

**YEARBOOK 2026**

**FACULTY OF EDUCATION**

**POSTGRADUATE CERTIFICATE IN EDUCATION**

## Registrar's Unit Contact

Address all correspondence to:

The Registrar  
University of  
Zululand Private  
Bag X1001  
KwaDlangezwa  
3886

Tel: (035) 902-6000

Internet: [University of Zululand](http://www.unizul.ac.za)

PLEASE MENTION YOUR STUDENT/REFERENCE NUMBER IN ALL CORRESPONDENCE

The General Academic Rules of the University, to which all students have to subject themselves and which apply to all the qualifications offered by the University, appear in a separate publication and are available on [the web page of the University Calendar](#).

Please note: Although the information in this Yearbook has been compiled with the utmost care and accuracy, the Council and the Senate of the University accept no responsibility whatsoever for errors that may occur. Before students finally decide on the selection of modules, they must consult the handbook. If a clash occurs in the planned selection of a student, the relevant module combination is not permitted.

## FACULTY OF EDUCATION



### UNIVERSITY OF ZULULAND

#### **Vision**

A renowned centre of excellence for teacher education

#### **Mission**

The Faculty of Education seeks:

- To produce globally competitive Education graduates relevant to local and global needs
- To develop dynamic and solution-oriented partnerships with communities

#### **Values**

Our interactions both internally and externally are informed by the following values:

Enquiry

Inclusivity

Teamwork,

and,

Accountability

## **UNIVERSITY OF ZULULAND (UNIZULU): OFFICE BEARERS**

### **CHANCELLOR**

Vacant

### **VICE-CHANCELLOR**

Prof NW Kunene

### **DEPUTY VICE-CHANCELLOR: RESEARCH AND INNOVATION**

Prof BA Brown

### **DEPUTY VICE-CHANCELLOR: TEACHING AND LEARNING**

Prof JN Mashiya

### **DEPUTY VICE-CHANCELLOR: INSTITUTIONAL SUPPORT**

Vacant

### **EXECUTIVE DIRECTOR: RICHARDS BAY CAMPUS**

Vacant

### **EXECUTIVE DIRECTOR: INFRASTRUCTURE**

Dr N Xhala

### **EXECUTIVE DIRECTOR: HUMAN RESOURCES**

Vacant

### **EXECUTIVE DIRECTOR: FINANCE**

Mr J Du Plessis

### **EXECUTIVE DIRECTOR: INSTITUTIONAL PLANNING**

Vacant

### **REGISTRAR- Acting**

Mr M Kheswa

## **UNIZULU DEANS**

### **Faculty of Humanities and Social Sciences**

Prof AL Shokane

### **Faculty of Commerce, Administration and Law**

Prof MF Vezi-Magigaba

### **Faculty of Education**

Prof SS Ntombela

### **Faculty of Science and Agriculture**

Prof K Lehloenya

### **Dean of Students**

Dr TA Ncokazi

## **FACULTY OF EDUCATION (FED) OFFICE BEARERS**

### **DEAN**

Prof SS Ntombela, BA; UED (UNIZULU), B. Ed Hons, Dip in Special Education (Remedial Education), (University of Natal), MEd (University of Manchester), PhD (UKZN).

### **DEPUTY DEANS**

#### **Teaching and Learning**

Prof S Govender, BA (UDW), Bed Hons, EMD, MEd (RAU), D. Ed (UNIZULU), HDE (UDW).

#### **Research and Innovation - Acting**

Prof BT Gamede, SSTD, PGDip –Dev Studies, B. Paed, B. Ed Hons (UNIZULU), Business Mngmt Cert, Business Studies Dip (MANCOSA), ABET Cert, Local Gov Dip, HRM Dip (UNISA), MBA (MANCOSA), D. Ed (UNIZULU).

## DEAN'S OFFICE CONTACT DETAILS

**DEAN'S OFFICE :** First Floor  
New Education Building

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

**DEAN'S SECRETARY :** Ms SM Gumede (Acting)

**Phone :** 035-902 6348

**e-mail :** GumedeSA@unizulu.ac.za

FACULTY OF EDUCATION STRUCTURE

**FACULTY OF EDUCATION**

**FACULTY DEAN**

**DEPUTY DEAN**  
RESEARCH AND INTERNATIONALISATION

**DEPUTY DEAN**  
TEACHING AND LEARNING

**DEPARTMENTS**

Early childhood  
Education

Arts and Language  
Education

Curriculum and  
Instructional  
Studies

Educational  
Foundation and  
Management

Educational  
Professional  
Practice

Social Science  
Education

Mathematics, Science and  
Technology Education

Educational Psychology  
and Special Education

**ACADEMIC  
SUPPORT SERVICE**

**FACULTY OFFICE**

## HEADS OF DEPARTMENTS

**Prof MSN Mabusela**; B. Paed, B. Ed Hons (VISTA) MEd (RAU), PhD (UNIZULU), Certificate in Economics and public Finance (UNISA), University Leadership, (US)

- **Curriculum and Instructional Studies**
- **Educational Foundation and Management**
- **Educational Professional Practice Unit**
- **Educational Psychology and Special Education**

**Dr ZE Mtshali** B. Arts in IsiZulu (UNIZULU); B.Arts Honours (US), M. Arts (IsiZulu) (UNIZULU), Advanced Qualification Research Design and Methodology (US), Strengthening Supervision Course (RU), PhD (Early Childhood) ( UKZN); PGDip (UKZN

- **Early childhood Education**

**Dr. T Talasi**, BSc, PGDip (Education) (NUL), BScHons (Science Education), MSc (Science Education) (WITS), DEd (Science Education) (UNIZULU)

- **Mathematics, Science and Technology Education**

**Dr S Mokoena**, B. Com (Banking) (UNIZULU), B. Com Honours in Business Management (UNIZULU), M. Com (UNIZULU), PGCE (UNISA), D. Ed (UNIZULU)

- **Social Science Education**
- **Arts and Language Education**

)

## ACADEMIC STAFF

Buthelezi, AB Prof .....	Educational Foundations and Management
Chibisa, A Dr .....	Mathematics, Sciences and Technology Education
Chinaka, TW Dr.....	Mathematics, Sciences and Technology Education
Gamede, BT Prof .....	Social Sciences Education
Govender, Samantha Prof.....	Curriculum and Instructional Studies
Govender, Sumeshni Prof .....	Educational Psychology and Special Education
Gumbi, NM Dr .....	Mathematics, Sciences and Technology Education
Hlatshwayo, ZV Ms.....	Arts and Languages Education
Kent, CD Dr.....	Educational Psychology and Special Education
Khumalo, PN Dr .....	Curriculum and Instructional Studies
Khumatake, MR Mrs.....	Social Sciences Education
Kok, PJ Dr .....	Mathematics, Sciences and Technology Education
Krishnannair, A Dr .....	Mathematics, Sciences and Technology Education
Langa MN Mr .....	Social Sciences Education
Luthuli, C M.....	Early Childhood Education
Mabusela, MS Prof.....	HoD: Curriculum and Instructional Studies
Makhubu, SS Dr .....	Educational Psychology and Special Education
Masuelele, OP Dr .....	Arts and Languages Education
Mbobo PP Miss .....	Social Sciences Education
Mkhasibe, RG Dr.....	Educational Professional Practice Unit
Mkhwanazi, KG Ms.....	Social Sciences Education
Mnethu, O Ms.....	Mathematics, Sciences and Technology Education
Mngomezulu, TF Miss .....	Arts and Languages Education
Mngomezulu, TP Dr.....	Educational Psychology and Special Education
Mokoena, S Dr .....	Acting HoD: Social Sciences Education
Mokoena, TD Mr.....	Curriculum and Instructional Studies
Msimango, WN Dr .....	Curriculum and Instructional Studies
Msweli, ZP Dr.....	Arts and Languages Education
Mthethwa, LC Dr .....	Educational Foundations and Management
Mtshali, ZE Dr.....	HoD: Early Childhood Education

Mzimela, AM Dr.....	Educational Psychology and Special Education
Ndaba, NH Dr .....	Educational Professional Practice Unit
Ngidi, TZ Dr.....	Educational Foundations and Management
Ngubane, PB Dr .....	Curriculum and Instructional Studies
Nhlumayo, MB Mr.....	Mathematics, Sciences and Technology Education
Nkwanyana, BP Dr .....	Educational Psychology and Special Education
Ntshangase, TC Dr.....	Curriculum and Instructional Studies
Ntuli, PCP Ms.....	Mathematics, Sciences and Technology Education
Nyathikazi, CP Dr.....	Arts and Languages Education
Nzuza, ST Mr .....	Curriculum and Instructional Studies
Sabela, C Mr .....	Arts and Languages Education
Sondlo, A Dr.....	Mathematics, Sciences and Technology Education
Talasi, T Dr.....	HoD: Mathematics, Sciences Technology Education
Xaba, N Ms .....	Mathematics, Sciences and Technology Education
Xulu NS Mr. ....	Mathematics, Sciences and Technology Education
Xulu, SCB Dr.....	Early Childhood Education

## SUPPORT STAFF

Feketshane, S Mr .....	Deans Office: Resource Centre
Gumede, S Mrs.....	Dean's Office
Khanyile, V .....	Educational Psychology and Special Education
Maikoo, MI Mrs .....	Mathematics Science and Technology Education
Maistry-Reddy, J Mrs .....	Curriculum and Instructional Studies
Manyoni, MP Mr.....	Educational Professional Practice Unit
Mdletshe, T Ms .....	Deans Office: Resource Centre
Mkhonza, ZH Mrs .....	Mathematics Science and Technology Education
Mthembu, TK Mr.....	Dean's Office: Administrative Assistant
Mtotywa, P Mrs.....	Dean's Office: Faculty Office
Sibiya, MW Mr .....	Early Childhood Education
Zuma, N Mr.....	Dean's Office: Faculty Office

## ACRONYMS

FED	Faculty of Education
3DED	Doctoral qualification codes
3MED	Masters qualifications codes
C = Core	Major modules
A	Ancillary: Supporting modules, not in the curriculum
E	Elective modules, flexible to choose
S	Substitutes: if you do not see one check another
P	Prerequisite, not proceed to next level if lower is missing
FT	Full time
PT	Part time
NQFL	National Qualification Framework Level
Cr	Credit module

## FACULTY DEPARTMENTS

### BREAKDOWN OF THE DIFFERENT DEPARTMENTS THAT ARE IN THE FACULTY

Names of Departments	Departmental Abbreviations	Head of Department	Corporate Secretaries and contact numbers
Early Childhood Education	ECE	Dr ZE Mtshali	Mr M W Sibiya <a href="mailto:SibiyaMW@unizulu.ac.za">SibiyaMW@unizulu.ac.za</a> Phone No. 035902 6725
Mathematics Science and Technology Education	MSTE	Dr T Talasi	Ms Z Mkhonza <a href="mailto:MkhonzaZ@unizulu.ac.za">MkhonzaZ@unizulu.ac.za</a> Phone No. 035902 6714
Arts and Languages Education	DALE	Dr S Mokoena	Ms Z Mkhonza <a href="mailto:MkhonzaZ@unizulu.ac.za">MkhonzaZ@unizulu.ac.za</a> Phone No. 035902 6714
Social Science Education	SSE	Dr S Mokoena	Ms Z Mkhonza <a href="mailto:MkhonzaZ@unizulu.ac.za">MkhonzaZ@unizulu.ac.za</a> Phone No. 035902 6714
Educational Foundations and Management	EFM	Prof MSN Mabusela	Mrs J Reddy-Maistry <a href="mailto:ReddyJ@unizulu.ac.za">ReddyJ@unizulu.ac.za</a> Phone No.035902 6233
Educational Psychology and Special Education	EPSE	Prof MSN Mabusela	Mrs J Reddy-Maistry <a href="mailto:ReddyJ@unizulu.ac.za">ReddyJ@unizulu.ac.za</a> Phone No.035902 6233
Curriculum and Instructional Studies	CIS	Prof MSN Mabusela	Mrs J Reddy-Maistry <a href="mailto:ReddyJ@unizulu.ac.za">ReddyJ@unizulu.ac.za</a> Phone No.035902 6233
Educational Professional Practice Unit	EPPU	Prof MSN Mabusela	Mrs J Reddy-Maistry <a href="mailto:ReddyJ@unizulu.ac.za">ReddyJ@unizulu.ac.za</a> Phone No.035902 6233

# Contents

<b><u>FACULTY OF EDUCATION.....</u></b>	<b><u>II</u></b>
UNIZULU DEANS .....	IV
FACULTY OF EDUCATION (FED) OFFICE BEARERS .....	V
DEPUTY DEANS .....	V
RESEARCH AND INNOVATION - ACTING .....	V
DEAN'S OFFICE CONTACT DETAILS .....	VI
<b><u>HEADS OF DEPARTMENTS .....</u></b>	<b><u>VIII</u></b>
ACADEMIC STAFF .....	IX
SUPPORT STAFF .....	XI
FACULTY DEPARTMENTS .....	XIII
BREAKDOWN OF THE DIFFERENT DEPARTMENTS THAT ARE IN THE FACULTY .....	XIII
<b><u>FED.1.1.POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE) .....</u></b>	<b><u>1</u></b>
FED.1.2. NATURE AND AIMS OF THE PGCE .....	1
FED.1.3. DURATION OF <i>STUDIES</i> .....	1
FED.1.4. METHOD OF <i>DELIVERY</i> .....	1
FED.1.5. <i>ADMISSION REQUIREMENTS</i> .....	1
FED.1.7. POST GRADUATE CERTIFICATE IN EDUCATION .....	1
FED.1.8.1. MODULE CONTENT AND OUTCOMES FOR PGCE – .....	16

### **FED.1.1. POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE)**

Postgraduate Certificate in Education (PGCE) is summarised below for the convenience of prospective student teachers. However, students should not neglect consulting the PGCE handbook of the Faculty of Education for complete information.

### **FED.1.2. NATURE AND AIMS OF THE PGCE**

The PGCE serves as a professional ‘capping’ qualification for candidates who have completed an appropriate 360 or 480 credits Bachelor’s degree and would like to join the education profession. With this certificate an educator can teach from Grade 7 to Grade 12.

### **FED.1.3. DURATION OF STUDIES**

The minimum duration of the study is one (1) year and the maximum duration is two (2) years.

### **FED.1.4. METHOD OF DELIVERY**

This qualification can be taken only full-time. Contact the Faculty of Education for more information.

### **FED.1.5. ADMISSION REQUIREMENTS**

A first university degree or relevant qualification of at least 360 credits with two recognised school subjects in that

qualification. Students must also be able to take two (2) methodologies in order to obtain the PGCE qualification. The curriculum of the certificate must be structured as follows:

Recognised school subject/learning area at level 3 + recognised school subject/learning area at level 2. Students must enrol for the methodologies of the subject in which he/she obtained the highest qualification. It is compulsory for PGCE students to do their WIL in a high school (Gr 8 -12)

#### FED.1.6. Subject Combinations

School Subjects	Subject Combinations	NQF Levels	Minimum Credits
Natural Sciences (NS)	Chemistry 1; Physics 1; Zoology 1; Botany 1; Microbiology; Biochemistry (Two of these)	5 and 6	24
Mathematics (SP)	Calculus 1 and Calculus 2	5 and 6	24
Technology (SP)	Technology 1A and Technology 1B	5 and 6	24
Mathematics (FET)	Mathematics	6 and 7	48
Life Sciences	Zoology; Botany; Microbiology; Biochemistry; Physiology; Biology;	6 and 7	48

	Biological Sciences (Two of these)		
Engineering Graphics and Design (EGD)	EGD	6 and 7	48
Physical Science	Physics and Chemistry	6 and 7	48
Computer Applications Technology (CAT)	Computer Science	6 and 7	48
Economic and Management Sciences (EMS)	Accounting; Business Management; Economics (All of these)	6 (In all three)	72
Accounting	Accounting	7	48
Business Studies	Business Management	7	48
Economics	Economics	7	48
English or IsiZulu	English or IsiZulu	6 (Senior Phase)	48
English or IsiZulu	English or IsiZulu	7 (FET Phase)	48
Social Sciences	Geography and History	6(In all two)	48
Geography	Geography	7	48
History	History	7	48
Tourism	Tourism	7	48

**FED.1.7. POST GRADUATE CERTIFICATE IN EDUCATION.**

**FED.1.8. Programme Variances and Elective Modules**

<b>PGCE Compulsory Modules</b>					
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level	Module code	Credits	NQF Level
3DCO101	8	7	3DST102	8	7
3DST101	8	7	3DST122	8	7
3DST121	8	7	3PSE102	24	7
3GPE101	8	7			
3PSE101	8	7			
<b>Year Long</b>					
3LTL100				8	5
3SIC100				4	5
<b>Conversational Language for Teachers: Sesotho or IsiZulu.</b>					
3LCS100 or 3LCZ100				8	5

**FED.1.8.1. PGCE SENIOR PHASE AND FURTHER EDUCATION TRAINING (SP &FET)**

<b>Business Studies and Economic &amp; Management Sciences (3PGS01)</b>				<b>Credits:140</b>	<b>NQF level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MBS101	10	7	3MBS102	10	7
3MEM101	10	7	3MEM102	10	7

<b>Economics and Economic &amp; Management Sciences (3PGS02)</b>				<b>Credits:140</b>	<b>NQF level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MEG101	10	7	3MEG102	10	7

3MEM101	10	7	3MEM102	10	7
---------	----	---	---------	----	---

<b>English (FET) and English (SP) (3PGS03)</b>			<b>Credits:140</b>		<b>NQF level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MEF101	10	7	3MEF102	10	7
3MEG101	10	7	3MEG102	10	7

<b>English (SP) and IsiZulu (FET) (3PGS04)</b>			<b>Credits:140</b>		<b>NQF level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MEF101	10	7	3MEF102	10	7
3MZH101	10	7	3MZH102	10	7

<b>Geography and English (SP) (3PGS05)</b>			<b>Credits:140</b>		<b>NQF level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MEG101	10	7	3MEG102	10	7
3MGE101	10	7	3MGE102	10	7

<b>Geography and IsiZulu (SP) (3PGS06)</b>			<b>Credits:140</b>		<b>NQF level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level

3MGE 101	10	7	3MGE 102	10	7
3MZH101	10	7	3MZH102	10	7

<b>Geography and Social Science (3PGS07)</b>			<b>Credits:140</b>	<b>NQF level:7</b>	
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MGE101	10	7	3MGE102	10	7
3MHS101	10	7	3MHS102	10	7

<b>History and English (SP) (3PGS08)</b>			<b>Credits:140</b>	<b>NQF level:7</b>	
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MEG101	10	7	3MEG102	10	7
3MHY101	10	7	3MHY102	10	7

<b>History and IsiZulu (SP) (3PGS09)</b>			<b>Credits:140</b>	<b>NQF level:7</b>	
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MHY101	10	7	3MHY102	10	7
3MZH101	10	7	3MZH102	10	7

<b>History and Social Science (3PGS10)</b>			<b>Credits:140</b>	<b>NQF level:7</b>	
<b>Semester 1</b>			<b>Semester 2</b>		

Module code	Credits	NQF Level		Credits	NQF Level
3MHS101	10	7	3MHS102	10	7
3MHY101	10	7	3MHY102	10	7

<b>IsiZulu (FET) and English (SP) (3PGS11)</b>				<b>Credits:140</b>	<b>NQF level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MEG101	10	7	3MEG102	10	7
3MZU101	10	7	3MZU102	10	7

<b>IsiZulu (SP) and IsiZulu (FET) (3PGS12)</b>				<b>Credits:140</b>	<b>NQF level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MZH101	10	7	3MZH102	10	7
3MZU101	10	7	3MZU102	10	7

<b>Tourism and English (SP) (3PGS13)</b>				<b>Credits:140</b>	<b>NQF level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MEG101	10	7	3MEG102	10	7
3MTO101	10	7	3MTO102	10	7

<b>Tourism and IsiZulu (SP) (3PGS14)</b>				<b>Credits:140</b>	<b>NQF level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level

3MTO101	10	7	3MTO102	10	7
3MZH101	10	7	3MZH102	10	7

<b>Geography and Natural Sciences (3PGS15)</b>				<b>Credits:140</b>	<b>NQF level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MGE101	10	7	3MGE102	10	7
3MNS101	10	7	3MNS102	10	7

<b>Geography and Technology (SP) (3PGS16)</b>				<b>Credits:140</b>	<b>NQF level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MGE101	10	7	3MGE102	10	7
3MTK101	10	7	3MTK102	10	7

<b>Geography and Mathematics (SP) (3PGS17)</b>				<b>Credits:140</b>	<b>NQF level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MGE101	10	7	3MGE102	10	7
3MMG101	10	7	3MMG102	10	7

<b>Life Sciences and Mathematics (SP) (3PGS18)</b>				<b>Credits:140</b>	<b>NQF level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		

Module code	Credits	NQF Level		Credits	NQF Level
3MLS101	10	7	3MLS102	10	7
3MMG101	10	7	3MMG102	10	7

<b>Mathematics (SP) and Computer Applications Technology (3PGS19)</b>			<b>Credits:140</b>	<b>NQF level:7</b>	
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MCS101	10	7	3MCS102	10	7
3MMG101	10	7	3MMG102	10	7

<b>Mathematics (SP) and Engineering Graphics &amp; Design (3PGS20)</b>			<b>Credits:140</b>	<b>NQF level:7</b>	
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MGD101	10	7	3MGD102	10	7
3MMG101	10	7	3MMG102	10	7

<b>Mathematics (SP) and Mathematics (FET) (3PGS21)</b>			<b>Credits:140</b>	<b>NQF level:7</b>	
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MMA101	10	7	3MMA102	10	7
3MMG101	10	7	3MMG102	10	7

<b>Mathematics (FET) and Technology (SP) (3PGS22)</b>			<b>Credits:140</b>	<b>NQF level:7</b>	
<b>Semester 1</b>			<b>Semester 2</b>		

Module code	Credits	NQF Level		Credits	NQF Level
3MMA101	10	7	3MMA102	10	7
3MTK101	10	7	3MTK102	10	7

<b>Natural Sciences and Computer Applications Technology (3PGS23)</b>				<b>Credits:140</b>	<b>NQF level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MCS101	10	7	3MCS102	10	7
3MNS101	10	7	3MNS102	10	7

<b>Natural Sciences and Engineering Graphics &amp; Design (3PGS24)</b>				<b>Credits:140</b>	<b>NQF level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MNS101	10	7	3MNS102	10	7
3MGD101	10	7	3MGD102	10	7

<b>Natural Sciences and Life Sciences (3PGS25)</b>				<b>Credits:140</b>	<b>NQF level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MNS101	10	7	3MNS102	10	7
3MLS101	10	7	3MLS102	10	7

<b>Natural Sciences and Physical Sciences (3PGS26)</b>				<b>Credits:140</b>	<b>NQF level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MNS101	10	7	3MNS102	10	7
3MPS101	10	7	3MPS102	10	7

<b>Physical Sciences and Mathematics (SP) (3PGS27)</b>				<b>Credits:140</b>	<b>NQF level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MMG101	10	7	3MMG102	10	7
3MPS101	10	7	3MPS102	10	7

<b>Physical Sciences and Technology (SP) (3PGS28)</b>				<b>Credits:140</b>	<b>NQF level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MPS101	10	7	3MPS102	10	7
3MTK101	10	7	3MTK102	10	7

<b>Technology (SP) and Computer Applications Technology (3PGS29)</b>				<b>Credits:140</b>	<b>NQF level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MCS101	10	7	3MCS102	10	7
3MTK101	10	7	3MTK102	10	7

<b>Technology (SP) and Engineering Graphics &amp; Design (3PGS30)</b>				<b>Credits:140</b>	<b>NQF level:7</b>
---	--	--	--	--------------------	--------------------

Semester 1			Semester 2		
Module code	Credits	NQF Level		Credits	NQF Level
3MGD101	10	7	3MGD102	10	7
3MTK101	10	7	3MTK102	10	7

Accounting and Economic & Management Sciences (3PGS31)				Credits:140	NQF level:7
Semester 1			Semester 2		
Module code	Credits	NQF Level		Credits	NQF Level
3MAC101	10	7	3MAC102	10	7
3MEM101	10	7	3MEM102	10	7

Mathematics (FET) and Natural Sciences (3PGS32)				Credits:140	NQF level:7
Semester 1			Semester 2		
Module code	Credits	NQF Level		Credits	NQF Level
3MMA101	10	7	3MMA102	10	7
3MNS101	10	7	3MNS102	10	7

#### FED.1.8.2. PGCE FURTHER EDUCATION AND TRAINING (FET)

Accounting and Business Studies (3PGF01)				Credits:140	NQF level:7
Semester 1			Semester 2		
Module code	Credits	NQF Level		Credits	NQF Level
3MAC101	10	7	3MAC102	10	7
3MBS101	10	7	3MBS102	10	7

<b>Accounting and Economics (3PGF02)</b>				<b>Credits:140</b>	<b>NQF level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MAC101	10	7	3MAC102	10	7
3MEC101	10	7	3MEC102	10	7

<b>Business Studies and Economics (3PGF04)</b>				<b>Credits:140</b>	<b>NQF level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MBS101	10	7	3MBS102	10	7
3MEC101	10	7	3MEC102	10	7

<b>English (FET) and Geography (3PGF05)</b>				<b>Credits:140</b>	<b>NQF level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MEF101	10	7	3MEF102	10	7
3MGE101	10	7	3MGE102	10	7

<b>English (FET) and History (3PGF06)</b>				<b>Credits:140</b>	<b>NQF level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MEF101	10	7	3MEF102	10	7
3MHY101	10	7	3MHY102	10	7

<b>Geography and History (3PGF07)</b>				<b>Credits:140</b>	<b>NQF level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		

Module code	Credits	NQF Level		Credits	NQF Level
3MGE101	10	7	3MGE102	10	7
3MHY101	10	7	3MHY102	10	7

<b>Geography and IsiZulu (FET) (3PGF08)</b>				<b>Credits:140</b>	<b>NQF level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MGE101	10	7	3MGE102	10	7
3MZU101	10	7	3MZU102	10	7

<b>Geography and Tourism (3PGF09)</b>				<b>Credits:140</b>	<b>NQF level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MGE101	10	7	3MGE102	10	7
3MTO101	10	7	3MTO102	10	7

<b>History and Tourism (3PGF10)</b>				<b>Credits:140</b>	<b>NQF level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MHY101	10	7	3MHY102	10	7
3MTO101	10	7	3MTO102	10	7

<b>IsiZulu (FET) and English (FET) (3PGF11)</b>				<b>Credits:140</b>	<b>NQF level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MEF101	10	7	3MEF102	10	7

3MZU101	10	7	3MZU102	10	7
---------	----	---	---------	----	---

<b>IsiZulu (FET) and History (3PGF12)</b>				<b>Credits:140</b>	<b>NQF level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MHY101	10	7	3MHY102	10	7
3MZU101	10	7	3MZU102	10	7

<b>Tourism and English (FET) (3PGF13)</b>				<b>Credits:140</b>	<b>NQF level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MEF101	10	7	3MEF102	10	7
3MTO101	10	7	3MTO102	10	7

<b>Tourism and IsiZulu (FET) (3PGF14)</b>				<b>Credits:140</b>	<b>NQF level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MTO101	10	7	3MTO102	10	7
3MZU101	10	7	3MZU102	10	7

<b>Computer Applications Technology and Engineering Graphics &amp; Design (3PGF15)</b>				<b>Credits:140</b>	<b>NQF level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MCS101	10	7	3MCS102	10	7
3MGD101	10	7	3MGD102	10	7

<b>Geography and Computer Applications</b>				<b>Credits:140</b>	<b>NQF</b>
--	--	--	--	--------------------	------------

<b>Technology (3PGF16)</b>					<b>level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MCS101	10	7	3MCS102	10	7
3MGE101	10	7	3MGE102	10	7

<b>Geography and Engineering Graphics &amp; Design (3PGF17)</b>				<b>Credits:140</b>	<b>NQF level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MGD101	10	7	3MGD102	10	7
3MGE101	10	7	3MGE102	10	7

<b>Geography and Life Sciences (3PGF18)</b>				<b>Credits:140</b>	<b>NQF level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MLS101	10	7	3MLS102	10	7
3MGE101	10	7	3MGE102	10	7

<b>Geography and Mathematics (FET) (3PGF19)</b>				<b>Credits:140</b>	<b>NQF level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MMA101	10	7	3MMA102	10	7
3MGE101	10	7	3MGE102	10	7

<b>Geography and Physical Sciences (3PGF20)</b>				<b>Credits:140</b>	<b>NQF level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		
Module	Credits	NQF		Credits	NQF

code		Level			Level
3MGE101	10	7	3MGE102	10	7
3MPS101	10	7	3MPS102	10	7

<b>Life Sciences and Computer Applications Technology (3PGF21)</b>				<b>Credits:140</b>	<b>NQF level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MCS101	10	7	3MCS102	10	7
3MLS101	10	7	3MLS102	10	7

<b>Life Sciences and Engineering Graphics &amp; Design (3PGF22)</b>				<b>Credits:140</b>	<b>NQF level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MGD101	10	7	3MGD102	10	7
3MLS101	10	7	3MLS102	10	7

<b>Life Sciences and Mathematics (FET) (3PGF23)</b>				<b>Credits:140</b>	<b>NQF level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MLS101	10	7	3MLS102	10	7
3MMA101	10	7	3MMA102	10	7

<b>Life Sciences and Physical Sciences (3PGF24)</b>				<b>Credits:140</b>	<b>NQF level:7</b>
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MLS101	10	7	3MLS102	10	7
3MPS101	10	7	3MPS102	10	7

<b>Mathematics (FET) and Computer Applications Technology (3PGF25)</b>			<b>Credits:140</b>	<b>NQF level:7</b>	
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MCS101	10	7	3MCS102	10	7
3MMA101	10	7	3MMA102	10	7

<b>Mathematics (FET) and Engineering Graphics &amp; Design (3PGF26)</b>			<b>Credits:140</b>	<b>NQF level:7</b>	
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MMA101	10	7	3MMA102	10	7
3MGD101	10	7	3MGD102	10	7

<b>Physical Sciences and Computer Applications Technology (3PGF28)</b>			<b>Credits:140</b>	<b>NQF level:7</b>	
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MCS101	10	7	3MCS102	10	7
3MPS101	10	7	3MPS102	10	7

<b>Physical Sciences and Engineering Graphics &amp; Design (3PGF29)</b>			<b>Credits:140</b>	<b>NQF level:7</b>	
<b>Semester 1</b>			<b>Semester 2</b>		
Module code	Credits	NQF Level		Credits	NQF Level
3MGD101	10	7	3MGD102	10	7
3MPS101	10	7	3MPS102	10	7

<b>Physical Sciences and Mathematics (FET) (3PGF30)</b>			<b>Credits:140</b>	<b>NQF level:7</b>	
---	--	--	--------------------	--------------------	--

Semester 1			Semester 2		
Module code	Credits	NQF Level		Credits	NQF Level
3MMA101	10	7	3MMA102	10	7
3MPS101	10	7	3MPS102	10	7

## FED.1.8.1. MODULE CONTENT AND OUTCOMES FOR PGCE –

ELECTIVES MODULES				
Module code: 3MAC101	Semester 1:	NQF level: 7	Semester 2: 3MAC 102	NQF level: 7
<b>Title: Accounting Education A (FETT)</b>			<b>Title: Accounting Education A (FET)</b>	
<p>Content: Management of Accounting teaching and learning in school. Use elementary statistical information to manage teaching, learning and assessment activities. Curriculum differentiation and adaptive teaching in Accounting. Barriers to learning and development. Designing differentiated learning activities. Classroom research in Accounting. Use Action research in Accounting. Use of research literature to improve classroom practice. Develop pedagogical content knowledge in Accounting. Epistemology, Pre-conceptions in Accounting, Identify pre-conceptions. Address learners' pre- conceptions. Critique curriculum policies in Accounting. Principles underpinning and guiding the curriculum. Opportunities for linking teaching, learning, assessment and reflection, Opportunities the curriculum offers for continuity beyond their phase, How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique. Principles underpinning and guiding the curriculum, Opportunities for linking teaching, learning, assessment and reflection, Opportunities the curriculum offers for continuity beyond their phase, How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs</p>			<p><b>Content:</b> Foundations of teaching and learning in Accounting. History of Accounting teaching and learning. Accounting Education policy documents. Subject policy documents Teaching and learning strategies in Accounting. Teaching and Learning theories. Teaching and learning strategies. Assessment in Accounting. Assessment strategies. Lesson design in Accounting. Lesson design, Learning and Teaching Support Materials in Accounting</p>	
<p><b>Module outcomes:</b> On successful completion of the module, students will be able to: Demonstrate knowledge and understanding of the foundations of teaching and learning in Accounting. Demonstrate knowledge and understanding of the relevant policies in Accounting teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Accounting.</p>			<p><b>Module outcomes:</b> On successful completion of the module, students will be able to: Demonstrate knowledge and understanding of the foundations of teaching and learning in Accounting. Demonstrate knowledge and understanding of the relevant policies in Accounting teaching and learning. Select and</p>	

Design appropriate lesson plans in Accounting taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Accounting. Design, select and adapt appropriate teaching and learning support materials for Accounting		use appropriate strategies, methods and techniques in the teaching and learning of Accounting. Design appropriate lesson plans in Accounting taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Accounting. Design, select and adapt appropriate teaching and learning support materials for Accounting.		
<b>Mode of delivery: Contact</b>		<b>Mode of delivery: Contact</b>		
<b>Assessment:</b> continuous and examination		<b>Assessment:</b> continuous and examination		
<b>Module code: 3MAF101</b>	<b>Semester 1:</b>	<b>NQF level: 7</b>	<b>Semester 2: 3MAF102</b>	<b>NQF level: 7</b>
<b>Title:</b> Afrikaans Language Education A		<b>Title:</b> Afrikaans Language Education B		
<b>Content:</b> Foundations of teaching and learning in Afrikaans. History of Afrikaans teaching and learning. Afrikaans Language Education policy documents. Subject policy documents. Teaching and learning strategies in Afrikaans. Teaching and Learning theories. Teaching and learning strategies. Assessment in Afrikaans Language. Assessment strategies, Lesson design in Afrikaans. - Lesson design, Learning and Teaching Support Materials		<b>Content:</b> Management of Afrikaans teaching and learning in school. Use elementary statistical information to manage teaching, learning and assessment activities. Curriculum differentiation and adaptive teaching in Afrikaans. Barriers to learning and development. Designing differentiated learning activities  Classroom research in Afrikaans. Use Action research in Afrikaans. Use of research literature to improve classroom practice. Develop pedagogical content knowledge in Afrikaans. Epistemology. Pre-conceptions in Afrikaans. Identify pre-conceptions. Address learners' pre-conceptions. Critique curriculum policies in Afrikaans. Principles underpinning and guiding the curriculum. Opportunities for linking teaching, learning, assessment and reflection. Opportunities the curriculum offers for continuity beyond their phase. How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique. Principles underpinning and guiding the curriculum. Opportunities for linking teaching, learning, assessment and reflection. Opportunities the curriculum offers for continuity beyond their phase. How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs.		

<p><b>Module outcomes:</b> On successful completion of the module, students will be able to... Demonstrate knowledge and understanding of the foundations of teaching and learning in Afrikaans. Demonstrate knowledge and understanding of the relevant policies in Afrikaans teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Afrikaans. Design appropriate lesson plans in Afrikaans taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Afrikaans. Design, select and adapt appropriate teaching and learning support materials for Afrikaans</p>		<p><b>Module outcomes:</b> On successful completion of the module, students will be able to: Use elementary statistical information to manage teaching, learning and assessment in Afrikaans. Demonstrate competence in assessing and monitoring learner progress and achievement in Afrikaans. Use the results of assessment to improve teaching and learning of Afrikaans. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Afrikaans. Demonstrate competence to learn from available research in order to improve teaching in the Afrikaans classroom and to enhance his/her own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Afrikaans. Evaluate curriculum policies in Afrikaans.</p>		
<p><b>Mode of delivery: Contact</b></p>		<p><b>Mode of delivery: Contact</b></p>		
<p><b>Assessment:</b> continuous and examination</p>		<p><b>Assessment:</b> continuous and examination</p>		
<p><b>Module code: 3MBS101</b></p>	<p><b>Semester 1:</b></p>	<p><b>NQF level: 7</b></p>	<p><b>Semester 2: 3MBS102</b></p>	<p><b>NQF level: 7</b></p>
<p><b>Title: Business Studies Education A</b></p>		<p><b>Title: Business Studies Education B</b></p>		
<p><b>Content:</b> Foundations of teaching and learning in Business Studies. History of Business Studies teaching and learning. Business Studies Education policy documents Subject policy documents. Teaching and learning strategies in Business Studies. Teaching and Learning theories Teaching and learning strategies. Assessment in Business Studies Assessment strategies. Lesson design in Business Studies Lesson design. Learning and Teaching Support Materials in Business Studies</p>		<p><b>Content:</b> Management of Business Studies teaching and learning in school. Use elementary statistical information to manage teaching, learning and assessment activities. Curriculum differentiation and adaptive teaching in Business Studies. Barriers to learning and development Designing differentiated learning activities, Classroom research in Business Studies. Use Action research in Business Studies. Use of research literature to improve classroom practice. Develop pedagogical content knowledge in Business Studies. Epistemology. Pre-conceptions in Business Studies. Identify pre-conceptions Address learners' pre- conceptions. Critique curriculum policies in Business Studies Principles underpinning and guiding the curriculum. Opportunities for linking teaching, learning, assessment and reflection. Opportunities the curriculum offers for continuity beyond their phase. How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique. Principles</p>		

	underpinning and guiding the curriculum. Opportunities for linking teaching, learning, assessment and reflection. Opportunities the curriculum offers for continuity beyond their phase. How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs
<p><b>Module outcomes:</b> On successful completion of the module, students will be able to... Demonstrate knowledge and understanding of the foundations of teaching and learning in Business Studies. Demonstrate knowledge and understanding of the relevant policies in Business Studies teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Business Studies. Design appropriate lesson plans in Business Studies taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Business Studies. Design, select and adapt appropriate teaching and learning support materials for Business Studies.</p>	<p><b>Module outcomes:</b> On successful completion of the module, students will be able to: Use elementary statistical information to manage teaching, learning and assessment in Business Studies. Demonstrate competence in assessing and monitoring learner progress and achievement in Business Studies. Use the results of assessment to improve teaching and learning of in Business Studies. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Business Studies. Demonstrate competence to learn from available research in order to improve teaching in the Business Studies classroom and to enhance his/her own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Business Studies. Evaluate curriculum policies in Business Studies.</p>
<p><b>Mode of delivery: Contact</b></p>	<p><b>Mode of delivery: Contact</b></p>
<p><b>Assessment:</b> continuous and examination</p>	<p><b>Assessment:</b> continuous and examination</p>

<b>Module code: 3MCS101</b>	<b>Semester 1:</b>	<b>NQF level: 7</b>	<b>Semester2: 3MCS102</b>	<b>NQF level: 7</b>
<b>Title: Computer Application Technology Education A</b>		<b>Title: Computer Application Technology Education (CAT) B</b>		
<p><b>Content:</b> Foundations of teaching and learning in Computer Application Technology. History of Computer Application Technology teaching and learning. Computer Application Technology policy documents. Subject policy documents. Teaching and learning strategies in Computer Application Technology, Teaching and Learning theories Teaching and learning strategies. Assessment in Computer Application Technology. Assessment strategies. Lesson design in Computer Application Technology. <b>Lesson design.</b> Learning and Teaching Support Materials</p>		<p><b>Content:</b> Management of CAT teaching and learning in school. Use elementary statistical information to manage teaching, learning and assessment activities. Curriculum differentiation and adaptive teaching in CAT. Barriers to learning and development Designing differentiated learning activities. Classroom research in CAT. Use Action research in CAT Use of research literature to improve classroom practice. Develop pedagogical content knowledge. Epistemology. Pre-conceptions Identify pre-conceptions. Address learners' pre-conceptions. Critique curriculum policies. Principles underpinning and guiding the curriculum. Opportunities for linking teaching, learning, assessment and reflection. Opportunities the curriculum offers for continuity beyond their phase. How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique. Principles underpinning and guiding the curriculum. Opportunities for linking teaching, learning, assessment and reflection. Opportunities the curriculum offers for continuity beyond their phase. How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs.</p>		

<p><b>Module outcomes:</b> On successful completion of the module, students will be able to... Demonstrate knowledge and understanding of the foundations of teaching and learning in Computer Application Technology. Demonstrate knowledge and understanding of the relevant policies in Computer Application Technology teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Computer Application Technology. Design appropriate lesson plans in Computer Application Technology taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Computer Application Technology. Design, select and adapt appropriate teaching and learning support materials for Computer Application Technology.</p>		<p><b>Module outcomes:</b> On successful completion of the module, students will be able to: Use elementary statistical information to manage teaching, learning and assessment in Computer Application Technology. Demonstrate competence in assessing and monitoring learner progress and achievement in Computer Application Technology. Use the results of assessment to improve teaching and learning of in Computer Application Technology. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Computer Application Technology. Demonstrate competence to learn from available research in order to improve teaching in the Computer Application . technology classroom and to enhance his/her own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Computer Application Technology. Evaluate curriculum policies in Computer Application Technology.</p>		
<b>Mode of delivery: Contact</b>		<b>Mode of delivery: Contact</b>		
<b>Assessment:</b> continuous and examination		<b>Assessment:</b> continuous and examination		
<b>Module code:</b> 3MEC101	<b>Semester 1:</b>	<b>NQF level:</b> 7	<b>Semester 2:</b> 3MEC102	<b>NQF level:</b> 7
<b>Title: Engineering Graphic Design Education A (FET)</b>		<b>Title: Economics Education B (FET)</b>		
<p><b>Content:</b> Foundations of teaching and learning in Economics. History of Economics teaching and learning. Economics Education policy documents Subject policy documents. Teaching and learning strategies in Economics Teaching and Learning theories. Teaching and learning strategies.. Assessment in Economics Assessment strategies. Lesson design in Economics Lesson design Learning and Teaching Support Materials in Economics</p>		<p><b>Content:</b> Economics teaching and learning in school. Use elementary statistical information to manage teaching, learning and assessment activities. Curriculum differentiation and adaptive teaching in Economics. Barriers to learning and development Designing differentiated learning activities. Classroom research in Economics. Use Action research in Economics Use of research literature to improve classroom practice. Develop pedagogical content knowledge in Economics Epistemology. Pre-conceptions in</p>		

	<p>Economics Identify pre-conceptions. Address learners' pre- conceptions. Critique curriculum policies in Economics. Principles underpinning and guiding the curriculum. Opportunities for linking teaching, learning, assessment and reflection.</p> <p>Opportunities the curriculum offers for continuity beyond their phase. How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs. Critique -Principles underpinning and guiding the curriculum. Opportunities for linking teaching, learning, assessment and reflection</p> <p>Opportunities the curriculum offers for continuity beyond their phase. How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs</p>
<p><b>Module outcomes:</b> On successful completion of the module, students will be able to... Demonstrate knowledge and understanding of the foundations of teaching and learning in Economics. Demonstrate knowledge and understanding of the relevant policies in Economics teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Economics. Design appropriate lesson plans in Economics taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Economics. Design, select and adapt appropriate teaching and learning support materials for Economics,</p>	<p><b>Module outcomes:</b> On successful completion of the module, students will be able to: Use elementary statistical information to manage teaching, learning and assessment in Economics. Demonstrate competence in assessing and monitoring learner progress and achievement in Economics. Use the results of assessment to improve teaching and learning of in Economics. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Economics. Demonstrate competence to learn from available research to improve teaching in the in-Economics classroom and to enhance his/her own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Economics. Evaluate curriculum policies in Economics.</p>
<p><b>Mode of delivery: Contact</b></p>	<p><b>Mode of delivery: Contact</b></p>
<p><b>Assessment:</b> continuous and examination</p>	<p><b>Assessment:</b> continuous and examination</p>

Module code: 3MGD101	Semester 1:	NQF level: 7	Semester 2: 3MGD102	NQF level: 7
<b>Title:</b> Engineering Graphic Design Education A (FET)		<b>Title:</b> Engineering Graphic Design Education B EGD (FET)		
<p><b>Content:</b> Foundations of teaching and learning in EGD History of EGD teaching and learning. EGD Education policy documents Subject policy documents. Teaching and learning strategies in EGD Teaching and Learning theories Teaching and learning strategies. Assessment in EGD Assessment strategies. Lesson design in EGD Lesson design. Learning and Teaching Support Materials in EGD</p>		<p><b>Content:</b> Management of EGD teaching and learning in school. Use elementary statistical information to manage teaching, learning and assessment activities. Curriculum differentiation and adaptive teaching in EGD. Barriers to learning and development Designing differentiated learning activities. Classroom research in EGD. Use Action research in EGD Use of research literature to improve classroom practice. Develop pedagogical content knowledge in EGD. Epistemology. Pre-conceptions in EGD. Identify pre-conceptions, Address learners' pre- conceptions. Critique curriculum policies in EGD. Principles underpinning and guiding the curriculum. Opportunities for linking teaching, learning, assessment and reflection. Opportunities the curriculum offers for continuity beyond their phase. How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs. Critique-Principles underpinning and guiding the curriculum. Opportunities for linking teaching, learning, assessment and reflection. Opportunities the curriculum offers for continuity beyond their phase. How well the curriculum caters for inclusion of children from culturally and linguistically <b>diverse backgrounds with different learning needs</b></p>		
<p><b>Module outcomes:</b> On successful completion of the module, students will be able to... Demonstrate knowledge and understanding of the foundations of teaching and learning in Engineering Graphic Design. Demonstrate knowledge and understanding of the relevant policies in Engineering Graphic Design teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Engineering Graphic Design. Design appropriate lesson plans in Engineering Graphic Design taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Engineering Graphic Design. Design, select</p>		<p><b>Module outcomes:</b> On successful completion of the module, students will be able to: Use elementary statistical information to manage teaching, learning and assessment in EGD. Demonstrate competence in assessing and monitoring learner progress and achievement in EGD. Use the results of assessment to improve teaching and learning of in EGD. Adapt lessons and assessment tasks to accommodate learners with different learning problems in EGD. Demonstrate competence to learn from available research in order to improve teaching in the EGD classroom and to enhance his/her own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in EGD. Evaluate curriculum policies in EGD.</p>		

and adapt appropriate teaching and learning support materials for Engineering Graphic Design			
<b>Mode of delivery: Contact</b>		<b>Mode of delivery: Contact</b>	
<b>Assessment:</b> continuous and examination		<b>Assessment:</b> continuous and examination	
<b>Module code:</b> 3MEN101	<b>Semester 1</b>	<b>NQF level:</b> 7	<b>Semester 2:</b> 3MEN102 <b>NQF level:</b> 7
<b>Title: English Home Language Education A</b>		<b>Title: English Home Language Education B</b>	
<p><b>Content:</b> Foundations of teaching and learning in English language. History of English language teaching and learning. Classical period, Modern period, Commercial period, Electronic period. English Home language Education curriculum policy documents. Subject policy documents. Language-in-education policy. Teaching language skills. Teaching literary and non-literary texts. Teaching language structures and convention. Teaching methodologies in English Home language. Teaching and Learning theories. Approaches to teaching English Home language. Methods of teaching English Home language. The use of ICT in the language classroom Learning styles. Teaching and learning strategies. Assessment in English Home language. Language assessment practices. Assessment strategies in English Home language. Questioning skills as assessment in English Home language learning. Types of questions in English Home language learning. Educational taxonomies for language learning. Assessment for learning: critical language awareness. Assessment for learning: understanding key literary concepts. Lesson design in English Home language. Lesson design. Learning and Teaching Support. Materials in English Home Language. Guidelines for designing effective English language teaching materials Designing and selecting materials for teaching language skills; language structures and conventions; literary and non-literary texts</p>		<p><b>Content:</b> Management of English Home language teaching and learning in school. Use elementary statistical information to manage teaching, learning and assessment activities. Curriculum differentiation and adaptive teaching in English Home language. barriers to English Home language learning and development. Designing differentiated language learning activities. Classroom research in English Home language. Use Action research in English Home language. Use of research literature to improve English Home language classroom practice. Develop pedagogical content knowledge in English Home language. Epistemology. Pre-conceptions in English Home language. Identify pre-conceptions. Language attitudes. Address learners' pre-conceptions. Critique English Home Language curriculum policies in English. Principles underpinning and guiding English Home language curriculum. Opportunities for linking teaching, learning, assessment and reflection in English Home language. Opportunities the curriculum offers for continuity beyond their phase. How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs critique. Principles underpinning and guiding the curriculum. Opportunities for linking teaching, learning, assessment and reflection. Opportunities the curriculum offers for continuity beyond their phase. How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs.</p>	
<b>Module outcomes:</b> On successful completion of the module, students will be able to...		<b>Module outcomes:</b> On successful completion of the module, students will be able to: Use elementary	

<p>Demonstrate knowledge and understanding of the foundations of teaching and learning in English Home language. Demonstrate knowledge and understanding of the relevant policies in English Home language teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of English Home language. Design appropriate lesson plans in English Home language taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in English Home language. Design, select and adapt appropriate teaching and learning support materials for English Home language.</p>		<p>statistical information to manage teaching, learning and assessment in English Home language. Demonstrate competence in assessing and monitoring learner progress and achievement in English Home language. Use the results of assessment to improve teaching and learning in English Home language. Adapt lessons and assessment tasks to accommodate learners with different learning problems in English Home language. Demonstrate competence to learn from available research in order to improve teaching in the English Home language classroom and to enhance his/her own academic learning. develop content knowledge to plan, implement and assess effective teaching and learning experiences in English Home language. Evaluate curriculum policies in English Home language.</p>	
<b>Mode of delivery: Contact</b>		<b>Mode of delivery: Contact</b>	
<b>Assessment:</b> continuous and examination		<b>Assessment:</b> continuous and examination	
<b>Module code:</b> 3MEF101	<b>Semester 1:</b>	<b>NQF level:</b> 7	<b>Semester 2:</b> 3MEF102 <b>NQF level:</b> 7
<b>Title: English First Additional Language Education A</b>		<b>Title: English First Additional Language Education B</b>	
<p>Content: 1. Foundations of teaching and learning in English: History of English Language teaching and learning, Classical period, Modern period, Commercial period Electronic period. 2. English First Additional language Education curriculum policy documents: Subject policy documents, Language-in-education policy, Teaching language skills, Teaching literary and non-literary texts Teaching language structures and conventions. 3. Teaching methodologies in English First Additional language: Teaching and Learning theories, The role of the first/home language in additional language teaching, Approaches to teaching English First Additional language, Methods of teaching English First Additional language, The use of ICT in the language classroom, Learning styles, Teaching and learning strategies, 4. Assessment in English Home language: Language assessment practices, Assessment strategies in English First</p>		<p><b>Content:</b> 1. Management of English First Additional language teaching and learning in school. Use elementary statistical information to manage teaching, learning and assessment activities. 2. Curriculum differentiation and adaptive teaching in English First Additional language. Barriers to English First Additional language learning and development Designing differentiated language learning activities. 3. Classroom research in English First Additional language. Use Action research in English First Additional language Use of research literature to improve English First Additional language classroom practice. 4. Develop pedagogical content knowledge in English First Additional language Epistemology. 5. Pre-conceptions in English First Additional language. Identify pre-conceptions. Language attitudes. Address learners' pre-conceptions. 6. Critique English First Additional Language curriculum policies Principles underpinning and guiding English Home language curriculum. Opportunities for linking teaching, learning, assessment and reflection in English Home language. Opportunities the curriculum offers for continuity beyond their phase. How well the</p>	

<p>Additional language, Questioning skills as assessment in English First Additional language learning Types of questions in English First Additional language learning, educational taxonomies for language learning Assessment for learning: critical language awareness, Assessment for learning: understanding key literary concepts. 5. Lesson design in English First Additional language: Lesson design, 6. Learning and Teaching Support Materials in English Home Language, Guidelines for designing effective English language teaching materials Designing and selecting materials for teaching language skills; language structures and conventions; literary and non- literary texts</p>	<p>curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs critique. Principles underpinning and guiding the curriculum Opportunities for linking teaching, learning, assessment and reflection. Opportunities the curriculum offers for continuity beyond their phase. How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs</p>
<p><b>Module outcomes:</b> On successful completion of the module, students will be able to... Demonstrate knowledge and understanding of the foundations of teaching and learning in English First Additional language. Demonstrate knowledge and understanding of the relevant policies in English First Additional language teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of English First Additional language. Design appropriate lesson plans in English taking into account the theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in English First Additional language. Design, select and adapt appropriate teaching and learning support materials for English First Additional language.</p>	<p>Module Outcomes: On successful completion of the module, students will be able to... Use elementary statistical information to manage teaching, learning and assessment in English First Additional language. Demonstrate competence in assessing and monitoring learner progress and achievement in English First Additional language. Use the results of assessment to improve teaching and learning of in English First Additional language. Adapt lessons and assessment tasks to accommodate learners with different learning problems in English First Additional language. Demonstrate competence to learn from available research in order to improve teaching in the English First Additional language classroom and to enhance his/her own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in English First Additional language. Evaluate curriculum policies in English First Additional language.</p>
<p><b>Mode of delivery: Contact</b></p>	<p><b>Mode of delivery: Contact</b></p>
<p><b>Assessment:</b> continuous and examination</p>	<p><b>Assessment:</b> continuous and examination</p>

Module code: 3MGE101	Semester 1:	NQF level: 7	Semester 2:3MGE102	NQF level: 7
<b>Title: Geography Education A</b>			<b>Title: Geography Education B</b>	
<p><b>Content:</b> Foundations of teaching and learning in Geography. History of Geography teaching and learning. Geography Education policy documents Subject policy documents Teaching and learning strategies in Geography Teaching and Learning theories. Teaching and learning strategies. Assessment in Geography. Assessment strategies. Lesson design in Geography Lesson design. Learning and Teaching Support Materials in Geography</p>			<p><b>Content:</b> Management of Geography teaching and learning in school. Use elementary statistical information to manage teaching, learning and assessment activities. Curriculum differentiation and adaptive teaching in Geography. Barriers to learning and development Designing differentiated learning activities. Classroom research in Geography. Use Action research in Geography. Use of research literature to improve classroom practice. Develop pedagogical content knowledge in Geography. Epistemology of Geography. Addressing alternative – pre and misconceptions. Reveal learners' pre conceptions. Present an exposing event. Ask learners to describe or present their conceptions. Discuss and evaluate conceptions. Create conceptual conflict. Encourage cognitive accommodation and guide conceptual restructuring. 5. Curriculum policy in Geography. Critique curriculum policies in Geography</p>	
<p><b>Module outcomes:</b> On successful completion of the module, students will be able to: Demonstrate knowledge and understanding of the foundations of teaching and learning in Geography. Demonstrate knowledge and understanding of the relevant policies in Geography teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Geography. Design appropriate lesson plans in Geography taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Geography. Design, select and adapt appropriate teaching and learning support materials for Geography.</p>			<p><b>Module outcomes:</b> On successful completion of the module, students will be able to: Use elementary statistical information to manage teaching, learning and assessment in Geography. Demonstrate competence in assessing and monitoring learner progress and achievement in Geography. Use the results of assessment to improve teaching and learning of in Geography. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Geography. Demonstrate competence to learn from available research in order to improve teaching in the Geography classroom and to enhance his/her own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Geography. Evaluate curriculum policies in Geography</p>	
<b>Mode of delivery: Contact</b>			<b>Mode of delivery: Contact</b>	
<b>Assessment:</b> continuous and examination			<b>Assessment:</b> continuous and examination	

Module code:- 3MHY101	Semester 1:	NQF level: 7	Semester 2: 3MHY 102	NQF level: 7
<b>Title:</b> History Education A			<b>Title:</b> History Education B	
<p><b>Content:</b> Foundations of teaching and learning in History History of teaching and learning History. History Education policy documents Subject policy documents. Teaching and learning strategies in History Teaching and Learning theories. Teaching and learning strategies. Assessment in History Assessment strategies. Lesson design in History Lesson design. Learning and Teaching Support Materials in History</p>			<p><b>Content:</b> Management of History teaching and learning in school. Use elementary statistical information to manage teaching, learning and assessment activities. Curriculum differentiation and adaptive teaching in History. Barriers to learning and development Designing differentiated learning activities. Classroom research in History. Use Action research in History. Use of research literature to improve classroom practice Develop pedagogical content knowledge in History. Epistemology. Pre-conceptions in History. Identify pre-conceptions. Address learners' pre- conceptions. Critique curriculum policies in History. Principles underpinning and guiding the curriculum. Opportunities for linking teaching, learning, assessment and reflection. Opportunities the curriculum offers for continuity beyond their phase. How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique. Principles underpinning and guiding the curriculum. Opportunities for linking teaching, learning, assessment and reflection. Opportunities the curriculum offers for continuity beyond their phase. How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs</p>	
<p><b>Module outcomes:</b> On successful completion of the module, students will be able to... Demonstrate knowledge and understanding of the foundations of teaching and learning in History. Demonstrate knowledge and understanding of the relevant policies in History teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of History. Design appropriate lesson plans in History taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in History. Design, select and adapt appropriate teaching and learning support materials for History</p>			<p><b>Module outcomes:</b> On successful completion of the module, students will be able to: Use elementary statistical information to manage teaching, learning and assessment in History. Demonstrate competence in assessing and monitoring learner progress and achievement in History. Use the results of assessment to improve teaching and learning of in History. Adapt lessons and assessment tasks to accommodate learners with different learning problems in History. Demonstrate competence to learn from available research in order to improve teaching in the History classroom and to enhance his/her own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in History. Evaluate curriculum policies in History.</p>	
<b>Mode of delivery:</b> Contact			<b>Mode of delivery:</b> Contact	
<b>Assessment:</b> continuous and examination			<b>Assessment:</b> continuous and examination	

Module code: 3MZU101	Semester 1:	NQF level: 7	Semester 2: 3MZU102	NQF level: 7
<b>Title: IsiZulu Home Language Education A (FET)</b>			<b>Title: IsiZulu Home Language Education B (FET)</b>	
<p><b>Module outcomes:</b> On successful completion of the module, students will be able to... Demonstrate knowledge and understanding of the foundations of teaching and learning in IsiZulu Home language. Demonstrate knowledge and understanding of the relevant policies in IsiZulu Home language teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of IsiZulu Home language. Design appropriate lesson plans in IsiZulu Home language taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in IsiZulu Home language. Design, select and adapt appropriate teaching and learning support materials for IsiZulu Home language.</p>			<p><b>Module outcomes:</b> On successful completion of the module, students will be able to: Use elementary statistical information to manage teaching, learning and assessment in IsiZulu Home language. Demonstrate competence in assessing and monitoring learner progress and achievement in IsiZulu Home language. Use the results of assessment to improve teaching and learning of in IsiZulu Home language. Adapt lessons and assessment tasks to accommodate learners with different learning problems in IsiZulu Home language. Demonstrate competence to learn from available research in order to improve teaching in the IsiZulu Home language classroom and to enhance his/her own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in IsiZulu Home language.</p>	
<b>Mode of delivery: Contact</b>			<b>Mode of delivery: Contact</b>	
<b>Assessment:</b> continuous and examination			<b>Assessment:</b> continuous and examination	

Module code: 3MZA101	Semester 1:	NQF level: 7	Semeste2:3MZA102	NQF level: 7
<b>Title: IsiZulu First Additional Language Education A</b>			<b>Title: IsiZulu First Additional Language Education B</b>	
<p><b>Content:</b>            Foundations of teaching and learning in isiZulu            History of isiZulu teaching and learning. IsiZulu First Additional language policy documents            Subject content in First Additional FET policy documents. Teaching and learning strategies in isiZulu First Additional language contexts. Teaching and Learning theories. Teaching and learning strategies. Assessment in isiZulu First Additional language contexts. Assessment strategies. Lesson design in isiZulu First Additional language contexts. Lesson design. Learning and Teaching Support Materials in isiZulu First Additional language contexts. Designing and/or selecting materials for teaching language skills; language structures and conventions and literary and non-literary texts.</p>			<p><b>Content:</b> Management of IsiZulu First Additional language teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment activities. Curriculum differentiation and adaptive teaching in IsiZulu First Additional language. Barriers to learning and development Designing differentiated learning activities. Classroom research in IsiZulu. Use Action research in isiZulu First Additional language classrooms. Use of research literature to improve classroom practice in isiZulu First Additional language Develop pedagogical content knowledge in IsiZulu. Epistemology of IsiZulu as a First additional language Addressing alternative – pre- mis- conceptions. Reveal learners' pre conceptions. Present an exposing event. Ask learners to describe or present their conceptions. Discuss and evaluate conceptions. Create conceptual conflict. Encourage cognitive accommodation and guide conceptual restructuring. Curriculum policy in IsiZulu First additional language. Critique curriculum policies in FET IsiZulu First additional language.</p>	
<p><b>Module outcomes:</b> On successful completion of the module, students will be able to: Demonstrate knowledge and understanding of the foundations of teaching and learning in IsiZulu First Additional language. Demonstrate knowledge and understanding of the relevant policies in IsiZulu First Additional teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of IsiZulu First Additional language. Design appropriate lesson plans in IsiZulu First Additional language taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in IsiZulu First Additional language. Design, select and adapt appropriate teaching and learning support materials for IsiZulu First Additional language.</p>			<p><b>Module outcomes:</b> On successful completion of the module, students will be able to: Use elementary statistical information to manage teaching, learning and assessment in isiZulu First Additional language. Demonstrate competence in assessing and monitoring learner progress and achievement in isiZulu First Additional language. Use the results of assessment to improve teaching and learning of in isiZulu First Additional language. Adapt lessons and assessment tasks to accommodate learners with different learning problems in isiZulu First Additional language. Demonstrate competence to learn from available research in order to improve teaching in the isiZulu First Additional language classroom and to enhance their own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning</p>	

	experiences in isiZulu. Evaluate curriculum policies in IsiZulu First Additional language.
<b>Mode of delivery: Contact</b>	<b>Mode of delivery: Contact</b>
<b>Assessment: continuous and examination</b>	<b>Assessment: continuous and examination</b>

Module code: 3MLO101	Semester 1:	NQF level: 7	Semester 2: 3MLO102	NQF level: 7
<b>Title: Life Orientation Education A</b>			<b>Title: Life Orientation Education B</b>	
<p><b>Content:</b> Foundations of teaching and learning in Life Orientation. History of Life Orientation teaching and learning. Life Orientation Education policy documents Subject policy documents. Teaching and learning strategies in Life Orientation. Teaching and Learning theories Teaching and learning strategies. Assessment in Life Orientation Assessment strategies. Lesson design in Life Orientation Lesson design. Learning and Teaching Support Materials in Life</p>			<p><b>Content:</b> Management of Life Orientation teaching and learning in school. Use elementary statistical information to manage teaching, learning and assessment activities. Curriculum differentiation and adaptive teaching in Life Orientation. Barriers to learning and development Designing differentiated learning activities. Classroom research in Life Orientation. Use Action research in Life Orientation</p> <ul style="list-style-type: none"> <li>• Use of research literature to improve classroom practice. Develop pedagogical content knowledge in Life Orientation. Epistemology. Pre-conceptions in Life Orientation. Identify pre-conceptions. Address learners' pre-conceptions. Critique curriculum policies in Life Orientation. Principles underpinning and guiding the curriculum. Opportunities for linking teaching, learning, assessment and reflection. Opportunities the curriculum offers for continuity beyond their phase. How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique Principles underpinning and guiding the curriculum. Opportunities for linking teaching, learning, assessment and reflection. Opportunities the curriculum offers for continuity beyond their phase. How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs.</li> </ul>	
<p><b>Module outcomes:</b> On successful completion of the module, students will be able to: Demonstrate knowledge and understanding of the foundations of teaching and learning in Life Orientation. Demonstrate knowledge and understanding of the relevant policies in Life Orientation teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Life Orientation. Design appropriate lesson plans in Life Orientation taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Life Orientation. Design, select and adapt appropriate teaching and learning support materials for Life Orientation</p>			<p><b>Module outcomes:</b> On successful completion of the module, students will be able to: Use elementary statistical information to manage teaching, learning and assessment in Life Orientation. Demonstrate competence in assessing and monitoring learner progress and achievement in Life Orientation. Use the results of assessment to improve teaching and learning of in Life Orientation. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Life Orientation. Demonstrate competence to learn from available research in order to improve teaching in the Life Orientation classroom and to enhance his/her own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Life Orientation. Evaluate curriculum policies in Life Orientation.</p>	
<b>Mode of delivery: Contact</b>			<b>Mode of delivery: Contact</b>	
<b>Assessment:</b> continuous and examination			<b>Assessment:</b> continuous and examination	

Module code: 3MLS101	Semester 1:	NQF level: 7	Semester 2: 3MLS102	NQF level: 7
<b>Title:</b> Life Sciences Education A			<b>Title:</b> Life Sciences Education B	
<p><b>Content:</b> 1. Foundations of teaching and learning in Life Sciences. History of Life Sciences teaching and learning. Life Sciences Education policy documents Subject policy documents. Teaching and learning strategies in Life Sciences. Teaching and Learning theories Teaching and learning strategies. Assessment in Life Sciences. Assessment strategies. Lesson design in Life Sciences Lesson design. Learning and Teaching Support Materials in Life Sciences. Improvisation in the FET Phase Life Science. Experiments, demonstrations and investigations in Life Sciences</p>			<p><b>Content:</b> Life Sciences teaching and learning in school. Use elementary statistical information to manage teaching, learning and assessment activities. Curriculum differentiation and adaptive teaching in Life Sciences. Barriers to learning and development Designing differentiated learning activities. Classroom research in Life Sciences Use Action research in Life Sciences. Use of research literature to improve classroom practice. Develop pedagogical content knowledge in Life Sciences. Epistemology. Addressing alternative – pre and misconceptions. Reveal learners' pre conceptions. Present an exposing event. Ask learners to describe or present their conceptions. Discuss and evaluate conceptions. reate conceptual conflict. Encourage cognitive accommodation and guide conceptual restructuring. Curriculum policy in Life Sciences. Critique curriculum policies in Life Sciences. Experiments, demonstrations and investigations in Life Sciences</p>	
<p><b>Module outcomes:</b> On successful completion of the module, students will be able to... Demonstrate knowledge and understanding of the foundations of teaching and learning in Life Sciences. Demonstrate knowledge and understanding of the relevant policies in Life Sciences teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Life Sciences. Design appropriate lesson plans in Life Sciences taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Life Sciences. Design, select and adapt appropriate teaching and learning support materials for Life Sciences. Conduct experiments, demonstrations and investigations in Life Science that range from those that are prescribed by the school curriculum policy, the teacher to those that emerge from learners' own questions.</p>			<p><b>Module outcomes:</b> On successful completion of the module, students will be able to: Use elementary statistical information to manage teaching, learning and assessment in Life Sciences. Demonstrate competence in assessing and monitoring learner progress and achievement in Life Science. Use the results of assessment to improve teaching and learning of in Life Sciences. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Life Sciences. Demonstrate competence to learn from available research in order to improve teaching in the in Life Sciences classroom and to enhance their own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Life Sciences. Evaluate curriculum policies in Life Sciences. Conduct experiments, demonstrations and investigations in Physical Science that range from those that are prescribed by the school curriculum. policy, the teacher to those that emerge from learners' own questions.</p>	
<b>Mode of delivery:</b> Contact			<b>Mode of delivery:</b> Contact	
<b>Assessment:</b> continuous and examination			<b>Assessment:</b> continuous and examination	

Module code: 3MMA101	Semester 1:	NQF level: 7	Semester 2: 3MMA102	NQF level: 7
<b>Title:</b> Mathematics Education A (FET)			<b>Title:</b> Mathematics Education B (FET)	
<p><b>Content:</b> Foundations of teaching and learning in Mathematics  History of Mathematics teaching and learning Mathematics Education  policy documents Subject policy documents Teaching and learning  strategies in Mathematics Teaching and Learning theories Teaching  and learning strategies Assessment in Mathematics Assessment  strategies. Lesson design in Mathematics Lesson design. Learning and  Teaching Support Materials</p>			<p><b>Content:</b> Management of Mathematics  teaching and learning in school. Use  elementary statistical information to  manage teaching, learning and  assessment activities. Curriculum  differentiation and adaptive teaching in  Mathematics. Barriers to learning and  development Designing differentiated  learning activities. Classroom research in  Mathematics  Use Action research in Mathematics. Use  of research literature to improve  classroom practice. Develop pedagogical  content knowledge in Mathematics.  Epistemology. Pre-conceptions in  Mathematics. Identify pre-conceptions.  Address learners' pre- conceptions.  Critique curriculum policies in  Mathematics. Principles underpinning and  guiding the curriculum. Opportunities for  linking teaching, learning, assessment  and reflection. Opportunities the  curriculum offers for continuity beyond  their phase. How well the curriculum  caters for inclusion of children from  culturally and linguistically diverse  backgrounds with different learning  needs Critique. <b>Principles  underpinning and guiding the  curriculum.</b> Opportunities for linking  teaching, learning, assessment and  reflection. Opportunities the curriculum  offers for continuity beyond their phase.  How well the curriculum caters for  inclusion of children from culturally and  linguistically diverse backgrounds with  different learning needs.</p>	

<p><b>Module outcomes:</b> On successful completion of the module, students will be able to... Demonstrate knowledge and understanding of the foundations of teaching and learning in Mathematics. Demonstrate knowledge and understanding of the relevant policies in Mathematics teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Mathematics. Design appropriate lesson plans in Mathematics taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Mathematics. Design, select and adapt appropriate teaching and learning support materials for Mathematics.</p>	<p><b>Module outcomes:</b> On successful completion of the module, students will be able to: Use elementary statistical information to manage teaching, learning and assessment in Mathematics. Demonstrate competence in assessing and monitoring learner progress and achievement in Mathematics. Use the results of assessment to improve teaching and learning of in Mathematics. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Mathematics. Demonstrate competence to learn from available research in order to improve teaching in the Mathematics classroom and to enhance his/her own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Mathematics. Evaluate curriculum policies in Mathematics.</p>
<p><b>Mode of delivery: Contact</b></p>	<p><b>Mode of delivery: Contact</b></p>
<p><b>Assessment:</b> continuous and examination</p>	<p><b>Assessment:</b> continuous and examination</p>

Module code: 3MPS101	Semester 1:	NQF level: 7	Semester 2: 3MPS102	NQF level: 7
<b>Title:</b> Physical Sciences Education A			<b>Title:</b> Physical Sciences Education B	
<p><b>Content:</b> Foundations of teaching and learning in Physical Science. History of Physical Science teaching and learning. Physical Science Education policy documents. Subject policy documents. Teaching and learning strategies in Physical Science. Teaching and Learning theories. Teaching and learning strategies. Assessment in Physical Science. Assessment strategies. Lesson design in Physical Science. Lesson design. Learning and Teaching Support Materials in Physical Science. Improvisation in FET Phase science. Experiments, demonstrations and investigations in Physical Science</p>			<p><b>Content:</b> Management of Physical Sciences teaching and learning in school. Use elementary statistical information to manage teaching, learning and assessment activities. Curriculum differentiation and adaptive teaching in Physical Sciences. Barriers to learning and development. Designing differentiated learning activities. Classroom research in Physical Sciences. Use Action research in Physical Sciences. Use of research literature to improve classroom practice. Develop pedagogical content knowledge in Physical Science. Epistemology of science. Addressing alternative – pre and misconceptions. Reveal learners' pre conceptions. Present an exposing event. Ask learners to describe or present their conceptions. Discuss and evaluate conceptions. Create conceptual conflict. Encourage cognitive accommodation and guide conceptual restructuring. Curriculum policy in Physical Sciences. Critique curriculum policies in Physical Science.</p>	
<p><b>Module outcomes:</b> On successful completion of the module, students will be able to: Demonstrate knowledge and understanding of the foundations of teaching and learning in Physical Science. Demonstrate knowledge and understanding of the relevant policies in Physical Science teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Physical Science. Design appropriate lesson plans in Physical Science taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Physical Science. Design, select and adapt appropriate teaching and learning support materials for Physical Science. Conduct experiments, demonstrations and investigations in Physical Science that range from those that are prescribed by the school curriculum policy, the teacher, to those that emerge from learners' own questions</p>			<p><b>Module outcomes:</b> On successful completion of the module, students will be able to: Use elementary statistical information to manage teaching, learning and assessment in Physical Sciences. Demonstrate competence in assessing and monitoring learner progress and achievement in Physical Sciences. Use the results of assessment to improve teaching and learning of Physical Sciences. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Physical Sciences. Demonstrate competence to learn from available research in order to improve teaching in the Physical Science classroom and to enhance their own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences. Evaluate curriculum policies in Physical Sciences. Conduct experiments, demonstrations and investigations in Physical Science that range from those that are prescribed by the school curriculum policy, the teacher to those that emerge from learners' own questions</p>	
<b>Mode of delivery:</b> Contact			<b>Mode of delivery:</b> Contact	

**Assessment:** continuous and examination

**Assessment:** continuous and examination

Module code:- 3MTO101	Semester 1:	NQF level: 7	Semester 2: 3MTO102	NQF level: 7
<b>Title:</b> Tourism Education A			<b>Title:</b> Tourism Education B	
<p><b>Content:</b> Foundations of teaching and learning in Tourism. History of Tourism teaching and learning. Tourism Education policy documents. Subject policy documents. Teaching and learning strategies in Tourism. Teaching and Learning theories Teaching and learning strategies. Assessment in Tourism Education Assessment strategies. Lesson design in Tourism Lesson design. Learning and Teaching Support Materials in Tourism</p>			<p><b>Content: Management of Tourism teaching and learning</b> in school. Use elementary statistical information to manage teaching, learning and assessment activities. Curriculum differentiation and adaptive teaching in Tourism. Barriers to learning and development Designing differentiated learning activities. Classroom research in Tourism. Use Action research in Tourism. Use of research literature to improve classroom practice. Develop pedagogical content knowledge in Tourism. Epistemology. Pre-conceptions in Tourism. Identify pre-conceptions. Address learners' pre- conceptions. Critique curriculum policies in Tourism. Principles underpinning and guiding the curriculum. Opportunities for linking teaching, learning, assessment and reflection. Opportunities the curriculum offers for continuity beyond their phase. How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique. Principles underpinning and guiding the curriculum. Opportunities for linking teaching, learning, assessment and reflection. Opportunities the curriculum offers for continuity beyond their phase. How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs</p>	
<p><b>Module outcomes:</b> On successful completion of the module, students will be able to... Demonstrate knowledge and understanding of the foundations of teaching and learning in Tourism. Demonstrate knowledge and understanding of the relevant policies in Tourism teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Tourism. Design appropriate lesson plans in Tourism taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Tourism. Design, select and adapt appropriate teaching and learning support materials for Tourism.</p>			<p><b>Module outcomes:</b> On successful completion of the module, students will be able to: Use elementary statistical information to manage teaching, learning and assessment in Tourism. Demonstrate competence in assessing and monitoring learner progress and achievement in Tourism. Use the results of assessment to improve teaching and learning of in Tourism. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Tourism. Demonstrate competence to learn from available research in order to improve teaching in the Tourism classroom and to enhance his/her own</p>	

	<p>academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Tourism. Evaluate curriculum policies in Tourism.</p>
<p><b>Mode of delivery:</b> Contact</p>	<p><b>Mode of delivery:</b> Contact</p>
<p><b>Assessment:</b> continuous and examination</p>	<p><b>Assessment:</b> continuous and examination</p>

Module code:- 3MEM101	Semester 1:	NQF level: 7	Semester 2: 3MEM102	NQF level: 7
<b>Title: Economic and Management Sciences Education A (SP)</b>			<b>Title: Economic and management sciences Education B (SP)</b>	
<p><b>Content:</b> Foundations of teaching and learning in Economics and Management Sciences. History of Economics and Management Sciences teaching and learning. Economics and Management Sciences Education policy documents. Subject policy documents. Teaching and learning strategies in Economics and Management Sciences. Teaching and Learning theories Teaching and learning strategies. Assessment in Economics and Management Sciences. Assessment strategies. Lesson design in Economics and Management Sciences. Lesson design. Learning and Teaching Support Materials in Economics and Management Sciences</p>			<p><b>Content:</b> Management of Economics and Management Sciences teaching and learning in school. Use elementary statistical information to manage teaching, learning and assessment activities. Curriculum differentiation and adaptive teaching in Economics and Management Sciences. Identify barriers to learning and development. Design differentiated learning activities to respond to the above. Classroom research in Economics and Management Sciences. Use Action research in Accounting Use of research literature to improve classroom practice. Develop pedagogical content knowledge in Economics and Management Sciences</p> <p>Epistemology. Pre-conceptions in Economics and Management Sciences. Identify pre-conceptions. Address learners' pre- conceptions. Critique curriculum policies in Economics and Management Sciences. Principles underpinning and guiding the curriculum. Opportunities for linking teaching, learning, assessment and reflection. Opportunities the curriculum offers for continuity beyond their phase. How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs</p> <p>Critique. Principles underpinning and guiding the curriculum. Opportunities for linking teaching, learning, assessment and reflection. Opportunities the curriculum offers for continuity beyond their phase. How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs</p>	

<p><b>Module outcomes:</b> On successful completion of the module, students will be able to... Demonstrate knowledge and understanding of the foundations of teaching and learning in Economics and Management Sciences. Demonstrate knowledge and understanding of the relevant policies in Economics and Management Sciences teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Economics and Management Sciences. Design appropriate lesson plans in Economics and Management Sciences taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Economics and Management Sciences. Design, select and adapt appropriate teaching and learning support materials for Economics and Management Sciences.</p>			<p><b>Module outcomes:</b> On successful completion of the module, students will be able to: Use numerical and elementary statistical information to manage teaching, learning and assessment in Economics and Management Sciences. Demonstrate competence in assessing and monitoring learner progress and achievement in Economics and Management Sciences. Use the results of assessment to improve teaching and learning of in Economics and Management Sciences. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Economics and management Sciences. Demonstrate competence to learn from available research in order to improve teaching in the in Economics and Management Sciences classroom and to enhance their own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Economics and Management.</p>		
<p><b>Mode of delivery: Contact</b></p>			<p><b>Mode of delivery: Contact</b></p>		
<p><b>Assessment:</b> continuous and examination</p>			<p><b>Assessment:</b> continuous and examination</p>		
<p><b>Module code:</b> 3MEL101</p>	<p><b>Semester 1:</b></p>	<p><b>NQF level:</b> 7</p>	<p><b>Semester 2:</b> 3MEL102</p>	<p><b>NQF level:</b> 7</p>	
<p><b>Title: English Home Language Education A</b></p>			<p><b>Title: English Home Language Education B</b></p>		
<p>Content: Teaching literary and non- literary texts Teaching language structures and conventions. Teaching methodologies in English Home language. Teaching and Learning theories. Approaches to teaching English Home language. Methods of teaching English Home language. The use of ICT in the language classroom. Learning styles. Teaching and learning strategies. Assessment in English Home language. Language assessment practices. Assessment strategies in English Home language. Questioning skills as assessment in English Home language learning. Types of questions in English Home language learning</p> <p>Educational taxonomies for language learning. Assessment for learning; critical language awareness. Assessment for learning: understanding key literary concepts. Lesson design in English Home language</p> <p>Lesson design. Learning and Teaching Support Materials in English Home Language. Guidelines for designing effective English language teaching materials</p> <p>Designing and selecting materials for teaching language skills; language structures and conventions; literary and non- literary texts</p>			<p><b>Content:</b> Management of English Home language teaching and learning in school. Use elementary statistical information to manage teaching, learning and assessment activities. Curriculum differentiation and adaptive teaching in English Home language. Barriers to English Home language learning and development. Designing differentiated language learning activities. Classroom research in English Home language. Use of research literature to improve English Home language classroom practice. Develop pedagogical content knowledge in English Home language. Epistemology. Pre-conceptions in English Home language. Identify pre-conceptions. Language attitudes. Address learners' pre- conceptions. Critique English Home Language curriculum policies in English. Principles underpinning and guiding English Home language curriculum. Opportunities for linking teaching, learning, assessment and reflection in English Home language. Opportunities the curriculum offers for continuity beyond their phase. How well</p>		

	<p>the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs critique. Principles underpinning and guiding the curriculum. Opportunities for linking teaching, learning, assessment and reflection. Opportunities the curriculum offers for continuity beyond their phase. How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs</p>
<p><b>Module outcomes:</b> On successful completion of the module, students will be able to... Demonstrate knowledge and understanding of the foundations of teaching and learning in English Home language. Demonstrate knowledge and understanding of the relevant policies in English Home language teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of English Home language. Design appropriate lesson plans in English Home language taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in English Home language. Design, select and adapt appropriate teaching and learning support materials for English Home language.</p>	<p><b>Module outcomes:</b> On successful completion of the module, students will be able to: – Use elementary statistical information to manage teaching, learning and assessment in English Home language. Demonstrate competence in assessing and monitoring learner progress and achievement in English Home language. Use the results of assessment to improve teaching and learning of in English Home language. Adapt lessons and assessment tasks to accommodate learners with different learning problems in English Home language. Demonstrate competence to learn from available research in order to improve teaching in the English Home language classroom and to enhance his/her own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in English Home language. Evaluate curriculum policies in English Home language.</p>
<p><b>Mode of delivery: Contact</b></p>	<p><b>Mode of delivery: Contact</b></p>
<p><b>Assessment:</b> continuous and examination</p>	<p><b>Assessment:</b> continuous and examination</p>

Module code: 3MEG101	Semester 1:	NQF level: 7	Semester 2: 3MEG102	NQF level: 7
<b>Title:</b> English First Additional Language Education A			<b>Title:</b> English First Additional Language Education B	
<b>Content: Foundations of teaching and learning in English -</b> History of English Language teaching and learning. Classical period, Modern period, Commercial period, Electronic period. <b>English First Additional language Education curriculum policy documents -</b> Subject policy documents, Language-in-education policy, Teaching language skills, Teaching literary and non- literary texts, Teaching language structures and conventions. <b>Teaching methodologies in English First Additional language -</b> Teaching and Learning theories. The role of the first home language in additional language teaching. Approaches to teaching English First Additional language. Methods of teaching English First Additional language. The use of ICT in the language classroom. Learning styles, Teaching and learning strategies. <b>Assessment in English Home language -</b> Language assessment practices. Assessment strategies in English First Additional language. Questioning skills as assessment in English First Additional language learning. Types of questions in English First Additional language learning. Educational taxonomies for language learning. Assessment for learning: critical language awareness. Assessment for learning: understanding key literary concepts , Lesson design in English First Additional language, Lesson design, Learning and Teaching Support Materials in English Home Language. Guidelines for designing effective English language teaching materials, Designing and selecting materials for teaching language skills; language structures and conventions; literary and non- literary texts			<b>Content:</b> Management of English First Additional language teaching and learning in school. Use elementary statistical information to manage teaching, learning and assessment activities. Curriculum differentiation and adaptive teaching in English First Additional language. Barriers to English First Additional language learning and development. Designing differentiated language learning activities. Classroom research in English First Additional language. Use Action research in English First Additional language. Use of research literature to improve English First Additional language classroom practice. Develop pedagogical content knowledge in English First Additional language. Epistemology. Pre-conceptions in English First Additional language Identify pre-conceptions. Language attitudes. Address learners' pre- conceptions. Critique English First Additional Language curriculum policies. Principles underpinning and guiding English Home language curriculum. Opportunities for linking teaching, learning, assessment and reflection in English Home language. Opportunities the curriculum offers for continuity beyond their phase. How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs critique. Principles underpinning and guiding the curriculum. Opportunities for linking teaching, learning, assessment and reflection. Opportunities the curriculum offers for continuity beyond their phase. How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs	

<p><b>Module outcomes:</b> On successful completion of the module, students will be able to... Demonstrate knowledge and understanding of the foundations of teaching and learning in English First Additional language. Demonstrate knowledge and understanding of the relevant policies in English First Additional language teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of English First Additional language. Design appropriate lesson plans in English taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in English First Additional language. Design, select and adapt appropriate teaching and learning support materials for English First Additional language.</p>			<p><b>Module outcomes:</b> On successful completion of the module, students will be able to: Use elementary statistical information to manage teaching, learning and assessment in English First Additional language. Demonstrate competence in assessing and monitoring learner progress and achievement in English First Additional language. Use the results of assessment to improve teaching and learning of in English First Additional language. Adapt lessons and assessment tasks to accommodate learners with different learning problems in English First Additional language. Demonstrate competence to learn from available research in order to improve teaching in the English First Additional language classroom and to enhance his/her own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in English First Additional language. Evaluate curriculum policies in English First Additional language.</p>		
<p><b>Mode of delivery: Contact</b></p>			<p><b>Mode of delivery: Contact</b></p>		
<p><b>Assessment:</b> continuous and examination</p>			<p><b>Assessment:</b> continuous and examination</p>		
<p><b>Module code:</b> 3MHS101</p>	<p><b>Semester 1:</b></p>	<p><b>NQF level:</b> 7</p>	<p><b>Semester 2:</b></p>	<p><b>NQF level:</b> 7</p>	<p><b>Module code:</b> 3MHS102</p>
<p><b>Title:</b> Social Sciences Education A</p>			<p><b>Title:</b> Social Sciences Education B</p>		
<p><b>Content:</b> Foundations of teaching and learning in Social Sciences History of Social Sciences teaching and learning. Social Science Education policy documents. Subject policy documents. Teaching and learning strategies in Social Science Teaching and Learning theories. teaching and learning strategies. Assessment in Social Sciences. Assessment strategies. Lesson design in Social Sciences. Lesson design. Learning and Teaching Support Materials in Social Sciences</p>			<p><b>Content:</b> Social Sciences teaching and learning in school. Use elementary statistical information to manage teaching, learning and assessment activities. Curriculum differentiation and adaptive teaching in Social Sciences. Identify barriers to learning and development. Design differentiated learning activities to respond to the above. Classroom research in Social Sciences. Use Action research in Social Sciences. Use of research literature to improve classroom practice. Develop pedagogical content knowledge. Epistemology. Pre-conceptions. Identify pre-conceptions. Address learners' pre-conceptions. Critique curriculum policies. Principles underpinning and guiding the curriculum. Opportunities for linking teaching, learning, assessment and reflection. Opportunities the curriculum offers for continuity beyond their phase. How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs. Critique. Principles underpinning and guiding the curriculum. Opportunities for linking</p>		

	teaching, learning, assessment and reflection. Opportunities the curriculum offers for continuity beyond their phase. How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs
<b>Module outcomes:</b> On successful completion of the module, students will be able to... demonstrate knowledge and understanding of the foundations of teaching and learning in Social Sciences. Demonstrate knowledge and understanding of the relevant policies in Social Sciences teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Social Science. Design appropriate lesson plans in Social Sciences taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Social Sciences. Design, select and adapt appropriate teaching and learning support materials for Social Sciences.	<b>Module outcomes:</b> On successful completion of the module, students will be able to... Use elementary statistical information to manage teaching, learning and assessment in Physical Sciences. Demonstrate competence in assessing and monitoring learner progress and achievement in Physical Sciences. Use the results of assessment to improve teaching and learning of Physical Sciences. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Physical Sciences. Demonstrate the competence needed to learn from available research to improve the teaching of Physical Science and to enhance their own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences. Evaluate curriculum policies in Physical Sciences
<b>Mode of delivery: Contact</b>	<b>Mode of delivery: Contact</b>
<b>Assessment:</b> continuous and examination	<b>Assessment:</b> continuous and examination

Module code: 3MZH101	Semester 1:	NQF level: 7	Semester 2: 3MZH102	NQF level: 7
<b>Title:</b> IsiZulu Home Language Education A(SP)			<b>Title:</b> IsiZulu Home Language Education B (SP)	
<p><b>Content: Foundations of teaching and learning in IsiZulu language.</b> History of IsiZulu language teaching and learning. Classical period, Modern period, Commercial period, Electronic period.</p> <p><b>IsiZulu Home Language Education curriculum policy documents</b> - Subject policy documents. Language-in-education policy. Teaching language skills. Teaching literary and non- literary texts. Teaching language structures and conventions. Teaching methodologies in IsiZulu Home language. Teaching and Learning theories. Approaches to teaching IsiZulu Home language. Methods of teaching IsiZulu Home language. The use of ICT in the language classroom. Learning styles, Teaching and learning strategies. Assessment in IsiZulu Home language Language. assessment practices, Assessment strategies in IsiZulu Home language. Questioning skills as assessment in IsiZulu Home language learning. Types of questions in IsiZulu Home language learning. Educational taxonomies for language learning. Assessment for learning: critical language awareness. Assessment for learning: understanding key literary concepts. Lesson design in IsiZulu Home language. Lesson design. Learning and Teaching Support Materials in IsiZulu Home Language. Guidelines for designing effective IsiZulu language teaching materials. Designing and selecting materials for teaching language skills; language structures and conventions; literary and non- literary texts</p>			<p><b>Content:</b> Management of IsiZulu Home language teaching and learning in school. Use elementary statistical information to manage teaching, learning and assessment activities. Curriculum differentiation and adaptive teaching in IsiZulu Home language. Barriers to IsiZulu Home language learning and development. Designing differentiated language learning activities. Classroom research in IsiZulu Home language. Use Action research in IsiZulu Home language. Use of research literature to improve IsiZulu Home language classroom practice. Develop pedagogical content knowledge in IsiZulu Home language. Epistemology. Pre-conceptions in IsiZulu Home language. Identify pre-conceptions, Language attitudes, Address learners' pre- conceptions, Critique IsiZulu Home Language curriculum policies in IsiZulu, Principles underpinning and guiding IsiZulu Home language curriculum, Opportunities for linking teaching, learning, assessment and reflection in IsiZulu Home language, Opportunities the curriculum offers for continuity beyond their phase, How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs critique, Principles underpinning and guiding the curriculum. Opportunities for linking teaching, learning, assessment and reflection, Opportunities the curriculum offers for continuity beyond their phase. How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs</p>	

<p><b>Module outcomes:</b> On successful completion of the module, students will be able to... demonstrate knowledge and understanding of the foundations of teaching and learning in IsiZulu Home language. Demonstrate knowledge and understanding of the relevant policies in IsiZulu. Home language teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of IsiZulu Home language. Design appropriate lesson plans in IsiZulu Home language taking into account , theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in IsiZulu Home language. Design, select and adapt appropriate teaching and learning support materials for IsiZulu Home language.</p>	<p><b>Module outcomes:</b> On successful completion of the module, students will be able to: Use elementary statistical information to manage teaching, learning and assessment in IsiZulu Home language. Demonstrate competence in assessing and monitoring learner progress and achievement in IsiZulu Home language. Use the results of assessment to improve teaching and learning in IsiZulu Home language. Adapt lessons and assessment tasks to accommodate learners with different learning problems in IsiZulu Home language. Demonstrate competence to learn from available research in order to improve teaching in the IsiZulu Home language. classroom and to enhance his/her own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in IsiZulu Home language. Evaluate curriculum policies in IsiZulu Home language.</p>
<p><b>Mode of delivery: Contact</b></p>	<p><b>Mode of delivery: Contact</b></p>
<p><b>Assessment:</b> continuous and examination</p>	<p><b>Assessment:</b> continuous and examination</p>

Module code: 3MZF101	Semester 1:	NQF level: 7	Semester 2: 3MZF102	NQF level: 7
<b>Title:</b> IsiZulu First Additional Language Education A (SP)			<b>Title:</b> IsiZulu First Additional Language Education B (SP)	
<p><b>Content:</b> Foundations of teaching and learning in isiZulu, History of isiZulu teaching and learning. IsiZulu First Additional education policy documents. Subject content in First Additional policy documents, Teaching and learning strategies in isiZulu First Additional language contexts. Teaching and Learning theories, Teaching and learning strategies. Assessment in isiZulu First Additional language contexts, Assessment strategies, Lesson design in isiZulu First Additional language contexts Lesson design Learning and Teaching Support Materials in isiZulu First Additional language contexts, Designing and/or selecting materials for teaching language skills; language structures and conventions and literary and non-literary texts</p>			<p><b>Content:</b> Management of IsiZulu First Additional language teaching and learning in school. se elementary statistical information to manage teaching, learning and assessment activities. Curriculum differentiation and adaptive teaching in IsiZulu First Additional language. Barriers to learning and development. Designing differentiated learning activities. Classroom research in IsiZulu First Additional language. Use of research literature to improve classroom practice in isiZulu First Additional language. Develop pedagogical content knowledge in IsiZulu. Epistemology of IsiZulu as a First additional language. Addressing alternative – pre- mis-conceptions. Reveal learners' pre-conceptions. Present an exposing event, Ask learners to describe or present their conceptions. Discuss and evaluate conceptions. Create conceptual conflict, Encourage cognitive accommodation and guide conceptual restructuring. Curriculum policy in GET IsiZulu First additional language. Critique curriculum policies in IsiZulu First additional language</p>	
<p><b>Module outcomes:</b> On successful completion of the module, students will be able to:            Demonstrate knowledge and understanding of the foundations of teaching and learning in IsiZulu First Additional language.            Demonstrate knowledge and understanding of the relevant policies in IsiZulu First Additional teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of IsiZulu First Additional language. Design appropriate lesson plans in IsiZulu First Additional language taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in IsiZulu First Additional language. Design, select and adapt appropriate teaching and learning support materials for IsiZulu First Additional language.</p>			<p><b>Module outcomes:</b> On successful completion of the module, students will be able to: Use elementary statistical information to manage teaching, learning and assessment in isiZulu First Additional language. Demonstrate competence in assessing and monitoring learner progress and achievement in IsiZulu First Additional language. Use the results of assessment to improve teaching and learning of in isiZulu First Additional language. Adapt lessons and assessment tasks to accommodate learners with different learning problems in isiZulu First Additional language. Demonstrate competence to learn from available research in order to improve teaching in the isiZulu First Additional language classroom and to enhance their own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in isiZulu First Additional language. Evaluate curriculum policies in IsiZulu First</p>	

	Additional language.
<b>Method of delivery:</b> Full Time	<b>Method of delivery:</b> Full Time
<b>Assessment modes:</b> This module is assessed by means of examination.....	<b>Assessment modes:</b> This module is assessed by means of examination.....

Module code: 3MLG101	Semester 1:	NQF level: 7	Semester 2: 3MLG102	NQF level: 7
<b>Title:</b> Life Orientation Education A (SP)			<b>Title:</b> Life Orientation Education B (SP)	
<p><b>Content:</b> Foundations of teaching and learning in Life Orientation, History of Life Orientation teaching and learning, Life Orientation Education policy documents, Subject policy documents, Teaching and learning strategies in Life Orientation, Teaching and Learning theories, Teaching and learning strategies, Assessment in Life Orientation, Assessment strategies, Lesson design in Life Orientation, Lesson design, Learning and Teaching Support Materials in Life Orientation</p>			<p><b>Content:</b> Life Orientation teaching and learning in school. Use elementary statistical information to manage teaching, learning and assessment activities. Curriculum differentiation and adaptive teaching in Life Orientation. Identify barriers to learning and development, Design differentiated learning activities to respond to the above. Classroom research in Life Orientation, Use Action research in Life Orientation, Use of research literature to improve classroom practice, Develop pedagogical content knowledge in Senior Phase Life Orientation, Epistemology, Pre-conceptions in Senior Phase Life Orientation, Identify pre-conceptions. Address learners' pre-conceptions Critique curriculum policies in Senior Phase Life Orientation, Principles underpinning and guiding the curriculum. Opportunities for linking teaching, learning, assessment and reflection, Opportunities the curriculum offers for continuity beyond their phase, How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique, Principles underpinning and guiding the curriculum, Opportunities for linking teaching, learning, assessment and reflection, Opportunities the curriculum offers for continuity beyond their phase How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs</p>	
<p><b>Module outcomes:</b> On successful completion of the module, students will be able to... Demonstrate knowledge and understanding of the foundations of teaching and learning in Senior Phase Life Orientation. Demonstrate knowledge and understanding of the relevant policies in Senior Phase Life Orientation teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Senior Phase Life Orientation. Design appropriate lesson plans in Senior Phase Life Orientation taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Senior Phase Life Orientation. Design, select and adapt appropriate teaching and learning support materials for Senior Phase Life Orientation</p>			<p><b>Module outcomes:</b> On successful completion of the module, students will be able to: Use elementary statistical information to manage teaching, learning and assessment in Senior Phase Life Orientation. Demonstrate competence in assessing and monitoring learner progress and achievement in Senior Phase Life Orientation. Use the results of assessment to improve teaching and learning of in Senior Phase Life Orientation. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Senior Phase Life Orientation. Demonstrate the competence needed to learn from available research in</p>	

	order to improve the teaching of Senior Phase Life Orientation and to enhance their own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Senior Phase Life Orientation. Evaluate curriculum policies in Senior Phase Life Orientation.
<b>Mode of delivery: Contact</b>	<b>Mode of delivery: Contact</b>
<b>Assessment: continuous and examination</b>	<b>Assessment: continuous and examination</b>

<b>Module code:- 3MMG101</b>	<b>Semester 1:</b>	<b>NQF level: 7</b>	<b>Semester 2: 3MMG102</b>	<b>NQF level: 7</b>
<b>Title: Mathematics Education A (SP)</b>			<b>Title: Mathematics Education B (SP)</b>	
<b>Content:</b>			<b>Content:</b>	
<p>Foundations of teaching and learning in Mathematics. History of Mathematics teaching and learning. Mathematics Education policy documents. Subject policy documents. Teaching and learning strategies in Mathematics. Teaching and Learning theories. Teaching and learning strategies. Assessment in Mathematics. Assessment strategies, Lesson design in Mathematics, Lesson design, Learning and Teaching Support Materials</p>			<p>Mathematics teaching and learning in school. Use elementary statistical information to manage teaching, learning and assessment activities. Curriculum differentiation and adaptive teaching in Mathematics. Identify barriers to learning and development Design differentiated learning activities to respond to the above. research in Mathematics, Use Action research in Mathematics, Use of research literature to improve classroom practice. Develop pedagogical content knowledge. Epistemology. Pre-conceptions Identify pre-conceptions. Address learners' pre-conceptions. Critique curriculum policies. Principles underpinning and guiding the curriculum. Opportunities for linking teaching, learning, assessment and reflection. Opportunities the curriculum offers for continuity beyond their phase. How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique. Principles underpinning and guiding the curriculum. Opportunities for linking teaching, learning, assessment and reflection. Opportunities the curriculum offers for continuity beyond their phase. How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs</p>	
<p><b>Module outcomes:</b> On successful completion of the module, students will be able to... Demonstrate knowledge and understanding of the foundations of teaching and learning in Senior Phase Mathematics. Demonstrate knowledge and understanding of the relevant policies in Senior Phase Mathematics teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Senior Phase Mathematics. Design appropriate lesson plans in Senior Phase Mathematics taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Senior Phase Mathematics. Design, select and adapt appropriate teaching and learning support materials for Senior Phase Mathematics.</p>			<p><b>Module outcomes:</b> On successful completion of the module, students will be able to: Use elementary statistical information to manage teaching, learning and assessment in Senior Phase Mathematics. Demonstrate competence in assessing and monitoring learner progress and achievement in Senior Phase Mathematics. Use the results of assessment to improve teaching and learning of in Senior Phase Mathematics. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Senior Phase Mathematics. Demonstrate the competence needed to learn from available research in order to improve the teaching of Senior Phase Mathematics and to enhance their own academic learning. Develop content</p>	

	<p>knowledge to plan, implement and assess effective teaching and learning experiences in Senior Phase Mathematics. Evaluate curriculum policies in Senior Phase Mathematics.</p>
<p><b>Mode of delivery:</b> Contact</p>	<p><b>Mode of delivery:</b> Contact</p>
<p><b>Assessment:</b> continuous and examination</p>	<p><b>Assessment:</b> continuous and examination</p>

Module code: 3MNS101	Semester 1:	NQF level: 7	Semester 2: 3MNS102	NQF level: 7
<b>Title:</b> Natural Sciences Education A			<b>Title:</b> Natural Sciences Education B	
<p><b>Content:</b> Foundations of teaching and learning in Natural Sciences. History of Natural Sciences teaching and learning. Natural Sciences Education policy documents. Subject policy documents. Teaching and learning strategies in Natural Sciences, Teaching and Learning theories, Teaching and learning strategies, Assessment in Natural Sciences, Assessment strategies, Lesson design in Natural Sciences, Lesson design, Learning and Teaching Support Materials in Physical Science, Improvisation in FET Phase science. Experiments, demonstrations and investigations in Natural Sciences</p>			<p><b>Content:</b> Natural Sciences teaching and learning in school, Use elementary statistical information to manage teaching, learning and assessment activities, Curriculum differentiation and adaptive teaching in Natural Sciences, Identify barriers to learning and development, Design differentiated learning activities to respond to the above, Classroom research in Natural Sciences, Use Action research in Natural Sciences. Use of research literature to improve classroom practice, Develop pedagogical content knowledge in Natural Sciences, Epistemology of Science, Pre-conceptions in Natural Sciences. Identify pre-conceptions in Natural Sciences. Address learners' pre-conceptions, Critique curriculum policies in Natural Sciences, Principles underpinning and guiding the curriculum, Opportunities for linking teaching, learning, assessment and reflection, Opportunities the curriculum offers for continuity beyond their phase, How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs, Experiments, demonstrations and investigations in Natural Sciences</p>	
<p><b>Module outcomes:</b> On successful completion of the module, students will be able to... Demonstrate knowledge and understanding of the foundations of teaching and learning in Natural Sciences. Demonstrate knowledge and understanding of the relevant policies in Natural Sciences teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Natural Sciences. Design appropriate lesson plans in Natural Science staking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Natural Sciences. Design, select and adapt appropriate teaching and learning support materials for Natural Sciences. Conduct experiments, demonstrations and investigations in Natural Sciences that range from those that are prescribed by the school curriculum policy, the teacher, or those that emerge from learners' own questions.</p>			<p><b>Module outcomes:</b> On successful completion of the module, students will be able to... Use elementary statistical information to manage teaching, learning and assessment in Natural Sciences. Demonstrate competence in assessing and monitoring learner progress and achievement in Natural Sciences. Use the results of assessment to improve teaching and learning of Natural Sciences. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Natural Sciences. Demonstrate the competence needed to learn from available research to improve the teaching of the Natural Sciences and to enhance their own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences. valueate curriculum policies in Natural Sciences Conduct experiments, demonstrations and investigations in the Natural Sciences that range from those that are prescribed by the school curriculum policy, the teacher, or those that emerge from learners' own questions.</p>	
<b>Mode of delivery:</b> Contact			<b>Mode of delivery:</b> Contact	
<b>Assessment:</b> continuous and examination			<b>Assessment:</b> continuous and examination	

Module code: 3MTK101	Semester 1:	NQF level: 7	Semester 2: 3MTK102	NQF level: 7
<b>Title: Technology Education A</b>			<b>Title: Technology Education B</b>	
<p><b>Content:</b> Foundations of teaching and learning in Technology. History of Technology teaching and learning. Technology Education policy documents. Subject policy documents. Teaching and learning strategies in Technology. Teaching and Learning theories. Teaching and learning strategies. Assessment in Technology Education. Assessment strategies. Lesson design in Technology. Lesson design. Learning and Teaching Support Materials in Technology</p>			<p><b>Content:</b> Technology teaching and learning in school. Use elementary statistical information to manage teaching, learning and assessment activities. Curriculum differentiation and adaptive teaching in Technology. Identify barriers to learning and development. Design differentiated learning activities to respond to the above. Classroom research in Technology. Use Action research in Mathematics. Use of research literature to improve classroom practice. Develop pedagogical content knowledge. Epistemology. Pre-conceptions- Identify pre-conceptions, Address learners' pre- conceptions. Critique curriculum policies. Principles underpinning and guiding the curriculum. Opportunities for linking teaching, learning, assessment and reflection. Opportunities the curriculum offers for continuity beyond their phase. How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs. Critique - Principles underpinning and guiding the curriculum. Opportunities for linking teaching, learning, assessment and reflection. Opportunities the curriculum offers for continuity beyond their phase. How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs.</p>	
<p><b>Module outcomes:</b> On successful completion of the module, students will be able to... Demonstrate knowledge and understanding of the foundations of teaching and learning in Technology. Demonstrate knowledge and understanding of the relevant policies in Technology teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Technology. Design appropriate lesson plans in Technology taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Technology. Design, select and adapt appropriate teaching and learning support materials for Technology.</p>			<p><b>Module outcomes:</b> On successful completion of the module, students will be able to: Use elementary statistical information to manage teaching, learning and assessment in Technology. Demonstrate competence in assessing and monitoring learner progress and achievement in Technology. Use the results of assessment to improve teaching and learning of in Technology. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Technology. Demonstrate the competence needed to learn from available research to improve the teaching of Technology. and to enhance their own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Technology. Evaluate curriculum policies in Technology.</p>	
<b>Mode of delivery: Contact</b>			<b>Mode of delivery: Contact</b>	
<b>Assessment:</b> continuous and examination			<b>Assessment:</b> continuous and examination	

COMPULSORY MODULES				
Module code:-	Semester 1: 3DST101	NQF level: 7	Semester 2: 3DST102	NQF level: 7
<b>Title:</b> Education Studies 1B			<b>Title:</b> Educational Studies 2A (Educational Psychology)	
<b>Content:</b> Philosophical foundations of curriculum design and development, Conceptions of curriculum and their implication in the teaching and learning environment in S.A ,Theories underpinning curriculum research internationally and in South Africa, Skills in curriculum design and development			<b>Content: Introduction to Educational psychology</b> - Learning and teaching today. The role of educational psychology. Using research to understand and improve learning. <b>Theories of development-</b> Definition of development, Physical development, Cognitive theories of development, Language development, Social and personal development, Moral development, <b>Individual differences Intelligence</b> , Learning and thinking styles, Learners with learning challenges, Learners with impairments, Gifted and talented learners, Culture and diversity, <b>Theories of learning-</b> Behaviorist views on learning, Cognitive views of learning, Social cognitive view of learning, Constructivist views of learning, <b>Learning and motivation-</b> Definition of motivation, Types of motivation, Theories of motivation, Role played by motivation in learning	
<b>Module outcomes:</b> By the end of the module, students should be equipped with: Demonstrate knowledge and understanding of the philosophical foundations of curriculum design and development. Demonstrate an understanding of the philosophical principles underpinning the South African school curriculum and their implications to teaching and learning. Demonstrate an understanding of theories underpinning curriculum research and practice. Demonstrate the skills needed for curriculum design and development.			<b>Module outcomes:</b> 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.	
<b>Mode of delivery: Contact</b>			<b>Mode of delivery: Contact</b>	
<b>Assessment:</b> continuous and examination			<b>Assessment:</b> continuous and examination	
Module code: 3DST121	Semester 1	NQF level: 7	Semester 2: 3DST122	NQF level: 7
<b>Title:</b> Education Studies 2A (Educational Psychology)			<b>Title:</b> Education Studies 2B (Educational Management)	
<b>Content:</b> 1 Introduction to Educational psychology: Learning and teaching today. The role of educational psychology. Using research to understand and improve learning. 2 Theories of development: Definition of development. Physical development. Cognitive theories of development. Language development. Social and personal			<b>Content: 1 Teaching as a profession</b> - Characteristics of a profession, Education management theories, Educational ethics, The professional code of conduct The service conditions of educators. <b>2 The school as an organisation-</b> Universal characteristics of a school as an organisation, Managing conflict in an organisation,	

<p>development. Moral development. 3 Individual differences. Intelligence. Learning and thinking styles. Learners with learning challenges. Learners with impairments. Gifted and talented learners. Culture and diversity. 4 Theories of learning. Behaviorist views on learning. Cognitive views of learning. Social cognitive view of learning. Constructivist views of learning. 5 Learning and motivation: Definition of motivation. Types of motivation. Theories of motivation. Role played by motivation in learning</p>	<p>Management of change in schools, <b>3 Administration as it relates to school administration and school management</b> - School Administration, Key performance areas, The Difference between Managers and Leaders, The school principal as an educational manager, Management duties of the school principal aimed at effective routine school administration, School Management, Basic concepts in school management, School Management Tasks, Planning Organising, Leading, Controlling, Theories of educational management, The Situational Theory, The Characteristic Theory, Systems Theory, Bureaucratic Theory, Hierarchical Theory, Democratic Theory, Ambiguous Theory, Legislation and policies impacting on school practice, Sources and types of education law Common law rules that influence powers and duties of educators, Legislation affecting schools, Educator as a caring supervisor Educators and learner discipline</p>
<p><b>Module outcomes:</b>By the end of the module, students should: - Demonstrate a critical understanding of the South African educational context. Identify and critically reflect on barriers to learning and manage the school's statistical information</p>	<p><b>Module outcomes:</b>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><b>Assessment:</b> continuous and examination</p>	<p><b>Assessment:</b> continuous and examination</p>
<p><b>Assessment:</b> continuous and examination</p>	<p><b>Assessment:</b> continuous and examination</p>

Module code:-	Semester 1: 3GPE101	NQF level: 7	Semester 2:	NQF level: 7
<p><b>Title:</b> General Pedagogy</p>				
<p><b>Content:</b> Introduction into the teaching profession, The learner and the learning process, Teaching and learning strategies, Orientation into assessment Purposes, procedures in continuous assessment, Implication of assessment on teachers' professionalism and responsibilities</p>				

<b>Module outcomes:</b> By the end of the module, students should be equipped with: Demonstrate knowledge and understanding of various methods of teaching and their application in teaching and learning milieu. Critically evaluate learning and teaching activities against the knowledge acquired on principles and approaches to teaching and learning Demonstrate knowledge and understanding of the purpose of various learning styles in a class with diverse learning needs. Demonstrate knowledge and understanding of the various concepts and contexts in assessment. Demonstrate the ability to produce assessment plans and activities.	
<b>Assessment:</b> continuous and examination	
<b>Assessment:</b> continuous and examination	

COMPULSORY MODULES		
<b>Module code:-3PSE101</b>	<b>SEMESTER: 1</b>	<b>NQF level: 7</b>
<b>Title:</b> School Experience		
<b>Content:</b> The content is organized into four themes: The school as an organization; 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 learning materials.		
<b>Module outcomes:</b> 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.		
<b>Mode of delivery:</b> Contact		
<b>Assessment modes:</b> Continuous Assessment only		
<b>Module code:-3PSE102</b>	<b>SEMESTER 2</b>	<b>NQF level: 7</b>
<b>Title:</b> School Experience		
<b>Content:</b> 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.		
<b>Module outcomes:</b> 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.		
<b>Mode of delivery:</b> Contact		

**Assessment:** Continuous assessment only

#### COMPULSORY MODULE

**Module code:-** 3LTL100

**Year module:**

**NQF level:** 5

**Title:** English Language for Teaching and Learning

**Content:** 1: Understanding English as a Language of Learning and Teaching (LoLT). Language categories: verbal and nonverbal language; The linguistic units of verbal language (sounds, morphemes, words, phrases, clauses, sentences and textual discourse). 2: Language across the Curriculum: Teaching reading / viewing across the curriculum; Reading strategies (skimming, scanning, intensive and extensive reading); Reading for comprehension; Critical reading; Reading various texts (instructions, maps, statistics, graphs, tables, dictionaries and thesaurus); Teaching 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. 3: Teaching Writing across the Curriculum: Using writing as a learning tool; Supporting student writers through Conferencing; Incorporating Writing into the Content Area Classroom Developing Focus and Purpose in Writing; Organizing Writing; Using Support and elaboration Effectively; Dealing with Issues of Style and Audience; Focusing on Language Conventions. 4: Listening and speaking in the language of learning and teaching; Debate; Presentations; Talk shows

**Module outcomes:** On successful completion of the module, students will be able to: Demonstrate knowledge and understanding of English as a language for learning and teaching. Demonstrate the ability to use English language across the curriculum. Demonstrate the ability to use English writing as a learning tool. Demonstrate knowledge and understanding of speaking as a learning and teaching communicative process. Be able to listen effectively and speak publicly with confidence in academic and professional contexts

**Mode of delivery:** Contact

**Assessment modes:** continuous and examination

#### COMPULSORY MODULES

**Module code:-** 3SIC100

**Year module:**

**NQF level:** 5

**Title:** ICT Skills for teachers

**Content:** 1 Computing Fundamentals: Computer Hardware, Computer Software, Operating Systems, Troubleshooting, Basic Computer Maintenance. 2 Key Applications: Common Program Functions, Word Processing, Spreadsheet (Excel), Presentation (PowerPoint), Outlook, Access (Database), File Management, Use of the LMS (Moodle). 3 Living Online: Networks, Risks and Security, Search Engines, E-mailing, The Internet, Impact of Computing on Society.

**Module outcomes:** Demonstrate knowledge and understanding of various computer components and their uses. Demonstrate the ability to use basic software applications. Demonstrate a knowledge and understanding of the different computer networks, the risks and security associated with computers. Demonstrate the ability to use the e-mailing facilities, the Internet, World Wide Web and learner-management systems.

**Mode of delivery:** Contact

**Assessment modes:** continuous and examination

<b>Module code:-</b> 3LCZ100	<b>Year module:</b>	<b>NQF level: 5</b>
<b>Title: Conversational Language for Teachers - IsiZulu</b>		
<p><b>Content:</b> Unit 1: Greetings, friendly exchange and farewell; 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; Unit 2: Home and family: Poems and songs; Basic language structures and conventions; Simple sentence construction; Writing and presenting short written, visual spoken texts. Unit 3: School and university: Contrasts in town and country life: Reading, viewing, listening to authentic short media educational texts; Copying and voice recording spoken texts on: School and university life; Town and country life. Unit 4: Respect: Basic values for royal family: 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. Unit 5: Radio and television programmes: 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>		
<b>Module outcomes:</b>		
Students who successfully complete the module will be able to: Demonstrate basic use of functional IsiZulu. Listen and respond to multi modal text/s in IsiZulu. Read and view various texts in IsiZulu. Write basic texts in IsiZulu.		
<b>Mode of delivery:</b> Contact		
<b>Assessment modes:</b> continuous and examination		

<b>Module code:</b> 3MDA101	<b>Semester 1</b>	<b>NQF level: 7</b>	<b>Semester 2: 3MDA102</b>	<b>NQF level: 7</b>
<b>Title:</b> Dramatic Arts Education A (FET)			<b>Title:</b> Dramatic Arts Education B (FET)	
<b>Content:</b> 1. Foundations of teaching and learning in Dramatic Arts: History of Dramatic Arts teaching and learning. 2. Dramatic Arts Education policy documents: Subject policy documents: Teaching and learning strategies in Dramatic Arts: Teaching and Learning theories. Teaching and learning strategies. 4. Assessment in Dramatic Arts: Assessment strategies. 5. Lesson design in Dramatic Arts: Lesson design. 6. Learning and Teaching Support Materials in Dramatic Arts			<b>Content:</b> 1. Management of Dramatic Arts teaching and learning in school: Use elementary statistical information to manage teaching, learning and assessment activities. 2. Curriculum differentiation and adaptive teaching in Dramatic Arts: Barriers to learning and development, Designing differentiated learning activities. 3. Classroom research in Dramatic Arts: Use Action research in Dramatic Arts: Use of research literature to improve classroom practice. 4. Develop pedagogical content knowledge Dramatic Arts: Epistemology .5. Pre-conceptions in Dramatic Arts: Identify pre-conceptions, Address learners' pre-conceptions. 6. Critique curriculum policies in Dramatic Arts: Principles underpinning and guiding the curriculum, Opportunities for linking teaching, learning, assessment and reflection, Opportunities the curriculum offers for continuity beyond their phase, How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique, Principles underpinning and guiding the curriculum, Opportunities	

	for linking teaching, learning, assessment and reflection, Opportunities the curriculum offers for continuity beyond their phase, How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs
<p><b>Module outcomes:</b> On successful completion of the module, students will be able to: Demonstrate knowledge and understanding of the foundations of teaching and learning in Dramatic Arts. Demonstrate knowledge and understanding of the relevant policies in Dramatic Arts s teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Dramatic Arts. Design appropriate lesson plans in Dramatic Arts taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Dramatic Arts. Design, select and adapt appropriate teaching and learning support materials for Dramatic Arts</p>	<p><b>Module outcomes:</b> On successful completion of the module, students will be able to: Use elementary statistical information to manage teaching, learning and assessment in Dramatic Arts. Demonstrate competence in assessing and monitoring learner progress and achievement in Dramatic Arts. Use the results of assessment to improve teaching and learning of in Dramatic Arts. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Dramatic Arts. Demonstrate competence to learn from available research in order to improve teaching in the Dramatic Arts classroom and to enhance his/her own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Dramatic Arts. Evaluate curriculum policies in Dramatic Arts.</p>
<b>Assessment:</b> continuous and examination	<b>Assessment:</b> continuous and examination
<b>Assessment:</b> continuous and examination	<b>Assessment:</b> continuous and examination

