pedagogic content knowledge and in the subject matter content of the subjects they have chosen to teach. In this regard, it is envisaged that this programme will meet the needs of the community and those of the Department of Education (as the majority employer of our graduates) by producing proficient subject specialist educators for the FET phase.

Articulation

On completion of this programme, candidates will be eligible for consideration to pursue B.Ed (Honours) at this or other institutions in their areas of specialisation.

Entry Requirements

A student may be admitted as a candidate for this degree if she/he has obtained a grade 12 National Senior Certificate (NSC), with an aggregate symbol S and passes in English, First language, and the school subjects in which the candidate wishes to specialise.

Mode of learning: Contact and fulltime. Classes offered during week days.

Programme Outcomes

On completion of this programme, the student will be expected to demonstrate a high level of pedagogic content knowledge, skill and expertise as a:

- (a) mediator of learning in the chosen school teaching subjects in the FET band, using diverse and appropriate interactive approaches and related disciplinary rules;
- (b) competent practitioner with regard to the design and interpretation of learning programmes in the chosen subject areas in the FET band;
- (c) practitioner with applied competence related to the principles, strategies and resources appropriate for teaching the chosen subject areas in the FET band;
- (d) Professional, community leader, pastoral care giver and model citizen, with the ability to develop supportive relations with parents, other key persons and organisations, based on a critical understanding of community and environmental development issues – paying particular attention to critical community concerns, such as HIV and AIDS.
- (e) scholar, researcher and lifelong learner imbued with the ethos to engage in on-going personal, academic, occupational and professional growth through pursuing reflective study and research in his/her learning area (s), in broader professional and educational matters, and in other related fields.
- (f) Professional, with sound knowledge and understanding of the subject content in the chosen school subjects; and
- (g) Professional, demonstrating applied competence with regard to assessment, including:
 - ♦ the importance of providing helpful and timely feedback to learners;

- ◆ designing and managing diagnostic, formative and summative forms of assessment in ways that are appropriate to the level and purpose of the learning, and which meet the requirements of accrediting bodies;
- ◆ keeping detailed and accurate assessment records on each learner;
- ◆ the ability to interpret and use assessment results to feed into processes for the improvement of learning programmes, end-of-learning cycle reporting.

EBDFT			
FIRST YEAR			
SEMESTER 1			
Modules		Credits	Periods/ week
ELECTIVE MODULES			
LANGUAGE MODULES:			
Module Name: Sound, words, and their dynamics and terminology A (IsiZulu) Module Code: AZUL151	Refer to Arts Handbook 2018		
Module Name: English 1 Part A Module Code: AENG111	Refer to Arts Handbook 2018		
Module Name: Introduction to Psychology Module Code: APSY111	Refer to Arts Handbook 2018		
Module Name: Theory and Methods of History Module Code: AHIS111	Refer to Arts Handbook 2018		
Module Name: Accounting Module Code: CACC101	Refer to Commerce Handbook 2018		
Module Name: Business Management Module Code: CBMG101	Refer to Commerce Handbook 2018		
Module Name: Economics Module Code: CECN101	Refer to Commerce Handbook 2018		
Module Name: Calculus1 Module Code: SMTH111	Refer to Science & Agriculture Handbook 2018		
Module Name: Classical Mechanics and Properties Module Code: SPHY111	Refer to Science & Agriculture Handbook 2018		
Module Name: Games in Physical Education Module Code: SHMS111	Refer to Science & Agriculture Handbook 2018		
Module Name: General Chemistry A Module Code: SCHM111	Refer to Science & Agriculture Handbook 2018		
Module Name: Introduction to Physical and Environmental Geography Module Code: SGES111	Refer to Science & Agriculture Handbook 2018		

Module Name: Introductory Computing Module Code: SCPS111	Refer to Science & Agriculture Handbook 2018		
SEMESTER 2			
LANGUAGE MODULES			
Module Name: Translation, interpreting, Traditional and Modern Literature Module Code: AZUL152	Refer to Arts Handbook 2018		
Module Name: English 1 Part B Module Code: AENG112	Refer to Arts Handbook 2018		
Module Name: South African History Module Code: AHIS112	Refer to Arts Handbook 2018		
Module Name: Accounting Module Code: CACC102	Refer to Commerce Handbook 2018		
Module Name: Business Management Module Code: CBMG102	Refer to Commerce Handbook 2018		
Module Name: Economics Module Code: CECN102	Refer to Commerce Handbook 2018		
Module Name: Applied Psychology Module Code: APSY112	Refer to Science & Agriculture Handbook 2018		
Module Name: Calculus II Module Code: SMTH112	Refer to Science & Agriculture Handbook 2018		
Module Name: Citizenship Education Module Code: EFCS112	Purpose: To equip students with knowledge to demonstrate an understanding and appreciation of values and principles espoused in the Constitution. Discrimination on the basis of race, religion, culture, gender and xenophobia are addressed. Students are being prepared to be informed, active and responsible citizens in a democracy. Content: Key concepts in citizenship education, Importance of citizenship education, Ancient and modern concept of citizenship, History of citizenship in South Africa, The South African Constitution, Rights and responsibilities, Citizenship participation, Future of citizenship education in South Africa. Instruction: Instruction methods include lectures, presentations, class discussions and independent learning and research. Assessment: Continuous formative assessment – test, assignment, presentation and summative		

<p>Module Name: Introduction to Programming Module Code: SCPS112</p> <p>Module Name: General Chemistry 112 Module Code: SCHM112</p> <p>Module Name: Introduction to Human Geography Module Code: SGES122</p> <p>Module Name: Nuclear Physics, Electromagnetism, Modern Physics Module Code: SPHY112</p>	<p>assessment through examinations in November.</p> <p>Refer to Science & Agriculture Handbook 2018</p> <p>Refer to Science & Agriculture Handbook 2018</p> <p>Refer to Science & Agriculture Handbook 2018</p> <p>Refer to Science & Agriculture Handbook 2018</p>		
SECOND YEAR			
SEMESTER 1			
<p>Module Name: Sound, words, and their dynamics B Terminology & Lexicography (IsiZulu) Module Code: AZUL241</p> <p>Module Name: English 2 Part A Module Code: AENG 211</p> <p>Module Name: General Topics related to 19th and early 20th century Europe Module Code: AHIS211</p> <p>Module Name: Introduction to Tourism Module Code: ARTO111</p> <p>Module Name: Personality Psychology Module Code: APSY211</p> <p>Module Name: Accounting Module Code: CACC201</p> <p>Module Name: Business Information Systems Module Code: CBIS201</p> <p>Module Name: Business Management Module Code: CBMG201</p> <p>Module Name: Economics Module Code: CECN201</p>	<p>Refer to Arts Handbook 2018</p> <p>Refer to Arts Handbook 2018</p> <p>Refer to Arts Handbook 2018</p> <p>Refer to Arts Handbook 2018</p> <p>Refer to Arts Handbook 2018</p> <p>Refer to Commerce Handbook 2018</p> <p>Refer to Commerce Handbook 2018</p> <p>Refer to Commerce Handbook 2018</p> <p>Refer to Commerce Handbook 2018</p>		

Module Name: Advanced Calculus Module Code: SMTH221 Module Name: Analytical and Inorganic Chemistry2 Module Code: SCHM211 Module Name: Data Structures Module Code: SCPS211 Module Name: Elementary Statistics for Science Students. Module Code: SSTT111 Module Name: Global Landforms and Cartography Module Code: SGES211 Module Name: Physical & Motor Development Module Code: SHMS02A Module Name: Mechanics Module Code: SPHY211	Refer to Science & Agriculture Handbook 2018 Refer to Science & Agriculture Handbook 2018 Refer to Science & Agriculture Handbook 2018 Refer to Science & Agriculture Handbook 2018 Refer to Science & Agriculture Handbook 2018 Refer to Science & Agriculture Handbook 2018 Refer to Science & Agriculture Handbook 2018 Refer to Science & Agriculture Handbook 2018		
SEMESTER 2			
LANGUAGE EDUCATION			
Module Name: Translation, Socio linguistics, Heritage and Literature-Paper1, Sociolinguistics and Literature – Paper 2 (IsiZulu) Module Code: AZUL212 Module Name: English 2 Part B Module Code: AENG 212 Module Name: Business Tourism and Entrepreneurship Module Code: ARTO112 Module Name: General Topics related to 19 th and early 20 th century South Africa Module Code: AHIS212 Module Name: Accounting Module Code: CACC201 Module Name: Business Information Systems Module Code: CBIS202 Module Name: Business Management Module Code: CBMG202	Refer to Arts Handbook 2018 Refer to Arts Handbook 2018 Refer to Arts Handbook 2018 Refer to Arts Handbook 2018 Refer to Commerce Handbook 2018 Refer to Commerce Handbook 2018 Refer to Commerce Handbook 2018		

<p>Module Name: Economics Module Code: CECN202</p> <p>Module Name: Demographics, Health and Sustainable Development Module Code: SGES212</p> <p>Module Name: Geographic Information Systems Module Code: SHYD222</p> <p>Module Name: Linear Algebra and Different Equations Module Code: SMTH222</p> <p>Module Name: Organic and Physical Chemistry2 Module Code: SCHM212</p> <p>Module Name: Modern Physics, Photonics and Waves Module Code: SPHY212</p> <p>Module Name: Health & Physical Education Module Code: SHMS02B</p> <p>Module Name: Introductory Software Engineering Module Code: SCPS212</p> <p>Module Name: Social Relations Module Code: EPSR212</p>	<p>Refer to Commerce Handbook 2018</p> <p>Refer to Science & Agriculture Handbook 2018</p> <p>Refer to Science & Agriculture Handbook 2018</p> <p>Refer to Science & Agriculture Handbook 2018</p> <p>Refer to Science & Agriculture Handbook 2018</p> <p>Refer to Science & Agriculture Handbook 2018</p> <p>Refer to Science & Agriculture Handbook 2018</p> <p>Refer to Science & Agriculture Handbook 2018</p> <p>Refer to Science & Agriculture Handbook 2018</p> <p>Purpose: To introduce students to the theoretical framework for understanding social relations and the method of how this should be taught and transmitted to learners.</p> <p>Content: Personal development; types of relationships; dysfunction and crisis in relationships; skills for relating; differentiation of terminology; gender roles and stereotypes; consequences of gender roles and stereotypes.</p> <p>Instruction: Will be accomplished through lectures and activities during lecture sessions, individual independent and/ or group work activities.</p> <p>Assessment: Continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination.</p>	
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THIRD YEAR

SEMESTER 1

LANGUAGE MODULES

Module Name: Method of IsiZulu
Module Code: ESMZ311

Purpose: The module introduces student teachers to isiZulu home/ first language teaching methodology, interpretation and implementation of language curriculum and assessment policies; and language classroom research

Content: Theories of isiZulu language learning and teaching; teaching methods, strategies, principles, approaches and techniques; interpretation and implementation of home/ first language curriculum and assessment policies; approaches and standards of language classroom research.

Instruction: Will be conducted through lectures and activities such as group presentations, self -study, independent and group activities. (WIL) Work Integrated Learning

Assessment: Formative assessment through tests, assignments, teaching journals, reflections, attendance and participation and summative assessment through an internally moderated final examination.

Module Name: Method of English
Module Code: ELGF311

Purpose This Module introduces students to various teaching and learning strategies and theories in English so that they will be knowledgeable about the school curriculum and be able to unpack its language content, as well as being able to use available resources appropriately, so as to plan, design and teach effectively.

Content: History of teaching and learning of the English Language; subject policy documents for English First Additional Language Teaching and learning theories and strategies in English; assessment strategies; lesson design; design of teaching and learning support materials; micro teaching and lesson presentations

Instruction: Formal lectures, tutorials, group discussions, micro-teaching and student presentations.

Assessment: Continuous assessment through tests, assignments and lesson presentations (50%) and summative assessment – first semester examination (50%).

<p>Module Name: Method of Accounting Module Code: ESCC311</p>	<p>Purpose: This module will prepare learners to develop competencies to effectively teach accounting and be well-grounded in the knowledge, skills, values, principles, methods and procedures relevant to the discipline, subject learning area, phase of study, professional or occupational practice. The module will, among other things, ground participants in reflecting on different approaches to teaching and learning. The participants will have an understanding of the knowledge appropriate to the specialization.</p> <p>Content: Accounting Learning Programme Development. Accounting Lesson Planning. Teaching of the Analysis and Recording of Business Transactions. Teaching of Trial Balance. Teaching of the Closing Entries. Teaching of Special Journals Teaching the Financial Statements</p> <p>Instruction: Instruction methods include lectures, presentations, class discussions and independent learning and research.</p> <p>Assessment: Continuous formative assessment – test, assignment, presentation and summative assessment through examinations in November</p>	
<p>Module Name: Method of Business Management Module Code: ESMB311</p>	<p>Purpose: The module introduces the students to principles of educative teaching and learning as adapted for business management studies.</p> <p>Content: Relationship among the Commercial Subjects. Learning Programme Development in Business Management. Didactic Principles/ Principles of Teaching and Learning in the Business Management. Questioning During the Lesson</p> <p>Instruction: Instruction methods include lectures, presentations, class discussions and independent learning and research.</p> <p>Assessment: Continuous formative assessment – test, assignment, presentation and summative assessment through examinations in June.</p>	
<p>Module Name: Method of Computer Module Code: ESMC311</p>	<p>Purpose: The module aims to equip student teachers with a comprehensive understanding of the background issues and practice of the current teaching and learning of Computer Applications/ Information Technology in the FET phase in schools.</p> <p>Content: The effective teacher, understanding your students, curriculum and assessment policy statement, unit and lesson planning, classroom management I: establishing the learning climate, classroom management II: promoting student engagement.</p>	

<p>Module Name: Method of Economics Module Code: ESME311</p>	<p>Instruction: Instructional methods include lectures, group discussions, independent learning and research/study projects.</p> <p>Assessment: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in June.</p> <p>Purpose: Students will be enabled to impart insight on the subject Economics to learners using appropriate teaching and learning strategies.</p> <p>Content:</p> <ol style="list-style-type: none"> 1. Evaluation / Assessment in Economics 2. Specific Teaching Methods 3. Use of Learning and Teaching Support Materials <p>Organisation of Economics as a subject</p>	
<p>Module Name: Method of Geography Module Code: ESMG311</p>	<p>Instruction: Instructional methods include lectures, group discussions, independent learning and research/study projects.</p> <p>Assessment: tests, (assignments, project, research, presentation, tasks), end of semester examination</p> <p>Purpose: The purpose of this module is to develop competent and critical educators who will add value to the teaching and learning of Geography.</p> <p>Content</p> <ul style="list-style-type: none"> ♦ insight into the restructuring of the Geography curriculum and the implementation of the National Curriculum Statement and the Curriculum and Assessment Policy Statement. <p>Instruction:</p> <ul style="list-style-type: none"> ♦ selecting and using appropriate teaching and learning strategies, methods, and techniques in planning lessons and other learning experiences for teaching and learning Geography. ♦ The designing appropriate activities to involve learners actively in history lessons ♦ Demonstrating to students a knowledge of the range of support materials available in the teaching and learning of Geography and 	

<p>Module Name: Method of History Module Code: ESMH311</p>	<p>the ability to select appropriate resources for learning.</p> <p>Instructional methods include lectures, group discussions, independent learning and research/study projects.</p> <p>Assessment:</p> <p>Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in June</p> <p>Purpose:</p> <p>The purpose of this module is to develop competent and critical educators who will add value to the teaching and learning of History.</p> <p>Content:</p> <p>Understanding history and curriculum and assessment policy system (caps) Contextualizing teaching and learning strategies and methods Discovery strategy Teaching and learning resources</p> <p>Instruction:</p> <p>Teaching aids Ensuring active learning Planning and administering history lesson</p> <p>Assessment:</p> <p>Instructional methods include lectures, group discussions, independent learning and research/study projects.</p> <p>Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in June.</p>	
<p>Module Name: Method of Life Orientation Module Code: EMLO311</p>	<p>Purpose:</p> <p>To introduce students to the general teaching strategies and principles that promote the development of authentic learning environments through the creation of effective classroom management and organizational practices.</p> <p>Content:</p> <p>Introduction to professional studies; the learner in the classroom; principles of good teaching practice; classroom management, organization and discipline, lesson planning; teaching strategies.</p> <p>Instruction:</p> <p>Instruction methods include lectures, group discussion, independent study and research and observations in schools.</p> <p>Assessment:</p> <p>Continuous formative assessment through participation in class, assignments (academic and professional) and presentations; summative assessment through examinations in June.</p>	
<p>Module Name: Method of Mathematics Module Code: ESMM311</p>	<p>Purpose:</p> <p>To demonstrate the understanding of the fields of knowledge which underpin mathematics.</p>	

<p>Module Name: Method of Physical Science Module Code: ESPS311</p>	<p>Content: Mathematics: definitions, purpose and scope, planning for mathematics lesson, types of assessment in mathematics.</p> <p>Instruction: Instructional methods include lectures, group discussions, and independent learning and research/study projects.</p> <p>Assessment: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in June.</p> <p>Purpose: Equip students with knowledge and skills required to effectively facilitate at Further Education and Training (FET) Phase.</p> <p>Content: Metaphors for the Teacher, Models of becoming a teacher, Why should anyone learn science and why teach it? Thinking about Learning in Science, The effectiveness of Practical work in Teaching and Learning Science, Curriculum and Assessment Policy Statement-Grades 10-12, The Role of Language in the Learning Teaching of Science, Misconceptions in the Physical Sciences, Strategies for Teaching Science, Questioning and Responding to Guide Children's Inquiry, Developing science lesson plans, Assessing Constructively</p> <p>Instruction: Will be conducted through lectures and activities such as presentations, self -study, independent and group activities. (WIL) Work Integrated Learning</p> <p>Assessment: Formative assessment through tests, assignments, teaching journals, reflections, attendance and participation and summative assessment through an internally moderated final examination.</p>		
SEMESTER 2			
<p>LANGUAGE MODULES</p> <p>Module Name: IsiZulu Language Method Module Code: ESMZ312</p>	<p>Purpose: The module introduces student teachers to isiZulu additional language teaching methodology, interpretation and implementation of language curriculum and assessment policies; and language classroom research</p> <p>Content: Theories of isiZulu language learning and teaching; teaching methods, strategies, principles, approaches and techniques; interpretation and implementation of home/ first language curriculum and assessment</p>		

<p>Module Name: Method of Business Management Module Code: ESMB312</p>	<p>Instruction: Instructional methods include lectures, group discussions, independent learning and research/study projects</p> <p>Assessment: Continuous assessment through tests, assignments and lesson presentations (50%) and summative assessment – first semester examination (50%).</p> <p>Purpose: The module introduces the students to principles of educative teaching and learning as adapted for business management studies.</p> <p>Content: Approaches in the Teaching of Business Management (Heuristic Methods). Evaluation/ Assessment in Business Management. Use of Teaching Aids/ learning and Teaching Support Materials in Business Management. Subject Organisation in Business Management.</p>	
<p>Module Name: Method of Computer Module Code: ESMC312</p>	<p>Instruction: Instruction methods include lectures, presentations, class discussions and independent learning and research.</p> <p>Assessment: Continuous formative assessment – test, assignment, presentation and summative assessment through examinations in November</p> <p>Purpose: The module aims to equip student teachers with a comprehensive understanding of the background issues and practice of the current teaching and learning of Computer Applications/ Information Technology in the FET phase in schools.</p> <p>Content: The effective teacher, understanding your students, curriculum and assessment policy statement, unit and lesson planning, classroom management I: establishing the learning climate, classroom management II: promoting student engagement.</p> <p>Instruction: Instructional methods include lectures, group discussions, independent learning and research/study projects.</p> <p>Assessment: 30% Tests, 30% Any combination of the following: Assignment Project Research Presentation Tasks 40% Examination</p>	

Module Name: Method of Economics Module Code: ESME312	Purpose: Students will be enabled to impart insight on the subject Economics to learners using appropriate teaching and learning strategies. Content: Teaching of Economics. Creating quality learning environment. Teaching large classes. Types of lessons. Principles applicable to teaching economics Instruction: Instructional methods include lectures, group discussions, independent learning and research/study projects. Assessment: Continuous formative assessment – test, assignment, presentation and summative assessment through examinations in November		
Module Name: Method of Geography Module Code: ESMG312	Purpose: To develop knowledge, skills and competencies essential for effective teaching and learning of Geography in Further Education and Training. Content: Refer to the Department of Social Sciences Instruction: <ol style="list-style-type: none"> 1. Lectures. 2. Group discussions. 3. Projects. Assessment: <ol style="list-style-type: none"> 1. Formative: 50% 2. Summative: 50% Written Examinations		
Module Name: Method of History Module Code: ESMH312	Purpose: To develop knowledge, skills and competencies essential for effective teaching and learning of History in Further Education and Training. Content: <ol style="list-style-type: none"> 1. The School History. 2. Using historical sources in the teaching of the School History. 3. Developing learners' interests in history outside the classroom. 4. Essential Qualities of a History Teacher. 5. Teaching emotive and controversial issues in history. 6. The Historical Thinking. 7. Teaching and Learning Resources. 8. Assessment in history Lectures.		

Module Name: Method of Physical Science Module Code: ESPS312	<p>Purpose: provide students with opportunity to develop as professional and reflexive individuals who are able to take initiative and responsibility in an academic and professional context</p> <p>Content: Using Simulations, Models and Animations for Science Learning, The Role of Language in the Learning Teaching of Science, Scientific Epistemology, Enhancing the quality of arguments in school science, Scientific argumentation as a foundation for the design of inquiry based science teaching, Teaching Critical Thinking and Problem Solving Skills, Teachers' Beliefs</p> <p>Instruction: Instruction: Instructional methods include lectures, group discussions, independent learning and research/study projects.</p> <p>Assessment Assessment Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations</p>		
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FOURTH YEAR

SEMESTER 1

LANGUAGE MODULES

Module Name: Sound, words and their dynamics (IsiZulu)

Module Code: AZUL331

Refer to Faculty of Arts Handbook 2018

Module Name: Understanding a novel, short stories and essays in IsiZulu

Module Code: AZUL321

Refer to Faculty of Arts Handbook 2018

Module Name: English 3, Part A
Module Code: AENG311

Refer to Faculty of Arts Handbook 2018

Module Name: English 3, Part B
Module Code: AENG 312

Refer to Faculty of Arts Handbook 2018

Module Name: The Zulu Monarchy and KZN Leaders in retrospect

Refer to Faculty of Arts Handbook 2018

<p>Module Code: AHIS321</p> <p>Module Name: Archival Skills and introduction to Cultural Museum and Heritage Legislation Module Code: AHIS311</p> <p>Module Name: Business Management Module Code: CBMG301</p> <p>Module Name: Business Management Module Code: CBMG311</p> <p>Module Name: Labour and international Economics Module Code: CECN311</p> <p>Module Name: Public and Monetary Economics Module Code: CECN301</p> <p>Module Name: Career Education Module Code: EPPE411</p> <p>Module Name: Abstract Algebra Module Code: SMTH311</p> <p>Module Name: Advanced Programming Techniques Module Code: SCPS31</p> <p>Module Name: Electronics Circuits and Devices Module Code: SPHY321</p>	<p>Refer to Faculty of Arts Handbook 2018</p> <p>Refer to Faculty of Commerce Handbook.2018</p> <p>Refer to Faculty of Commerce Handbook.2018</p> <p>Refer to Faculty of Commerce Handbook.2018</p> <p>Refer to Faculty of Commerce Handbook 2018</p> <p>Refer to Faculty of Commerce Handbook 2018</p> <p>Purpose: To introduce students to the fields of career information, career education, and career counselling so as to ensure the establishment of various types of effective educational strategies dedicated to the study of careers. To ensure the relevance of the career educator in the school.</p> <p>Content: Introduction to the global economy; theories of career development; value-based multicultural approach to career counselling and advocacy; career development for learners with special needs; assessment in career counselling; using information to facilitate career development; preparing for work.</p> <p>Instruction: Instruction methods include lectures, group discussion, independent study and research and observations in schools.</p> <p>Assessment Continuous formative assessment through participation in class, assignments (academic and professional) and presentations; summative assessment through examinations in June.</p> <p>Refer to Science & Agriculture Handbook 2017</p> <p>Refer to Science & Agriculture Handbook 2017</p> <p>Refer to Science & Agriculture Handbook 2017</p>		
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<p>Module Name: Land Use and Natural Resources Management Module Code: SGES331</p> <p>Module Name: Real Analysis Module Code: SMTH321</p> <p>Module Name: Organic Chemistry 3 Module Code: SCHM311</p> <p>Module Name: Quantum and Statistical Physics Module Code: SPHY311</p> <p>Module Name: Systems Programming (OS & Compilers) Module Code: SCPS321</p> <p>Module Name: Urban Planning and Recreation Planning Module Code: SGES311</p>	<p>Refer to Science & Agriculture Handbook 2017</p> <p>Refer to Science & Agriculture Handbook 2017</p> <p>Refer to Science & Agriculture Handbook 2017</p> <p>Refer to Science & Agriculture Handbook 2017</p> <p>Refer to Science & Agriculture Handbook 2017</p> <p>Refer to Science & Agriculture Handbook 2017</p>		
SEMESTER 2			
<p>Module Name: IsiZulu linguistics, Heritage and intro to research Module Code: AZUL312</p> <p>Module Name: Understanding of Drama and Poetry in IsiZulu Module Code: AZUL322</p> <p>Module Name: English 3, Part C Module Code: AENG 321</p> <p>Module Name: English 3, Part D Module Code: AENG 322</p> <p>Module Name: Colonial and Post-independent Africa Module Code: AHIS312</p> <p>Module Name: Totalitarian Regimes and Nuclear Age Module Code: AHIS322</p> <p>Module Name: Business Management 3B Module Code: CBMG302</p> <p>Module Name: Business Management Module Code: CBMG312</p> <p>Module Name: Development Economics Module Code: CECN302</p> <p>Module Name: Complex Analysis</p>	<p>Refer to Faculty of Arts Handbook 2018</p> <p>Refer to Faculty of Arts Handbook 2018</p> <p>Refer to Faculty of Arts Handbook 2018</p> <p>Refer to Faculty of Arts Handbook 2018</p> <p>Refer to Faculty of Arts Handbook 2018</p> <p>Refer to Faculty of Arts Handbook 2018</p> <p>Refer to Commerce Handbook 2018</p> <p>Refer to Commerce Handbook 2018</p> <p>Refer to Commerce Handbook 2018</p> <p>Refer to Science & Agriculture Handbook 2018</p>		

<p>Module Code: SMTH322</p> <p>Module Name: Distributed Systems Development Module Code: SCPS312</p> <p>Module Name: Graph Theory Module Code: SMTH312</p> <p>Module Name: Inorganic Chemistry 3 Module Code: SCHM312</p> <p>Module Name: Nuclear Physics and Application Module Code: SPHY312</p> <p>Module Name: Final Year Project Module Code: SCPS322</p> <p>Module Name: Solid State Analysis Module Code: SPHY322</p> <p>Module Name: Social Justice and Human Rights Module Code: EPSJ412</p>	<p>Refer to Science & Agriculture Handbook 2018</p> <p>Refer to Science & Agriculture Handbook 2018</p> <p>Refer to Science & Agriculture Handbook 2018</p> <p>Refer to Science & Agriculture Handbook 2018</p> <p>Refer to Science & Agriculture Handbook 2018</p> <p>Refer to Science & Agriculture Handbook 2018</p> <p>Purpose: The purpose of the module is to provide students with knowledge and understanding of social justice and human rights in South Africa.</p> <p>Content:</p> <ul style="list-style-type: none"> • Promote the value and principles of the constitution, particularly those related to human rights and the environment. • Promote the practice of democratic values, attitudes and dispositions in the schools, as well as in society at large. • Encourage, create and maintain a supportive and empowering environment for learners. Practice and promote a sense of respect and responsibility towards others by inculcating a critical, committed and ethical attitude. <p>Instruction: Instruction methods include lectures, group discussion, independent study</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Individual Assignment • Presentation • Examination 		
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**LIFE ORIENTATION AND LANGUAGE EDUCATION
EBDFT1**

FIRST YEAR					
SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS	SUBJECT LEVEL	PREREQUISITE SUBJECT(S)	
SEMESTER 1					
Academic Literacy 1A (Language)	ELLL111	8	.058	5	None
Ideologies & Trends in Education	EFIT111	8	.058	6	None
Introduction to Psychology	APSY111	15	.108	5	None
Games in Physical Education	SHMS01A	15	.108	5	None
Any one of the following:					
English 1 Part A: Language and Literature	AENG111	15	.108	6	None
Sounds, Words and their Dynamics A (isiZulu)	AZUL151	15	.108	6	None
SEMESTER 2					
Academic Literacy 1B (Computer Literacy)	ESCL112	8	.058	5	None
HIV/AIDS Education	EPHA112	8	.058	6	None
Applied Psychology	APSY112	15	.108	5	None
Citizenship Education	EFCS112	16	.115	6	None
Any one of the following:					
Translation, Interpretation Traditional and Modern Literature (isiZulu)	AZUL152	15	.108	6	None
English 1 Part B: Language and Literature	AENG112	15	.108	6	None
YEAR					
School Experience 1	ETSE100	16	.115	6	None
TOTAL		139	1.000		

SECOND YEAR					
SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS	SUBJECT LEVEL	PREREQUISITE SUBJECT(S)	
SEMESTER 1					
Human Development & Learning	EPDL211	8	0.058	6	NONE
Personality Psychology	APSY221	15	0.108	6	(p)APSY111
Physical & Motor Development	SHMS02A	15	0.108	6	(p)SHMS01A
Any one of the following:					
English 2 Part A: Language and Literature	AENG211	15	0.108	6	(p)AENG111(p)AENG112
Sounds, Words and their Dynamics B, Terminology and Lexicography(isiZulu)	AZUL241	15	0.108	6	(p)AZUL151(s) AZUL111
SEMESTER 2					

Teaching & Learning Strategies	ECTL212	8	0.058	6	NONE
Social Relations	EPSR212	16	0.115	6	(p)APSY112
Health & Physical Education	SHMS02B	15	0.108	6	(p)SHMS01A
Any one of the following:					
Translation, Sociolinguistics, Heritage and Literature	AZUL242	15	0.108	6	(p)AZUL152(s) AZUL112
English 2 Part B: Language and Literature	AENG212	15	0.108	6	(p)AENG111(p)AENG112
YEAR					
School Experience 2	ETSE200	32	0.230	6	NONE
TOTAL		139	1.000		

THIRD YEAR				
SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS	SUBJECT LEVEL	PREREQUISITE SUBJECT(S)

SEMESTER 1					
School Leadership & Management	EALM311	8	0.067	7	NONE
Assessment in Education	ECAE311	8	0.067	7	NONE
Method of Life Orientation 3A	EMLO311	16	0.133	7	(p)APSY221
Any one of the following:					
Method of English 3A	ELGF311	16	0.133	7	(p)AENG211
Method of isiZulu 3A	ESMZ311	16	0.133	7	(p)AZUL241(s)AZUL211
SEMESTER 2					
Society, Educational Law & School Governance	EDSE312	8	0.067	7	NONE
Comparative Education	EFMS312	8	0.067	7	NONE
Method of Life Orientation 3B	EMLO312	12	0.100	7	(p)EPSR212(s)EPSR02B
Any one of the following:					
Method of isiZulu 3B	ESMZ312	12	0.100	7	(p)AZUL242 (s)AZUL212
Method of English 3B	ELGF312	12	0.100	7	(p)AENG212
YEAR					

School Experience 3	ETSE300	32	0.242	7	(p)ETSE200(s)ETTP120
TOTAL		120	1.000		(p)APSY221(p)AENG211(s)AZUL241(s)AZUL211

Students registered for ETSE300 should not register for any year 1st, 2nd or 4th year modules in the 2nd semester

FOURTH YEAR					
SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS		SUBJECT LEVEL	PREREQUISITE SUBJECT(S)
SEMESTER 1					
Inclusive Education Studies	EPIE411	8	0.051	7	NONE
Theory & Practice of Curriculum Development	ECTP411	16	0.103	7	NONE
Career Education	EPPE411	12	0.077	7	(p)APSY221
Any one of the following:					
English 3 Part A: Language and Literature	AENG311	15	0.096	7	(p)AENG211 (p)AENG212
	AZUL331	15	0.096	7	p)AZUL241(s)AZUL211
Sounds, Words and their Dynamics C & Semantics (isiZulu)					
Any one of the following:					
Understanding a Novel, Short Stories and Essays	AZUL321	15	0.096	7	p)AZUL241(s)AZUL211
English 3 Part C: Language and Literature	AENG321	15	0.096	7	(p)AENG211 (p)AENG212
SEMESTER 2					
Management of School Systems & Extra-curricular activities	EAMS412	8	0.051	7	NONE
Introduction to Research in Education	EPRE412	8	0.051	6	NONE
Social Justice and Human Rights	EPSJ412	12	0.077	6	(p)EPSR212 (s)EPSR02B
Any one of the following:					
isiNtu Linguistics, Heritage and Introduction to Research (isiZulu)	AZUL332	15	0.096	7	(p) AZUL242 (s)AZUL212
	AENG312	15	0.096	7	(p)AENG211 (p)AENG212
English 3 Part B: Language and Literature					
Any one of the following:					
Understanding of Drama and Poetry (isiZulu)	AZUL342	15	0.096	7	(p) AZUL242 (s)AZUL212
English 3 Part D: Language and Literature	AENG322	15	0.096	7	(p)AENG211 (p)AENG212
YEAR					
School Experience 4	ETSE400	32	0.205	7	(p)ETSE300(s)ETTE130
	TOTAL	156	1.000		

HISTORY AND LANGUAGE EDUCATION (EBEDFT2)

FIRST YEAR					
SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS	SUBJECT LEVEL	PREREQUISITE SUBJECT(S)	
SEMESTER 1					
Academic Literacy 1A (Language)	ELLL111	8	.074	5	NONE
Ideologies & Trends in Education	EFIT111	8	.074	6	NONE
History 1: Theory and Methods of History	AHIS111	15	.139	6	NONE
Any one of the following:					
English 1 Part A: Language and Literature	AENG111	15	.139	6	NONE
Sounds, Words and their dynamics A (isiZulu)	AZUL151	15	.139	6	NONE
SEMESTER 2					
Academic Literacy 1B (Computer Literacy)	ESCL112	8	.074	5	NONE
HIV/AIDS Education	EPHA112	8	.074	6	NONE
History 1: South African History	AHIS112	15	.139	6	NONE
Any one of the following:					
Translation, Interpretation, Traditional and Modern Literature (isiZulu)	AZUL152	15	.139	6	NONE
English 1 Part B: Language and Literature	AENG112	15	.139	6	NONE
YEAR					
School Experience 1	ETSE100	16	.148	6	NONE
TOTAL		108	1		

SECOND YEAR					
SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS	SUBJECT LEVEL	PREREQUISITE SUBJECT(S)	
SEMESTER 1					
Human Development & Learning	EPDL211	8	.065	6	NONE
19 th and early 20 th century Europe 1	AHIS211	15	.122	6	AHIS111
Any one of the following:					
English 2 Part A: Language and Literature	AENG211	15	.122	6	(p)AENG111(p)AENG112
Sounds, Words and their Dynamics(B) Terminology and Lexicography (isiZulu)	AZUL241	15	.122	6	(p)AZUL151(s) AZUL111
SEMESTER 2					
Teaching & Learning Strategies	ECTL212	8	.065	6	NONE
General Topics: 19 th and early 20 th century South Africa	AHIS212	15	.122	6	(p)AHIS112

Any one of the following:					
Translation, Sociolinguistics, Heritage and Literature (isiZulu)	AZUL242	15	.122	6	(p)AZUL152(s)AZUL112
English 2 Part B: Language and Literature	AENG212	15	.122	6	(p)AENG111(p)AENG112
YEAR					
School Experience 2	ETSE200	32	.260	6	NONE
TOTAL		108	1		
THIRD YEAR					
SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS	SUBJECT LEVEL	PREREQUISITE SUBJECT(S)	
SEMESTER 1					
School Leadership & Management	EALM311	8	.067	7	NONE
Assessment in Education	ECAE311	8	.067	7	NONE
Method of History 3A	ESMH311	16	.133	7	(p)AHIS211
Any one of the following:					
Method of English 3A	ELGF311	16	.133	7	(p)AENG211
Method of isiZulu 3A	ESMZ311	16	.133	7	(p)AZUL241(s)AZUL211
SEMESTER 2					
Society, Educational Law & School Governance	EDSE312	8	.067	7	NONE
Comparative Education	EFMS312	8	.067	7	NONE
Method of History 3B	ESMH312	12	.100	7	(p)AHIS212
Any one of the following:					
Method of English 3B	ELGF312	12	.100	7	(p)AENG212
Method of isiZulu 3B	ESMZ312	12	.100	7	(p)AZUL242 (s)AZUL212
YEAR					
School Experience 3	ETSE300	32	.267	7	ETSE200/ETTP120 (p)AHIS211 (p)AENG211 (s)AZUL241(s)AZUL211
TOTAL		120	1		

Students registered for ETSE300 should not register for any year 1st, 2nd or 4th year modules in the 2nd semester

FOURTH YEAR					
SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS		SUBJECT LEVEL	PREREQUISITE SUBJECT(S)
SEMESTER 1					
Inclusive Education Studies	EPIE411	8	.049	7	NONE
Theory & Practice of Curriculum Development	ECTP411	16	.099	7	NONE
Any one of the following:					
Archival skills and introduction to cultural museum studies and Heritage legislation	AHIS311	15	.093	7	(p)AHIS211

The Zulu Monarchy and KZN leaders in retrospect	AHIS321	15	.093	7	(p)AHIS211
Any one of the following:					
English 3 Part A: Language and Literature	AENG311	15	.093	7	(p)AENG211 (p)AENG212
Sounds, Words and their Dynamics C & Semantics (isiZulu)	AZUL331	15	.093	7	(p)AZUL241(s) AZUL211
Any one of the following:					
Understanding a Novel, Short Stories and Essays	AZUL321	15	.093	7	(p)AZUL241 (s)AZUL211
English 3 Part C: Language and Literature	AENG321	15	.093	7	(p)AENG211 (p)AENG212
SEMESTER 2					
Management of School Systems & Extra-curricular activities	EAMS412	8	.049	7	NONE
Introduction to Research in Education	EPRE412	8	.049	6	NONE
Any one of the following:					
Colonial and Post Independent Africa	AHIS312	15	.093	7	(p)AHIS212
Totalitarian regimes and the Nuclear Age	AHIS322	15	.093	7	(p)AHIS212
Any one of the following:					
isiNtu Linguistics, Heritage and Introduction to Research (isiZulu)	AZUL332	15	.093	7	(p)AZUL242 (s)AZUL212
English 3 Part B: Language and Literature	AENG312	15	.093	7	(p)AENG211 (p)AENG212
Any one of the following:					
Understanding of Drama and Poetry (isiZulu)	AZUL342	15	.093	7	(p)AZUL242 (s)AZUL212
English 3 Part D: Language and Literature	AENG322	15	.093	7	(p)AENG211 (p)AENG212
YEAR					
School Experience 4	ETSE400	32	.198	7	(p)ETSE300(s)ETTE130
TOTAL		162	1		

GEOGRAPHY AND LANGUAGE EDUCATION (EBDFT3)

FIRST YEAR						
SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS		SUBJECT LEVEL	PREREQUISITE SUBJECT(S)	
SEMESTER 1						
Academic Literacy 1A (Language)	ELLL111	8	.074	5	NONE	
Ideologies & Trends in Education	EFIT111	8	.074	6	NONE	
Introduction to Physical and Environmental Geography	SGES111	15	.139	6	NONE	

Sounds, Words and their Dynamics A (isiZulu)	AZUL151	15	.139	6	NONE
English 1 Part A: Language and Literature	AENG111	15	.139	6	NONE
SEMESTER 2					
Academic Literacy 1B (Computer Literacy)	ESCL112	8	.074	5	NONE
HIV/AIDS Education	EPHA112	8	.074	6	NONE
Introduction to Human Geography	SGES112	15	.139	6	NONE
Any one of the following:					
Translation, Interpretation Traditional and Modern Literature (isiZulu)	AZUL152	15	.139	6	NONE
English 1 Part B: Language and Literature	AENG112	15	.139	6	NONE
YEAR					
School Experience 1	ETSE100	16	.148	6	NONE
TOTAL		108	1.000		

SECOND YEAR					
SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS		SUBJECT LEVEL	PREREQUISITE SUBJECT(S)
SEMESTER 1					
Human Development & Learning	EPDL211	8	.074	6	NONE
Global Landforms and Cartography	SGES211	15	.139	6	(p)SGES111
Any one of the following:					
English 2 Part B: Language and Literature	AENG211	15	.139	6	(p)AENG111(p)AENG112
Sounds, Words and their Dynamics B, Terminology and Lexicography (IsiZulu)	AZUL241	15	.139	6	(p)AZUL151(s) AZUL111
SEMESTER 2					
Teaching & Learning Strategies	ECTL212	8	.074	6	NONE
Demographics, Health and Sustainable Development	SGES212	15	.139	6	(p)SGES112
Any one of the following:					
Translation, Sociolinguistics, Heritage and Literature (isiZulu)	AZUL242	15	.139	6	(p)AZUL152(s) AZUL112
English 2 Part B: Language and Literature	AENG212	15	.139	6	(p)AENG111(p)AENG112
YEAR					
School Experience 2	ETSE200	32	.269	6	NONE
TOTAL		108	1.000		
THIRD YEAR					

SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS		SUBJECT LEVEL	PREREQUISITE SUBJECT(S)
SEMESTER 1					
School Leadership & Management	EALM311	8	.067	7	NONE
Assessment in Education	ECAE311	8	.067	7	NONE
Method of Geography 3A	ESMG311	16	.133	7	(p)SGES211
Any one of the following:					
Method of English 3A	ELGF311	16	.133	7	(p)AENG211
Method of isiZulu 3A	ESMZ311	16	.133	7	(p)AZUL241(s)AZUL211
				7	
SEMESTER 2					
Society, Educational Law & School Governance	EDSE312	8	.067	7	NONE
Comparative Education	EFMS312	8	.067	7	NONE
Method of Geography 3B	ESMG312	12	.100	7	(p)SGES212
Any one of the following:					
Method of English 3B	ELGF312	12	.100	7	(p)AENG212
Method of isiZulu 3B	ESMZ312	12	.100	7	(p) AZUL242 (s)AZUL212
YEAR					
School Experience 3	ETSE300	32	.267	7	(p)ETSE200(s)ETTP120
TOTAL		120	1.000		(p)SGES211
					(p)AENG211
					(s)AZUL241(s)AZUL211

Students registered for ETSE300 should not register for any year 1st, 2nd or 4th year modules in the 2nd semester

FOURTH YEAR					
SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS		SUBJECT LEVEL	PREREQUISITE SUBJECT(S)
SEMESTER 1					
Inclusive Education Studies	EPIE411	8	.049	7	NONE
Theory & Practice of Curriculum Development	ECTP411	16	.099	7	NONE
Any one of the following:					
Land use and Natural resources Management	SGES331	15	.093	7	(p)SGES211
Urban Environment and Recreation Planning	SGES311	15	.093	7	(p)SGES211
Any one of the following:					
English 3 Part A: Language and Literature	AENG311	15	.093	7	(p)AENG211 (p)AENG212
Sounds, Words and their Dynamics C & Semantics (isiZulu)	AZUL331	15	.093	7	(p)AZUL241(s)AZUL211
Any one of the following:					
Understanding a Novel, short stories and essays	AZUL321	15	.093	7	(p)AZUL241(s)AZUL211

English 3 Part C: Language and Literature	AENG321	15	.093	7	(p)AENG211 (p)AENG212
SEMESTER 2					
Management of School Systems & Extra-curricular activities	EAMS412	8	.049	7	NONE
Introduction to Research in Education	EPRE412	8	.049	6	NONE
Any one of the following:					
Environmental Management	SGES312	15	.093	7	(p)SGES212
Environmental Fieldwork & Research	SGES322	15	.093	7	(p)SGES212
Any one of the following:					
isiNtu Linguistics, Heritage and Introduction to Research (isiZulu)	AZUL332	15	.093	7	(p) AZUL242 (s)AZUL212
English 3 Part B: Language and Literature	AENG312	15	.093	7	(p)AENG211 (p)AENG212
Any one of the following:					
Understanding of Drama and Poetry (isiZulu)	AZUL342	15	.093	7	(p) AZUL242 (s)AZUL212
English 3 Part D: Language and Literature	AENG322	15	.093	7	(p)AENG211 (p)AENG212
YEAR					
School Experience 4	ETSE400	32	.198	7	ETSE300/ETTE130
TOTAL		162	1.000		

ACCOUNTING/ BUSINESS MANAGEMENT/ ECONOMICS (EBDFT4)

FIRST YEAR					
SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS	SUBJECT LEVEL	PREREQUISITE SUBJECT(S)	
SEMESTER 1					
Academic Literacy 1A (Language)	ELLL111	8	.058	5	NONE
Ideologies & Trends in Education	EFIT111	8	.058	6	NONE
Principles of Microeconomics	CECN101	15	.109	5	NONE
Accounting 1A	CACC101	15	.109	5	NONE
Business Management 1A	CBMG101	15	.109	5	NONE
SEMESTER 2					
Academic Literacy 1B (Computer Literacy)	ESCL112	8	.058	5	NONE
HIV/AIDS Education	EPHA112	8	.058	6	NONE
Principles of Macroeconomics	CECN102	15	.109	5	NONE
Accounting 1B	CACC102	15	.109	5	NONE
Business Management 1B	CBMG102	15	.109	5	NONE
YEAR					

School Experience 1	ETSE100	16	.116	5	NONE
TOTAL		138	1		

SECOND YEAR		
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SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS	SUBJECT LEVEL	PREREQUISITE SUBJECT(S)
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SEMESTER 1					
Human Development & Learning	EPDL211	8	.074	6	NONE
Any two of the following:					
Intermediate Microeconomics	CECN201	15	.139	6	(p)CECN101(p) CECN102
Financial Accounting for Companies	CACC201	15	.139	6	(p)CACC101
Marketing Management	CBMG201	15	.139	6	NONE
Business Information Systems 1A	CBIS101	15	.139	6	NONE

SEMESTER 2					
Teaching & Learning Strategies	ECTL212	8	.074	6	NONE

Any two of the following:					
Intermediate Macroeconomics	CECN202	15	.139	6	(p)CECN101(p)CECN102
Group Statements, Leases and Taxes	CACC202	15	.139	6	(p)CACC102
Financial Management	CBMG202	15	.139	6	(p)CBMG102
Business Information Systems 1B	CBIS102	15	.139	6	NONE

YEAR					
School Experience 2	ETSE200	32	.296	6	NONE
TOTAL		108	1		

THIRD YEAR		
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SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS	SUBJECT LEVEL	PREREQUISITE SUBJECT(S)
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SEMESTER 1					
School Leadership & Management	EALM311	8	.067	7	NONE
Assessment in Education	ECAE311	8	.067	7	NONE
Choose any <u>two</u> in accordance with electives in 2 nd year					
Method of Economics 3A	ESME311	16	.133	7	(p)CECN201(p)CECN202
Method of Accounting 3A	ESCC311	16	.133	7	(p)CACC201(p)CACC202
Method of Business Management 3A	ESMB311	16	.133	7	(p)CBMG201 (p)CBMG202 (s)CBIS101(s)CBIS102
SEMESTER 2					

Society, Educational Law & School Governance	EDSE312	8	.067	7	NONE
Comparative Education	EFMS312	8	.067	7	NONE
Choose any two in accordance with electives in 2nd year					
Method of Economics 3B	ESME312	12	.100	7	(p)CECN201(p)CECN202
Method of Accounting 3B	ESCC312	12	.100	7	(p)CACC201(p)CACC202
Method of Business Management 3B	ESMB312	12	.100	7	(p)CBMG201 (p)CBMG202 (s)CBIS101(s)CBIS102
YEAR					

School Experience 3	ETSE300	32	.267	7	ETSE200/ETTP120 (p)CECN201 (p)CECN202 (s)CACC201(s)CACC202 (s)CBMG201 (s)CBMG202 (s)CBIS101(s)CBIS102
TOTAL		120	1		

Students registered for ETSE300 should not register for any year 1st, 2nd or 4th year modules in the 2nd semester

FOURTH YEAR			SUBJECT LEVEL		PREREQUISITE SUBJECT(S)
SEMESTER 1					
Inclusive Education Studies	EPIE411	8	.061	7	NONE
Theory & Practice of Curriculum Development	ECTP411	16	.121	7	NONE
Choose two of the following:					
			.114	7	(p)CBMG201 (s)CBIS101
	Business Management 3A	CBMG301	15	.114	7
Strategic Marketing 3A	CBMG311	15			
OR					
Public and Monetary Economics	CECN301		.114	7	(p)CECN201 (p)CECN202
Labour and International Economics		15			
	CECN311		.114	7	(p)CECN201 (p)CECN202
		15			
SEMESTER 2					
Management of School Systems & Extra-curricular activities	EAMS412	8	.061	7	NONE
Introduction to Research in Education	EPRE412	8	.061	7	NONE
Choose two of the following:					
	Business Management 3B	CBMG302	15	.114	7
Strategic Management 3B	CBMG312	15	.114	7	(p)CBMG202 (s)CBIS102
OR					
Development Economics	CECN302	15	.114	7	(p)CECN201 (p)CECN202

Economic Research and Econometrics	CECN312	15	.114	7	(p)CECN201 (p)CECN202
YEAR					
School Experience 4	ETSE400	32	.242	6	(p)ETSE300 (s)ETTE130
TOTAL		132	1		

HISTORY/ GEOGRAPHY (EBDFT5)

FIRST YEAR					
SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS	SUBJECT LEVEL	PREREQUISITE SUBJECT(S)	
SEMESTER 1					
Academic Literacy 1A (Language)	ELLL111	8	.074	5	NONE
Ideologies & Trends in Education	EFIT111	8	.074	6	NONE
Introduction to Physical and Environmental Geography	SGES111	15	.139	5	NONE
History 1: Theory and Methods of History	AHIS 111	15	.139	6	NONE
SEMESTER 2					
Academic Literacy 1B (Computer Literacy)	ESCL112	8	.074	5	NONE
HIV/AIDS Education	EPHA112	8	.074	6	NONE
Introduction to Human Geography	SGES112	15	.139	5	NONE
History 1: South African History	AHIS112	15	.139	5	NONE
YEAR					
School Experience 1	ETSE100	16	.148	5	NONE
TOTAL		108	1		

SECOND YEAR					
SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS	SUBJECT LEVEL	PREREQUISITE SUBJECT(S)	
SEMESTER 1					
Human Development & Learning	EPDL211	8	.058	6	NONE
Global Landforms and Cartography	SGES 211	15	.109	6	SGES111
19 th and early 20 th Century Europe	AHIS211	15	.109	6	AHIS111
Any one of the following					
Introduction to Tourism	ARTO111	15	.109	6	NONE
Elementary Statistics for Science Students	SSTT111	15	.109	6	NONE
SEMESTER 2					
Teaching & Learning Strategies	ECTL212	8	.058	6	NONE

General Topics:19 th and early 20 th century South Africa	AHIS212	15	.109	6	AHIS112
Demographics, Health and Sustainable Development	SGES 212	15	.109	6	SGES112
Any one of the following					
Business Tourism and Entrepreneurship	ARTO112	15	.109	6	NONE
Geographical Information Systems	SHYD222	15	.109	6	NONE
YEAR					
School Experience 2	ETSE200	32	.232	6	NONE
TOTAL		138	1		

THIRD YEAR					
SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS	SUBJECT LEVELS	PREREQUISITE SUBJECT(S)	
SEMESTER 1					
School Leadership & Management	EALM311	8 .067	7	NONE	
Assessment in Education	ECAE311	8 .067	7	NONE	
Method of Geography 3A	ESMG311	1 6 .133	7	SGES211	
Method of History 3A	ESMH311	1 6 .133	7	AHIS211	
SEMESTER 2					
Society, Educational Law & School Governance	EDSE312	8 .067	7	NONE	
Comparative Education	EFMS312	8 .067	7	NONE	
Method of Geography 3B	ESMG312	1 2 .100	7	SGES212	
Method of History 3B	ESMH312	1 2 .100	7	AHIS212	
YEAR		1 2 2			
School Experience 3	ETSE300	3 2 .267	7	ETSE200/ETTP120	
TOTAL		1 2 0 1		(p)SGES211 (p)AHIS211	

Students registered for ETSE300 should not register for any year 1st, 2nd or 4th year modules in the 2nd semester

FOURTH YEAR					
SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS	SUBJECT LEVEL	PREREQUISITE SUBJECT(S)	
SEMESTER 1					
Inclusive Education Studies	EPIE411	8 .061	7	NONE	
Theory & Practice of Curriculum Development	ECTP411	16 .121	7	NONE	
Any one of the following:					

Archival Skills and Introduction to Cultural museum studies and Heritage Legislation	AHIS311	15	.114	7	AHIS211
The Zulu Monarchy and KZN Leaders in Retrospect	AHIS321	15	.114	7	AHIS211
Any one of the following:					
Land use and Natural Resource Management	SGES331	15	.114	7	SGES211
Urban Environment and Recreation Planning	SGES311	15	.114	7	SGES211
SEMESTER 2					
Management of School Systems	EAMS412	8	.061	7	NONE
& Extra-curricular activities					
Introduction to Research in Education	EPRE412	8	.061	7	NONE
Any one of the following:					
Colonial and Post independent Africa	AHIS312	15	.114	7	AHIS212
Totalitarian Regimes and the Nuclear Age	AHIS322	15	.114	7	AHIS212
Any one of the following:					
Environmental management	SGES312	15	.114	7	SGES212
Environmental fieldwork and Research	SGES322	15	.114	7	SGES212
YEAR					
School Experience 4	ETSE400	32	.242	7	ETSE300/ETTE130
TOTAL		132	1		

B ED - FET PHASE COMPUTER SCIENCE AND MATHEMATICS (EBEDFT 6)

FIRST YEAR					
SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS		SUBJECT LEVEL	PREREQUISITE SUBJECT(S)
SEMESTER 1					
Academic Literacy 1A(Language)	ELLL111	8	.074	5	NONE
Ideologies & Trends in Education	EFIT111	8	.074	6	NONE
Introductory Computing	SCPS111	15	.139	5	NONE
Calculus 1	SMTH111	15	.139	5	NONE
SEMESTER 2					
Academic Literacy 1B (Computer Literacy)	ESCL112	8	.074	5	NONE
HIV/AIDS Education	EPHA112	8	.074	6	NONE
Introductory Systems Programming	SCPS112	15	.139	6	NONE
Calculus 2	SMTH112	15	.139	6	NONE
YEAR					
School Experience 1	ETSE100	16	.148	6	NONE
TOTAL		108	1.000		

SECOND YEAR					
SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS	SUBJECT LEVEL	PREREQUISITE SUBJECT(S)	
SEMESTER 1					
Human Development & Learning	EPDL211	8	.074	6	NONE
Data Structures & Algorithms	SCPS211	15	.139	6	(p)SCPS111
Advanced Calculus	SMTH221	15	.139	6	(p)SMTH111
SEMESTER 2					
Teaching & Learning Strategies	ECTL212	8	.074	6	NONE
Introductory Software Engineering	SCPS212	15	.139	6	(p)SCPS112
Linear Algebra & Differential Equations	SMTH222	15	.139	6	(p)SMTH112
YEAR					
School Experience 2	ETSE200	32	.296	6	NONE
TOTAL		108	1.000		

THIRD YEAR					
SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS		SUBJECT LEVELS	PREREQUISITE SUBJECT(S)
SEMESTER 1					
School Leadership & Management	EALM311	8	.061	7	NONE
Assessment in Education	ECAE311	8	.061	7	NONE
Method of Computers 3A	ESCM311	17	.129	7	(p)SCPS111 (p)SMTH111
Method of Mathematics 3A (FET Phase)	ESMC311	17	.129	7	(p)SMTH111 (p)SCPS111
SEMESTER 2					
Society, Educational Law & School Governance	EDSE312	8	.061	7	NONE
Comparative Education	EFMS312	8	.061	7	NONE
Method of Computers 3B	ESCM312	17	.129	7	(p)SCPS112 (p)SMTH112
Method of Mathematics 3B (FET Phase)	ESMC312	17	.129	7	(p)SMTH112(p) SCPS112
YEAR					
School Experience 3	ETSE300	32	.242	7	(p)ETSE200(s)ETTP120 (p)SCPS111(p) SCPS112 (p)SMTH111 (p)SMTH112
	TOTAL	132	1.000		

Students registered for ETSE300 should not register for any year 1st, 2nd or 4th year modules in the 2nd semester

FOURTH YEAR					
SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS		SUBJECT LEVELS	PREREQUISITE SUBJECT(S)
SEMESTER 1					
Inclusive Education Studies	EPIE411	8	.061	7	NONE
Theory & Practice of Curriculum Development	ECTP411	16	.121	7	NONE
Any one of the following:				7	
Advanced Programming Techniques	SCPS311	15	.114	7	(p)SCPS111(p)SCPS211
Abstract Algebra	SMTH311	15	.114	7	(p)SMTH221(p)SMTH222
Any one of the following:					
Real Analysis	SMTH321	15	.114	7	(p)SMTH111(p)SMTH222
Systems Programming	SCPS321	15	.114	7	(p)SCPS211
SEMESTER 2					
Management of School Systems & Extra-curricular Activities	EAMS412	8	.061	7	NONE
Introduction to Research in Education	EPRE412	8	.061	6	NONE
Distributed Systems Development	SCPS312	15	.114	7	(p) SCPS211(p)SCPS212
OR					
Graph Theory	SMTH312	15	.114	7	(p)SMTH111(p)SMTH222
Complex Analysis	SMTH322	15	.114	7	(p)SMTH111(p) SMTH222
OR					
Final Year Project	SCPS322	15	.114	7	(p)SCPS212
YEAR					
School Experience 4	ETSE400	32	.242	7	(p)ETSE300(p)ETTE130
	TOTAL	132	1.000		

B ED - FET PHASE PHYSICAL SCIENCE AND MATHEMATICS (EBDFT7)

FIRST YEAR					
SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS	SUBJECT LEVEL	PREREQUISITE SUBJECT(S)	
SEMESTER 1					
Academic Literacy 1A (Language)	ELLL111	8	0.058	5	NONE
Ideologies and trends in Education	EFIT111	8	0.058	6	NONE
General Chemistry A	SCHM111	15	0.109	5	NONE
Classical Mechanics and Properties of Matter	SPHY111	15	0.109	5	NONE
Calculus 1	SMTH111	15	0.109	5	NONE
SEMESTER 2					

Academic Literacy 1B (Computer Literacy)	ESCL112	8	0.058	5	NONE
HIV/AIDS Education	EPHA112	8	0.058	6	NONE
General Chemistry	SCHM112	15	0.109	6	NONE
Nuclear Physics, Electromagnetism and Modern Physics	SPHY112	15	0.109	6	NONE
Calculus 2	SMTH112	15	0.109	6	NONE
YEAR					
School Experience 1	ETSE100	16	0.116	6	NONE
TOTAL		138	1.000		

SECOND YEAR					
SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS	SUBJECT LEVEL	PREREQUISITE SUBJECT(S)	
SEMESTER 1					
Human Development & Learning	EPDL211	8	0.058	6	NONE
Analytical & Inorganic Chemistry 2	SCHM211	15	0.109	6	(p)SCHM111 (p)SCHM112
Mechanics, Special Relativity & Properties of Matter	SPHY211	15	0.109	6	(p)SPHY111 (p)SPHY112; (p)SMTH111(p) SMTH112;
Advanced Calculus	SMTH221	15	0.109	6	(p)SMTH111
SEMESTER 2					
Teaching & Learning Strategies	ECTL212	8	0.058	6	NONE
Organic & Physical Chemistry 2	SCHM212	15	0.109	6	(p)SCHM111(p)SCHM112
Modern Physics Photonics & Waves	SPHY212	15	0.109	6	(p)SPHY111(p)SPHY112; (p)SMTH111(p)SMTH112
Linear Algebra & Differential Equations	SMTH222	15	0.109	6	(p)SMTH111(p)SMTH112
YEAR					
School Experience 2	ETSE200	32	0.232	6	NONE

THIRD YEAR					
SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS	SUBJECT LEVEL	PREREQUISITE SUBJECT(S)	
SEMESTER 1					
School Leadership & Management	EALM311	8	0.061	7	NONE
Assessment in Education	ECAE311	8	0.061	7	NONE
Method of Physical Science A	ESPS311	17	0.129	7	(p)SPHY111(p)SPHY112; (p)SCHM111(p)SCHM112(p)SMTH111(p)SMTH112

Method of Mathematics 3A (FET Phase)	ESMC311	17	0.129	7	(p)SPHY111(p)SPHY112; (p)SCHM111(p)SCHM112(p)SMTH111(p)SMTH112
SEMESTER 2					
Society, Educational Law & School Governance	EDSE312	8	0.061	7	NONE
Comparative Education	EFMS312	8	0.061	7	NONE
Method of Physical Science B	ESPS312	17	0.129	7	(p)SPHY111(p)SPHY112; (p)SCHM111(p)SCHM112(p)SMTH111(p)SMTH112
Method of Mathematics 3B (FET Phase)	ESMC312	17	0.129	7	(p)SPHY111(p)SPHY112; (p)SCHM111(p)SCHM112(p)SMTH111(p)SMTH112
YEAR					
School Experience 3	ETSE300	32	0.242	7	(p)ETSE200(s)ETTP120 (p)SPHY111(p)SPHY112; (p)SCHM111(p)SCHM112(p)SMTH111(p)SMTH112
TOTAL	132	1.000			

Students registered for ETSE300 should not register for any year 1st, 2nd or 4th year modules in the 2nd semester

FOURTH YEAR					
SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS	SUBJECT LEVEL	PREREQUISITE SUBJECT(S)	
SEMESTER 1					
Inclusive Education Studies	EPIE411	8	.061	7	NONE
Theory & Practice of Curriculum Development	ECTP411	16	.121	7	NONE
Any one of the following:					
Organic Chemistry 3	SCHM311	15	.114	7	(p) SCHM212; (p) SMTH111 (p)SMTH112
Quantum & Statistical Physics	SPHY311	15	.114	7	(p)SPHY111(p)SPHY112; (p)SMTH111(p)SMTH112(p)SMTH221
Abstract Algebra	SMTH311	15	.114	7	(p)SMTH221(p)SMTH222
Any one of the following:					
Physical Chemistry 3	SCHM321	15	.114	7	(p) SCHM212; (p) SMTH111 (p)SMTH112 (p)SPHY212
Electronic, Circuits and Devices	SPHY321	15	.114	7	(p)SPHY111(p)SPHY112
Real Analysis	SMTH321	15	.114	7	(p)SMTH111(p)SMTH222;

SEMESTER 2					
Management of School Systems & Extra-curricular activities	EAMS412	8	.061	7	NONE
Introduction to Research in Education	EPRE412	8	.061	6	NONE
Any one of the following:					
Inorganic Chemistry 3	SCHM312	15	.114	7	(p)SCHM212(p) SMTH111 (p)SMTH112
Nuclear Physics & Applications	SPHY312	15	.114	7	(p)SPHY111(p)SPHY112
Graph Theory	SMTH312	15	.114	7	(p)SMTH111(p)SMTH222
Any one of the following:					
Analytical Chemistry 3	SCHM322	15	0.114	7	(p)SCHM212(p)SMTH111 (p)SMTH112
Solid State Physics and Materials Science	SPHY322	15	.114	7	(p)SPHY111(p)SPHY112; (p)SPHY212(p)SMTH222
Complex Analysis	SMTH322	15	.114	7	(p)SMTH111(p) SMTH222
YEAR					
School Experience 4	ETSE400	32	0.242	7	(p)ETSE300(s)ETTE130
TOTAL		132	1.000		

WEIGHTING OF MODULE TESTS AND ASSIGNMENTS

Module code	Module name	Tests			Assign-ments		Practical/ Presentations	TOT	DP	E X
		100%						100	50	50
EBDFT PROGRAMME										
First Semester										
EPSR212	Social Relations	50	50					100	50	50
ESCM311	Method of Computer	33.3	33.3	33.3				100	50	50
ESMC311	Method of Mathematics	40	40		20			100	50	50
ESPS311	Methods of Physical Science A	40	40	20				100	50	50
EMLO311	Method of Life Orientation	35			35	30		100	50	50
ELGF311	Method of English 3A	60			20	20		100	50	50
ESMZ311	Method of isiZulu 3A	50			25	25		100	50	50
ESCC311	Method of Accounting	30	30		20	20		100	50	50
ESMB311	Method of Business Management	50			50			100	50	50
ESME311	Method of Economics	50			50			100	50	50
ESMG311	Method of Geography	60			40			100	50	50
ESMH311	Method of History	50			50			100	50	50
EPPE411	Career Education	25	25		50			100	50	50

Second Semester									
EFCS112	Citizenship Education	60			40		100	50	50
ESCM312	Method of Computer	33.3	33.3	33.3			100	50	50
ESMC312	Method of Mathematics	40	40		20		100	50	50
ESPS312	Methods of Physical Science B	30	30		10	30	100	50	50
EMLO312	Method of Life Orientation	35			35	30	100	50	50
ELGF312	English Language Method 3B	60			20	20	100	50	50
ESMZ312	IsiZulu Language Method 3B	50			25	25	100	50	50
ESCC312	Method of Accounting	30	30		20	20	100	50	50
ESMB312	Method of Business Management	60			40		100	50	50
EESE412	Method of Economics	50			50		100	50	50
ESMG312	Method of Geography	60			40		100	50	50
ESMH312	Method of History	50			30	20	100	50	50
EPPE411	Career Education	25	25		50		100	50	50
EPJS412	Social Justice, Human Rights	60			40		100	50	50

Refer to the 2018 faculty handbook of: Arts; Commerce & Law; Science & Agriculture for the electives' weightings in your EBDFT programmes.

The first letter in the module code indicates the faculty affiliation – A = Arts; C = Commerce; S = Science

B. POST GRADUATE CERTIFICATE IN EDUCATION (NEW PROGRAMMES) EPGFT1 (FET) & EPGSF2 (SP & FET)

1. Purpose Statement

This programme 'caps' an undergraduate degree or an approved diploma. It prepares initial professional graduates and diplomates who wish to develop substantive knowledge and skills as classroom teachers at Senior Phase and FET. It also develops practical skills and work based experience that student teachers will apply in schools in varying contexts. The following aims will assist in fulfilling the purpose of the PGCE qualification:

- The development of subject specific teaching competence
- The development of effective values and practices that enable the teacher to function under diverse conditions with various types of learners.
- The development of competence to critically reflect on teaching and learning experiences in order to self-enrich.

Admission Requirements for PGCE 2018:

Students shall be admitted to the programme at the beginning of each calendar year.

- i) A student shall be admitted to the programme if he/she holds an appropriate Bachelor's degree or Diploma. With sufficient disciplinary learning in appropriate academic field to enable the development of teaching Specialisation phases or/subject as specified for each phase.
- ii) A student shall have passed at least two teaching subjects. The basic qualification should include 48 C (at least 24 at Level 7) for an FET subject specialisation.
- iii) A student shall be admitted to PGCE (SP & FET) with University Studies at Level 6, as well as some Level 7 studies in appropriate disciplines, which allow the prospective teacher to specialise in at least two subjects, one for Senior Phase (SP) and one for FET

3. Articulation with other qualifications and programmes

After completing the Postgraduate Certificate in Further Education and Training Teaching the candidate has a variety of articulation options, for example:

- A completed Postgraduate Certificate in Further Education and Training Teaching may be presented for entry into a cognate Postgraduate Diploma in Education-specialising further in a similar subject, phase or practice, or developing a new role; Advanced Certificate (teaching)-developing new teaching specialisation.
- A Bachelor's degree graduate, who has completed a Postgraduate Certificate in Further Education and Training Teaching as an initial professional teaching qualification, may proceed to a B Ed Honours degree.
- The graduate who has completed the PGCE (Further Education and Training Teaching) may embark on a management and leadership career and register for an Advanced Diploma in School Leadership and Management.

A qualification may not be awarded for early exit from a Postgraduate Certificate in Further Education and Training Teaching.

4. Mode of delivery of the programme

Full-time, face-to-face contact, some work integrated learning, on campus.

POSTGRADUATE CERTIFICATE IN EDUCATION		
SENIOR PHASE AND FURTHER EDUCATION AND TRAINING TEACHING		
Compulsory Modules (Alphabetical order)		

<p>Module Name: Education in Context Module Code: EDCO101</p>	<p>Purpose: To provide students with an integrative understanding of educational contexts in South Africa in the Senior Phase and FET Teaching.</p> <p>Content:</p> <p>1. South African Education in Context:</p> <ul style="list-style-type: none"> • A critical understanding of why the concept of 'context' is necessary as a departure point for understanding education in South Africa • Highlight contextual tensions, contradictions and harmonies, which are inherent in education (violence in schools, substance abuse, teenage pregnancy) • How the SA Constitution foregrounds the values and practices that should underpin school culture and policies. <p>• Understand the concept of school culture and the role of the teacher especially in relation to social justice and Child Rights.</p> <p>2. Barriers to learning</p> <ul style="list-style-type: none"> • A meta-theoretical approach to dealing with children in an inclusive classroom • Interventions and strategies to accommodate learners with barriers to learning in the classroom <p>3. Elementary statistics for teachers</p> <ul style="list-style-type: none"> • Introduction to elementary statistics • Classification, tabulation, organisation and presentation of data • Graphical presentation of data • Measures of central tendency • Normal distribution curve <p>Instruction:</p> <p>Lectures (face to face, limited interaction or technologically mediated) Practicals (laboratory work, applying and investigating theoretical knowledge, development of experimental techniques) Tutorials: individual groups of 30 or less Syndicate groups Practical workplace experience (experiential learning/work-based learning etc.) Other (specify). Assessment</p> <p>Assessment:</p> <p>Assessment tasks Continuous as well as summative assessment will take place. A variety of methods, strategies and tools will be used to assess achievement of competences e.g.:</p> <ul style="list-style-type: none"> • Presentation/ case study/ weekly review/ reflection • Assignment • Test 	
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<p>Module Name: Education Studies 1A (Sociology, Philosophy & History) Module Code: EDST101</p>	<p>Purpose:</p> <p>Summative written Examination: (two-hour examination at the end of the semester).</p> <p>To provide students with a deep and systematic understanding of the foundations of education so that they can analyse and reflect upon complex problems in education in the Senior Phase and FET Teaching.</p> <p>Content:</p> <p>1 Introduction to foundations of education</p> <ul style="list-style-type: none"> • Meaning, nature and aims of education • Definition of terms <ul style="list-style-type: none"> ◦ Philosophy of education ◦ Sociology of education ◦ History of education <p>2 Philosophy of education</p> <ul style="list-style-type: none"> • Philosophy of Education • Teaching • Assumptions • Deductive argument <p>3 Ethics and values in education</p> <ul style="list-style-type: none"> • The nature of ethics thinking, conceptual analysis, and the evaluation of arguments. • Morality, etiquette and law. • Cultural relativism • Morality and religion • Personal Relativism and existentialism • Utilitarianism • Moral Rights <p>4 Sociological Theories and social institutions</p> <ul style="list-style-type: none"> • Students are introduced to the three main theoretical frameworks that underpin the study of society, viz. <ul style="list-style-type: none"> ◦ Functionalism, ◦ Conflict theory and ◦ Symbolic interactionism. • Social institutions inter alia <ul style="list-style-type: none"> ◦ Education, ◦ Family, ◦ Religion <p>5 Education systems during pre 1948, 1948 to 1994, and post 1994</p> <ul style="list-style-type: none"> • British education system • Apartheid education <p>Post-apartheid education</p> <p>Lectures (face to face, limited interaction or technologically mediated) Practicals (simulations in micro teaching lab, lesson presentation) Tutorials: individual groups of 30 or less Syndicate groups Practical workplace experience (experiential learning/work-based learning etc.)</p> <p>Instruction:</p>	
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<p>Module Name: Educational Studies 2A (Educational Psychology) Module Code: EDST121</p>	<p>Assessment:</p> <p>Assessment tasks Continuous as well as summative assessment will take place. A variety of methods, strategies and tools will be used to assess achievement of competences e.g.:</p> <ul style="list-style-type: none"> • Presentation/ case study/ weekly review/ reflection • Assignment • Test <p>Summative written Examination: (two-hour examination at the end of the semester).</p> <p>To provide students with a deep and systematic understanding of educational psychology that blends theory and research about human development and learning and the implications for teaching methods and teacher behaviour in the Senior Phase and FET Teaching.</p> <p>Purpose:</p> <p>1 Introduction to Educational psychology</p> <ul style="list-style-type: none"> • Learning and teaching today. • The role of educational psychology. • Using research to understand and improve learning. <p>2 Theories of development</p> <ul style="list-style-type: none"> • Definition of development • Physical development • Cognitive theories of development • Language development • Social and personal development • Moral development <p>3 Individual differences</p> <ul style="list-style-type: none"> • Intelligence • Learning and thinking styles • Learners with learning challenges • Learners with impairments • Gifted and talented learners • Culture and diversity <p>4 Theories of learning</p> <ul style="list-style-type: none"> • Behaviorist views on learning • Cognitive views of learning • Social cognitive view of learning • Constructivist views of learning <p>5 Learning and motivation</p> <ul style="list-style-type: none"> • Definition of motivation • Types of motivation • Theories of motivation • Role played by motivation in learning <p>Content:</p> <p>Lectures (face to face, limited interaction or technologically mediated) Practicals (laboratory work, applying and investigating theoretical knowledge, development of experimental techniques) Tutorials: individual groups of 30 or less Syndicate groups</p> <p>Instruction:</p>	
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<p>Module Name: Education Studies 1B (Curriculum Development) Module Code: EDST102</p>	<p>Practical workplace experience (experiential learning/work-based learning etc.) Other (specify). Assessment</p> <p>Continuous as well as summative assessment will take place. A variety of methods, strategies and tools will be used to assess achievement of competences e.g.:</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Presentation/ case study/ weekly review/ reflection • Assignment • Test <p>Summative written Examination: (two-hour examination at the end of the semester)</p> <p>To provide students with the philosophical foundations of curriculum design and development, theories underpinning curriculum research internationally, and conceptions of curriculum and they're implications in teaching and learning environment in the Senior Phase and FET Teaching.</p> <p>Purpose:</p> <p>1: Philosophical foundations of curriculum design and development 2: Conceptions of curriculum and their implication in the teaching and learning environment in S.A</p> <p>Content:</p> <ul style="list-style-type: none"> • Outcomes based curriculum models in South Africa from ERS, CMSA, C2005, NCS and CAPS • Models of curriculum (e.g. content based) development and levels of curriculum design and development (national level, school level) <p>3: Theories underpinning curriculum research internationally and in South Africa</p> <p>Traditional, Modern and post-modern curriculum theories and models</p> <p>4: Skills in curriculum design and development</p> <ul style="list-style-type: none"> • Domains of curriculum • Functions of curriculum • Views about the nature of curriculum • Models of curriculum programming <p>Lectures (face to face, limited interaction or technologically mediated) Practicals (simulations in micro teaching lab, lesson presentation) Tutorials: individual groups of 30 or less Syndicate groups</p> <p>Instruction:</p> <p>Practical workplace experience (experiential learning/work-based learning etc.)</p> <p>Continuous as well as summative assessment will take place. A variety of methods, strategies</p>	
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<p>Module Name: Education Studies 2B (Educational Management) Module Code: EDST122</p>	<p>and tools will be used to assess achievement of competences e.g.:</p> <ul style="list-style-type: none"> • Presentation/ case study/ weekly review/ reflection • Assignment • Test <p>Assessment:</p> <p>Summative written Examination: (two-hour examination at the end of the semester)</p> <p>To apply knowledge and skills of classroom and school management to interpret the legislation and policies which impact on school practice in the Senior Phase and FET Teaching.</p> <p>Purpose:</p> <p>1 Teaching as a profession</p> <ul style="list-style-type: none"> • Characteristics of a profession • Education management theories • Educational ethics • The professional code of conduct • The service conditions of educators <p>2 The school as an organisation</p> <ul style="list-style-type: none"> • Universal characteristics of a school as an organisation • Managing conflict in an organisation • Management of change in schools <p>Content:</p> <p>3 Administration as it relates to school administration and school management</p> <ul style="list-style-type: none"> • School Administration <ul style="list-style-type: none"> o Key performance areas o The Difference between Managers and Leaders o The school principal as an educational manager o Management duties of the school principal aimed at effective routine school administration • School Management <p>Basic concepts in school management</p> <p>School Management Tasks</p> <ul style="list-style-type: none"> o Planning o Organising o Leading o Controlling <p>Theories of educational management</p> <ul style="list-style-type: none"> o The Situational Theory o The Characteristic Theory o Systems Theory. o Bureaucratic Theory o Hierarchical Theory o Democratic Theory o Ambiguous Theory <p>4 Legislation and policies impacting on school practice</p> <ul style="list-style-type: none"> • Sources and types of education law • Common law rules that influence powers and duties of educators • Legislation affecting schools • Educator as a caring supervisor 	
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<p>Module Name: General Pedagogy A (Teaching, Learning and Assessment) Module Code: EGPE101</p>	<ul style="list-style-type: none"> • Educators and learner discipline <p>Lectures (face to face, limited interaction or technologically mediated) Practicals (simulations in micro teaching lab, lesson presentation) Tutorials: individual groups of 30 or less Syndicate groups Practical workplace experience (experiential learning/work-based learning etc.)</p> <p>Continuous as well as summative assessment will take place. A variety of methods, strategies and tools will be used to assess achievement of competences e.g.:</p> <ul style="list-style-type: none"> • Presentation/ case study/ weekly review/ reflection • Assignment • Test <p>Summative written Examination:(2hour examination at the end of the semester)</p> <p>To provide for a deep and systematic understanding of current teaching, learning and assessment processes in the Senior Phase and FET Teaching.</p> <p>Assessment:</p> <p>1: Introduction into the teaching profession</p> <ul style="list-style-type: none"> • Definition of educational terms • Philosophies and perspective on pedagogical content knowledge • Principles underpinning the process of teaching and learning • Approaches to knowledge structuring and models for quality teaching <p>2: The learner and the learning process</p> <ul style="list-style-type: none"> • Important factors a teacher should know about the learner • Perspectives on learning process and learning styles <p>3: Teaching and learning strategies</p> <ul style="list-style-type: none"> • Cooperative teaching and learning strategies • Problem based teaching and learning strategies • Expository teaching and learning strategies • Education Technologies (Teaching Medias) • Classroom management and organization • Understanding classroom dynamics <p>4: Orientation into assessment</p> <ul style="list-style-type: none"> • Understanding key issues in assessment • Theories on the nature of learners' needs in assessment (Howard Gardner and Maslow' theories) 	
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	<p>5: Purposes, procedures in continuous assessment</p> <ul style="list-style-type: none"> • Organising, planning and designing activities for baseline assessment • Understanding formative assessment and its implication for teachers in practice • Diagnostic assessment and its value in effective teaching and learning • Understanding summative assessment • Assessment grading models <p>6: Implication of assessment on teachers' professionalism and responsibilities</p> <ul style="list-style-type: none"> • Programming models • Management of assessment of assessment in schools • Marking and grading • Recording and filing • Reporting learners' performance <p>Lectures (face to face, limited interaction or technologically mediated)</p> <p>Practicals (simulations in micro teaching lab, lesson presentation)</p> <p>Tutorials: individual groups of 30 or less</p> <p>Syndicate groups</p> <p>Practical workplace experience (experiential learning/work-based learning etc.)</p> <p>Other (specify) Assessment</p> <p>Continuous as well as summative assessment will take place. A variety of methods, strategies and tools will be used to assess achievement of competences e.g.:</p> <ul style="list-style-type: none"> • Presentation/ case study/ weekly review/ reflection • Assignment • Test <p>Summative written Examination:(2hour examination at the end of the semester)</p> <p>Instruction:</p> <p>To enable students to use English as a language of learning and teaching in the Senior Phase and FET Teaching.</p> <p>1: Understanding English as a Language of Learning and Teaching (LoLT)</p> <ul style="list-style-type: none"> • Language categories: verbal and nonverbal language • The linguistic units of verbal language (sounds, morphemes, words, phrases, clauses, 	
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<p>Module Name: English Language for Teaching and Learning Module Code: ELTL100</p>	<p>Assessment: sentences and textual discourse)</p> <p>2: Language across the Curriculum</p> <ul style="list-style-type: none"> • Reading across the curriculum • Using reading strategies and reading for comprehension across the curriculum • Critical reading for teaching and learning • Reading various texts (instructions, maps, statistics, graphs, tables, dictionaries and thesaurus) • Vocabulary across the curriculum (vocabulary development and keeping a vocabulary notebook) • Study skills (surveying, questioning, reciting, reading creatively and reviewing written/ visual texts) • Using language to design assessments tasks/ activities. <p>Purpose:</p> <p>Content:</p> <p>3: Teaching Writing across the Curriculum</p> <ul style="list-style-type: none"> • Using writing as a learning tool • Supporting student writers through conferencing • Incorporating writing into the content area • Developing focus and purpose in writing for teaching and learning • Organizing writing • Using support and elaboration effectively • Dealing with issues of style and audience • Focusing on language conventions and register in teaching and learning. <p>4: Listening and speaking: the language of learning and teaching</p> <ul style="list-style-type: none"> • Debate • Presentations • Talk shows <p>Lectures (face to face, limited interaction or technologically mediated)</p> <p>Practicals (simulations in micro teaching lab, lesson presentation)</p> <p>Tutorials: individual groups of 30 or less</p> <p>Syndicate groups</p> <p>Practical workplace experience (experiential learning/work-based learning etc.)</p> <p>Other (specify) Assessment</p> <p>Continuous as well as summative assessment will take place. A variety of methods, strategies and tools will be used to assess achievement of competences e.g.:</p> <ul style="list-style-type: none"> • Presentation/ case study/ weekly review/ reflection • Assignment 	
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<p>Module Name: School Experience A Module Code: EPSE101</p>	<ul style="list-style-type: none"> • Test <p>Summative written Examination: (two-hour examination at the end of the semester)</p> <p>To provide students with opportunities to observe and practice teaching skills in the Senior Phase and FET Teaching.</p> <p>Instruction:</p> <ol style="list-style-type: none"> 1. Teaching and learning in a simulated environment. <ul style="list-style-type: none"> •Designing and Presenting a lesson •Practise chalkboard writing •Reflect on lesson taught by others and/or self 2. Practice administrative duties required for effective management of learning environments. <ul style="list-style-type: none"> •Marking of Registers •Engaging with school policies, documents, procedures and system which impact on schools and classroom <p>Assessment:</p> <ol style="list-style-type: none"> 3. Educational technology for teaching and learning <ul style="list-style-type: none"> •Use of Instructional media involving multiple senses of learners. <p>Lectures (face to face, limited interaction or technologically mediated) Practicals (simulations in micro teaching lab, lesson presentation) Tutorials: individual groups of 30 or less Syndicate groups Practical workplace experience (experiential learning/work-based learning etc.)</p> <p>Purpose: Other (specify) Assessment</p> <p>Content:</p> <p>Student teachers' observations, reflections and their portfolios of evidence will be used as assessment tools to collect evidence on student teachers' performance.</p> <p>To enable students to practise and reflect on their teaching experiences in the Senior Phase and FET Teaching. (Informed by both subject education modules.)</p> <ol style="list-style-type: none"> 1 Use of curriculum and content knowledge to plan, implement and assess effective teaching and learning experiences. <ul style="list-style-type: none"> •Designing activities that are informed by the area of specialisation •Develop and design integrated lesson plans and daily preparations •Use strategies for differentiating teaching to meet the specific learning needs of learners, across the full range of abilities •Assess and report on learner performance 2 Developing a professional portfolio of evidence <ul style="list-style-type: none"> •Evidence of all teaching experiences 	
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<p>Module Name: School Experience B Module Code: EPSE102</p>	<p>Instruction:</p> <p>3 Application of appropriate classroom management strategies to promote safe and supportive learning environments. 4 Educational technology for teaching and learning •Use visual and audio-visual resources in lesson presentation.</p> <p>Assessment:</p> <p>Lectures (face to face, limited interaction or technologically mediated) Practicals (simulations in micro teaching lab, lesson presentation) Tutorials: individual groups of 30 or less Syndicate groups Practical workplace experience (experiential learning/work-based learning etc.) Other (specify) Assessment</p> <p>Purpose:</p> <p>Teaching practice summative evaluation and portfolio of evidence file will constitute the final mark for student teachers</p> <p>Content:</p> <p>To equip students with basic conversational skills in Afrikaans in the Senior Phase and FET Teaching.</p> <p>Instruction:</p> <p>1: Basic functional use of Afrikaans •How family members and friends meet and converse •The perennial/ constant topics of small talk •How visitors and strangers are introduced •Basic language structures and conventions •Word recognition: Nouns; adjectives, verbs, adverbs and possessives 2: Listening in Afrikaans •Listening and responding to radio and television programmes •Simulations on radio and TV talk shows and adverts; Dramatization of short radio and TV dramas •Copying and voice recording spoken texts. 3: Basic reading in Afrikaans •Reading and viewing texts in Afrikaans. 4: Basic written text in Afrikaans •Simple sentence construction Writing and presenting short written, visual spoken texts.</p>	
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<p>Module Name: Conversational Language for Teachers – Afrikaans</p> <p>Module Code: ELCA100</p>	<p>Assessment:</p> <p>Lectures (face to face, limited interaction or technologically mediated)</p> <p>Practicals (laboratory work, applying and investigating theoretical knowledge, development of experimental techniques)</p> <p>Tutorials: individual groups of 30 or less</p> <p>Syndicate groups</p> <p>Practical workplace experience (experiential learning/work-based learning etc.)</p> <p>Other (specify)</p> <p>Purpose:</p> <p>Continuous as well as summative assessment will take place. A variety of methods, strategies and tools will be used to assess achievement of competences e.g.:</p> <ul style="list-style-type: none"> • Presentation/ case study/ weekly review/ reflection • Assignment • Test <p>Summative written Examination: (two-hour examination at the end of the semester)</p> <p>To equip students with basic conversational skills in IsiZulu in the Senior Phase and FET Teaching.</p> <p>Unit 1: Greetings, friendly exchange and farewell</p> <ul style="list-style-type: none"> •How family members and friends meet and converse •The perennial/ constant topics of small talk •How visitors and strangers are introduced •Basic language structures and conventions •Word recognition: Nouns, adjectives, verbs, adverbs and possessives. <p>Unit 2: Home and family: Poems and songs</p> <ul style="list-style-type: none"> •Basic language structures and conventions •Simple sentence construction •Writing and presenting short written, visual spoken texts <p>Unit 3: School and university: Contrasts in town and country life</p> <ul style="list-style-type: none"> •Reading, viewing, listening to authentic short media educational texts; •Copying and voice recording spoken texts on: •School and university life; •Town and country life. <p>Unit 4: Respect: Basic values for royal family</p> <ul style="list-style-type: none"> •Oral discussions on short literary traditional texts/ articles with royal language; <p>Content:</p> <p>Instruction:</p>	
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<p>Module Name: Conversational Language for Teachers - IsiZulu Module Code: ELCZ100</p>	<p>Assessment:</p> <ul style="list-style-type: none"> •Euphemism in traditional short novels and drama •Vocabulary building on royal language; •Visiting the royal family for educational communicative purposes. <p>Unit 5: Radio and television programmes</p> <ul style="list-style-type: none"> • Listening and responding to radio and television programmes • Simulations on radio and TV talk shows and adverts; • Dramatisation of short radio and TV dramas. <p>Lectures (face to face, limited interaction or technologically mediated) Practicals (laboratory work, applying and investigating theoretical knowledge, development of experimental techniques) Tutorials: individual groups of 30 or less Syndicate groups Practical workplace experience (experiential learning/work-based learning etc.)</p> <p>Purpose:</p> <p>Lectures (face to face, limited interaction or technologically mediated) Practicals (laboratory work, applying and investigating theoretical knowledge, development of experimental techniques) Tutorials: individual groups of 30 or less Syndicate groups Practical workplace experience (experiential learning/work-based learning etc.)</p> <p>Content:</p> <p>Other (specify)</p> <p>Continuous as well as summative assessment will take place. A variety of methods, strategies and tools will be used to assess achievement of competences e.g.;</p> <ul style="list-style-type: none"> • Presentation • Assignment • Test <p>Summative written examination: (two-hour examination at the end of the semester)</p> <p>To equip students with basic conversational skills in Sesotho in the Senior Phase and FET Teaching.</p> <p>Brief description of subject (List concepts) Unit 1: Greetings, friendly exchange and farewell</p> <ul style="list-style-type: none"> •How family members and friends meet and converse 	
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	<ul style="list-style-type: none"> •The perennial/ constant topics of small talk •How visitors and strangers are introduced •Basic language structures and conventions •Word recognition: Nouns, adjectives, verbs, adverbs and possessives. <p>Unit 2: Home and family: Poems and songs</p> <ul style="list-style-type: none"> •Basic language structures and conventions •Simple sentence construction •Writing and presenting short written, visual spoken texts. <p>Unit 3: School and university: Contrasts in town and country life</p> <ul style="list-style-type: none"> •Reading, viewing, listening to authentic short media educational texts; •Copying and voice recording spoken texts on: •School and university life; •Town and country life. <p>Unit 4: Respect: Basic values for royal family</p> <ul style="list-style-type: none"> •Oral discussions on short literary traditional texts/ articles with royal language; •Euphemism in traditional short novels and drama •Vocabulary building on royal language; •Visiting the royal family for educational communicative purposes. <p>Unit 5: Radio and television programmes</p> <ul style="list-style-type: none"> •Listening and responding to radio and television programmes •Simulations on radio and TV talk shows and adverts; •Dramatization of short radio and TV dramas. <p>Instruction: Lectures (face to face, limited interaction or technologically mediated) Practicals (simulations in micro teaching lab, lesson presentation) Tutorials: individual groups of 30 or less Syndicate groups Practical workplace experience (experiential learning/work-based learning etc.)</p> <p>Assessment: Lectures (face to face, limited interaction or technologically mediated) Practicals (laboratory work, applying and investigating theoretical knowledge, development of experimental techniques) Tutorials: individual groups of 30 or less Syndicate groups</p> <p>Continuous as well as summative assessment will take place. A variety of methods, strategies</p>	
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Module Name: Conversational Language for teachers - Sesotho Module Code: ELCS100	and tools will be used to assess achievement of competences e.g.; <ul style="list-style-type: none"> • Presentation • Assignment • Test Purpose: Summative written examination: two-hour examination at the end of the semester.	
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EPGFT1 (FET) & EPGSF2 (SP & FET)

SUBJECT NAME	JECT CODE	SUBJECT CREDITS	SUBJECT LEVEL	PREREQUISITE SUBJECT(S)
SEMESTER 1				
Educational Studies 1A (Sociology, Philosophy & History)	EDST101	8	7	NONE
Educational Studies 2A (Educational Psychology)	EDST121	8	7	NONE
General Pedagogy A (Teaching, Learning & Assessment)	EGPE101	8	7	NONE
Education in Context	EDCO101	8	7	NONE
Year				
English Language for Teaching and Learning	ELTL100	8	5	NONE
ICT for Teachers	ESIC100	4	5	NONE
Subject Education 1	Method	10	7	At least 24 Credits at NQF level 7 for an FET subjects
Subject Education 2	Method	10	7	At least 24 Credits at NQF level 7 for an FET subjects
School Experience A	EPSE101	8	7	NONE
SEMESTER 2				
Educational Studies 1B (Curriculum Development)	EDST102	8	7	NONE
Educational Studies 2B (Educational Management)	EDST122	8	7	NONE
Subject Education 1	Method	10	7	At least 24 credit at NQF level 7 for an FET subjects
Subject Education 2	Method	10	7	At least 24 credit at NQF level 7 for an FET subjects
School Experience B	EPSE 102	24	7	NONE
Year				
Any one of the following:				
Conversational Language for Teachers - Afrikaans	ELCA100	8	5	NONE
Conversational Language for Teachers- isiZulu	ELCZ100	8	5	NONE
Conversational Language for Teachers-Sesotho	ELCS100	8	5	NONE
TOTAL		140		

ELECTIVES/ EDUCATION MODULES 101/102 EPGFT1 & EPGSF2

MODULE CODE	MODULE TITLE
EMAC101/ 102	Accounting Education A/B (FETT)
EMAF101/ 102	Afrikaans Language Education A/B(FETT)
EMBS101/ 102	Business Studies Education A/B (FETT)
EMCS101/ 102	Computer Application Technology Education A/B (FETT)
EMEC101/ 102	Economics Education A/B(FETT)
EMGD101/ 102	Engineering Graphic Design Education A/B (FETT)
EMEN101/ 102	English Home language Education A/B(FETT)
EMEF101/ 102	English 1 st Additional Language Education A/B(FETT)
EMGE101/ 102	Geography Education A/B(FETT)
EMHY101/ 102	History Education A/B(FETT)
EMZU101/ 102	IsiZulu Home Language Education A/B(FETT)
EMZA101/ 102	IsiZulu 1 st Additional Language Education A/B(FETT)
EMLO101/ 102	Life Orientation Education A/B(FETT)
EMLS101/ 102	Life Sciences Education A/B(FETT)
EMMA101/ 102	Mathematics Education A/B(FETT)
EMPS101/ 102	Physical Science Education A/B (FETT)
EMTO101/ 102	Tourism Education A/B (FETT)
EMEM101/ 102	Economics & Management Sciences Education A/B(SP)
EMEL101/ 102	English Home language Education A/B(SP)
EMEG101/ 102	English 1 st Additional Language Education A/B(SP)
EMHS101/ 102	Social Sciences Education A/B(SP)
EMZH101/ 102	IsiZulu Home Language Education A/B(SP)
EMZF101/ 102	IsiZulu 1 st Additional Language Education A/B(SP)
EMLG101/ 102	Life Orientation Education A/B(SP)
EMMG101/ 102	Mathematics Education A/B(SP)
EMNS101/ 102	Natural Sciences Education A/B(SP)
EMTK101/ 102	Technology Education A/B (SP)
Contact the relevant Education departments for the course/module outlines of your method modules	

COMPULSORY MODULES

Education Studies 1A(Sociology, Philosophy and History)
 Education Studies 1B(Curriculum Development)
 Education Studies 2A (Educational Psychology)
 Education Studies 2B (Educational Management)
 Conversational Language for Teachers -Afrikaans
 Conversational Language for Teachers – IsiZulu
 Conversational Language for Teachers – Sesotho
 Education in Context
 ICT Skills for Teachers
 English Language for Teaching and Learning
 General Pedagogy A(Teaching, Learning and Assessment)

CODES

EDST101
 EDST102
 EDST121
 EDST122
 ELCA100
 ELCZ100
 ELCS100
 EDCO101
 ESIC100
 ELTL100
 EGPE101

TEACHING PRACTICE MODULES

School Experience A
 School Experience B

CODES

EPSE101
 EPSE102

WEIGHTING OF MODULE TESTS AND ASSIGNMENTS EPGFT1& EPGSF2

Module code	Module name		Tests		Assign-ments	Practical/ Presentations/ Journals	TOT	DP	Ex
			100%				100	50	50
	Semester 1								
EDST101	Educational Studies: Philosophy, History, & Sociology	50			50		100	50	50
EDST121	Educational Studies: Psychology of Education	50			50		100	50	50
EGPE101	General Pedagogy: Teaching, Learning & Assessment	60			40		100	50	50
EDCO101	Education in Context	50			50		100	50	50
EPSE101	School Experience				100		100	50	50
EMAC101	Accounting Education A (FETT)	50			50		100	50	50
EMAF101	Afrikaans Language Education A(FETT)	50	25	25			100	50	50
EMBS101	Business Studies Education A/(FETT)	50			50		100	50	50
EMCS101	Computer Application Technology Education A(FETT)	33	33	33			100	50	50
EMEC101	Economics Education A(FETT)	50			50		100	50	50
EMGD101	Engineering Graphic Design Education A (FETT)	50	25	25			100	50	50
EMEN101	English Home language Education A(FETT)	50	25	25			100	50	50
EMEF101	English First Additional Language Education A(FETT)	50	25	25			100	50	50
EMGE101	Geography Education A(FETT)	50			50		100	50	50

EMHY101	History Education A(FETT)	50			50		100	50	50
EMZU101	IsiZulu Home Language Education A(FETT)	50	25	25			100	50	50
EMZA101	IsiZulu First Additional Language Education A(FETT)	50	25	25			100	50	50
EMLO101	Life Orientation Education A(FETT)	50			50		100	50	50
EMLS101	Life Sciences Education A(FETT)	40	40		20		100	50	50
EMMA101/102	Mathematics Education A(FETT)	50			50		100	50	50
EMPS101	Physical Science Education A(FETT)	40	40		20		100	50	50
EMTO101	Tourism A (FETT)	50			50		100	50	50
EMEM101	Economics and Management Sciences Education A(SP)	50			50		100	50	50
EMEL101	English Home language Education A(SP)	50	25	25			100	50	50
EMEG101	English First Additional Language Education A(SP)	50	25	25			100	50	50
EMHS101	Human and Social Sciences Education A(SP)	50			50		100	50	50
EMZH101	IsiZulu Home Language Education A(SP)	50			25	25	100	50	50
EMZF101	IsiZulu Additional Language Education A(SP)	50			25	25	100	50	50
EMLG101	Life Orientation Education A(SP)	50			50		100	50	50
EMMG101	Mathematics Education A(SP)	50			50		100	50	50
EMNS101	Natural Sciences Education A(SP)	40	40		20		100	50	50
EMTK101	Technology Education A (SP)	50	25		25		100	50	50

SEMESTER 2

EDST102	Educational Studies: Curriculum Development	60			40		100	60	50
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EDST122	Educational Studies: Education Management	50			50			100	50	50
EPSE 102	School Experience				50	50		100	50	50
EMAC102	Accounting Education B(FETT)	50			50			100	50	50
EMAF102	Afrikaans Language Education B (FETT)	50			25	25	100	50	50	50
EMBS102	Business Studies Education B (FETT)	50			50			100	50	50
EMCS102	Computer Application Technology Education B (FETT)	33	33	33				100	33	50
EMEC102	Economics Education B (FETT)	50			50			100	50	50
EMGD102	Engineering Graphic Design Education B (FETT)	20			30	50		100	20	50
EMEN102	English Home language Education B (FETT)	50			25	25		100	50	50
EMEF102	English First Additional Language Education B (FETT)	50			25	25		100	50	50
EMGE102	Geography Education B (FETT)	50			50			100	50	50
EMHY102	History Education B (FETT)	50			50			100	50	50
EMZU102	IsiZulu Home Language Education B (FETT)	50			25	25		100	50	50
EMZA102	IsiZulu First Additional Language Education B(FETT)	50			25	25		100	50	50
EMLO102	Life Orientation Education B (FETT)	50			50			100	50	50
EMLS102	Life Sciences Education B (FETT)	30	30		10	30		100	30	50

EMMA102	Mathematics Education B (FETT)	50			50		100	50	50
EMPS102	Physical Science Education B (FETT)	30	30		10	30	100	30	50
EMTO102	Tourism B (FETT)	50			50		100	50	50
EMEM102	Economics and Management Sciences Education B(SP)	50			50		100	50	50
EMEL102	English Home language Education B(SP)	50	25	25			100	50	50
EMEG102	English First Additional Language Education B(SP)	50	25	25			100	50	50
EMHS102	Human and Social Sciences Education B(SP)	50			50		100	50	50
EMZH102	IsiZulu Home Language Education B(SP)	50			25	25	100	50	50
EMZF102	IsiZulu Additional Language Education B(SP)	50			25	25	100	50	50
EMLG102	Life Orientation Education B(SP)	50			50		100	50	50
EMMG102	Mathematics Education B(SP)	50			50		100	50	50
EMNS102	Natural Sciences Education B(SP)	40	40		20		100	40	50
EMTK102	Technology Education B(SP)	20			30	50	100	20	50

YEAR MODULES

ELTL100	English Language for Teaching and Learning	50			25	25	100	50	50
ESIC100	ICT for Teachers	33	33	33			100	50	50
ESIC100	Conversational Language for Teacher-Afrikaans	50	25	25			100	50	50
ELCA100	Conversational Language for Teachers- IsiZulu	50	25	25			100	50	50
ELCZ100	Conversational Language for Teachers- Sesotho	50	25	25			100	50	50

C. POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE)

NB! No intake for 1st year applicants in 2018 the final year for teaching the EPGCE 1 & EPGCE2 qualification is 2019 (2 additional years for pipeline students)

(FET Band): EPGCE1

(This course is only offered 1 year full-time)

The PGCE is a 'capping' qualification for persons wanting to become qualified as professional educators in schooling after having completed an appropriate Bachelor's degree (at least 360 credits) other than a B Ed.

This certificate, following an approved degree, is recognized by Statute and employing authorities as equivalent to a Bachelor of Education (FET Band) degree.

Admission

In order to be admitted to the course of study for the Postgraduate Certificate in Education a candidate must fulfil the following admission requirements:

A candidate must satisfy the Senate that s/he holds an approved university degree or has obtained a National Diploma with at least two school subjects passed (see table below).

Note: It is required that all students have at least five degree courses in a teaching subject within either option1 or 2 (See tables below).

	Subject A	Subject B	Subject C
Option 1	Up to 300 level courses in teaching subject	Up to 200 level courses in teaching subject	
Option 2	Up to 200 level course in teaching subject	Up to 200 level courses in teaching subject	100 level course in teaching subject

POSTGRADUATE CERTIFICATE IN EDUCATION

SEMESTER 1			
Modules		Credits	Periods/ week
EDUCATIONAL STUDIES MODULE Module Name: Communication and Research Skills Module Code: ELCR00A	Purpose: This module exposes students to linguistic knowledge and communication skills that will enable them to do research, facilitate their own academic learning, and teach effectively in their areas of specialization. It also aims to allow qualifiers to be competent in analyzing language issues related to teaching practices, particularly in their specialist learning areas. Content: Language issues: language policy, multilingualism, grammatical Knowledge for educators, communication theories, listening and speaking communication skills language across the curriculum and language in the classroom; classroom research skills for educators, writing,		

<p>Module Name: Teaching, Learning and Assessment Module Code: ECTL00A</p>	<p>designing and presentation skills.</p> <p>Instruction: This module will be conducted through lectures and activities during block sessions, independent and group school / work based activities.</p> <p>Assessment: Formative assessment through tests, assignments, presentations teaching journals, attendance and participation and summative assessment through an externally moderated final examination in June.</p> <p>Purpose: To equip students with knowledge of theories of teaching, learning and classroom management and to train them in all aspects of General Pedagogical content knowledge e.g. selecting, organizing and preparing subject content, applying suitable and relevant teaching strategies and methods and lastly to adopting adequate learning styles compatible to the learners' cognitive development.</p> <p>Content: Theories of teaching and learning (behaviourist, humanist, social constructivist), Principles of quality teaching and a competent teacher, Principles underpinning teaching, learning and assessment in OBE Curriculum, Learning styles, teaching strategies and methods teacher-Centred and learner-centred strategies). Classroom, management, teaching strategies and learning styles. Continuous assessment.</p> <p>Instruction: Lectures (contact sessions), whole class, Seminars and small group discussions, Planned and organized Consultations with individual students, Student independent activities.</p> <p>Assessment: Gathering of evidence on students' performance the process will apply continuous assessment procedures which are: baseline assessment, formative and summative. Baseline: evidence of students' academic readiness (Techniques for assessment, Written Assignments, oral presentations. Formative: Tests, oral presentation, group work, role play activities, tutorials, classroom observations and reflections. Summative: Test and examination.</p>		
<p>Module Name: Educational Studies Module Code: EFES00A</p>	<p>Purpose: To assist students in gaining a better understanding of, and meaningful use of key concepts in sociology of education; to expose students to a variety of social theories that inform education; to equip students with the knowledge and requisite skills to debate, analyze and interpret the relationship between education and society as seen from different theoretical perspectives.</p> <p>Content: Key concepts in Sociology of Education; theories of society – Functionalism, Conflict theory,</p>		

<p>Module Name: Theories of development and Learning Module Code: EPTD00A</p>	<p>Symbolic interactionism. Ecology and role of the school in society: Functionalist perspective on schooling in society; The Marxist (Conflict theorist's) perspective on schooling in society; the Symbolic interactionism perspective on schooling in society.</p> <p>Instruction: Instructional methods include lectures, small group discussions, and independent research.</p> <p>Assessment: Continuous formative assessment- test, assignments, class presentations; summative assessment through examinations in June.</p> <p>Purpose: This module will assist prospective educators to explore theories of development and learning and to ground such theories in the actual context of educational settings.</p> <p>Content: Theories of development, aspects of development: physical, cognitive and language, personal, emotional and social, learning processes, theories of learning, motivation and learning: behaviour motivation theories, cognitive motivation theories, humanistic motivation theories, interest and emotion, attributes and motivation.</p> <p>Instruction: Instruction methods include lectures, reflection of classroom based learning and teaching, reading, presentations, collaborative learning, active participation, video material and discussion.</p> <p>Assessment: Continuous formative assessment through participation in class, academic assignments, reflective writing and presentations. Summative assessment through examinations in June.</p>	
<p>Module Name: School Experience Module Code: ETSE14A</p>	<p>Purpose: The module aims at equipping prospective educators with competencies in teaching skills; professional and occupational practice relevant to the grades and phase of study of their programme. It exposes students to the knowledge of school as an organisation; the relationship between the teacher the learner and teaching (content). It prepares student teachers for the observation opportunity during which they observe the professional practitioners on Wednesdays and mentors working, for an intensive period in a classroom in their own community school and familiarise themselves with practical classroom routines.</p> <p>Content: The content is organised into four themes: The school as an organisation; documentation used in schools and designing LTSMs; Lesson planning and lesson preparation as well as Micro-teaching skills e.g Skill of introducing a lesson/establishing set, Skill of explaining, Skill of questioning and dealing with questions, Skill of using teaching and</p>	

<p>SUBJECT SPECIALISATION (EDUCATION) MODULE 1</p>	<p>learning materials.</p> <p>Instruction: Instructional methods include lectures (contact sessions in lecture halls), viewing video-taped lessons, practical work in chalkboard room and in the micro-teaching laboratory.</p> <p>Assessment: Continuous formative assessment of learning through participation in class and including micro-teaching activities. Summative assessment of learning through practical activities, more practical activities in the form of an observation and teaching journal completed as part of the Wednesday and block schooling sessions. Reflections on selected themes chosen from school based observations and teaching experiences with focus on improving students' teaching conduct in future.</p> <p>Purpose: These modules will prepare learners to be well-grounded in the knowledge, skills, values, principles, methods and procedures relevant to the discipline, subject learning area, phase of study, professional or occupational practice. The modules will, among other things, ground participants in reflecting on different approaches to teaching and learning. The participants will have an understanding of the knowledge appropriate to the specialism.</p> <p>Content: Learning and teaching methodologies in relation to the learning outcomes for each FET subject within the context of South Africa. Reflecting on classroom based learning and teaching relevant to each FET subject. (See specific learning guides for detailed information).</p> <p>Instruction: This will be conducted through lectures and activities during block sessions, independent and group school / work based activities.</p> <p>Assessment: Formative assessment through assignments, tests, journals, practical, and long essays and summative assessment through externally moderated examinations will be used in these modules</p>		
SEMESTER 2			
<p>CORE MODULES</p> <p>EDUCATIONAL STUDIES</p> <p>Module Name: Curriculum Development, Theory and Practice Module Code: ECCD00B</p>	<p>Purpose: To equip students with knowledge of processes of; curriculum designing, curriculum development and implementation and to train students in competencies required in interpreting, designing teaching and learning programmes in the context of the espoused National Curriculum policy.</p>		

<p>Module Name: HIV and AIDS and Life Skill</p> <p>Module Code: EPHL00B</p>	<p>Content: Introduction to curriculum studies, Philosophical foundations of research, design and development, Theories underpinning curriculum research internationally and in South Africa. (Traditional, modern and post-modern Curriculum theories and models). Conceptions of curriculum and their implications in teaching & learning environment Outcomes Based Curriculum model in South Africa from ERS, CMSA, C2005, NCS and CAPS). Models of curriculum developments and various levels.</p> <p>Instruction: Lectures (contact sessions) whole class, Seminars and small group discussions, Planned and organized, Consultations with individual students, independent activities.</p> <p>Assessment: Gathering of evidence on students' performance the process will apply continuous assessment procedures which are: baseline assessment, formative and summative. Baseline: evidence of students' academic readiness (Techniques for assessment, Written Assignments, oral Presentations. Formative: Tests, oral presentation, group work, role play activities, tutorials. Summative: Test and examination in November.</p> <p>Purpose: This module is offered for equipping trainee educators to reinforce awareness about HIV and AIDS and its impact on the schooling system, with particular reference to those infected, affected. It also seeks to conscientise educators on their role in engaging learners and empowering them with necessary life skills to contribute to prevention of the further spread of the pandemic.</p> <p>Content: Background to HIV and AIDS: origin and terminology, HIV and immune system, transmission of HIV and AIDS, symptoms and stages. Factors facilitating the spread of HIV and impact of HIV and AIDS on schooling, gender and HIV and AIDS, Understanding life skills: psychosocial and competencies, core life skills, adolescence.</p> <p>Instruction: Instruction methods include lectures, reading, presentations, collaborative learning, active participation, video material, debates and discussion.</p> <p>Assessment: Continuous formative assessment through assignments, long paper presentations, and summative assessment through examinations in November.</p> <p>Purpose: To equipment students with skills to lead and manage school, to understand the changes of school leadership and management increase</p>		
<p>Module Name: Educational Management</p>			

<p>Module Code: EAEM00B</p>	<p>their knowledge of legislation and policies that impact on school practices.</p> <p>Content: Teaching tried by the criteria for a profession, teacher professionalism in South Africa context, the school as an organisation, administration as it relates to school administration and school management, legislation practice.</p> <p>Instruction: Instruction methods include lectures, group discussions, independent learning and research and observations in schools.</p> <p>Assessment: Continuous formative assessment through participation in class, observation in practical situations, assignments (academic and professional), discussions and presentations; summative assessment through examinations in November.</p>		
<p>Module Name: Media in Education Module Code: ECME00B</p>	<p>Purpose: Is to equip prospective educators with skills of using media effectively in teaching and learning activities.</p> <p>Content: The role of media in teaching and learning, theories that underpin media in education, types of media and their value in education, the value of school media Centre's, integration of teaching media into teaching and learning.</p> <p>Instruction: Instruction methods include lectures, reflection of classroom based learning and teaching, reading, presentations, collaborative learning, and active participation, designing materials, video material and discussion.</p> <p>Assessment: Continuous formative assessment through participation in class, academic assignments, reflective writing and presentations. Summative assessment through examinations in November.</p>		
<p>Module Name: School Experience Module Code: ETSP14B</p>	<p>Purpose: The purpose of this module is to engage prospective teachers in the realities of school-based teaching under the experienced eye of a professional teacher thus enabling them to practice what has been taught to them and thereby develop and grow professionally.</p> <p>Content: The content includes micro-teaching skills and production of video-clips taken during micro-teaching sessions. Practical work on questioning (including designing worksheets and analytic rubrics). Reflective practice. Mentoring procedures in schools. Professionalism in education including registrations with SACE.</p> <p>Instruction: Instructional methods include lectures (contact sessions in lecture halls), practical work in the lecture halls and in the micro-teaching laboratory.</p>		

<p>Module Name: Method of Business Studies Module Code: EMBS00A</p> <p>Module Name: Method of Business Studies Module Code: EMBS00B</p> <p>Module Name: Method of Economic and Management Science Module Code: EMEM00A</p> <p>Module Name: Method of Economic and Management Science Module Code: EMEM00B</p> <p>Module Name: Method of Economics</p>	<div> <div>4 Teaching Accruals (and reversing entries)</div> <div>5 Testing and Evaluating in Accounting</div> </div> <p>Content: The study of the module includes:</p> <div> <div>1 Relationship among the Commercial Subjects</div> <div>2 Learning Programme Development in Business Management</div> <div>3 Didactic Principles/ Principles of Teaching and Learning in the Business Management</div> <div>4 Questioning During the Lesson</div> </div> <p>Content: The study of the module includes:</p> <div> <div>1 Approaches in the Teaching of Business Management (Heuristic Methods)</div> <div>2 Evaluation/ Assessment in Business Management</div> <div>3 Use of Teaching Aids/ learning and Teaching Support Materials in Business Management</div> <div>4 Subject Organisation in Business Management</div> </div> <p>Content: The study of the module includes:</p> <div> <div>1 Accounting Learning Programme Development</div> <div>2 Accounting Lesson Planning</div> <div>3 Teaching of the Analysis and Recording of Business Transactions</div> <div>4 Teaching Trial Balance</div> <div>5 Teaching of the Closing Entries</div> <div>6 Teaching of the Special Journals</div> <div>7 Teaching of Depreciation</div> <div>8 Teaching Accruals (and reversing entries)</div> <div>9 Testing and Evaluating in Accounting</div> </div> <p>Content: The study of the module includes:</p> <div> <div>1 Didactic Principles/ Principles of Teaching and Learning in the Economic and Management Sciences</div> <div>2 Evaluation/ Assessment in Economics and Business Management</div> <div>3 Specific Teaching Methods for Economics and Business Management</div> <div>4 Use of Teaching Aids/ Learning and Teaching Support Materials</div> <div>5 Questioning During the Lesson</div> </div> <p>Content: The study of the module includes:</p>		
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EMEN00A/00B	Method of English A/B
EMGE00A/00B	Method of Geography A/B
EMHY00A/00B	Method of History A/B
EMZU00A/00B	Method of IsiZulu A/B
EMLO00A/00B	Method of Life Orientation A/B
EMLS00A/00B	Method of Life Sciences A/B
EMMA00A/00B	Method of Mathematics A/B
EMPS00A/00B	Method of Physical Science A/B
EMTN00A/00B	Method of Technology A/B for FET
EMTO00A/00B	Method of Tourism A/B
Contact the relevant Education departments for the course/module outlines of your method modules	

CORE MODULES

Communication and research skills
 Educational studies
 Teaching, learning and assessment
 Theories of development and learning
 Media in education
 Curriculum development: Theory and practice
 HIV/AIDS and life skills education
 Educational management

CODES

ELCR00A
 EFES00A
 ECTL00A
 EPTD00A
 ECME00B
 ECCD00B
 EPHL00B
 EAEM00B

TEACHING PRACTICE MODULES

Teaching Experience
 School practicum

CODES

ETSE14A
 ETSP14B

PGCE 1 (FET) & 2 (IP&SP)

SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS		SUBJECT LEVEL	PREREQUISITE SUBJECT(S)
SEMESTER 1					
Teaching, learning & Assessment	ECTL00A	8	0.063	6	NONE
Theories of Development in Learning	EPTD00A	8	0.063	6	NONE
Communication & Research skills	ELCR00A	8	0.063	6	NONE
Educational studies	EFES00A	8	0.063	6	NONE
Method A	Method	8	0.063	6	According to degree modules related to school subjects
Method B	Method	8	0.063	6	According to degree modules related to school subjects
School experience	ETSE14A	16	0.125	6	According to degree modules related to school subjects
SEMESTER 2					
Curriculum development: Theory and Practice	ECCD00B	8	0.063	6	NONE
Media in Education	ECME00B	8	0.063	6	NONE
Educational Management	EAEM00B	8	0.063	6	NONE
HIV and AIDS and Life skills	EPHL00B	8	0.063	6	NONE

Method 1	Method	8	0.063	6	According to degree modules related to school subjects
Method 2	Method	8	0.063	6	According to degree modules related to school subjects
School Practicum	ETSP14B	16	0.125	6	NONE
TOTAL		128	1.000		

TEACHING PRACTICE

- Compulsory for all PGCE students.
- They must register for Teaching Practice modules
- 1st year (PGCE – Full time)
- 1st year (PGCE – Part time)
- 2nd year (PGCE – Part time)
- First semester – School Practicum 4 weeks
- Second Semester – School Practicum 6 weeks

Entry requirements – EPGCE 2 (Intermediate and Senior Phase)

Learning areas are a combination of one or more teaching subjects. Therefore, to be able to offer a method subject in a particular learning area, a student has to take note of the subject combination that make up a particular learning area. For instance: To offer a teaching method in the Learning Area:

- Human and Social Sciences for the Senior and Intermediate phase, a student shall have passed both Geography and History at first year degree level.
- Economic and Management Sciences for the senior and Intermediate phase, a student shall have passed a combination of at least two teaching subjects that comprise EMS at first year degree level.
- Natural Sciences for the Senior and Intermediate phase, a student shall have passed a combination of at least two teaching subjects that comprise the learning area at first year degree level.
- Life Orientation for the Senior and Intermediate phase, a student shall have passed a combination of at least two teaching subjects that comprise the learning area at first year degree level.

ELECTIVE/METHOD MODULES

MODULE CODE	MODULE TITLE
EMEM00A/00B	Method of Economics and Management Sciences
EMEG00A/00B	Method of English for GET
EMHS00A/00B	Method of Human Social Science
EMZG00A/00B	Method of isiZulu for GET
EMLG00A/00B	Method of Life Orientation for GET
EMMG00A/00B	Method of Mathematics for GET
EMNS00A/00B	Method of Natural Science
EMTK00A/00B	Method of Technology A/B
Contact the relevant Education departments for the course/module outlines of your method modules	

WEIGHTING OF MODULE TESTS AND ASSIGNMENTS EPGCE 1&2

Module code	Module name	Tests	Assignments	Practical/ Presentations/ Journals	TOT	DP	Ex
		100%			100	50	50

	Semester 1								
ECTL 00A	Teaching, learning and Assessment	60			40		100	50	50
EPTD00A	Theories of Development and Learning	50			50	-	100	50	50
ELCR 00A	Communication and Research Skills	60			30	20	100	50	50
EFES00A	Educational Studies	50			50		100	50	50
ETSE14A	School Experience				100		100	50	50
EMLG00A	Method of Life Orientation for GET	50			50	-	100	50	50
EMLO00A	Method of Life Orientation A	50			50	-	100	50	50
EMMA00A	Method of Mathematics A	50			50		100	50	50
EMPS00A	Method of Physical Science A	40	40		20		100	50	50
EMTK00A	Method of Technology A	50	25		25		100	50	50
EMTN00A	Method of Technology A FET	50	25		25		100	50	50
EMEG00A	Method of English for GET 00A	50			30	20	100	50	50
EMEN00A	Method of English A	50			30	20	100	50	50
EMZG00A	IsiZulu Method for GET	50	30	20			100	50	50
EMZU00A	IsiZulu Method for FET	50	30	20			100	50	50
EMAC00A	Method of accounting A	50			50		100	50	50
EMBS00A	Method of Business Management A	50			50		100	50	50
EMEC00A	Method of Economics A	50			50		100	50	50
EMGE00A	Method of Geography A	50			50		100	50	50
EMHS00A	Method of Human Social Science	60			40		100	50	50
EMHY00A	Method of History A	50			50		100	50	50
EMTO00A	Method of Tourism A	50			50		100	50	50

SEMESTER 2

ECCD00B	Curriculum development: Theories and Practice	60			40		100	50	50
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ECME00B	Media in Education	60			40		100	50	50
EAEM00B	Educational Management	60			40		100	50	50
EPHL00B	HIV and AIDS and Life skills						100	50	50
ETSP14B (Semester)	School Practicum				50	50	100	50	50
EMLG00B	Method of Life Orientation for GET	50	-	-		50	100	50	50
EMLO00B	Method of Life Orientation B	50	-	-		50	100	50	50
EMMA00B	Method of Mathematics B	50			50		100	50	50
EMPS00B	Method of Physical Science B	30	30		10	30	100	50	50
EMTK00B	Method of Technology B	20			30	50	100	50	50
EMTN00B	Method of Technology B FET	20			30	50	100	50	50
EMEG00B	Method of English for GET 00B	50			25	25	100	50	50
EMEN00B	Method of English B	50			25	25	100	50	50
EMZG00B	IsiZulu Method for GET	50			30	20	100	50	50
EMZU00B	IsiZulu Method for B	50			30	20	100	50	50
EMAC00B	Method of Accounting B	30	30		20	20	100	50	50
EMBS00B	Method of business Management B			50	50		100	50	50
EMEC00B	Method of Economics B	30	30		40		100	50	50
EMGE00B	Method of Geography B	30	30		40		100	50	50
EMHS00B	Method of Human and Social Science	60			40		100	50	50
EMHY00B	Method of History	50			50		100	50	50
EMTO00B	Method of Tourism B	50			50		100	50	50

D. POST GRADUATE DEGREES

1. Bachelor of Education Honours (302ZZZ) Full-time

1.1 DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT (302ZZZ)

THE DEGREE OF BACHELOR OF EDUCATION (HONOURS) GENERAL: B.ED (HONS) (120 credits)

To be admitted to B.Ed. (Hons) a student must

- Hold a Bachelors' degree.
- be at NQF level 6

Duration and Curriculum

E29 The curriculum shall extend over a period of at least one year and shall consists of the following subjects:

BACHELOR OF EDUCATION HONOURS – GENERAL Curriculum

SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS		SUBJECT LEVEL
Philosophy of Education	EPE591	20	.167	8
Educational and Child Psychology	EED591	20	.167	8
Curriculum and Instructional Studies	ECI591	20	.167	8
Any three of the following subjects:				
Educational Planning	EPL591	20	.167	8
Comparative Education	ECE591	20	.167	8
Educational Research Methods	EER591	20	.167	8
Special Education	ESE591	20	.167	8
Socio pedagogics	ESY591	20	.167	8
Educational Management	EMC591	20	.167	8
TOTAL		120	1.00	

Examination

E30

- 1 The examination shall be held in January and may be written in two parts consisting of three papers each.
- 2 (a) to pass, a candidate who writes the required six subjects in the same examination shall obtain a minimum of 50% in each subject.
- (b) A candidate who does not comply with the requirements set out in 2(a) but who obtains at least 50% in one or more subjects shall retain credit for the subjects passed and shall repeat only those subjects which she/he has failed.
- (c) A candidate who does not comply with the requirements set out in either 2(a) or 2(b) shall repeat the course as a whole – (all six subjects).
- 3 (a) a pass, a candidate who writes the examination in two parts shall obtain a minimum of 50% in each subject.
- (b) A candidate shall retain credit for the subjects passed and shall repeat only subject(s), which she/he has failed.
- (c) A candidate who does not comply with the requirements set out in either 3 (a) or 3 (b) shall repeat all three subjects.

4. Papers which have to be repeated shall be rewritten at the normal examinations held for B.Ed. (Hons) students (i.e. January of each year).
5. A candidate who writes the examination in two parts and who fails one part of the examination must pass this part within five years. This rule is subject to rule G33, which reads.
"No student may present himself more than twice for a similar examination in the same department without the permission of the Senate; this applies also to each of the two parts where the examination is taken in two parts".
6. A year mark is only taken into account for the purpose of admission to the examination.
7. To obtain the degree with first-class a student shall have obtained first - class pass marks in four or more papers.
8. To obtain the degree with distinction, a student shall have obtained distinction marks in four or more papers.

BACHELOR OF EDUCATION HONOURS – GENERAL	
Modules	
COMPULSORY MODULES:	
Module Name: Curriculum and Instructional Studies Module Code: EC1591	<p>Content: Background to educational transformation related to curriculum in South Africa: NQF, Curriculum 2005, OBE, and NSC. Curriculum Studies as a field of study: description, definitions (conceptions) of curriculum. The processes of curriculum development: phases, approaches and orientations of curriculum development. Curriculum design: levels, process, models, components of curriculum design. Classroom management: Approaches to classroom management, general classroom management principles, maintaining effective teaching and learning environment</p> <p>Assessment: (Compulsory one 3-hour paper)</p>
Module Name: Educational and Child Psychology Module Code: EEP591	<p>Content:</p> <ol style="list-style-type: none"> 1 Terminology used to designate Educational Psychology. 2 How the study of Educational Psychology developed? 3 Approaches to and areas of specialization within Educational Psychology. 4 Why Educational Psychology is an essential area of study for prospective teachers? 5 Empirical studies on cognitive, affective and conative aspects of the child. 6 Empirical studies relating to the preschool, primary school and secondary school child in respect of social development, learning and contemporary issues in education in the South African context. 7 An in-depth study of the exponents of the following theories of learning: <ul style="list-style-type: none"> • Behavioural view of learning • Cognitive view of learning. • Gestalt view of learning. • Humanistic view of learning. • Phenomenological/ Psych pedagogic view of learning. • Emphasis on learning theorists like Bruner, Vygotsky, Feuerstein and Sternberg. 8 Research trends and paradigms in

<p>Module Name: Philosophy of Education Module Code: EPE591</p> <p>ELLECTIVES</p> <p>Module Name: Comparative Education Module Code: ECE591</p> <p>Module Name: Educational Management Module Code: EMC591</p> <p>Module Name: Educational Planning Module Code: EPL591</p> <p>Module Name: Educational Research Methods</p>	<p>Educational Psychology.</p> <p>Assessment: (One three-hour paper)</p> <p>Content: Philosophy of Education as compared to other philosophies. The study of a variety of ideologies influencing philosophy of education in South Africa. Anti-racism and Education. Outcomes based education and paradigms influencing it. The South African educational issues and problems e.g. Multicultural education. African Philosophy Afrocentrism in the South African educational system. Afrokology, African Renaissance. Recent trends in Philosophy of Education e.g. Reconstructionism and Liberalism, Post-modernism, etc. Metatheories and education. Critical Pedagogy.</p> <p>Content: The focus is on the comparative study of contemporary educational issues and problems, e.g. equality of educational opportunities (including gender issues and multicultural education); linking formal and non-formal education, curriculum reform; adult education. International comparisons (with selected countries) will be done with the intention of looking at similarities and differences with regard to educational aims, policies and practice.</p> <p>Content: The study of a variety of influences on education systems, e.g. politics, economy, socio-cultural, demography, history and religion. The impact of ideologies on the components of the education system, i.e. purpose of education, administration and control, finance, the structure of education and supporting services. Recent trends in research methodology.</p> <p>Purpose Educational Planning and Educational Policy.</p> <p>Content: Economics and Educational Planning. Educational Planning in relation to social and economic planning, Educational Planning and development, Education, manpower and employment. The process of planning. Current educational issues. Education, race and cultural pluralism; Education and inequalities; Non-formal education; Reconstruction and transformation. OA study of Educational Planning in one of the following: Zimbabwe, Mozambique, Namibia, Botswana</p>
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Module Name: Special Education Module Code: ESE591	<p>Purpose: To analyse the foundations of special education, understand the established categories and be able to teach exceptional learners.</p> <p>Content: The course will focus on: The foundations of special education: Defining special education. Scope and task of special education. Professionals in special education. Defining normality and abnormality: statistical, medical and social models; the third world approach. The legal basis for special education: administration, social political and economic realities of special education. Categories of exceptionality: High prevalence categories of exceptionality. Moderate-prevalence categories of exceptionality. Low-prevalence categories of exceptionality. Teaching exceptional children: Delivering services to students with special needs. Concepts guiding placement decisions: least restrictive environment and mainstreaming. Special education programmes: instruction in a resource room; special schools; residential schools; home-based instructions; 'pull-out' and 'stay put' programmes. Individualised education programmes (IEP). Special teaching methods: precision teaching; co-operative learning; peer-directed learning, learning strategies training; social skills. Behaviour therapy and child therapy. Helping parents cope with specific problems of children. Research trends and paradigms of special education. Practicum (6 hours per week)</p> <p>Instruction: Will be facilitated through lectures and activities during lecture sessions, individual independent and/ or group work activities.</p> <p>Assessment: Continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination.</p>
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Module code	Module name	Tests	Assign-ments	Practical/ Presentations	TOT	DP	E X
100%					100	50	50
(B.Ed.)(Hons) PROGRAMME							
EPE591	Philosophy of Education	60	40				
EEP591	Educational and Child Psychology		50	50			
ECI591	Curriculum and instructional studies	60	40				
EPL591	Educational Planning	60	40				
ECE591	Comparative Education	60	40				

EER591	Educational Research Methods			50	50			
ESE591	Special Education			50	50			
ESY591	Sociopedagogics	60		40				
EMC591	Educational Management	60		40				

1.2 DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION (302ZZZ)

1.2.1 DEGREE OF BACHELOR OF EDUCATION HONOURS (EDUCATIONAL PSYCHOLOGY) B.Ed. (Hons) (Psych)

Upon successful completion of this degree, all prospective psychometrists will be required to sit for a national psychometry examination of the Professional Board for Psychology (HPCSA).

Admission to the course of study

- E31** In order to be admitted to the study for the degree B.Ed. (Educational Psychology option), a student should have obtained either –
- (a) A B.Paed degree with Psychology III or Educational Psychology III
As one of his/her major subjects, or
 - (b) A three-year Baccalaureus degree with Psychology III or Educational Psychology III as major subjects and a recognised teachers' diploma.

Duration and Curriculum

- E32** The curriculum shall extend over at least one year and shall consist Of the following subjects:
1. Childhood and adolescence problems (ECA 591)
 2. Psychological assessment and measurement (APS 509)
 3. Educational Psychology (EEP 591)
 4. Special Education (ESE 591)
 5. Guidance and Counselling (EGC 591)
 6. Educational Research Methods (EER 591)
 7. A minimum period of 150 hours practical is required in Special Education, Guidance and Counselling/ 6 months internship

Practical's can be done during the year of full-time study. If, for whatever reason, a student fails to complete his/her 150 hours of practical's during his/her year of full-time study, he/she will have to return the following year, on either a part-time on a full-time basis to complete his/her practical in order to qualify for the degree B.Ed., (Educational Psychology option). A student who fails to complete the required period of 150 hours practical but passes six subjects in his/her examinations will qualify for an ordinary B.Ed. degree.

BACHELOR OF EDUCATION HONOURS – EDUCATIONAL PSYCHOLOGY

Curriculum

SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS		SUBJECT LEVEL	PREREQUISITE SUBJECT(S)
Guidance and Counselling	EGC591	20	.167	8	20
Educational and Child Psychology	EEP591	20	.167	8	20
Childhood and adolescence Psychology	ECA591	20	.167	8	Also in Honours General 20
Psychological Assessment and Psychological Measurement	EPA591	20	.167	8	

Educational Research Methods	EER591	20	.167	8	Also in Honours General 20
Special Education	ESE591	20	.167	8	Also in Honours General 20
TOTAL		120	1.00		

Examination

E33 Rule E30 shall apply as it applies to the full-time B.Ed. degree. See examinations

SYLLABUS FOR BACHELOR OF EDUCATION HONOURS – EDUCATIONAL PSYCHOLOGY			
PAPERS		Credits	Periods/ week
Module Name: Childhood and adolescence problems Module Code: ECA591	<p>Purpose: To provide students with the information necessary for an effective understanding of the childhood and adolescence problems influencing learners behaviours in South Africa and globally.</p> <p>Content: The course will provide an: Introduction to childhood and adolescence problems. The context of childhood in South Africa; the ecological and socio-political context of education and development; cross-cultural studies. Normal growth problems e.g. enuresis and encopresis. Social, political upheavals and youth problems. Socio-political problems and the needs of youth. Pupil's peer-group and family problems and learning. Street children, environmentally-deprived child and learning. Behaviour problems, impulsivity and violence in society. Some prominent youth problems: Emotional problems e.g. school phobia, school refusal etc. Conduct disorders e.g. truancy, juvenile delinquency, maladjustment, teenage pregnancy and sex education. Substance abuse and addiction e.g. glue sniffing, alcoholism, smoking, drugs etc. School discipline e.g. failure rate and attrition, classroom problems, attention deficit etc. Systems-level assessment and interventions. Research trends and paradigms in social pathology.</p> <p>Instruction: Instruction methods include lectures, group discussion, independent study and research and observations in schools.</p> <p>Assessment: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations; summative assessment through examinations in June.</p>		
Module Name: Educational and Child Psychology Module Code: EEP591	Refer to Hons. Bed General for syllabus		

<p>Module Name: Educational Research Methods Module Code: EER591</p>	<p>Refer to Hons. B.Ed. General for syllabus</p>		
<p>Module Name: Guidance and Counselling Module Code: EGC591</p>	<p>Purpose: To equip student teachers with knowledge and understanding of guidance and counselling approaches to deal with learners having special needs.</p> <p>Content: The nature of guidance and counseling. Principles and approaches to guidance and counseling. Organization and administration services. Guidance and counseling process. Communication skills in guidance and counseling. Modern trends in guidance and counseling.</p> <p>Instruction: Will be facilitated through lectures and activities during lecture sessions, individual independent and/ or group work activities.</p> <p>Assessment: Continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination.</p>		
<p>Module Name: Psychological Assessment and Measurement Module Code: EPA591</p>	<p>Purpose: This module will prepare the students to be significantly able to deal with the basic knowledge, skills, methods and procedures involved in psychological assessment and evaluation procedures relevant to the field of Educational Psychology. Learners are exposed to a range of assessment tools and are expected to familiarize themselves with the basic range of tools as well as understand the operationalization of Department of Psychology and Special Education's test library. The participants of this module will also have a basic understanding of the Health Professions Council of South Africa's (HPCSA) requirements for the use of psychological tools. This module will, together with other key factors, assist in the preparation of students for the practical component of the programme.</p> <p>Content: Introduction to psychological assessment; psychometric testing; classification of psychological measures; importance of psychological tests; ability testing; academic assessments; career assessment and inventories; behavioural checklists and rating scales; personality testing; future trends, prospects and limitations.</p>		

Module Name: Special Education Module Code: ESE591	Instruction: Will be conducted through lectures, seminars, group discussions, and practical sessions at the clinic. Assessment: Formative assessment: Assignments, tests, practical work. Summative assessment: Examinations. Refer to Hons. B.Ed. General for syllabus		
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Module code	Module name	Tests	Assignments	Practical/ Presentations	TOT	DP	E X
100%					100	50	50
(B.Ed.)(Hons)(Psych) PROGRAMME							
ECA591	Childhood and adolescence problems		50	50	100	50	50
EPA591	Psychological Assessment and Measurement		50	50	100	50	50
EEP591	Educational and Child Psychology		50	50	100	50	50
ESE591	Special Education		50	50	100	50	50
EGC591	Guidance and Counseling		50	50	100	50	50
EER591	Educational research methods		50	50	100	50	50

1.2.2. THE DEGREE BACHELOR OF EDUCATION (HONOURS) (EDUCATION SUPPORT SERVICES) HONS. B.Ed. (ESS) DEGREE (302ZZZ)

Admission Requirements

- (a) A recognised Teachers' Diploma
- (b) A bachelor's degree
- (c) Psychology III or Psychology as a major subject is not a prerequisite for this degree

Curriculum

SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS	SUBJECT LEVEL	PREREQUISITE SUBJECT(S)
Guidance and Counselling	EGC591	20 .167	8	20
Educational and Child Psychology	EEP591	20 .167	8	20
Childhood and adolescence psychology	ECA591	20 .167	8	20
Inclusive Education	EIE591	20 .167	8	20
Educational Research Methods	EER591	20 .167	8	20
Special Education	ESE591	20 .167	8	20
TOTAL		120 1.00		

1The subject papers covered for this course are the same as for the existing B.Ed. (Educational Psychology) degree except for one paper namely, Psychological Assessment and Measurement (APS 509).

- (a) Instead of APS 509, the recommended substitution is the subject/paper called INCLUSIVE EDUCATION (EIE 591).

Module code	Module name	Tests	Assignments	Practical/ Presentations	TOT	DP	E X
100%					100	50	50
(B.Ed.)(Hons)(Education Support services) PROGRAMME							
ECA591	Childhood and adolescence problems		50	50			
EIE591	Inclusive Education		50	50			
EEP591	Educational Psychology		50	50			
ESE591	Special Education		50	50			
EGC591	Guidance and Counseling		50	50			
EER591	Educational research methods		50	50			

1.2.3. THE DEGREE BACHELOR OF EDUCATION HONOURS (Special Education Needs) (302ZZZ)

Admission Requirements

- NQF level 6
- Diploma in Education and Further Diploma in Education (Special Educational Needs)
- Bachelor of Education degree or
- Bachelor's degree

Duration of the curriculum

- The curriculum shall extend over at least one year full-time or two years part-time.

Curriculum

SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS		SUBJECT LEVEL	PREREQUISITE SUBJECT(S)
Foundations of Special Education	ESE501	10	.091	8	
Curriculum development	ESE508	10	.091	8	
Learning and Teaching	ESE507	10	.091	8	
Educational Research Methods	ESE509	20	.182	8	
Educational Research Project	ESE510	20	.182	8	
Assessment and evaluation	ESE506	10	.091	8	
Learning and communication disorders	ESE502	10	.091	8	
Behavioural/Emotional disorders	ESE503	10	.091	8	
Mental challenges	ESE504	10	.091	8	
	ESE505	10	.091	8	

Physical and Sensori-motor disorders

TOTAL	120	1.00		
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Examination

Students will be assessed continuously:

- using school based tasks, practical's, case studies and assignments
- writing examination at the end of semesters

HONOURS BACHELOR OF EDUCATION – SPECIAL EDUCATION

Modules		Credits	Periods/ week
FOUNDATIONAL MODULE: Module Name: Foundations of Special Education Module Code: ESE501	Purpose: To equip post graduate students with knowledge skills and attitudes they need in understanding the history, theories and the development of special education. Content: History of special education theories and the development of special education. Teaching exceptional learners. Instruction: Will be facilitated through lectures and activities during lecture sessions, individual independent and/ or group work activities. Assessment: Continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination.		
CORE MODULES Module Name: Curriculum Development Module Code: ESE508	Purpose: This module will equip students with a good working knowledge of curriculum development theory and instructional design practice and will create awareness among the students of the range of issues to be considered in the process of curriculum development, instructional design and implementation. Content: CURRICULUM DEVELOPMENT CURRICULUM THEORY: Traditions of curriculum thought; current issues in curriculum theory; perspectives (historical, sociological, political, psychological) on curriculum; a personal philosophy of curriculum. ISSUES IN CURRICULUM DESIGN: Curriculum aims and objectives; priorities and resources in curriculum design; curriculum organization and structure; curriculum design and needs analysis; integration and the structures of disciplines. BALANCING A CURRICULUM: Coherent curriculum structures; writing aims and objectives; the modular curriculum; the negotiated curriculum; the accreditation of prior learning and experience; modes of assessment;		

	accreditation and certification. EVALUATING THE CURRICULUM: An introduction to the concept and methodology of curriculum evaluation. MEETING SPECIAL EDUCATIONAL NEEDS - CURRICULUM, TEACHING AND LEARNING: key concepts in the development of the curriculum for pupils and students with special educational needs. The nature and purpose of different models of curriculum are discussed in the context of an historical overview. Ideas about the curriculum both facilitating learning and presenting barriers to participation are explored. It examines the development of meaningful access to learning: through processes of curriculum adaptation and differentiation; through planning for individual learning; and through an examination of aspects of the assessment process.	
	<p>Instruction: Will be facilitated through lectures and activities during lecture sessions, individual independent and/ or group work activities.</p> <p>Assessment: Continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination.</p>	
Module Name: Learning and Teaching Module Code: ESE507	<p>Purpose: To provide students with post graduate level knowledge, skills and applied competencies to enable them to be competent users of strategies for teaching learners with special needs.</p> <p>Content: Teaching learners with special needs, special education in an Era of inclusion and standards, strategies for collaboration, strategies for classroom management and behavior support.</p> <p>Instruction: Will be facilitated through lectures and activities during lecture sessions, individual independent and/ or group work activities.</p> <p>Assessment: Continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination.</p>	
Module Name: Educational Research Module Code: ESE509	Refer to Department of Educational Psychology	
Module Name: Research project Module Code: ESE510	<p>Purpose: This module aims to develop sensitivity towards issues regarding educational research with</p>	

<p>ELECTIVE MODULES</p> <p>Module Name: Assessment and Evaluation</p> <p>Module Code: ESE506</p>	<p>specific interest in special needs education viz, the background to basic social science research methodology, purposes of educational research projects, various basic concepts, legal and ethical considerations in educational research projects, sources of data, data gathering techniques, the value of research projects and use of the American Psychological Association (APA) style of referencing.</p> <p>Content: The contents of the course are: What is an educational research project? Outline of an educational research project. Selection and framing an appropriate topic. Basic terminology. Steps to follow when conducting an educational research project. Appropriate referencing style – APA. Select topic. Plan introduction and motivation for the study. Statement of the problem (research questions). Objectives of the study. Hypotheses. Methodology and research design. Ethical considerations. Value of the study. Operational definitions. Proposed plan of the study. References.</p> <p>Instruction: Will be facilitated through lectures and activities during lecture sessions, individual independent and/ or group work activities.</p> <p>Assessment: Continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination.</p> <p>Purpose: To equip the post graduate students with requisite knowledge and skills to carry out assessment and evaluation functions for the purpose of teaching and learning of learners with special needs education.</p> <p>Content: Definition of assessment; tools of assessment and purposes, methods and effects of assessments; interpreting and using assessment results; keeping records of assessment; assessing language, assessing reading, assessing reading comprehensions; assessing written language; assessing mathematics and assessing science and social studies; integrating assessment.</p> <p>Instruction: Will be facilitated through lectures and activities during lecture sessions, individual independent and/ or group work activities.</p> <p>Assessment: Continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and</p>		
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<p>Module Name: Learning and Communication Disorders Module Code: ESE502</p>	<p>Purpose: summative assessment through externally moderated final examination.</p> <p>To equip post graduate students with the ability to identify learning and communication disorders, and support such learners with relevant teaching and learning activities.</p> <p>Content: The module will define learning disorders, communication disorders; analyse the various diagnostic characteristics of learning disorders such as reading, writing, mathematics and ADHD; communication disorders such as expressive and receptive language, speech sound errors, distortions and fluency disorders; second language difficulties in South Africa.</p> <p>Instruction: Will be facilitated through lectures and activities during lecture sessions, individual independent and/ or group work activities.</p> <p>Assessment: Continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination.</p>	
<p>Module Name: Behavioural/ Emotional Disorders Module Code: ESE503</p>	<p>Purpose: This module will introduce post graduate students to the relevant knowledge and skills they can use to guide and counsel learners presenting behavioural and/ or emotional disorders.</p> <p>Content: Characteristics and Prevalence; types of emotional and behavioural disorders in children; emotional and behavioural disorders in the classroom; teaching students with emotional and behavioural disorders; accommodations for students with emotional and behavioural disorders Behaviour and Mental Health ; A Continuum of Support; Multi-tiered Support for Behaviour; Responding to Inappropriate Behaviour; TIER 1: WHOLE-SCHOOL OR CLASSROOM APPROACHES; TIER 2: SMALL GROUP OR INDIVIDUAL APPROACHES; TIER 3:INTENSIVEINDIVIDUALISED APPROACHES.</p> <p>Instruction: Will be facilitated through lectures and activities during lecture sessions, individual independent and/ or group work activities.</p> <p>Assessment: Continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination.</p>	
<p>Module Name: Mental Challenges Module Code: ESE504</p>	<p>Purpose: To introduces student to various mental challenges experienced by learners and how</p>	

<p>Module Name: Physical and Sensory-motor Disorders Module Code: ESE505</p>	<p>Content: these barriers experienced impact on the processes of teaching and learning. This module further seeks to facilitate the appropriate use of relevant instructional techniques in various classrooms providing diverse levels of support and encourage multilevel stakeholders support with special emphasis on parental involvement.</p> <p>Instruction: The course addresses: Mental challenges (definitions, giftedness, mental retardation). Giftedness (characteristics, cognitive, academic, physical, behavioural, communication). Instructional approaches (enrichment, acceleration or advancement, enrichment tactics, acceleration tactics, trends and issues). Gifted and talented in perspective (underachievement, causes of under-achiever, intervention). Mental retardation (characteristics, causes). Instructional approaches (improving functional skills, improving academic skills, improving school adaptive skills, improving leisure and work skills). Support services. Parental involvement.</p> <p>Assessment: Will be facilitated through lectures and activities during lecture sessions, individual independent and/ or group work activities.</p> <p>Purpose: Continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination.</p> <p>Content: To provide post graduate students with the knowledge to identify some common characteristics of Physical Impairment (PI) and the associated educational impact, and recognize special considerations for teaching and assessment for children with known or suspected PI.</p> <p>Instruction: Physical Impairment - Motor and Mobility Impairments: What is Motor Impairment? What is Mobility Impairment? Practical Tips for Teaching Children with Physical Impairments; Cerebral Palsy; Practical Tips for Teaching Children with Cerebral Palsy; Accommodation Ideas for: Getting In and Around the School and Classroom; Communicating with Students and School (Teaching and learning, One-on-One); Reading or Writing (Assignments, Class Activity Materials); Managing Work and Time (Planning and Scheduling); Using a Computer; Working in the Lab or Field.</p> <p>Assessment: Will be facilitated through lectures and activities during lecture sessions, individual independent and/ or group work activities.</p>		
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SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS	SUBJECT LEVEL
Foundations of Education	EFE591	20 .167	8

Cognitive Psychology	ECP591	20	.167	8
Curriculum Development in Mathematics/Science	ECD591	20	.167	8
Instructional Management	EIM591	20	.167	8
Educational Computing	EEC591	20	.167	8
Research Methods in Mathematics and Science	ERM591	20	.167	8
TOTAL		120	1.00	

Examination**E36** Rule E30 shall apply as it applies to B.Ed. degree.

HONOURS BACHELOR OF EDUCATION – MATHEMATICS, SCIENCE AND TECHNOLOGY			
Modules		Credits	Periods/ week
COMPULSORY MODULES: Module Name: Cognitive Psychology Module Code: ECP591 Module Name: Curriculum Development in Mathematics/Science Module Code: ECD591 Module Name: Educational Computing Module Code: EEC591	Purpose: To study issues and theories concerned with the learning of school mathematics, consider implications for classroom implementation and acquire familiarity with the relevant literature. Content: Logical and psychological considerations, discovering and constructing mathematics, further implications for the curriculum. Instruction: Instructional methods include lectures, group discussions, independent learning and research/study projects. Assessment: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in January.		
	Content: Background to educational transformation related to curriculum in South Africa: NQF, Curriculum 2005, OBE, and NSC. Curriculum Studies as a field of study: description, definitions (conceptions) of curriculum. The processes of curriculum development: phases, approaches and orientations of curriculum development. Curriculum design: levels, process, models, components of curriculum design. Classroom management: Approaches to classroom management, general classroom management principles, maintaining effective teaching and learning environment Assessment: (Compulsory one 3-hour paper)		
	Purpose: To build on computer literacy by expanding on the knowledge about and use of computers and related technologies for		

<p>Module Name: Foundations of Education Module Code: EFE591</p> <p>Module Name: Instructional Management Module Code: EIM591</p>	<ul style="list-style-type: none"> • Integration of technology and curriculum to support learning • Effective use of computers as an aid to problem solving • School and classroom management • Educational research • Electronic information access and exchange • Personal and professional productivity • Technical assistance and leadership <p>Content: Develop a short research paper (project) on a relevant topic using MS Word MLA style documentation with group presentations on this topic. Advanced spread-sheet skills with focus on formulas like VLOOKUP, NPV analysis, PMT, What-if-Analysis and goal seek. Part of the course is an introduction to project management and analysis of a LMS like Moodle. Other topics covered are basic concepts, managing files, Web browsing and communication.</p> <p>Instruction: The method of instruction is lecture based but the focus is hands-on driven with a large practical component. This is supported by a short introduction to research that is self-directed.</p> <p>Assessment: One practical test, research project and presentation and a final examination that is 20% theory and 80% testing practical skills</p> <p>Refer to MSTE Department</p> <p>Purpose: To engage students in issues pertaining to instructional management in school, the key elements of instructional management as well as duties and behaviour of personnel delegated for this function. To be competent in the understanding and application of instructional management functions in an SA education systems.</p> <p>Content: Definition and the main elements of instructional leadership management, shift from administrator to instructional leader, instructional management duties and functions of the principal/deputy, implications for the SA situation, duties of the HoD, Implications to mathematics science teaching and learning, instructional duties of the teacher, role of the community in instructional management (ideal and realised).</p>		
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Module Name: Research Methods in Mathematics and Science Module Code: ERM591	<p>Instruction: Instructional methods include lectures, group discussions, independent learning and research/study projects.</p> <p>Assessment: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in January.</p> <p>Content:</p> <ol style="list-style-type: none"> 1 Mathematics and science research-concepts 2 Research proposals. 3 Research instruments 4 Sampling 5 Quantitative research methods 6 Qualitative research methods. <p>(One 3-hour paper plus research project)</p> <p>Assessment:</p>		
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Module code	Module name	Tests			Assignments		Practical/ Presentations/Task	Tot	DP	Ex	
		100%							100	50	50
(B.Ed.)(Hons)(Mathematics / Sciences / Technology) PROGRAMME											
EFE591	Foundations of Education				33	33	33				
ECP591	Cognitive Psychology				50			50			
ECD591	Curriculum Development in Mathematics / Science				20	30	30	20			
EIM591	Instructional Management	Refer to MSTE Department									
EEC591	Educational Computing	Refer to MSTE Department									
ERM591	Research methods in Mathematics and Science	Refer to MSTE Department									

VARIANT QUALIFICATION

1.3.2. THE DEGREE OF BACCALAUREUS EDUCATIONIS HONOURS (Primary Education Science) (302ZZZ)

– B.Ed. (Hons) (Primary Education Science)

Admission to the course of study

In order to be admitted to study for the degree B.Ed. (Hons) (Primary Education Science) have obtained one of the following:

- a) A B.Paed in Primary Education
- b) A B.Ed. (undergraduate) F & I
- c) A B.Sc. plus Teacher's Certificate/Diploma

Duration and Curriculum

Rule E 35 shall apply. A student shall take four core modules and six electives.

SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS		SUBJECT LEVEL
CORE				
Teaching and Learning issues	EST 591	12	.100	8
Educational Research	ERE 591	12	.100	8
Advance computing	EFA591	12	.100	8
Curriculum Development	ESC591	12	.100	8
Select 6 Electives				
SCIENCE & TECHNOLOGY CURRICULUM				
Science and the world	ESS591	12	.100	8
Environmental education	EEN591	12	.100	8
Advanced studies in science				
Advanced graphic communication & design	ESA591	12	.100	8
	ESG591	12		8
Information technology and systems				
	ESI591	12	.100	8
Material design in technology				
MATHEMATICS AND TECHNOLOGY CURRICULUM	ESM591	12	.100	8
Geometry and ITS application	EFG505	12	.100	8
Algebra	ESB591	12	.100	8
Working with number	ESW591	12	.100	8
TOTAL		120	1.00	

HONOURS BACHELOR OF EDUCATION – PRIMARY EDUCATION SCIENCE			
Modules		Credits	Periods/ week
CORE MODULES: Module Name: Advanced Computing Module Code: EFA591	Purpose: This course will equip students with the needed computer skills to excel in today's digital world, make them to be capable of using a broad range of computer technology – from basic hardware and software, to operating systems, applications and the Internet. It will prepare them for what the work place needs you to know. Also enhance your personal competency technologically. Content: Recognizing Computers, Using Microsoft Windows 7. Instruction: Instructional methods include lectures, group discussions, independent learning and research/study projects Assessment: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in January.		

<p>Module Name: Curriculum Development Module Code: ESC591</p>	<p>Content: Background to educational transformation related to curriculum in South Africa: NQF, Curriculum 2005, OBE, and NSC. Curriculum Studies as a field of study: description, definitions (conceptions) of curriculum. The processes of curriculum development: phases, approaches and orientations of curriculum development. Curriculum design: levels, process, models, components of curriculum design. Classroom management: Approaches to classroom management, general classroom management principles, maintaining effective teaching and learning environment</p> <p>Assessment (Compulsory one 3-hour paper)</p>		
<p>Module Name: Teaching and Learning Issues Module Code: EST591</p>	<p>Purpose: To enforce the deeper knowledge and understanding of some principles related to education in general as well as science education.</p> <p>Content: Introduction to philosophies held by different teachers about teaching and learning, inclusive education, the theories of learning and the nature of teaching, the strategies, methods and techniques in science and mathematics.</p> <p>Instruction: Instructional methods include lectures, group discussions, independent learning and research/study projects.</p> <p>Assessment: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in January.</p>		
<p>SCIENCE AND TECHNOLOGY CURRICULUM</p> <p>Module Name: Advanced Studies in Science Module Code: ESA591</p>	<p>Purpose: To provide students with continued professional development and the reflective competences needed to take initiative and responsibility in an academic and professional context</p> <p>Content: Curriculum and Assessment Policy Statement-Grades 4-6, strategies for teaching science, Understanding the nature of science and scientific progress: A theory building approach, scientific reasoning and argumentation</p> <p>Instruction: Instructional methods include lectures, group discussions, practical work and independent learning</p>		

<p>Module Name: Advanced Graphic Communication and Design Module Code: ESG591</p>	<p>Assessment Continuous formative assessment through assignments and tests, summative assessment through examinations in January.</p> <p>Purpose: To advance the students' knowledge and understanding of graphic communication and design skills in the context of Technology Education.</p> <p>Content:</p> <ul style="list-style-type: none"> • Purpose and elements of communication • The skills of graphic communication and design including freehand pencil drawing and instrument drawing. • Two-and-three dimensional drawing techniques including – freehand sketching, line types, block method, shading, drawing instruments, orthographic projection, isometric drawing, oblique, perspective, sections, exploded views, signs and symbols, monograms, procedure charts, scales, dimensioning • Aesthetics – proportion, area division, spatial relationships, related shapes, stylisation, colours, texture • Ergonomics – anthropometry • Computer based drawing and graphical representation. <p>Instruction:</p> <p>Contact Study Lectures Practical's Fieldwork Tutorials Guided Revision</p> <p>Assessment:</p> <p>Continuous Assessment CASS: 50% Summative Assessment : 50% A variety of methods, strategies and tools will be used to assess achievement of competences e.g.;</p> <ul style="list-style-type: none"> • Tests • Practical's • Assignments • Case-studies • Projects • Examinations 		
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<p>Module Name: Environmental Education Module Code: EEN591</p>	<p>Purpose: To advance the students' knowledge and understanding of graphic communication and design skills in the context of Technology Education.</p> <p>Content: Purpose and elements of communication, skills of graphic communication and design including freehand pencil drawing and instrument drawing, two-and-three dimensional drawing techniques, aesthetics, ergonomics, computer based drawing and graphical representation.</p> <p>Instruction: Instructional methods include lectures, group discussions, independent learning and research/study projects</p> <p>Assessment: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in January.</p>		
<p>Module Name: Information Technology and Systems Module Code: ESI591</p>	<p>Purpose: The aim of this module is to strengthen the student's knowledge and understanding about Information Technology and Systems in the context of Technology Education.</p> <p>Content: Content Topics:</p> <ul style="list-style-type: none"> • IT in education and Technology Education. • Historical background of computers in education. • IT in society: social and ethical issues. • Integrating IT in the school curriculum. • A framework for IT in education: instructional applications • Computer hardware. • Operating systems and software. • Word processors, spreadsheets and graphic tools. • Communication tools: The Internet • Data and computer connectivity. <p>Instruction: Instructional methods include lectures, group discussions, independent learning and research/study projects</p> <p>Assessment:</p> <ol style="list-style-type: none"> 1. Assignment 10% 2. Test 20% 3. Practical 20% <p>Summative:</p> <ol style="list-style-type: none"> 4. Examination 50% 		
<p>Module Name: Material Design in Technology</p>	<p>Purpose:</p>		

<p>Module Code: ESM591</p>	<p>This module will provide the student with the necessary skills in order to become an effective designer of learning programmes in Technology Education</p> <p>Content:</p> <ul style="list-style-type: none"> • The Technological Process, • Integrated Lesson Planning for Science and Technology, following the project approach • Developing activities for Technology • Assessment in Technology: forms and tools • Spatial Intelligence • Higher order Thinking skills according to Bloom's taxonomy <p>Instruction:</p> <p>Instruction methods include lectures, group discussion, independent study and research.</p> <p>Assessment:</p> <p>Continuous Assessment CASS:</p> <ol style="list-style-type: none"> 1. Assignment 50% 2. Test 50% <p>Summative:</p> <p>Examination 100%</p>	
<p>Module Name: Science and the World</p> <p>Module Code: ESS591</p>	<p>Purpose:</p> <p>To critically examine ideas and concepts in recent theories of learning about science and relate them to practice in science classrooms</p> <p>Content:</p> <p>Critical view on the following issues: Nature of science and teaching; models in science teaching, Bloom's taxonomy; teaching strategies, communication in science; multiple intelligences; misconceptions in teaching science, matter and materials. It equips students with the requisite knowledge and pedagogical skills essential for teaching about the nature of science at the Intermediate Phase.</p> <p>Instruction:</p> <p>lectures, group activities, independent learning, projects</p> <p>Assessment:</p>	
<p>MATHEMATICS AND TECHNOLOGY CURRICULUM</p> <p>Module Name: Algebra</p> <p>Module Code: ESB591</p>	<p>Continuous formative assessment through participation in class, assignments, presentations, summative assessment</p> <p>Purpose:</p> <p>To equip students with advanced knowledge and skills associated with the content and pedagogy of algebra at GET level and to develop in them an awareness of mathematics education as a field of study with special emphasis on algebra.</p> <p>Content:</p>	

<p>Module Name: Geometry and its Application Module Code: EFG505</p>	<p>Instruction: Sequences, arithmetic sequences, geometric sequences, series, sigma notation, infinite geometric series, sum to infinity of a geometric series, functions, inverse of a function, exponential functions and their graphs, logarithmic functions, logarithmic equations, laws of logarithms, using logarithms to solve exponential equations, the graph of logarithmic functions, polynomials, remainder and factor theorem, gradient and average gradient, limits, differentiation, derivative at a point, rules of differentiation, higher derivatives, increasing and decreasing functions, points of inflection, maxima and minima, calculus of motion, styles and strategies of teaching mathematics at GET level.</p> <p>Assessment Instructional methods include lectures, tutorials, one-to-one interactive sessions, group discussions and whole class discussions</p> <p>Types of assessments in this module include tests, examination, assignments, projects and presentations. The final examination is given a weighting of 50% while the rest of the assessment types are collectively given a weighting of 50%.</p> <p>Purpose: To enforce the deeper knowledge and understanding of geometry and its application.</p> <p>Content: Polygons, angles, mensuration and trigonometry.</p> <p>Instruction: Instructional methods include lectures, group discussions, independent learning and research/study projects</p> <p>Assessment: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in January.</p>	
<p>Module Name: Information Technology and Systems Module Code: ESI591</p>	<p>Purpose: To advance the students' knowledge and understanding of graphic communication and design skills in the context of Technology Education.</p> <p>Content:</p> <ul style="list-style-type: none"> • Purpose and elements of communication • The skills of graphic communication and design including freehand pencil drawing and instrument drawing. • Two-and-three dimensional drawing techniques including – freehand sketching, line types, block method, shading, drawing instruments, orthographic projection, isometric drawing, oblique, perspective, sections, exploded views, signs and symbols, 	

<p>Module Name: Working with Numbers Module Code: ESW591</p>	<p>monograms, procedure charts, scales, dimensioning</p> <ul style="list-style-type: none"> • Aesthetics – proportion, area division, spatial relationships, related shapes, stylisation, colours, texture • Ergonomics – anthropometry • Computer based drawing and graphical representation. <p>Instruction:</p> <p>Instruction methods include lectures, group discussion, independent study and research.</p> <p>Assessment:</p> <p>Continuous Assessment CASS:</p> <ol style="list-style-type: none"> 1. Assignment 50% 2. Test 50% <p>Summative:</p> <ol style="list-style-type: none"> 3. Examination 100% <p>Purpose:</p> <p>To help student teachers to familiarise themselves with current issues, debates and discussions in mathematics education, to expose themselves to both the historical developments and current applications of mathematics and to use the relevant strategies and theories of teaching mathematics such as investigations, Problem Solving and Constructivist Approaches</p> <p>Content:</p> <p>History of numbers, numerical system, numbers in different cultures, number bases, and index numbers.</p> <p>Instruction:</p> <p>Instructional methods include lectures, group discussions, independent learning and research/study projects.</p> <p>Assessment</p> <p>Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in January.</p>		
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Module code	Module name	Tests			Assignments		Practical/ Presentations		TOT	DP	E X
		100%							100	50	50
(B.Ed.)(Hons)(Primary Education Science) PROGRAMME											
EST591	Teaching and Learning issues				20	30	30	20			
ERE591	Educational Research	Refer to MSTE Department									
EFE591	Foundations of Education (3 assignments)				33.3	33.3	33.3				
EFA591	Advance computing	40	40		20						
ESC591	Curriculum Development	60			40						

ESS591	Science and the World	50			50					
EEN591	Environmental Education	Refer to MSTE Department								
ESA591	Advanced Studies in Science	50	50							
ESG591	Advanced Graphic Communication & Design	50			50					
ESI591	Information Technology and Systems	50			50					
ESM591	Material Design in Technology	50			50					
EFG505	Geometry and its Application	33	33	33						
ESB591	Algebra	50			50					
ESW591	Working with Numbers	40	40		20					

2. MASTER OF EDUCATION - EMED (180 credits – Dissertation / 180 credits - Course Work & Dissertation)

2.1 THE DEGREE OF MASTER IN EDUCATIONAL PSYCHOLOGY – (MASTERS DISSERTATION) (M.Ed) (EMED01)

Admission requirements

* A candidate may be admitted to M.Ed. if he/she is in possession of a B.Ed Honours

Duration of course

The course extends over a period of one-year full time and two years part-time.

Registration of title

Rule E39 applies.

Module		Credits	Periods/ week
Module Name: Dissertation in Educational Psychology Masters Module Code; EEP700		180	Part-time

2.2. THE DEGREE OF MASTER IN EDUCATIONAL PSYCHOLOGY – (COURSE WORK) (M.Ed) (EMED02)

Admission requirements

* A candidate may be admitted to M.Ed. if he/she is in possession of a B.Ed Honours

Duration of course

The course extends over a period of one-year full time and two years part-time.

Registration of title

Rule E39 applies.

Examination

E37 The examination consists of an oral examination on prescribed works chosen in consultation with the head of the Department concerned, and a dissertation dealing with a subject in the field of education.

E38 Successful completion of the oral examination is a prerequisite for beginning the dissertation.

Registration of title

E39 The title of a dissertation is registered for a period of five years. After expiry of this period, a student shall apply each year for an extension of time, if necessary.

2.2.1 Educational Psychology (EMED02)

Course Requirements

E42

When admitted to the course, the candidate must register with HPCSA as a psychology student. After completing the first year of study the student must register as an intern educational psychologist. Upon completion of all course requirements, the candidate must apply for registration with the HPCSA as an Educational Psychologist. A requirement for this course is 80% attendance of lectures, of seminars, of practical work, and of visits to institutions.

Tests and assessment of practical work are undertaken at intervals during the course of the year i.e. continuous assessment. Examinations shall be conducted at the end of the first year by means of: written papers, oral examination and a mini-dissertation. A high standard is required, and failure to

obtain at least 50 percent in each of the written papers, the oral examination and the mini-dissertation at the end of the first year, will preclude a student from proceeding to the second year of study. The degree is conferred only after the successful completion of all the components of the course, namely the theoretical component, the practical component, a mini-dissertation and internship. No exemptions shall be granted to the student, on the requirements for M.Ed. (Psych) degree as a consequence of previously acquired qualifications. The examination consists of the following:

SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS		SUBJECT LEVEL
Childhood and Adolescence Problems	ECA701	12	.067	9
Psychological Assessment	EPA702	12	.067	9
Therapeutic Intervention Procedures	ETP703	12	.067	9
Oral examination	EOE704	12	.067	9
Mini Dissertation	EMD705	120	.667	9
Professional Practice	EPP706	12	.067	9
TOTAL		180	1.00	

Registration of title

Rule E39 applies.

This degree will prepare students for practice in the field of Educational Psychology. Registration with the Health Professionals Council of South Africa is a prerequisite and students will be equipped with the relevant knowledge, skills, values, techniques and ethical practices to ensure competent practice. Participants in the degree will have an understanding of the depth of professionalism required for this specialised training programme.

Credits: Total – 180

The M.Ed. (Psych) degree is an applied or directed Masters course of study leading towards registration with the Professional Board for Psychology of the Health Professional Council of South Africa (HPCSA) as an Educational Psychologist.

Duration of the course

E40 The course extends over two years: One full time academic year plus an internship of twelve months.

Admission Requirements

E41 To be admitted to the degree of MEd (Ed Psych)

- A candidate must be in possession of an Honours degree in Psychology or a 4-year B Psych degree, or B Ed Honours (Educational Psychology) with appropriate Subjects/papers, i.e. Psychological Assessment, Clinical/Counselling, and Research Methodology; or
- A candidate must be in possession of B.Ed. Honours degree with specialization in School Guidance and Counselling or Orthopedagogic Education
- A teaching diploma/ certificate will be an advantage but not necessarily a requirement,
- A minimum of 65% average at Honours level will be required.

A limited number of students will be selected for enrolment each year. Each student is interviewed in the Faculty of Education as Part of the selection procedure. Students will be selected in terms of both academic merit and personal suitability.

MASTER OF EDUCATION (EDUCATIONAL PSYCHOLOGY) M Ed (Ed Psych)			
Modules		Credits 180	Periods/ week
Module Name: Childhood and adolescence problem Module Code: ECA701	Purpose: The module aims at equipping student psychologists with knowledge relevant to problems experienced by infants, children, adolescents and young adults. The module will, among other things, place specific emphasis on a wide variety of possible problems that training psychologists are likely to encounter during the course of their daily practice. Participants will be able to comprehend and use the American Psychological Association's Diagnostic and Statistical Manual IV-TR, as well as place other social issues that are relevant to the uniquely Southern African milieu into context.		
	Content: Developmental psychology; physiological psychology; personality psychology; cognitive psychology; education support services; sports and community psychology; in-service training. Instruction: Will be conducted through lectures, guest lectures, joint lectures with the department of psychology, seminars, group discussions, and practical sessions at the clinic and at relevant sites, therapy sessions, one-on-one interviews and consultation with mentors and supervisors. Assessment: Formative assessments: Assignments, tests, practical work, oral examinations Summative assessment: Examinations.		
Module Name: Psychological assessment Module Code: EPA702	Purpose: This module will prepare the student psychologists to be well-grounded in the knowledge, skills, principles, methods, procedures and applicability of assessment and evaluation procedures relevant to the field of Educational Psychology. Learners are exposed to a wide range of assessment tools and are expected to familiarize themselves with the operationalization of both the tools and the test library during the duration of this module. The participants will also have an understanding of the Health Professions Council of South Africa's requirements for the use and management of psychological tools. This module will, together with other key factors, assist in the preparation of student psychologists for the practical component of the programme.		
	Content: Psychometric testing and psychological assessment; consultation to and/or referrals to other specialists/experts, writing of a clinical/psychological report. Instruction: Will be conducted through lectures, guest lectures, joint lectures with the department of psychology, seminars, group discussions, and practical sessions at the clinic and at relevant		

<p>Module Name: Therapeutic intervention procedures Module Code: ETP703</p>	<p>Assessment: sites, therapy sessions, one-on-one interviews and consultation with mentors and supervisors. Formative assessments: Assignments, tests, practical work, oral examinations Summative assessment: Examinations.</p> <p>Purpose: The purpose of this module is to make provision for students to gain fundamental expertise and insight into the application of therapeutic procedures relevant to the field of Educational Psychology. The module will include a diverse coverage of various therapeutic techniques relevant to the unique multicultural South African environment. The students will be able to contribute to the dynamic process of assessment, diagnosis and providing support through relevant therapeutic intervention and will also have an understanding of the Health Professions Council of South Africa's (HPCSA) requirements for the professional standards in terms of therapeutic intervention conducted by student psychologists. This module will, together with other key factors, assist in the preparation of student psychologists for the practical component of the programme.</p> <p>Content: Psychotherapeutic procedures; intervention models/ programmes; prevention models, various modalities of psychotherapy; behaviour therapy; life skills training to other specialists/ experts; writing of a clinical/ psychological report.</p> <p>Instruction Will be conducted through lectures, guest lectures, joint lectures with the department of psychology, seminars, group discussions, and practical sessions at the clinic and at relevant sites, therapy sessions, one-on-one interviews and consultation with mentors and supervisors.</p> <p>Assessment: Formative assessments: Assignments, tests, practical work, oral examinations Summative assessment: Examinations.</p>	
<p>Module Name: Oral examinations Module Code: EOE704</p>	<p>Purpose: The module will prepare students to be well-groomed in the application of the knowledge and skills associated with verbalized methods and procedures relevant to the discipline of Educational Psychology. The module will include preparation for an examination of case studies that students have worked on throughout the year. The participants will as a result have an appreciation of, collaboration with stakeholders, the synthesis of the dynamic process of assessment, diagnosis, providing support through relevant therapeutic intervention and eventually providing effective feedback. The practical component of the degree will, in conjunction with other crucial elements, prepare students for this module.</p> <p>Case studies, practical work.</p>	

<p>Module Name: Dissertation Module Code: EMD705</p>	<p>Content: Will be conducted through seminars, group discussions, and practical sessions at the clinic and at relevant sites, therapy sessions, one-on-one interviews and consultation with mentors and supervisors, oral examination.</p> <p>Instruction: Internal and external oral examinations.</p> <p>Assessment: This module aims at equipping prospective student with competencies in writing a mini-dissertation. Students will be encouraged to work independently and supervision will be provided by suitable senior staff within the Department of educational Psychology and Special Education. The participants will be exposed to research methodology techniques applicable to the study of social science and emphasis will be place on the American Psychological Association guidelines for referencing. The module will, among other options, provide learners with a strong background in terms of proposal writing, writing of literature reviews, methodology and referencing.</p> <p>Purpose: Mini-dissertation.</p>		
<p>Module Name: Professional practice Module Code: EPP706</p>	<p>Content: One-on-one interviews and consultation with mentors and supervisors, seminars and support sessions with senior staff.</p> <p>Instruction: Internal and external examination of the mini-dissertation.</p> <p>Assessment: The module's intention is to provide student psychologists with a solid framework in the professional practices and ethical 206 behaviour expected of them in all applicable situations. The participants will have an understanding of issues related to the law, issues related to ethics and finally the law and ethics will be discussed from a practical perspective allowing students to receive both a theoretical and practical competence. It also aims to engage learners in debate around moral and social issues that are unique to the Southern African setting. While international issues are discussed and deliberated emphasis is placed on the South African code of conduct for psychologists.</p> <p>Purpose: Basic principles in the code of conduct for psychologists; client information; confidentiality, privacy and records; contracting in a therapeutic relationship; fees and financial arrangements in therapeutic relationships; government policies, acts and regulations relevant to practice as a psychologist; malpractice and managing the risk of malpractice claims; professional competence and professional relations in psychology;</p>		

	<p>professional misconduct; psychological activities; South African code of conduct for psychologists.</p> <p>Instruction: Will be conducted through lectures, guest lectures, joint lectures with the department of psychology, seminars, group discussions, and practical sessions at the clinic and at relevant sites, therapy sessions, one-on-one interviews and consultation with mentors and supervisors.</p> <p>Assessment: Formative assessments: Assignments, tests, practical work, oral examinations Summative assessment: Examinations.</p>		
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Syllabus for Internship

*Minimum requirements for internship training in Educational Psychology – A FORTY-HOUR WEEK FOR TWELVE MONTHS

Nature Of Training:	Time* Allocation per week % LPW Hrs	Description of Activities
Assessment	30 6 12	<p>PSYCHOMETRIC TESTING, PSYCHOLOGY ASSESSMENT AND REPORT WRITING:</p> <p>Intelligence Test/cognitive functioning, e.g. SSAISR; JSAIS; SAWAIS; RAVENS MATRICES, etc.</p> <p>Perceptual functioning diagnosis tests, e.g. Bender Gestalt, Wepman auditory discrimination test, Beery test, The S-test, Marianne Frosting Developmental test.</p> <p>Scholastic and Educational diagnostic test, e.g. (i) Reading tests – standardised Schonell, Daniels & Neale Analyses and Holborn Reading Scale, Informal Reading Inventories. (ii) Spelling tests. (iii) Mathematics tests. (iv) Handwriting tests. (v) HSRC Scholastic Achievement tests. (vii) Aptitude tests – JAT, SAT, ASAT & ASB. (vii) Types of assessment procedures used in classroom instruction: placement, formative, diagnostic and summative.</p> <p>Vocational/Interest Inventories, e.g. Kodus, 19 Field, The Interpersonal Relations Questionnaire, HSPQ and CPQ, Jung Personality Questionnaire, Brown-Holzman Survey of Study Habits and Attitudes, Rotter E Scale, 16PF. The Career Development Questionnaire (CDQ), The Value Scale, The Life Roles Inventory (LR), The Self-Directed Search (SDS).</p> <p>Personality/Projective Techniques, e.g. The Hand Test, TAT, TATZ, CAT, DAP, Bene-Anthony Family Relations Test, KFD, Vineland Social Maturing Scale, SAPAT, The Columbus Picture Analysis of Growth towards maturity, Duss Test, Beck Depression Inventory, MMPI, CPQ, PHSF, PMT.</p> <p>Interviewing and other forms of information gathering, e.g. (i) Diagnostic interviews with teachers, parents, children, at different age levels. (ii) Observation of children's behaviour during play and in the classroom. (iii) Behaviour assessment.</p>

Therapeutic Intervention 30 6 12

Individual & Group Psychotherapy Child & Play Therapy, Career Counselling, Family Therapy, Parental Counselling, Intervention in Crisis and Trauma, Corporate Programme and Training

e.g. Life skills training, stress management, psycho-education career guidance and seminars, community, counselling.

Remedial education, Orthodidactics and Orthopedagogics: Training in this area entails treatment of learners with learning, behavioural, emotional and education problems. The training programme must include access to a variety of cases for sufficient exposure. Children of pre-school through to secondary school level, including counselling of tertiary students, will be dealt with. The range will include learners in normal education, special education and inclusive education. In addition, counselling of parents will provide experience with adult clients.

Community-based Interventions: Consultation-various models of consultation must be carried out in schools.

Schools Organisation Development (SOD) : Location of educational psychology within eco-systemic world view/framework: teacher empowerment, school development, enhancement of processes of change.

Community Psychology: Role functions as a community agent in the South African Context.

Personal 25 5 10

Personal and Professional Development

Moulding Attendance of case conferences, courses, seminars & **Tuition** or workshops associated with role functions and the **by a mentor** field of educational psychologists.

Participation in inter-disciplinary discussions with representatives from other disciplines, e.g. medical doctors, psychologists, social workers, occupational and speech therapists, teachers, principals, education support services staff, psychiatrists, paediatricians, marital and vocational counsellors, and other specialists relevant to his/her work.

Visits to educational psychology institutions: Department of school psychological services, education support services, life line, educational psychologists' private practices, special schools, remedial schools, schools for specialised education, clinic schools, inclusive education centres, mainstream schools, hospital schools, training centres, correctional schools.

Report Writing: Focusing on the relevance and usefulness and confidentiality of material in the report.

Administrative Procedures: Relationships and consultations with other professional personnel, teachers, parents and clients; discussion of ethical codes, professional responsibility and role functions of the educational psychologists; Contents of the Medical, Dental and Supplementary Health Services Professional Act, No. 56 of 1974 to be discussed.

Policy matters: Policy formulation regarding education support services.

*LPW	=	LECTURE PERIOD PER WEEK, i.e. Supervision by Senior Psychologist
*%	=	PERCENTAGE
*HRS	=	HOURS
*VARIABLE TIME ALLOCATION=		SUBJECT TO APPROVAL BY THE PROFESSIONAL BOARD FOR PSYCHOLOGY

Module code	Module name	Tests	Assignments	Practical/ Presentations	TOT	DP	E X
100%					100	50	50
(M.Ed.)Ed Psych)PROGRAMME							
ECA701	Childhood and adolescence problems		50	50	100		
EPA702	Psychological assessment		50	50			
ETP703	Therapeutic intervention procedures		50	50			
EOE704	Oral examination		50	50			
EMD705	Dissertation		50	50			
EPP706	Professional Practice		50	50			

2.2.2 Support Services (EMED02)

Purpose: This aim of this degree is to assist students to develop proficiencies in terms of specialised support that is required within Department of Education Full Service Schools, Resource Centres and District Support Teams as laid out in the National documentation on Inclusive Education, especially White Paper 6: Building an Inclusive Education and Training System. The educators who participants in the degree will have an in-depth appreciation of, the requirements for specialised educational needs of learners with barriers to learning and how to provide the necessary support to assist educators in the field.

Content: Education support services policy; inclusive education; educational and child psychology; social pathology and education system; intervention models; dissertation.

Instruction: Will be conducted through lectures, seminars, group discussions, and practical sessions at relevant sites, work based activities

Assessment: Formative assessments: Assignments, tests, essays,
Summative assessment: Examinations

Credits: Total – 180

The key purpose of the M.Ed. (SS) degree is to develop competencies among school specialists who will be capable of rendering services in the Full Service Schools, Resource Centre's and District Support Teams. This is made in response to the national imperatives and Government White Paper 6. This qualification articulates into PhD or D Ed degree.

DURATION OF THE COURSE

The course shall extend over one year full-time and two years part-time.

ADMISSION REQUIREMENTS

This is a career focused degree. Its focus areas are:

- psychological services
- guidance – services
- special needs education
- life skills-services

A candidate shall be admitted to the degree of M.Ed. (SS) if he/she in possession of:

- Honours Bachelor of Education or its equivalent
- Honours B.Ed. (Education Support Services).

iii) Honours B.Ed. (Special Needs Education)

COURSE REQUIREMENTS

- i) This course requires 80% attendance of lecturers of seminars, of practical work and of visits to institutions.
- ii) A candidate shall sit for an examination if he/she complies with all paper requirements such as submission of assignments and passing of continuous assessment activities.
- iii) Each unit/component/paper carries a pass mark of 50%.
- iv) A dissertation constitutes 100% on its own.
- v) No exemptions shall be granted to the student, on the requirements for this degree as a consequence of previously acquired qualifications.

SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS	SUBJECT LEVEL
Educational Support Services Policy	ESS701	12 .067	9
Inclusive Education	ESS702	12 .067	9
Education and Child Psychology	ESS703	12 .067	9
Social Pathology and Education Systems	ESS704	12 .067	9
Intervention models	ESS705	12 .067	9
Mini Dissertation	ESS706	120 .667	9
TOTAL		180 1.00	

MASTER OF EDUCATION – SUPPORT SERVICES

Modules		Credits 180	Periods/ week
Module Name: Educational support services policy Module Code: ESS701	<p>Purpose: This module will prepare students to forge an understanding of the various international policies, acts and guidelines and the relevance of these to the South African context. Participants are expected to acquaint themselves with the various documentation applicable to the South African schooling environment, and then implement these effectively to ensure high levels of efficacy within the school system with regards to the needs of learners with barriers to learning.</p> <p>Content: Core purpose of education support services in Education; a South African framework for education support services; international historical and current status of education support services; current national policy on education support services; management and provisioning of education support services; needs and challenges facing institutions/organizations (full service schools, resource centres and district teams) in South Africa</p> <p>Instruction: Will be conducted through lectures, seminars, group discussions.</p> <p>Assessment: Formative assessments: Assignments, tests, Summative assessment: Examinations.</p>	24	

<p>Module Name: Inclusive Education Module Code: ESS702</p>	<p>Purpose: The module aims at equipping students with knowledge, skills, values and principles related to inclusive education matters. The module will, among other things, place specific emphasis on specific inclusive practices that educators are likely to require in a wide variety of teaching and learning environments, including but not exhaustive of mainstream classroom, full service centres and resource centres. Educators will be able to understand the need for intersectoral collaboration as well as the constant dynamic circumstances of the inclusive classroom in the uniquely Southern African context.</p> <p>Content: The paradigm shift towards inclusion (definition and framework); inclusion in action in South Africa and guidelines for effective implementation of inclusion in South African classrooms; preferred and prevailing inclusive practices; teacher preparation for inclusive education; the resource teacher; working together: principles and guidelines for intersectoral collaboration.</p> <p>Instruction: Will be conducted through lectures, seminars, group discussions.</p> <p>Assessment: Formative assessments: Assignments, tests, Summative assessment: Examinations</p>	24	
<p>Module Name: Educational and Child Psychology Module Code: ESS703</p>	<p>Purpose: The module will make provision for educators to identify a range of developmentally appropriate problems as experienced by learners in their classrooms. Emphasis will be placed on acquisition of applicable developmental tasks at the correct level/stage of development. Educators will have an understanding of the difference between chronological age and developmental age and will be encouraged to link this knowledge and skill with the intervention models acquired.</p> <p>Content: Developmental psychology; cognitive processes; assessment: chronological age and phase appropriate behaviours; constructing a formulation based on a developmental approach; scholastic problems: learning disability, underachievement, specific learning disability; scholastic tests and assessments; clinical interview; diagnostic play.</p> <p>Instruction: Will be conducted through lectures, seminars, group discussions.</p> <p>Assessment: Formative assessments: Assignments, tests, Summative assessment: Examination.</p>	24	
<p>Module Name: Social Pathology and Educational System Module Code: ESS704</p>	<p>Purpose: This module will prepare students to be well-equipped in terms of their ability to concretise a diverse range of socio-economic problems experienced in communities adjacent to their</p>	24	

<p>Module Name: Intervention models Module Code: ESS705</p>	<p>schools and within the school system. Educators will be exposed to relevant/current issues and encouraged to critically examine topical issues as they occur at a macro- and micro-systemic level taking all stakeholders' perspectives into consideration.</p> <p>Content: Multicultural issues; poverty and impoverished educational environment; violence, substance abuse and trauma; child abuse, molestation and rape; single parenthood; street children; HIV/AIDS and sexuality issues among the school going population; ecological theory in special education.</p> <p>Instruction: Will be conducted through lectures, seminars, group discussions.</p> <p>Assessment: Formative assessments: Assignments, tests, Summative assessment: Examinations</p> <p>Purpose: The module aims at equipping educators in schools with the ability to identify learners with barriers to learning, and then to effectively consider a wide variety of options in terms of intervention processes. Participants will be able to either engage relevant stakeholders within the community that can provide intervention programmes for the diverse range of possible barriers or they may also be empowered to design and then implement specialized programmes that are tailored to the unique needs of the learners and their parents in their schools.</p>	<p>24</p>
<p>Module Name: Mini Dissertation Module Code: ESS706</p>	<p>Content: Intervention models in education support service delivery; psycho-educational programmes for preventing childhood disorders; psycho-educational programmes for helping parents of children with specific problems; dealing with parents of a handicapped child: specific strategies; career guidance and counselling; Children's' Rights in South Africa; an Eco systemic perspective; cognitive therapy for substance; whole school development; creating responsive learning environments; teaching academic skills; crisis intervention models in the school system.</p> <p>Instruction: Will be conducted through lectures, seminars, group discussions.</p> <p>Assessment: Formative assessments: Assignments, tests, Summative assessment: Examinations.</p> <p>Purpose: This module aims at equipping prospective student with competencies in writing a mini-dissertation. Students will be encouraged to work independently and supervision will be provided by suitable senior staff within the Department of educational Psychology and Special Education.</p>	

	<p>The participants will be exposed to research methodology techniques applicable to the study of social science and emphasis will be place on the American Psychological Association guidelines for referencing. The module will, among other options, provide learners with a strong background in terms of proposal writing, writing of literature reviews, methodology and referencing.</p> <p>Content: Mini-dissertation.</p> <p>Instruction: One-on-one interviews and consultation with mentors and supervisors, seminars and support sessions with senior staff.</p> <p>Assessment: Internal and external examination of the mini-dissertation.</p>		
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Module code	Module name	Tests	Assignments	Practical/ Presentations	TOT	DP	E X
			100%		100	50	50
(M.Ed.)(SS)PROGRAMME							
ESS701	Educational Support Services Policy		50	50			
ESS702	Inclusive Education		50	50			
ESS703	Education and Child Psychology		50	50			
ESS704	Social Pathology and Education Systems		50	50			
ESS705	Intervention models		50	50			
ESS706	Mini Dissertation		100				

EXAMINATION CONSISTS OF THE FOLLOWING:

PAPER	SUBJECT	CODE	CREDIT
1	Education Support Services Policy	ESS 701	24
2	Inclusive Education	ESS 702	24
3	Educational and Child Psychology	ESS 703	24
4	Social Pathology and Education System	ESS 704	24
5	Intervention models	ESS 705	24
6	Dissertation	ESS 706	60

Rule E 39 applies

2.2.3. Research Methodology (EMED02)

This is an applied master's degree in research. The degree equips students with advanced knowledge/research methodology required to do independent work at a doctoral level. To ensure continuity in the direction of study, the candidate for the M.Ed. (Research Methodology) degree must choose topics of investigation for paper 4 (Article for publication) and paper 5 (A Dissertation) from the field in which he or she obtained an honours degree or its equivalent. The supervisor for these papers will be a specialist or expert in the field of study.

Purpose: To equip students with advanced knowledge of research. To enable students to do independent research work

Instruction: Formal lecture presentations, group discussions, class presentation by individual student, symposia and workshops.

Assessment: Continuous formative assessment through participation in class discussions, presentations and written assignments. Summative assessment in the form of internal and external examinations.

Credits: HEQF Exit Level: 9 Minimum total credits: 18 Minimum credits at level 9: 120, Dissertation credits at level 9: 60

Admission requirements

1. Prospective candidates should have passed a paper on Research Methodology at honours level or will be interviewed in the department of Educational Psychology.
2. Any Honours or B.Ed. degree or its equivalent.

SUBJECT NAME	SUBJECT CODE	SUBJECT CREDITS		SUBJECT LEVEL
Test Construction theory and Project Management Skills	ETC701	15	.083	9
Research Methods	ERM702	15	.083	9
Computer Applications	ECA703	15	.083	9
Article for Publication	EAP704	15	.083	9
Mini Dissertation for Master's degree	EDM705	120	.667	9

MASTER OF EDUCATION – RESEARCH METHODOLOGY			
Modules		Credits 180	Periods/ week
Module Name: Test construction theory and project Module Code: ETC701	Purpose: To equip the students with knowledge and skills for construction of research instruments. To teach the students methods of establishing psychometric properties. To expose the students to a wide spectrum of methods and techniques for data collection. Content: Principles of test construction/development. How to work out validity and reliability of an instrument. Standardization process of an instrument. Selection between standardized and non - standardized instruments. Variables and measurement: levels/scales of measurement. Instruction: Formal lecture presentation. Group discussions. Class presentation by individual student. Symposia and workshops. Assessment: Continuous formative assessment through participation in class discussions, presentations		

<p>Module Name: Research Methods Module Code: ERM702</p>	<p>and written assignments. Summative assessment in the form of internal and external examinations.</p> <p>Purpose: To equip the students with knowledge and skills for application of research designs, methods and techniques. To teach the students what is scientific method? What is a research proposal? To enable the students to use both quantitative and qualitative methods of data collection and analysis. To enable students to use both descriptive and inferential statistics.</p> <p>Content: Research designs, methods and techniques. Research questions, planning and process. Literature review and determining the research ability of a topic. Qualitative and quantitative methods of data collection and analysis. Analysis of descriptive and inferential statistics.</p> <p>Instruction: Formal lecture presentations. Group discussions. Class presentation by individual student. Symposia and workshops.</p> <p>Assessment: Continuous formative assessment through participation in class discussions, presentations and written assignments. Summative assessment in the form of internal and external examinations.</p>		
<p>Module Name: Computer Applications Module Code: ECA703</p>	<p>Purpose: This module aims at equipping students with the relevant computer skills that will enable them to finesse around their studies. The module takes students through data capturing skills, information processing skills as well as research using various search engines. Layout and presentation skills will also be integral parts of this module.</p> <p>Content: General understanding of computers and computing, including knowledge and use of computer hardware, software, and operating systems. The key applications software includes word processing, spreadsheet and presentation. Also included are aspects of working in an Internet or networked environment, including basic knowledge of networks and the Internet, skills in specific applications such as electronic mail software and Web browsers, skills required to find and evaluate information, and an understanding of issues related to computing and the Internet being used at work, home and school (ergonomics, security, ethics, Internet rules (netiquette).</p> <p>Instruction Instructional methods include lecturer demonstrations, viewing video-taped lessons and demonstrations, class discussions, group discussions, readings, research and</p>		

Module code	Module name	Tests	Assignments	Practical/ Presentations	TOT	DP	E X
100%					100	50	50
(M.Ed.)(Res Meth)PROGRAMME							
ETC701	Test Construction theory and Project Management Skills		50	50			
ERM702	Research Methods		50	50			
ECA703	Computer Applications		50	50			
EAP704	Article for Publication			100			
EDM705	Mini Dissertation for Master's degree			100			

Duration of study

The M.Ed. (Research Methodology) degree extends over two years: one full-time academic year plus a year for completion of a dissertation.

Examination

Each unit in the programme constitutes 100%. Students must complete all the required examination papers at the end of the year of study. All examination papers will also involve external examiners from other universities.

Rule E39 applies.

2.3 THE DEGREE OF MASTER OF EDUCATION – CURRICULUM AND INSTRUCTIONAL STUDIES- MASTERS (M.Ed.) (EMED21)

Admission requirements

* A candidate may be admitted to M.Ed. if he/she is in possession of a B.Ed Honours

Duration of course

The course extends over a period of one-year full time and two years part-time.

Registration of title

Rule E39 applies.

Module		Credits	Periods/ week
Module Name: Masters Dissertation in Curriculum and Instructional studies Module Code: ECI700		180	Part-time

2.4 THE DEGREE OF MASTER IN FOUNDATIONS OF EDUCATION - MASTERS (M.Ed) (EMED31)

Admission requirements

* A candidate may be admitted to M.Ed. if he/she is in possession of a B.Ed Honours

Duration of course

The course extends over a period of one-year full time and two years part-time.

Registration of title

Rule E39 applies.

Module		Credits	Periods/ week
Module Name: Educational Management Module Code: EFE700		180	Part-time

2.5 THE DEGREE OF MASTER OF EDUCATIONAL MANAGEMENT - MASTERS (M.Ed) (EMED32)

Admission requirements

* A candidate may be admitted to M.Ed. if he/she is in possession of a B.Ed Honours

Duration of course

The course extends over a period of one-year full time and two years part-time.

Registration of title

Rule E39 applies.

Module		Credits	Periods/ week
Module Name: Masters Dissertation in Educational Management Module Code: EMC700		180	Part-time

2.6 THE DEGREE OF MASTER OF EDUCATION –MASTERS DISSERTATION (M.Ed.) (EMED71)

Admission requirements

* A candidate may be admitted to M.Ed. if he/she is in possession of a B.Ed Honours

Duration of course

The course extends over a period of one-year full time and two years part-time.

Registration of title

Rule E39 applies.

Module		Credits	Periods/ week
Module Name: Masters Dissertation in Master of Education Module Code: EDG700		180	Part-time

3.DOCTOR OF EDUCATION (EDED) (360 credits)

3.1 THE DEGREE OF DOCTOR OF EDUCATION IN MATHEMATICS, SCIENCE AND TECHNOLOGY (EDED11)

Modules		Credits	Periods/ week
Module Name: Curriculum and Instructional Studies Module Code: EST800	Content: . Dissertation	360	

3.2 THE DEGREE OF PHILOSOPHY IN CURRICULUM STUDIES – (EDED21)

Admission requirements

- A candidate may be admitted to D.Ed. if he/she is in possession of M.Ed.

Modules		Credits	Periods/ week
Module Name: Curriculum and Instructional Studies Module Code: ECS800	Content: . Dissertation	360	

3.3. THE DEGREE OF DOCTOR EDUCATION (EDED71) D.ED

Admission requirements

- A candidate may be admitted to D.Ed. if he/she is in possession of M.Ed.

		Credits	Periods/ week
Module Name: Educational Management Module Code: EDU800	Content: Dissertation	360	