

HANDBOOK 2026

FACULTY OF EDUCATION
UNDERGRADUATE
STUDIES

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



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 N Kunene

DEPUTY VICE-CHANCELLOR: RESEARCH AND INNOVATION

Vacant

DEPUTY VICE-CHANCELLOR: TEACHING AND LEARNING

Vacant

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

Vacant

Faculty of Education

Prof SS Ntombela

Faculty of Science and Agriculture

Prof K Lehloenyha

Dean of Students

Dr T. A. 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

Contents

FACULTY OF EDUCATION	II
UNIZULU DEANS	IV
FACULTY OF EDUCATION (FED) OFFICE BEARERS	V
DEPUTY DEANS	V
RESEARCH AND INNOVATION - ACTING.....	V
DEAN'S OFFICE CONTACT DETAILS	VI
FACULTY OF EDUCATION STRUCTURE	VII
HEADS OF DEPARTMENTS	VIII
ACADEMIC STAFF	IX
SUPPORT STAFF	X
FED.1 RULES	1
FED.1.1 FACULTY RULES AUTHORITY OF THE GENERAL RULES	1
FED.1.2 FACULTY-SPECIFIC RULES	1
FED.1.3 ADMISSIONS	1
FED.1.4 REGISTRATIONS.....	1
FED.1.5 MODULES.....	1
FED.1.6.CONTINUATION OF STUDIES.	1
FED.1.7.INTERNATIONAL STUDENTS/INTERNATIONAL QUALIFICATIONS	2
FED.1.8EXAMINATIONS AND PASS REQUIREMENTS	2
FED.1.9RELATION BETWEEN NOTIONAL HOURS, CREDITS AND EXAMINATION PAPERS	2
FED.1.10ACADEMIC EXCLUSION RULES	2
FED.1.11SOUTH AFRICAN COUNCIL FOR EDUCATORS (SACE).....	2
FED.1.12SCHOOL EXPERIENCE MODULES.....	2
FED.1.13.TEACHING PRACTICE DURATION PER YEAR LEVEL	2
FED.1.14 PRE- REQUISITE.....	3
FED.1.15MODULE CHANGES/ MODIFICATION OF COURSES.....	3
FED.1.16LEAVE OF ABSENCE FOR STUDENT TEACHERS	4
FED.1.17EDUCATION BURSARY SCHEMES (FUNZA LUSHAKA)	4
FED.1.18.WARNING AGAINST PLAGIARISM	4
FED.1.19. LANGUAGE MEDIUM	4
FED.1.20 UNDERGRADUATE PROGRAMMES	4
FED.1.20.1.GENERAL ADMISSION REQUIREMENTS	4
FED.1.20.2.CALCULATION OF THE ADMISSION POINT SCORE (APS).....	4
FED.1.20.3.SELECTION MODEL: DETERMINING THE APS.....	5
FED.1.20.4.ADMISSION REQUIREMENTS TO BACHELOR DEGREES IN EDUCATION	5
FED.1.21FACULTY DEPARTMENTS.....	6
FED.1.22.FACULTY OF EDUCATION QUALIFICATIONS	7

FED.1.22.1BACHELOR OF EDUCATION PROGRAMMES OFFERED – HEQSF ALIGNED.....	7
FED.1.23. QUALIFICATIONS, PROGRAMMES AND CURRICULA	9
FED. 1.23.2THE PURPOSE OF THE BACHELOR OF EDUCATION PROGRAMME	9
FED.1.24. RECOGNISED SCHOOL TEACHING SUBJECTS	10
FED.2. FOUR-YEAR FULL-TIME BACHELOR'S DEGREES: ACTIVE.....	11
FED.2.1. BACHELOR OF EDUCATION: FOUNDATION PHASE TEACHING –3BFPT1	13
FED.2.1.1.LIST OF MODULES WITH NQF LEVELS, CREDITS AND PRE – REQUISITES	13
FED.2.1.2.BACHELOR OF EDUCATION IN FOUNDATION PHASE TEACHING. QUAL. CODE: 3BFPT1	15
FED.2.1.3MODULE CONTENT AND OUTCOMES FOR FOUNDATION PHASE TEACHING – 3BFPT1	16
FED.2.1.4MODULE CONTENT & OUTCOMES FOR FOUNDATION PHASE TEACHING.....	–
FED.2.1.5TEACHING PRACTICE MODULE CONTENT AND OUTCOMES – 3BFPT1	25
FED.2.2.BACHELOR OF EDUCATION IN INTERMEDIATE PHASE TEACHING	28
FED.2.2.1. LIST OF MODULES WITH NQF LEVELS, CREDITS AND PRE REQUISITES.	28
FED.2.2.2. BACHELOR OF EDUCATION IN INTERMEDIATE PHASE TEACHING (LANGUAGE AND MSTE).....	30
FED.2.2.7. TEACHING PRACTICE MODULE CONTENT AND OUTCOME (3BDIP1 & 3BDIP2).....	39
FED.2.2.8. ELECTIVE MODULE CONTENT AND OUTCOMES FOR INTERMEDIATE PHASE	40
FED.2.2.9.ELECTIVE MODULE CONTENT AND OUTCOMES FOR INTERMEDIATE PHASE	45
FED.2.3.BACHELOR OF EDUCATION IN INTERMEDIATE PHASE TEACHING –3BDIP2	53
FED.2.3.1.LIST OF MODULES WITH NQF LEVELS, CREDITS AND PREREQUISITES	53
FED.2.3.2. BACHELOR OF EDUCATION IN INTERMEDIATE PHASE TEACHING.	57
FED.2.3.3.MODULE CONTENT AND OUTCOMES FOR INTERMEDIATE PHASE	58
FED.2.3. BACHELOR OF EDUCATION IN SENIOR PHASE & FET TEACHING.....	64
FED.2.3.1. PRE /CO REQUISITES TABLE: 3BDSF1,2,3	64
FED.2.3.2. BACHELOR OF EDUCATION IN SENIOR PHASE AND FET TEACHING	69
FED.2.3.3 MODULE CONTENT AND OUTCOMES FOR SENIOR AND FET PHASE TEACHING –	71
FED.2.4.3.QUALIFICATION NAME: BACHELOR OF EDUCATION IN SENIOR PHASE AND FE	79
FED.2.4.4.QUALIFICATION NAME: BACHELOR OF EDUCATION IN SENIOR PHASE AND FE	82
FED.2.4.5.SEMESTER MODULE CONTENT AND OUTCOMES FOR SENIOR PHASE AND FE	85
FED.2.4.6.YEAR MODULE CONTENT AND OUTCOMES FOR SP AND FET TEACHING –	95
FED.2.4.7. TEACHING PRACTICE MODULE CONTENT AND OUTCOME	100
FED.2.4.8. SENIOR PHASE AND FET MODULES OFFERED IN OTHER FACULTIES	101
FED.5. WEIGHTING OF MODULE TESTS AND ASSIGNMENTS	102

- FED.1 RULES**
- FED.1.1 FACULTY RULES AUTHORITY OF THE GENERAL RULES**
The faculty rules contained in this Faculty Handbook are valid for the different qualifications, programmes and curricula of this faculty and are subject to the General Rules of the University, as determined from time to time by the Council of the University on recommendation by the Senate. The faculty rules should therefore be read in conjunction with the General Rules.
- FED.1.2 FACULTY-SPECIFIC RULES**
Below are the detailed Faculty Specific Rules: -
General rules supersede Faculty rules. Therefore, the following applies:
Faculty rules should be in line with those of the University.
Where Faculty rules are in conflict with those of the University, General university rules will apply.
- FED.1.3 Admissions**
All applications for undergraduate programmes are done through the Central Applications Office (CAO), General rule G4.
General Admission Criteria is also stipulated in the General Calendar from Category 1 to Category 7.
- FED.1.4 Registrations**
Once registered, a student is bound to all rules and regulations applicable to students; General Rule G5 (3).
- FED.1.5 Modules**
Each module has a specific credit value and must be passed independently. Each module has a code and a descriptive name, for example 3LEL111 (English First Additional Language 1A). The meaning of the module code is explained as follows: first digit (3) stands for the faculty, letters (LEL) represent the name of the module, second set of digits (111) represents year level, number of papers and semester.
- FED.1.6. Continuation of studies.**
Completing a Bachelor degree does not mean automatic admission to postgraduate programmes of the Faculty. Admission and registration for postgraduate programmes take place in accordance with the General Rules. Prospective postgraduate students are advised to consult the University's Manual for Postgraduate Studies **before applying for admission.**

- FED.1.7. International Students/International Qualifications**
Students with international qualifications must have their qualifications endorsed and verified by USAf and SAQA. For professional qualifications, students must register with the appropriate Professional Board. The Office for international students should be contacted for additional information.
- FED.1.8 Examinations and Pass requirements**
Refer to the General Rules (G8-G15) for admission to examinations, the type of examination possibilities and pass requirements for modules.
- FED.1.9 Relation between notional hours, credits and examination papers**
The duration of an examination paper of 8 and 12-credit module is usually two hours and the duration of examination papers that count for 16, 24 or 32 credits is usually three hours.
- FED.1.10 Academic Exclusion Rules
(as shown on G20A (5) of the General Calendar)**
A student may be excluded from a module, qualification or faculty if the student fails to make satisfactory progress towards the completion of their qualification.
- FED.1.11 South African Council for Educators (SACE)**
All student teachers are strongly advised to apply for SACE during their final year of registration. SACE is the Professional Council for Educators, that aims to enhance the status of the teaching profession through appropriate registration, management of professional development and inculcation of a Code of Ethics.
- FED.1.12 School Experience Modules**
It is very important that students submit their assessments before deadlines in order to speed up the process of mark capturing; should the student miss the submission dates this will lead to them having to register extra year and may have impact in their funding. Education Professional Practice Unit starts the process of capturing marks in mid-October of every year and all marks should be in the system when the cycle is open for month 11 with all other results.
- FED.1.13. Teaching Practice Duration per year level**
For 1st year Teaching Practice:
- Foundation Phase 2 weeks of observation in semester 2.
 - Intermediate Phase 1 week observation in semester 2.
 - Senior Phase and Further Education and Training Phase 1 week observation in semester 2.

For 2nd year Teaching Practice:

- Foundation Phase 2 weeks of observation in semester 1- and 1-week semester 2.
- Intermediate Phase 2 weeks observation in semester 1- and 1-week observation for semester 2.
- Senior Phase and Further Education and Training Phase 2 weeks observation in semester 1- and 1-week semester 2.

For 3rd year Teaching Practice:

- Each student must have completed all year 2 electives modules.
- Foundation Phase students must have registered for 6 method modules (i.e. 3 elective modules per semester) at level 3 and school experience module.
- Intermediate Phase students must have registered for 8 method modules (i.e. 4 elective modules per semester) at level 3 and school experience module.
- Senior Phase and Further Education and Training Phase students must have registered for 6 method modules (i.e. 3 elective modules per semester) at level 3 and school experience module.

For 4th year Teaching Practice:

- Each student must have completed all 3rd year electives modules and 3rd year school experience.
- Foundation Phase students must have registered for 2 method modules at level 4 and level 4 school experience module.
- Intermediate Phase students must have registered for 4 method modules at level 4 and level 4 school experience module.
- Senior Phase and Further Education and Training Phase students must have registered for 3 method modules at level 4 and level 4 school experience module.

FED.1.14

Pre- requisite

A pre-requisite is a module that a student should register and pass before registering the more advanced module.

FED.1.15

Module changes/ Modification of courses

Cancellations/deletions and additions of modules is done once per semester during the official modification period through the registration office. Modification forms are issued by registration office and should be approved by the lecturer concerned and

Head of Department before being captured by officials in the registration office.

FED.1.16 Leave of absence for student teachers

Students who have been away during lecturing periods and missed assessments due to valid reasons as described in rule G13 shall have seven (7) days to submit evidence to the Student Services Division (SSD) for verification. Thereafter, SSD should report to the HoD and or Faculty Manager. Should leave of absence affect examination periods, those documents should be submitted directly to the assessment manager for the purpose of applying for Aegrotat examinations.

FED.1.17 Education Bursary Schemes (FUNZA LUSHAKA)

Funza Lushaka applications are done online. Prospective and returning applicants should apply annually online. Visit <http://www.funzalushaka.doe.gov.za/>.

FED.1.18. WARNING AGAINST PLAGIARISM

The faculty takes plagiarism seriously. Refer to the Policy and Procedures on Managing and Preventing acts of plagiarism found in the University general calendar.

FED.1.19. LANGUAGE MEDIUM

The Language of teaching and learning (LoLT) in undergraduate contact sessions is English except in African language sessions. All student guides and assessments are made available to students in the language of teaching and learning.

FED.1.20. UNDERGRADUATE PROGRAMMES

FED.1.20.1. GENERAL ADMISSION REQUIREMENTS

In making its selections of applicants for admission to its Certificate and bachelor's degree programmes, the Faculty of Education will be guided by the general rules of the university and that of the faculty regarding minimum entry requirements as explicated in the relevant faculty handbooks. However, the Faculty of Education reserves the right to consider applications based on the availability of space in the programmes.

FED.1.20.2. CALCULATION OF THE ADMISSION POINT SCORE (APS)

The University uses the (Admission Point Score) APS-Score rating system which awards points to 6 relevant National Senior Certificate (NSC) subjects. The results obtained in four prescribed (designated) and two NSC recognised subjects are used for the calculation of the APS Score. The results obtained in Life Orientation are excluded. A pass at level 4 (50-59%) in two languages, including the language of teaching and learning at either the Home or First Additional Language level.

FED.1.20.3. SELECTION MODEL: DETERMINING THE APS

APS	Marks	APS score	MATRIC	
NSC scale			HIGHER GRADE	STANDARD GRADE
8	90-100%	8		
7	80-89%	7	A	
6	70-79%	6	B	A
5	60-69%	5	C	B
4	50-59%	4	D	C
3	40-49%	3	E	D
2	30-39%	2	F	E
1	0-29%	1	G	F

FED.1.20.4. MINIMUM ADMISSION REQUIREMENTS TO BACHELOR DEGREES IN EDUCATION

Students who have achieved the required points with a bachelor endorsement for entry into bachelor degrees may be admitted into the relevant faculty programmes.

Bachelor of Education B. Ed (4 yrs.)					
Specialisation	Programme and Curriculum code	Required NSC Subjects Plus Selection Criteria	Required SC Subjects Plus Selection Criteria	APS	Selection Test
Foundation Phase					
B. Ed in Foundation Phase Teaching	3BFPT1	NSC endorsement with: - IsiZulu HL4 and Engl FAL4 Maths 3 or Maths Literacy 4	Matric Exemption with: - IsiZulu 1st Lang HG-D or SG-C Engl HG-D or SG-C. Maths HG-E or SG-D	26	No
Intermediate Phase					
There will be no intake on Intermediate programmes as of 2026.					
B. Ed Intermediate Phase Teaching: Language & MSTE	3BDIP1	NSC endorsement with: - IsiZulu HL 4 and English FAL 4 Either Mathematics 4 Physical Science 3 OR Physical Science 4	Matric exemption with: - IsiZulu HG -D or SG-C Engl HG -D or SG- C Either Maths HG- D or SG-C Physical Sci HG - E	26	No

		Mathematics 3	or SG - D OR Physical Sci HG-D or SG-C and Maths HG -E or SG -D		
B.Ed. Intermediate. Phase Teaching: Lang & Humanities	3BDIP2	NSC endorsement with: - IsiZulu HL 4 and Engl FAL 4 plus Geog 4 and Hist 4	Matric exemption with: - IsiZulu HG-D or SG-C Engl HG-D or SG-C Geography HG-D or SG-C History HG-D or SG-C	26	No

Importantly:

Please note the following: -

All these requirements **are compulsory**.

Preference is given to applicants who rank these programmes as choice number 1 or 2.

USAf (HESA) letter is required for mature age applicants.

FED.1.21 FACULTY DEPARTMENTS

Breakdown of the different departments 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 SibiyaMW@unizulu.ac.za Phone No. 035902 6725
Mathematics Science and Technology Education	MSTE	Dr T Talasi	Ms Z Mkhonza MkhonzaZ@unizulu.ac.za Phone No. 035902 6714
Arts and Languages Education	DALE	Dr S Mokoena	Ms Z Mkhonza MkhonzaZ@unizulu.ac.za Phone No. 035902 6714

Social Science Education	SSE	Dr S Mokoena	Ms Z Mkhonza MkhonzaZ@unizulu.ac.za Phone No. 035902 6714
Educational Foundations and Management	EFM	Prof MSN Mabusela	Mrs J Reddy-Maistry ReddyJ@unizulu.ac.za Phone No.035902 6233
Educational Psychology and Special Education	EPSE	Prof MSN Mabusela	Mrs J Reddy-Maistry ReddyJ@unizulu.ac.za Phone No.035902 6233
Curriculum and Instructional Studies	CIS	Prof MSN Mabusela	Mrs J Reddy-Maistry ReddyJ@unizulu.ac.za Phone No.035902 6233
Educational Professional Practice Unit	EPPU	Prof MSN Mabusela	Mrs J Reddy-Maistry ReddyJ@unizulu.ac.za Phone No.035902 6233

FED.1.22. FACULTY OF EDUCATION QUALIFICATIONS

FED.1.22.1 BACHELOR OF EDUCATION PROGRAMMES OFFERED – HEQSF ALIGNED

Qualification Name	Qual.Code	Specialization in	Campus
BACHELOR OF EDUCATION: Foundation Phase Teaching			
B. Ed in Foundation Phase Teaching	3BFPT1	Foundation Phase	Main
BACHELOR OF EDUCATION: Intermediate Phase (NO NEW INTAKE UNTIL FURTHER NOTICE)			
B. Ed in Intermediate Phase Teaching	3BDIP1	Language and MSTE	Main
B. Ed in Intermediate Phase Teaching	3BDIP2	Language & Humanities	Main
BACHELOR OF EDUCATION: SP AND FET Band (NO NEW INTAKE UNTIL FURTHER NOTICE)			
Bachelor of Education in SP and FET Teaching	3BDSF1	NST – Natural Science Technology	Main

Bachelor of Education in SP and FET Teaching	3BDSF2	HSSE – Humanities and Social Science Education	Main
Bachelor of Education in SP and FET Teaching	3BDSF3	EMS - Economics and Management Sciences	Main

FED.1.23. QUALIFICATIONS, PROGRAMMES AND CURRICULA

FED.1.23.1 ACADEMIC STANDARDS FOLLOWED

Each programme structure, method of delivery and presentation that are included in this Faculty Handbook programme are subject to the policy laid down by the Institutional Committee for Academic Standards (ICAS) of the University of Zululand (UNIZULU) and consistent with the requirements of the Council on Higher Education (CHE), the Higher Education Qualifications Framework (HEQSF), the Department of Higher Education and Training (DHET), the South African Qualifications Authority (SAQA) and the Minimum Requirements for Teacher Education Qualifications (MRTEQ).

FED. 1.23.2 THE PURPOSE OF THE BACHELOR OF EDUCATION PROGRAMME

The purpose of the B.Ed. programmes is to develop professionally qualified teachers. These programmes are based on MRTEQ guidelines and are HEQSF aligned. The B.Ed. programme is at NQF level 7. On completion of a B. Ed degree graduates can exit the university system, or they can articulate to B.Ed. Honours (NQF level 8).

The Bachelor of Education degree is a four year, full-time, contact class programme. These B. Ed. programmes are offered under three different phases of specialisation, which are: Foundation Phase Teaching, Intermediate Phase Teaching and Senior Phase and FET Teaching. These programmes are categorised as follows: -

- *Foundation Phase (Grade R – 3)*
- *Intermediate Phase (Grade 4 – 7)*
- *Senior Phase and FET (Grade 8 – 12)*

FED.1.24.

RECOGNISED SCHOOL TEACHING SUBJECTS

Applicants are advised to take note of recognised school teaching subjects. A National Senior Certificate (NSC) certified by Umalusi has 3 forms of subject groups that meets the minimum requirements for admission to the Universities . They are categorised as follows:

Four Compulsory (Mandatory) subjects	Grade 12 Elective Subjects: Tailoring Education to Interests
Home Language.	Grade 12 Commerce and Business Studies subjects: Accounting Economics Business Studies Consumer Studies
First Additional Language. ...	Grade 12 Mathematics and Mathematical Sciences subjects: Mathematics Technical Mathematics Mathematical Literacy
Mathematics or Mathematical Literacy. ...	Grade 12 Natural Sciences subjects: Physical Science Life Sciences Biology Technical Sciences Agricultural Sciences
Life Orientation	Grade 12 Humanities and Social Sciences subjects: Geography History Life Orientation Religion Studies Grade 12 Language and Literature subjects: Tshivenda Home Language IsiXhosa Home Language IsiZulu Home Language Sepedi Home Language Sesotho Home Language Setswana Home Language Seswati Home Language Afrikaans Home Language English Home Language Xitsonga Home Language Grade 12 Vocational and Applied Sciences subjects: Tourism and Hospitality Studies Computer Applications Technology Civil Technology Electrical Technology

	Engineering Graphics and Designs Information Technology Mechanical Technology Agricultural Technology Agricultural Management Practices Grade 12 Arts and Performance subjects: Dance Studies Design Dramatic Arts Music Visual Arts Tourism Hospitality Music Visual Arts
	Grade 12 Vocational and Applied Sciences subjects: Tourism and Hospitality Studies Computer Applications Technology Civil Technology Electrical Technology Engineering Graphics and Designs Information Technology Mechanical Technology Agricultural Technology Agricultural Management Practices
	Grade 12 Arts and Performance subjects: Dance Studies Design Dramatic Arts Music Visual Arts Tourism Hospitality Music Visual Arts

**FED.2.
FOUR-YEAR
FULL-TIME BACHELOR'S DEGREES: ACTIVE**

BACHELOR OF EDUCATION PROGRAMMES – 4 YEARS FULL TIME				
Qualification and Specialisation	Qual. Codes	Mode of delivery	Campus	NQF level
B. Ed in Foundation Phase Teaching	3BFPT1	Full time	Main	7
B. Ed in Intermediate Phase Teaching	3BDIP1	Full time	Main	7
B. Ed in Intermediate Phase Teaching	3BDIP2	Full time	Main	7
B. Ed in Senior Phase & FET	3BDSF1	Full time	Main	7

B. Ed in Senior Phase & FET	3BDSF2	Full time	Main	7
B. Ed in Senior Phase & FET	3BDSF3	Full time	Main	7

FED.2.1. BACHELOR OF EDUCATION: FOUNDATION PHASE TEACHING –3BFPT1

FED.2.1.1. LIST OF MODULES WITH NQF LEVELS, CREDITS AND PRE – REQUISITES

ELECTIVE MODULES					
LEVEL 1					
3EZU111	IsiZulu HL 1*	10	5	None	
3ENG112	English FAL 1	10	6	None	
3ELK111	Life Skills 1A*	10	5	None	
3ELK112	Life Skills 1B*	10	6	None	
3EMA111	Basic Mathematics 1A*	10	5	None	
3MA112	Basic Mathematics 1B*	10	6	None	
LEVEL 2					
3EGL211	Language Education (English FAL) 2A	10	6	3ENG112	
3EGL212	Language Education (isiZulu HL) 2B*	10	6	3EZU111	
3ENG211	English FAL 2	10	6	3ENG112	
3ELK211	Life Skills 2A	10	6	3ELK111	
3ELK212	Life Skills 2B	10	6	3ELK112	
3EMA211	Mathematics Education 2A*	12	6	3EMA111	
3EMA212	Mathematics Education 2B	12	6	3EMA112	
3EZU212	IsiZulu HL 2	10	6	3EZU111	
LEVEL 3					
3ENG311	English FAL 3	10	6	3ENG211	
3EZU312	IsiZulu HL 3	10	7	3EZU212	
3EGL311	Language Education (English FAL) 3A	10	6	3EGL211	
3EGL312	Language Education (isiZulu HL) 3B	12	6	3EGL212	
3ELK312	Life Skills Education 3B	10	6	3ELK112 3ELK212	
3EMA300	Mathematics Education 3	24	7	3EMA211 3EMA212	
LEVEL 4					
3EZU400	IsiZulu HL 4	12	7	3EZU312	
3ENG400	English FAL 4	10	7	3ENG311	
3ELK400	Life Skills Education 4 (Service Learning)	30	7	3ELK312	

Commented [L1]: Description aligned to DHET

B. Ed in Foundation Phase Teaching: Early Childhood Education

Module Codes	Descriptive name	Credits	NQFL	Pre/ Co requisites
MAJOR/CORE/COMPULSORY MODULES				
LEVEL 1				
3EDS111	Education Studies 1A: Child Development *	12	6	None
3EPS112	Pedagogical Studies 1B: Classroom Management	12	5	None
3ECA100	Academic and Computer Literacy*	16	5	None
3ETP100	School Experience (FP)1*	10	5	None
LEVEL 2				
3EPS211	Pedagogical Studies 2A: Curriculum Development	12	6	None
3EDS212	Education Studies 2B: Child Development	12	6	None
3ECL200	Conversational Language Afrikaans	16	5	None
3ETP200	School Experience 2 *	10	6	3ETP100
LEVEL 3				
3EDS311	Education Studies 3A: Child Development	12	6	3EDS212
3ETP300	School Experience 3	40	6	3ETP200 3EMA211 3EMA212 3ELK211 3ELK212 3EGL211 3EGL212
LEVEL 4				
3EDS400	Education Studies: Educational Law and Systems	12	7	None
3EDS410	Education Studies: Sociology and Philosophy	12	7	None
3EDS420	Education Studies: History and Comparative Education	12	7	None
3ETP400	School Experience 4	40	7	3ETP300

FED.2.1.2. Qualification Name: Bachelor of Education in Foundation Phase Teaching. Qual. Code: 3BFPT1

Year level 1				Year level 2				Year level 3				Year level 4			
First semester				First semester				First semester				First semester			
Module Codes	Core/Ancillary/Elective	Cr		Module Codes	Core/Ancillary/Elective	Cr		Module Codes	Core/Ancillary/Elective	Cr		Module Codes	Core/Ancillary/Elective	Cr	
3EZU111	E	10		3ENG211	E	10		3ENG311	E	10					
3ELK111	E	10		3EGL211	E	10		3EGL311	E	10					
3EMA111	E	10		3ELK211	E	10		3EDS311	E	12					
3EDS111	C	12		3EMA211	C	12									
				3EPS211	C	12									
Total 1st semester		42		Total 1st semester		54		Total 1st semester		32					
Year Level 1				Year Level 2				Year Level 3				Year level 4			
Second Semester				Second Semester				Second Semester				Second Semester			
Module Codes	Core/Ancillary/Elective	Cr		Module Codes	Core/Ancillary/Elective	Cr		Module Codes	Core/Ancillary/Elective	Cr		Module Codes	Core/Ancillary/Elective	Cr	
3ENG112	E	10		3EZU212	E	10		3EZU312	E	10					
3ELK112	E	10		3EGL212	E	10		3EGL312	E	12					
3EMA112	E	10		3ELK212	E	10		3ELK312	E	10					
3EPS112	E	12		3EMA212	E	12									
				3EDS212	C	12									
Total semester 2nd		42		Total semester 2nd		54		Total semester 1st		32					
Year Level 1				Year level 2				Year level 3				Year level 4			
Year modules				Year modules				Year module				Year modules			
Module Codes	Core/Ancillary/Elective	Cr		Module Codes	Core/Ancillary/Elective	Cr		Module Codes	Core/Ancillary/Elective	Cr		Module Codes	Core/Ancillary/Elective	Cr	
3ECA100	C	16		3ECL200	C	16		3EMA300	E	24		3EZU400	E	12	
3ETP100	C	10		3ETP200	C	10		3ETP300	C	40		3ENG400	E	10	
												3ELK400	E	30	
												3EDS400	C	12	
												3ETP400	C	40	
												3EDS410	C	12	
												3EDS420	C	12	
Total Year credit		26		Total Year credit		26		Total Year credit		64		Total Year credit		128	
Overall Total year level 1		110		Overall Total year level 2		134		Overall Total year level 2		128		Overall Total year level 2		128	
TOTAL NUMBER OF CREDITS															500

FED.2.1.3 Module Content and Outcomes for Foundation Phase Teaching – 3BFPT1 - SEMESTER COURSES

FOUNDATION PHASE TEACHING -SEMESTER COURSES				
Module code:-	Semester 1 :3EZU111	NQF level: 5	Semester 2: 3ENG112	NQF level: 6
Title: IsiZulu (HL) 1			Title: English (FAL) 1	
Content: The module covers IsiZulu word class grammar, sentence construction and analysis, and creative writing using phrases and clauses. It also includes phonetics and phonology to enhance pronunciation and sound understanding. Students develop note-taking and note-making skills and strengthen their speaking and oral presentation abilities in IsiZulu.			Content: The module covers English word class grammar, sentence construction and analysis, and creative writing using phrases and clauses. It also includes phonetics and phonology to enhance pronunciation and sound understanding. Learners develop note-taking and note-making skills and strengthen their speaking and oral presentation abilities in English.	
Module outcomes: By the end of the module, students should be able to: demonstrate an understanding of IsiZulu word classes, sentence structure, and phonological features to enhance grammatical accuracy and pronunciation. apply grammatical and structural knowledge to construct and analyse sentences and produce creative written pieces using appropriate phrases and clauses, develop proficiency in note-taking, oral presentation, and conversational IsiZulu, showing confidence in both formal and informal speaking contexts.			Module outcomes: By the end of the module, students should be able to: demonstrate understanding and application of English grammar, sentence construction, phonetics, and phonology to improve accuracy, pronunciation, and overall linguistic competence. apply note-taking, creative writing, and oral presentation skills to express ideas effectively and confidently in both spoken and written English.	
Mode of delivery: Contact			Mode of delivery: Contact	
Assessment: Continuous and examination			Assessment: Continuous and examination	
Module code:-	Semester 1: 3ELK111	NQF level: 5	Semester 2: 3ELK112	NQF level: 6
Title: Life Skills 1A			Title: Life Skills 1B	
Content: The module explores self and interpersonal relationships, human sexuality as part of holistic development, and the promotion of a healthy lifestyle. It also addresses environmental threats that affect the well-being of learners, families, and communities.			Content: The module introduces the nature of science and promotes scientific and technological literacy. It covers key science content, process skills, and concept development in young children, while fostering technological problem-solving through the design process.	
Module outcomes: By the end of the module, students should be able to: demonstrate an understanding of self, interpersonal relationships, and human sexuality as essential aspects of holistic human development. apply knowledge of healthy lifestyle practices and			Module outcomes: By the end of the module, students should be able to: demonstrate knowledge of the nature of science by applying key scientific concepts and process skills to support young children's conceptual development engage in technological design and problem-solving activities that foster creativity, innovation, and	

environmental awareness to promote the well-being of learners, families, and communities.			scientific thinking in early learning contexts.		
Mode of delivery: Contact			Mode of delivery: Contact		
Assessment: Continuous and examination			Assessment: Continuous and examination		
Module code:-	Semester 1: 3EMA111	NQF level: 5	Semester 2: 3EMA112	NQF level: 6	
Title: Basic Mathematics 1A			Title: Basic Mathematics 1B		
Content: The module focuses on mathematical operations and develops problem solving skills involving whole numbers, fractions, decimals, percentages and exponents.			Content: The module covers basic geometry, including geometric reasoning, measurement, polygons, and introduces elementary statistics.		
Module outcomes: By the end of the module, students should be able to: demonstrate understanding and accurate application of mathematical operations involving whole numbers, fractions, decimals, percentages and exponents apply mathematical reasoning and problem-solving strategies to analyse and solve real-life and abstract numerical problems.			Module outcomes: By the end of the module, students should be able to: demonstrate knowledge of basic geometric concepts, including reasoning, measurement, and the properties of polygons apply foundational statistical concepts to collect, organise, and interpret elementary data sets accurately.		
Mode of delivery: Contact			Mode of delivery: Contact		
Assessment: Continuous and examination			Assessment: Continuous and examination		
Module code:-	Semester 1: 3EDS111	NQF level: 5	Semester 2: 3EPS112	NQF level: 5	
Title: Education Studies 1A: Child Development			Title: Pedagogical Studies 1B: Classroom Management		
Content: The module examines child development, including physical growth, brain structure, perceptual and motor skills, and the importance of play. It also addresses developmental milestones and barriers to learning.			Content: The module focuses on classroom management, including discipline, health, safety, and equipment in the Foundation Phase. It also addresses quality childcare and reviews recent research on early childhood education management.		
Module outcomes: By the end of the module, students should be able to: demonstrate knowledge of key aspects of child development, including physical growth, brain structure, perceptual and motor development, and the role of play in learning, identify developmental milestones and recognise potential barriers to learning to support the holistic development of young children.			Module outcomes: By the end of the module, students should be able to: apply principles of discipline, health, safety, and resource management to create and maintain a well-organised and supportive Foundation Phase learning environment, analyse and integrate findings from current research on early childhood education management to enhance the quality of classroom practices and childcare.		
Mode of delivery: Contact			Mode of delivery: Contact		
Assessment: Continuous and examination			Assessment: Continuous and examination		

Module code:-	Semester 1: 3ENG211	NQF level: 6	Semester 2: 3EZU212	NQF level: 6
Title: English (FAL) 2			Title: IsiZulu (HL) 2	
Content: English sentence structure and its analysis. Varieties of English. Functional language for different communication purposes. Graphical representation of English sentences (Tree Diagrams)			Content: IsiZulu sentence structure and its analysis. Varieties of IsiZulu. Functional language for communication in IsiZulu. Graphical representation of IsiZulu sentences (Tree Diagram)	
Module outcomes: By the end of the module, students should be able to: demonstrate understanding of English sentence structure by analysing and representing grammatical relationships through tree diagrams, apply knowledge of English varieties and functional language to communicate effectively across different contexts and purposes.			Module outcomes: By the end of the module, students should be able to: communicate effectively in both written and spoken IsiZulu across a variety of contexts demonstrate knowledge of IsiZulu structure and apply analytical skills to interpret and construct grammatically accurate language forms.	
Mode of delivery: Contact			Mode of delivery: Contact	
Assessment: Continuous and examination			Assessment: Continuous and examination	
Module code:-	Semester 1: 3EGL211	NQF level: 6	Semester 2: 3EGL212	NQF level: 6
Title: Language Education (English FAL) 2A			Title: Language Education (IsiZulu HL) 2B	
Content: The module explores functional language for communication, English varieties, and differences between spoken and written language. It also covers morphology, tree diagrams, and English sentence structure and analysis.			Content: The module covers emergent literacy, literacy skills, and theories of language learning and first language acquisition. It focuses on teaching IsiZulu literacy, especially listening and speaking through planning, teaching, assessing, and resource development. It also includes play-based learning and the identification of literacy barriers in the Foundation Phase.	
Module outcomes: By the end of the module, students should be able to: demonstrate understanding of English morphology sentence structure, and grammatical relationships through analysis and tree diagram representation, apply functional language knowledge and awareness of English varieties to communicate appropriately in both spoken and written contexts.			Module outcomes: By the end of the module, students should be able to: demonstrate the ability to plan, teach, and assess IsiZulu literacy skills, with a focus on listening, speaking, and play-based learning strategies in the Foundation Phase apply knowledge of language learning theories and literacy development to identify barriers and implement strategies that support all learners' literacy growth.	
Mode of delivery: Contact			Mode of delivery: Contact	
Assessment: Continuous and examination			Assessment: Continuous and examination	
Module code:-	Semester 1: 3ELK211	NQF level: 6	Semester 2: 3ELK212	NQF level: 6
Title: Life Skills 2A			Title: Life Skills 2B	

Content:			Content:		
In the Foundation Phase, creativity develops through imagination, problem-solving, and self-expression, while visual arts use design principles to create meaningful works. Performing arts, including singing, instrument play, acting, and storytelling, enhance musicality, expression, and confidence. Movement activities build coordination, spatial awareness, rhythm, and expressive skills, and heritage is integrated to connect arts learning with personal, cultural, and historical experiences, fostering identity, empathy, and appreciation of diversity.			The content covers major events in South African history and physical geography, including soil formation, the solar system, the water cycle, and the atmosphere. It explores ecosystem concepts and environmental issues such as pollution, global warming, waste management, deforestation, desertification, biodiversity loss, and extinction. Additionally, it addresses current global environmental debates, including topics discussed at Earth Summits.		
Module outcomes: By the end of the module, students should be able to: demonstrate creativity and self-expression through engagement in visual, performing, and movement arts, applying design principles, musicality, and expressive techniques integrate heritage and cultural knowledge into arts activities to foster identity, empathy, appreciation of diversity, and holistic personal development.			Module outcomes: By the end of the module, students should be able to: demonstrate understanding of major events in South African history and key physical geography concepts, including soil formation, the solar system, the water cycle, and the atmosphere. analyse ecosystem processes and contemporary environmental issues, applying knowledge to evaluate global and local debates on sustainability, biodiversity, and conservation.		
Mode of delivery: Contact			Mode of delivery: Contact		
Assessment: Continuous and examination.			Assessment: Continuous and examination.		
Module code:-	Semester 1: 3EMA211	NQF level: 6	Semester 2: 3EMA212	NQF level: 6	
Title: Mathematics Education 2A			Title: Mathematics Education 2B		
Content:			Content:		
Emergent numeracy develops through early mathematical experiences, guided by theories and approaches to teaching Mathematics. Learning is enhanced through play, culturally relevant ethnomathematics, and effective identification of barriers. Teachers support understanding through theme-based resource development and purposeful planning.			Number sense begins with counting and understanding quantities, supported by learning to recognize, read, and write numbers. Children develop number concepts and basic operations through context-based and abstract problems. Effective teaching involves planning, assessment, resource development, and curriculum integration of numbers, patterns, and operations, while addressing barriers to learning these concepts and skills.		
Module outcomes: By the end of the module, students should be able to: demonstrate understanding of emergent numeracy concepts and apply early mathematical experiences to support learning in the Foundation Phase. design theme-based, culturally relevant resources and implement purposeful teaching strategies to address barriers and enhance mathematical understanding.			Module outcomes: By the end of the module, students should be able to: demonstrate understanding of number concepts, counting, reading, writing, and performing basic operations through both contextual and abstract problem-solving, plan, assess, and develop resources to teach numbers, patterns, and operations effectively, while identifying and addressing barriers to learning in the Foundation Phase.		
Mode of delivery: Contact			Mode of delivery: Contact		
Assessment: Continuous and examination			Assessment: Continuous and examination		

Module code:-	Semester 1: 3EPS211	NQF level: 6	Semester 2: 3EDS212	NQF level: 6
Title: Pedagogical Studies 2A: Curriculum Development			Title: Education Studies 2B: Child Development	
Content: The module focuses on the theories of curriculum development, levels of curriculum development, principles underpinning curriculum design for the foundation phase.			Content: Understanding child development involves examining cognitive growth, emerging theories on how children learn, and the development of language and mathematical concepts, while also recognizing potential barriers to learning and implementing strategies to support each child effectively in the classroom.	
Module outcomes: By the end of the module, students should be able to: demonstrate understanding of key theories, levels and principles of curriculum development relevant to the Foundation Phase. apply curriculum design principles to develop coherent, developmentally appropriate learning plans for Foundation Phase learners.			Module outcomes: By the end of the module, students should be able to: demonstrate understanding of cognitive growth, language, and mathematical concept development, informed by current theories of how children learn. identify potential barriers to learning and apply strategies to support each child's development effectively in the classroom.	
Mode of delivery: Contact			Mode of delivery: Contact	
Assessment: Continuous and examination.			Assessment: Continuous and examination.	
Module code:-	Semester 1: 3ENG311	NQF level: 6	Semester 2: 3EZU312	NQF level: 7
Title: English (FAL) 3A			Title: IsiZulu (HL) 3B	
Content: Literacy education encompasses both modern literature such as short stories, novels, and poetry and traditional literature, including folklore, folktales, and fairy tales, while also developing skills in dialogue and visual literacy to enhance comprehension and critical engagement.			Content: Literacy education encompasses both modern literature such as short stories, novels, and poetry and traditional literature, including folklore, folktales, and fairy tales, while also developing skills in dialogue and visual literacy to enhance comprehension and critical engagement.	
Module outcomes: By the end of the module, students should be able to: demonstrate understanding of both modern and traditional literature, analysing texts such as short stories, novels, poetry, and folklore. apply dialogue and visual literacy skills to enhance comprehension, interpretation, and critical engagement with diverse literary texts.			Module outcomes: By the end of the module, students should be able to: demonstrate understanding of both modern and traditional literature, analysing texts such as short stories, novels, poetry, and folklore. apply dialogue and visual literacy skills to enhance comprehension, interpretation, and critical engagement with diverse literary texts.	
Mode of delivery: Contact			Mode of delivery: Contact	
Assessment: Continuous and examination			Assessment: Continuous and examination	
Module code:-	Semester 1: 3EGL311	NQF level: 6	Semester 2: 3EGL312	NQF level: 6
Title: Language Education (English FAL) 3A			Title: Language Education (IsiZulu HL) 3B	

Content: Teaching literacy involves planning, delivering, and assessing reading, writing, and handwriting instruction, developing appropriate resources, and incorporating children's literature and texts across the curriculum, while analysing the school curriculum and identifying learners who face barriers to literacy development.			Content: Teaching literature for young children involves guiding them to engage with both modern and traditional texts while developing the ability to critically analyse, interpret, and differentiate between various literary genres.		
Module outcomes: By the end of the module, students should be able to: demonstrate the ability to plan, deliver, and assess reading, writing, and handwriting instruction using diverse resources and children's literature. analyse the curriculum and identify learners facing literacy barriers, applying strategies to support inclusive literacy development.			Module outcomes: By the end of the module, students should be able to: demonstrate the ability to guide young children in engaging with both modern and traditional literary texts. develop skills to help children critically analyse, interpret, and differentiate between various literary genres.		
Mode of delivery: Contact			Mode of delivery: Contact		
Assessment: Continuous and examination.			Assessment: Continuous and examination.		
Module code:-	Semester 1: 3EDS311	NQF level: 6	Semester 2: 3ELK312	NQF level: 6	
Title: Education Studies 3A: Child Development			Title: Life Skills Education 3B		
Content: The module focuses on child development encompassing emotional, moral, and social growth, shaped by child-parent and family relationships, while also recognizing and addressing barriers that may hinder healthy development.			Content: The module focuses on physical development for young children involving movement programmes, indoor and outdoor activities, and exercises targeting specific motor skills, while addressing barriers to skill development through planning, teaching, assessing, and creating resources for physical education, including practical coaching of Foundation Phase learners.		
Module Outcomes: By the end of the module, students should be able to: demonstrate knowledge of emotional, moral, and social growth in children, including the influence of child-parent and family relationships. identify potential barriers to healthy development and apply strategies to support children's holistic growth effectively.			Module outcomes: By the end of the module, students should be able to: design and implement movement programmes, activities, and exercises to develop young children's gross and fine motor skills. plan, teach, assess, and create resources for physical education, addressing barriers to motor skill development and providing practical coaching for Foundation Phase learners.		
Mode of delivery: Contact			Mode of delivery: Contact		
Assessment: Continuous and examination			Assessment: Continuous and examination		

FED.2.1.4 MODULE CONTENT & OUTCOMES FOR FOUNDATION PHASE TEACHING – 3BFPT1 – YEAR COURSES

FOUNDATION PHASE TEACHING – YEAR COURSES		
Module code:-	Year Level 1: 3ECA100	NQF level: 5
Title: Academic and Computer Literacy		
Content:		
<p>The module focuses on integrating language and digital literacy in learning and teaching involving understanding the role of language, mastering academic genres and vocabulary, linking personal and academic literacies, applying reading and writing strategies, and effectively using technology such as word processing, spreadsheets, presentation tools, email, and research databases to create teaching resources and support learning in Foundation Phase classrooms.</p>		
<p>Module outcomes: By the end of the module, students should be able to:</p> <p>demonstrate mastery of academic genres, vocabulary, and reading and writing strategies to support effective learning and teaching in the Foundation Phase.</p> <p>effectively use technology, including word processing, spreadsheets, presentation tools, email, and research databases, to create teaching resources and facilitate learning.</p> <p>link personal and academic literacies to design and implement integrated learning experiences that enhance literacy development in Foundation Phase classrooms.</p>		
Mode of delivery: Contact		
Assessment: Continuous and examination		
Module code:-	Year Level 2: 3ECL200	NQF level: 5
Title: Conversational Language Afrikaans		
Content:		
<p>The module focuses on basic Afrikaans involving building basic vocabulary and pronunciation skills while practicing language use in varied contexts and themes such as greetings, expressing emotions, daily activities, and impromptu topics through oral and written dialogues, role-plays, and simulations.</p>		
<p>Module outcomes: By the end of the module, students should be able to:</p> <p>demonstrate basic Afrikaans vocabulary, pronunciation, and grammatical competence for use in varied everyday contexts.</p> <p>apply oral and written Afrikaans through dialogues, role-plays, and simulations to communicate effectively across different themes and scenarios.</p>		
Mode of delivery: Contact		
Assessment: Continuous and examination		
Module code:-	Year Level 3: 3EMA300	NQF level: 7
Title: Mathematics Education 3		
Content:		
<p>The module focuses on Foundation Phase mathematics education and lesson planning, exploring numeric and geometric patterns, understanding the Van Hiele's levels of geometric development, and developing measurement and data-handling skills including time, length, mass, capacity, volume, perimeter, and area through problem solving, play-based strategies, and integrated, cross-curricular approaches, while planning, teaching, assessing, and developing resources and addressing barriers to learning in space, shape, measurement, and data handling.</p>		

Module outcomes: By the end of the module, students should be able to:		
demonstrate understanding of numeric and geometric patterns, Van Hiele's' levels of geometric development, and measurement and data-handling concepts such as time, length, mass, capacity, volume, perimeter, and area.		
plan, teach, assess, and develop resources using problem-solving, play-based, and integrated approaches to support learning in mathematics.		
identify and address barriers to learning in space, shape, measurement, and data-handling, ensuring effective mathematical development for all Foundation Phase learners.		
Mode of delivery: Contact		
Assessment: Continuous and examination		
Module code:-	Year Level 4: 3EZU400	NQF level: 7
Title: IsiZulu (HL) 4		
Content:		
Module focuses on language analysis, examining semantics, syntactic structures, clauses and phrases, idiomatic expressions and sayings, and resolving sentence ambiguity to enhance understanding and communication.		
Module outcomes: By the end of the module, students should be able to:		
demonstrate understanding of semantics, syntactic structures, clauses, phrases, and idiomatic expressions.		
analyse and resolve sentence ambiguity to enhance clarity and accuracy in language use.		
apply knowledge of language structures and expressions to improve comprehension and communication in written and spoken contexts.		
Mode of delivery: Contact		
Assessment: Continuous and examination		
Module code:-	Year Level 4: 3ENG400	NQF level: 7
Title: English (FAL) 4		
Content:		
Module focuses on language analysis examining semantics, syntactic structures, clauses and phrases, idiomatic expressions and sayings, and resolving sentence ambiguity to enhance understanding and communication.		
Module outcomes: By the end of the module, students should be able to:		
demonstrate understanding of semantics, syntactic structures, clauses, phrases, and idiomatic expressions.		
analyse sentence structures and resolve ambiguity to improve clarity and precision in language use.		
apply linguistic knowledge to enhance comprehension and effective communication in both spoken and written contexts.		
Mode of delivery: Contact		
Assessment: Continuous and examination		
Module code:-	Year Level 4: 3ELK400	NQF level: 7
Title: Life Skills Education 4 (Service Learning)		
Content:		
Life Skills education for young learners integrates science concepts, technological processes, and environmental studies within the curriculum, involving theme-based planning, identifying community needs, developing and carrying out relevant activities, and reflecting on their impact to enhance learning and community engagement in a service learning project.		

Module outcomes: By the end of the module, students should be able to:		
demonstrate understanding of science, technology, and environmental concepts and apply them within a Foundation Phase Life Skills curriculum.		
design and execute theme-based learning activities that address community needs and promote active learning.		
evaluate the impact of their activities through reflection, enhancing both learner outcomes and community engagement in service-learning projects.		
Mode of delivery: Contact		
Assessment: Continuous and examination		
Module code:-	Year Level 4: 3EDS400	NQF level: 7
Title: Educational Law and Systems		
Content:		
The module focuses on understanding the South African education system, examining its legal framework, child-related laws, educational policies, school governance, and teacher responsibilities, including managing parent partnerships and learner discipline through practical case studies on education law and policy.		
Module outcomes: By the end of the module, students should be able to:		
demonstrate understanding of the South African education system, including its legal framework, child-related laws, and educational policies.		
analyse the roles and responsibilities of teachers in school governance, parent partnerships, and learner discipline.		
apply knowledge of education laws and policies through practical case studies to make informed decisions in classroom and school management contexts.		
Mode of delivery: Contact		
Assessment: Continuous and examination		
Module code:-	Year Level 4: 3EDS410	NQF level: 7
Title: Education Studies: Sociology and Philosophy		
Content:		
Theme 1: Sociology of Education		
The study of the school as an environment, introducing and defining key concepts, exploring sociological theories such as functionalism, conflict theory, and interactionism, and understanding the ecology of the school.		
Theme 2: Philosophy of Education		
The module focuses on integrating educational philosophy, ethics and values, African philosophical perspectives, and religion in education, while also developing foundational research and report-writing skills.		
Module outcomes: By the end of the module, students should be able to:		
demonstrate knowledge of the school as a social environment, including key concepts and the ecological framework of schools.		
apply sociological theories such as functionalism, conflict theory, and interactionism to analyse dynamics within school settings.		
demonstrate knowledge of educational philosophy, ethics, values, African philosophical perspectives, and the role of religion in education.		
apply foundational research and report-writing skills to investigate and communicate insights on philosophical, ethical, and religious issues in education.		
Mode of delivery: Contact		
Assessment: Continuous and examination		
Module code:-	Year Level 4: 3EDS420	NQF level: 7

Title: Education Studies: History and Comparative Education
Content:
Theme 1: History of Education
The module focuses on examining the history of childhood education and development through international and African examples, alongside the history of education in South Africa, highlighting trends and educational historiography.
Theme 2: Comparative Education
Comparative studies in childhood education involve examining child-rearing practices and education systems across contexts while developing basic research and report-writing skills.
Module outcomes: By the end of the module, students should be able to: demonstrate understanding of the history of childhood education and development, including international, African, and South African contexts. analyse historical trends in education and childhood development, identifying key influences and changes over time. apply principles of educational historiography to interpret and critically reflect on the development of educational practices and policies. demonstrate understanding of child-rearing practices and education systems across different cultural and national contexts. apply basic research and report-writing skills to analyse and communicate findings from comparative studies in childhood education.
Mode of delivery: Contact
Assessment: Continuous and examination.

FED.2.1.5 TEACHING PRACTICE MODULE CONTENT AND OUTCOMES – 3BFTP1

FOUNDATION PHASE TEACHING PRACTICE – YEAR COURSES		
Module code:-	Year Level 1: 3ETP100	NQF level: 5
Title: School Experience 1		
Content: Getting to know the school as a teacher		
The module focuses on becoming a teacher, understanding the school as an organization, the roles and qualities of effective teachers, and the teaching and learning environment, while engaging in school-based observations, video-based explorations of Grade R teaching and play-based methods, and introductory micro-teaching activities.		
Module outcomes: By the end of the module, students should be able to: demonstrate understanding of the school as an organization, the roles and qualities of effective teachers, and the teaching and learning environment. apply school-based observations and video-based explorations to critically analyse Grade R teaching practices and play-based learning methods. engage in introductory micro-teaching activities to develop foundational skills in planning, delivering, and reflecting on early childhood lessons.		
Mode of delivery: Contact		
Assessment: Continuous only. NO EXAMINATION.		
Module code:-	Year Level : 3ETP200	NQF level: 6
Title: School Experience 2		

Content:		
Campus based		
Grade R teaching involves organizing the classroom, applying teaching methods such as play and inquiry (engagement, exploration, explanation, elaboration, and evaluation), utilizing videos and various classroom technologies, including pictures, charts, flashcards, magazines, and audio-visual materials and practicing through micro-teaching and full lesson presentations to peers.		
School based		
School-based teaching under a mentor's supervision involves continuing micro-teaching activities, maintaining a journal of tasks and reflections, and critically reflecting on classroom teaching experiences.		
Module outcomes: By the end of the module, students should be able to:		
demonstrate the ability to organize the Grade R classroom and apply teaching methods, including play and inquiry-based approaches (engagement, exploration, explanation, elaboration, evaluation), effectively utilise videos, classroom technologies, and visual/audio materials, and apply these skills in micro-teaching and full lesson presentations to peers.		
demonstrate teaching competence through school-based micro-teaching activities under a mentor's supervision.		
maintain a journal and critically reflect on their classroom experiences to enhance professional growth and instructional effectiveness.		
Mode of delivery: Contact		
Assessment: Continuous only. NO EXAMINATION.		
Module code:-	Year Level 3: 3ETP300	NQF level: 6
Title: School Experience 3		
Content:		
Classroom pedagogy and subject experts: teaching and learning assessor adaptor.		
Teacher preparation integrates campus-based microteaching, school and campus-based teaching experiences under both school mentor and university supervision, and the completion of a reflective journal documenting teaching activities and insights.		
Module outcomes: By the end of the module, students should be able to:		
demonstrate teaching skills through campus-based microteaching and school-based teaching experiences under mentor and university supervision.		
maintain a reflective journal documenting teaching activities, insights, and professional growth.		
apply theoretical knowledge from coursework to practical teaching situations, enhancing instructional effectiveness and learner engagement.		
Mode of delivery: Contact		
Assessment: Continuous only. NO EXAMINATION.		
Module code:-	Year Level 4: 3ETP400	NQF level: 7
Title: School Experience 4		
Content:		
Professionalism in Education		
Campus based		
Teacher development involves applying the seven roles of the educator through lesson presentations to peers while actively engaging learners in extracurricular activities.		
School based		
Reflecting on students' growth during teaching practice, highlights on research can serve as a		

powerful tool for professional development and continuous improvement.
Module outcomes: By the end of the module, students should be able to: demonstrate the ability to apply the seven roles of the educator in lesson planning and presentations to peers. actively involve learners in extracurricular activities, fostering holistic development and practical teaching experience. critically reflect on learners' growth during teaching practice to identify strengths and areas for improvement in their teaching. use research insights to inform their teaching practice, supporting continuous professional growth and instructional improvement.
Mode of delivery: Contact
Assessment modes: Continuous only. NO EXAMINATION.

FED.2.2. BACHELOR OF EDUCATION in INTERMEDIATE PHASE TEACHING –3BDIP1 AND 3BDIP2

FED.2.2.1. LIST OF MODULES WITH NQF LEVELS, CREDITS AND PRE REQUISITES–3BDIP1

B. ED IN INTERMEDIATE PHASE TEACHING: (LANGUAGE AND MSTE) & (LANGUAGE AND SOCIAL SCIENCES)				
Module Codes	Descriptive name	Credits	NQFL	Pre/ Co requisites
SCHOOL EXPERIENCE MODULES – CORE/MAJOR/COMPULSORY MODULES				
3PTE100	Teaching Practice 1	8	6	None
3PTE200	Teaching Practice 2	8	6	3PTE100
3PTE300	Teaching Practice 3	24	6	3PTE200; 3SMA221; 3SMA222; 3SNT211; 3SNT212 3LEL211; 3LEL212; 3LZL211; 3LZL212
3PTE400	Teaching Practice 4	48	7	3PTE300; 3SMA321; 3SMA322; 3SNT311; 3SNT312 3LEL311; 3LEL312; 3LZL311; 3LZL312
EDUCATION STUDIES, GENERAL PEDAGOGY & OTHER MODULES – CORE/MAJOR/COMPULSORY MODULES				
LEVEL 1				
3DSL100	Academic skills for educators	16	5	None
3DST111	Education Studies 1A	12	5	None
3DST112	Education Studies 1B	12	6	None
3GEP111	General Pedagogy 1A	12	5	None
3GEP112	General Pedagogy 1B	12	6	None
LEVEL 2				
3DST211	Education Studies 2A	12	6	3DST111
3DST212	Education Studies 2B	12	7	3DST112
3GEP211	General Pedagogy 2A	12	6	3GEP111
3GEP212	General Pedagogy 2B	12	6	3GEP112
LEVEL 3				
3DST311	Education Studies 3A	12	7	None
3DST312	Education Studies 3B	12	7	None
3LCT300	English Language of Learning and Teaching	12	5	None
LEVEL 4				
3LCT400	Conversational Language for Teachers	12	5	NONE
ELECTIVE MODULES FOR THE B. ED IN INTERMEDIATE PHASE TEACHING: LANGUAGE AND MSTE				
LEVEL 1 ELECTIVE MODULES				
3LZL111	IsiZulu Language 1A (IP)	8	5	None
3LZL112	IsiZulu Language 1B	8	6	None
3LEL111	English Language 1A (IP)	8	5	None
3LEL112	English Language 1B	8	6	None

3SMA121	Mathematics 121A (IP)	8	5	None
3SMA122	Mathematics 1B	8	6	None
3SNT111	Natural Science & Technology 1A (IP)	8	5	None
3SNT112	Natural Science & Technology 1B	8	6	None
LEVEL 2 ELECTIVE MODULES				
3LZL211	IsiZulu Language 2A	8	6	3LZL111
3LZL212	IsiZulu Language 2B	8	6	3LZL112
3LEL211	English Language 2A	8	6	3LEL111
3LEL212	English Language 2B	8	6	3LEL112
3SMA221	Mathematics 2A	8	6	3SMA121
3SMA222	Mathematics 2B	8	6	3SMA122
3SNT211	Natural Science & Technology 2A	8	6	3SNT111
3SNT212	Natural Science & Technology 2B	8	6	3SNT112
3EBS211	Basic Social Science and Life Skills	8	5	None
3EBE212	Basic EMS	8	5	None
LEVEL 3 ELECTIVE MODULES				
3LZL311	IsiZulu Language Education 3A	8	6	3LZL211, 3LZL212
3LZL312	IsiZulu Language Education 3B	8	6	3LZL211, 3LZL212
3LEL311	English Language Education 3A	8	6	3LEL211, 3LEL212
3LEL312	English Language Education 3B	8	6	3LEL211, 3LEL212
3SMA321	Mathematics Education 3A	8	6	3SMA222, 3SMA221
3SMA322	Mathematics Education 3B	8	6	3SMA222, 3SMA221
3SNT311	Natural Science & Technology Education 3A	8	6	3SNT212, 3SNT211
3SNT312	Natural Science & Technology Education 3B	8	6	3SNT212, 3SNT211
LEVEL 4 ELECTIVE MODULES				
3LZL400	IsiZulu Language Education 4	16	7	3LZL311, 3LZL312
3LEL400	English Language Education 4	16	7	3LEL311, 3LEL312
3SMA400	Mathematics Education 4	16	7	3SMA321, 3SMA322
3SNT400	Natural Science & Technology Education 4	16	7	3SNT311, 3SNT312

**FED.2.2.2. Qualification Name: Bachelor of Education in Intermediate Phase Teaching (Language and MSTE).
Qualification Code: 3BDIP1**

Year Level 1			Year level 2			Year level 3			Year level 4		
First Semester			First semester			First semester			First semester		
Module Codes	Core/Elective	Cr	Module Codes	Core/Elective	Cr	Module Codes	Core/Elective	Cr	Module Codes	Core/Elective	Cr
3LZL111	E	08	3LZL211	E	08	3LZL311	E	08			
3LEL111	E	08	3LEL211	E	08	3LEL311	E	08			
3SMA121	E	08	3SMA221	E	08	3SMA321	E	08			
3SNT111	E	08	3SNT211	E	08	3SNT311	E	08			
3DST111	C	12	3EBS211	E	08	3DST311	C	12			
3GEP111	C	12	3DST211	C	12						
			3GEP211	C	12						
Total 1st semester		56	Total 1st semester		64	Total 1st semester		44			
Second Semester			Second Semester			Second Semester			Second Semester		
Module Codes	Core/Elective	Cr	Module Codes	Core/Elective	Cr	Module Codes	Core/Elective	Cr	Module Codes	Core/Elective	Cr
3LZL112	E	08	3LZL212	E	08	3LZL312	E	08			
3LEL112	E	08	3LEL212	E	08	3LEL312	E	08			
3SMA122	E	08	3SMA222	E	08	3SMA322	E	08			
3SNT112	E	08	3SNT212	E	08	3SNT312	E	08			
3GEP112	C	12	3DST212	C	12	3DST312	C	12			
3DST112	C	12	3GEP212	C	12						
			3EBE212	E	08						
Total 2nd semester		56	Total 2nd semester		64	Total 2nd semester		44			
Year Level 1			Year level 2			Year level 3			Year level 4		
Year modules			Year modules			Year module			Year modules		
Module Codes	Core/Elective	Cr	Module Codes	Core/Elective	Cr	Module Codes	Core/Elective	Cr	Module Codes	Core/Elective	Cr
3DSL100	C	16	3PTE200	C	8	3PTE300	C	24	3LZL400	E	16
3PTE100	C	08				3LCT300	C	12	3LEL400	E	16
									3SMA400	E	16
									3SNT400	E	16
									3LCT400	C	12
									3PTE400	C	48
Total Year		24	Total Year		8	Total Year		36	Total Year		124
Overall Total year level 1		136	Overall Total year level 1		136	Overall Total year level 1		124	Overall Total year level 1		124
Total number of credits for the curriculum											520

FED.2.2.5. CORE MODULE CONTENT AND OUTCOMES FOR INTERMEDIATE PHASE TEACHING – 3BDIP1 AND 3BDIP2

INTERMEDIATE PHASE TEACHING (LANGUAGE & MSTE) - SEMESTER COURSES					
Module code: - 3LZL111	Semester1:	NQF level 5	Module code: 3LZL112	Semester 2	NQF level 6
Title: IsiZulu Language 1A			Title: IsiZulu Language 1B		
Content: Phonetics, Phonology, Morphology, Lexicology, Semantics, Semiotics.			Content: Literary theories and criticism of prose, drama and media texts. Literary analysis of prose, drama and media texts. Creation of prose, drama and media texts.		
Module outcomes: By the end of the module, students should be able to: Demonstrate basic understanding of IsiZulu Home Language linguistics. Apply isiZulu Home Language linguistic skills in texts.			Module outcomes: By the end of the module, students should be able to: Demonstrate integrative understanding of literary theories and the criticism of prose, drama and media. Critically analyse and interpret prose, drama and media texts. Create and evaluate meaningful literary and media texts.		
Mode of delivery: Contact			Mode of delivery: Contact		
Assessment: Continuous assessment and examination			Assessment: Continuous assessment and examination.		
Module code: 3LEL111	Semester 1:	NQF level 5	Module code: 3LEL112	Semester2	NQF level: 6
Title: English Language 1A			Title: English Language 1B		
Content: Language categories: (verbal and non-verbal language). Introduction to linguistic concepts. Introduction to discourse competence.			Content: Differentiate between various genres. Demonstrate the skills needed to analyse various genres. Analyse, interpret and design various non-literary texts.		
Module outcomes: By the end of the module, students should be able to: Demonstrate knowledge and understanding of language categories. Demonstrate an understanding of the scientific study of language as a system for human communication. Demonstrate language and grammatical competence by applying language and grammatical rules and analytical skills in various contexts. Demonstrate discourse competence in language skills.			Module outcomes: By the end of the module, students should be able to: Text genres: Literary and Non- literary texts. Analysing literature genres. Analysis of non-literary texts: written and/or visual. Analysis of literary texts.		
Mode of delivery: Contact			Mode of delivery: Contact		
Assessment: Continuous assessment and examination			Assessment: Continuous assessment and examination		
Module code: - 3DST111	Semester 1:	NQF level 5	Module code: 3DST112	Semester 2	NQF level 6
Title: Education Studies 1A			Title: Education Studies 1B		

<p>Content:1: Conceptions of education - Sociological understanding of education, Institutional understanding of education, Enlightenment period of understanding of education, Ethics and values in education, The nature of ethical thinking, conceptual analysis, and the evaluation of arguments - Morality, etiquette and law, Cultural relativism, Morality and religion, Personal relativism and existentialism, Utilitarianism, Moral Rights 3: History of education, History of education, Historiography of South African education, Influence of economic, social and political trends on education, 4: Education provisioning during the period of National Party rule, Christian National Education, Bantu Education Act of 1953, Separate education for whites, Indians, blacks and coloureds, Resistance to Bantu Education, June 1976 Soweto uprisings, The De Lange Commission, People's education, 5: Post-apartheid education - Single national education department, Principles of a new educational dispensation (democratisation, desegregation, equal educational opportunities), Outcomes-based education, National curriculum statement, Curriculum and assessment policy statement.</p>			<p>Content: 1 Sociological Theories in Education - Functionalism, Conflict theory, Symbolic Interactionism. 2 Sociology of Education in school practice, Ecology of the school, The role of the school in society. 3 Diversity in education - Culture, Race, Gender, Socialisation, Stratification, Norms and Values, Status and role 4. Citizenship education - Ancient and modern concepts of citizenship, History of South African citizenship, Future of citizenship education in South African schools</p>		
<p>Module outcomes: On successful completion of the module, students should be able to: Demonstrate a basic knowledge and understanding of key concepts in education. Demonstrate an understanding of ethics and values in education. Demonstrate an understanding of the different education systems in the history of South African education.</p>			<p>Module outcomes: On successful completion of the module, students should be able to: Demonstrate a knowledge and understanding of sociological theories of education. Demonstrate an understanding of the sociology of education in school practice. Demonstrate an understanding of diversity in education. Demonstrate an understanding of the trends in citizenship education. Critically analyse the relationship between education and society to make informed decisions.</p>		
<p>Mode of delivery: Contact</p>			<p>Mode of delivery: Contact</p>		
<p>Assessment: Continuous assessment and examination</p>			<p>Assessment: Continuous assessment and examination</p>		
<p>Module code: -</p>	<p>Semester:</p>	<p>NQF level: 5</p>	<p>Module code:</p>	<p>Semester: 2</p>	<p>NQF level: 6</p>
<p>3GEP111</p>			<p>3GEP112</p>		
<p>Title: General Pedagogy 1A</p>			<p>Title: General Pedagogy 1B</p>		
<p>Content: 1 Introduction to teaching and learning processes - Curriculum, Content, Context, Teaching, Learning. 2. Classroom management - Principles of classroom management, Classroom climate, Approaches to classroom management, Coping with large classes, Classroom discipline, observation techniques, Reflection modalities. 4 Curriculum differentiation - Multi-grade teaching and assessment, Multi-level teaching and assessment, Service learning, Theoretical conceptions of service learning, Service learning as pedagogy, valuation and teaching style, Service learning in the curriculum: reflection, assessment and evaluation. 5 Understanding the Intermediate Phase (IP) Curriculum, Background and overview of the IP curriculum, Purpose and general aims of the IP curriculum, Requirements and roles of all subjects in the IP curriculum</p>			<p>Content: 1 Introduction to teaching as a profession - Definition of educational terms, Characteristics of teaching as a profession, 2 Professional development of educators, Staff induction, Professional development (journal), Staff appraisal, staff development, SACE, 3 The role of teacher unions in education - Freedom of association, Organisational rights of unions, Collective bargaining in education, Managing strike action, Establishing and implementing workplace forums</p>		
<p>Module outcomes: On successful completion of the module, students should be able to: Demonstrate basic knowledge and understanding of teaching and learning processes and curriculum differentiation, Demonstrate competence in managing the classroom and the learning environment to support teaching and learning. Demonstrate basic knowledge and understanding of service learning theories and</p>			<p>Module outcomes: On successful completion of the module, students should be able to: ...Demonstrate a knowledge and understanding of teaching as a profession. Demonstrate a knowledge and understanding of the professional development of educators. Demonstrate a knowledge and understanding of the role of teacher unions in education. Critically reflect on the</p>		

concepts. Demonstrate sufficient broad background knowledge of the requirements and roles of all subjects in the Intermediate Phase curriculum.			professional development of educators		
Mode of delivery: Contact			Mode of delivery: Contact		
Assessment: continuous assessment and examination			Assessment: continuous assessment and examination		
Module code: - 3LZL211	Semester 1	NQF level 6	Module code: 3LZL212	Semester 2	NQF level: 6
Title: IsiZulu Home Language 2A			Title: IsiZulu Home Language 2B		
Content: Syntax, Sociolinguistics and Pragmatics			Content: Poetry, Folklore, Critical analysis and interpretation of poetry and folklore.		
Module outcomes: By the end of the module, students should be able to: Demonstrate knowledge and understanding of isiZulu Home Language syntax. Apply isiZulu Home Language sociolinguistics and pragmatics skills in texts.			Module outcomes: By the end of the module, students should be able to: Demonstrate a knowledge and understanding of poetry and folklore. Critically analyse and interpret poetry and folklore. reate and evaluate poetry and folklore.		
Mode of delivery: Contact			Mode of delivery: Contact		
Assessment modes: continuous assessment and examination			Assessment modes: continuous assessment and examination		
Module code: - 3LEL211	Semester 1	NQF level 6	Module code: 3LEL212	Semester 2	NQF level: 6
Title: English First Additional Language 2A			Title: English First Additional Language 2B		
Content: Language structures and conventions. Construction and communication of thoughts and ideas. Application of grammatical structures and conventions.			Content: Analysis of written and visual texts. Analysis and interpretation of non- literary texts. Producing written texts.		
Module outcomes:			Module outcomes:		
Mode of delivery: Contact			Mode of delivery: Contact		
Assessment: continuous assessment and examination			Assessment: continuous assessment and examination		
Module code: - 3DST211	Semester 1:	NQF level 6	Module code: 3DST212	Semester 2	NQF level 7
Title: Education Studies 2A			Title: Education Studies 2B		
Content: 1 Understanding child and adolescence development - Theories of development, Principles of development. 2. Early childhood development - The context of early childhood development, Physical development in early childhood, Cognitive and language development in early childhood, Social and emotional development in early childhood. 3. Middle childhood development - The context of middle childhood development, Physical development in middle childhood, Cognitive and language development in middle childhood, Social and emotional development in middle childhood. 4. Adolescence development - The context of adolescent development, Physical development in adolescence, Cognitive and language development in adolescence, Social and emotional development in adolescence			Content: 1 Study of learning - Learning theories and philosophies, Relation of learning and instruction. 2. Neuroscience of learning - Neurophysiology of learning, Brain functions and learning, Motivation and emotions. 3. Theories of learning - Behavioural, Social Cognitive, Information Processing, Constructivist. 4 Complex Cognitive learning processes - Metacognition and learning, Concept learning, Problem solving transfer of learning. 5. Motivation - Theoretical approaches to motivation, Models of motivation, Achievements and motivation, Goals, motives, and interest in motivation		

Commented [TC2]: Please add the outcomes

Module outcomes: On successful completion of the module, students should be able to: demonstrate knowledge and understanding of childhood and adolescent development. Use critical thinking and problem-solving skills in relation to the childhood and adolescent development issues that occur during professional practice			Module outcomes: On successful completion of the module, students should be able to ... Demonstrate knowledge and understanding of the different learning theories and their implications for teaching and learning. Demonstrate a knowledge and understanding of the Neuroscience of learning. Demonstrate knowledge and an integrative understanding of complex learning processes. Analyse, compare and contrast types of motivation. Critique and justify which theories are best suited for learners' individual needs.		
Mode of delivery: Contact			Mode of delivery: Contact		
Assessment modes: continuous assessment and examination			Assessment modes: continuous assessment and examination		
Module code:- 3GEP211	Semester 1:	NQF level: 6	Module code: 3GEP212	Semester 2:	NQF level: 6
Title: General Pedagogy 2A			Title: General Pedagogy 2B		
Content: A framework for understanding inclusion for South African school communities. What is inclusion? Changing paradigms, Inclusion in the South African context Barriers to learning, Types of barriers, Current school reforms and addressing barriers to student learning, Identification and assessment of learners with barriers to learning. Purpose of assessment Assessment strategies, Learning support, Learning support in South Africa Principles of Universal Design for Learning (UDL) Differentiated instructional strategies, Designing a learner support programme. Collaboration, Collaboration, Collaboration with teachers, families, education Professional development portfolio support services, and community members.			Content: Foundations of teaching and learning Philosophies and perspectives of pedagogical content knowledge, Principles underpinning the process of teaching and learning, Approaches to knowledge structuring and models for quality teaching, The learner and the learning process Important factors a teacher should know about the learner, Perspectives on learning process and learning styles, Teaching and learning strategies Cooperative teaching and learning strategies Problem-based teaching and learning strategies Expository teaching and learning strategies Indirect teaching and learning strategies Education Technologies (Teaching Medias) Orientation into assessment, Understanding key issues in assessment, Theories on the nature of learners' needs in assessment (Gardner and Maslow' theories), Purposes, procedures in continuous assessment, Organising, planning and designing activities for baseline assessment, Understanding formative assessment and its implication for teachers in practice, Diagnostic assessment and its value in effective teaching and learning, Understanding summative assessment, Assessment grading models, Implication of assessment on teachers' professionalism and responsibilities, Programming models, Management of assessment of assessment in schools, Marking and grading Recording and filing, Reporting learners' performance		

<p>Module outcomes: On successful completion of the module, students should be able to ... Demonstrate a knowledge and understanding of the practical implications of inclusion for South African school communities, Identify and assess learners with various barriers to learning, Design effective differentiated teaching, learning and assessment tasks, Demonstrate a knowledge and understanding of the principles of Universal Design for Learning (UDL) to support the learning of all students, Demonstrate a knowledge and understanding of differentiated instructional strategies to support learning in inclusive classrooms, Demonstrate the collaborative skills needed for working with peer professionals, support staff, parents, and community members, Demonstrate a knowledge and understanding of preparing a professional development portfolio</p>			<p>Module outcomes: On successful completion of the module, students should be able to ... Demonstrate a knowledge and understanding of the various methods of teaching and their application in their teaching and learning contexts, Critically evaluate learning and teaching activities against the knowledge acquired on principles and approaches to teaching and learning, Demonstrate a knowledge and understanding of the purpose of various learning styles in a class with diverse learning needs, Demonstrate a knowledge and understanding of the various concepts and contexts in assessment, Demonstrate the ability to produce assessment plans and activities</p>		
Mode of delivery: Contact			Mode of delivery: Contact		
Assessment: continuous assessment and examination			Assessment: continuous assessment and examination		
Module Code: 3LZL311	Semester 1:	NQF level 6	Module code: 3LZL312	Semester 2	NQF level: 6
Title: IsiZulu Home Language Education 3A			Title: IsiZulu Home Language Education 3B		
<p>Content: foundations of teaching and learning in IsiZulu Home Language. Teaching and learning strategies in IsiZulu Home Language. IsiZulu Home Language subject policy documents. Assessment strategies in IsiZulu Home Language. Learning and teaching support materials in IsiZulu home language.</p>			<p>Content: IsiZulu Home Language teaching and learning in school. Curriculum differentiation and adaptive teaching in IsiZulu Home Language. Classroom research in IsiZulu Home Language. Develop pedagogical content knowledge in IsiZulu Home Language. ICT in IsiZulu Home Language.</p>		
<p>Module outcomes: By the end of the module students should be able to: Demonstrate a knowledge and understanding of the foundations of teaching and learning in IsiZulu Home Language. Demonstrate a 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. Demonstrate an understanding of the use of ICT in facilitating IsiZulu Home Language</p>			<p>Module outcomes: By the end of the module, students should 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 the teaching and learning of IsiZulu Home Language. Adapt lessons and assessment tasks to accommodate learners with</p>		
Mode of delivery: Contact			Mode of delivery: Contact		
Assessment: continuous assessment and examination			Assessment: continuous assessment and examination		
Module Code: 3LEL311	Semester 1	NQF level 6	Module code: 3LEL312	Semester 2	NQF level: 6
Title: English First Additional Language Education 3A			Title: English First Additional Language Education 3B		

<p>Content: Foundations of teaching and learning in English. English First Additional Language policy documents. Teaching and learning strategies in English First Additional Language. – Assessment strategies in English First Additional Language. Lesson design in English First Additional Language. Learning and Teaching Support. Materials in English First Additional Language.</p>			<p>Content: English First Additional Language teaching and learning in school. Curriculum differentiation and adaptive teaching in English First Additional Language. Classroom research in English First Additional Language. Develop pedagogical content knowledge in English First Additional Language. ICT in English First Additional Language.</p>		
<p>Module outcomes: By the end of the module, students should be able to: Demonstrate a knowledge and understanding of the foundations of teaching and learning in English First Additional Language. Demonstrate a 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. Demonstrate understanding of the use of ICT in facilitating English First Additional Language.</p>			<p>Module outcomes: By the end of the module, students should 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 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 their own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences. Evaluate curriculum policies for English First Additional Language teaching. Demonstrate understanding of the use of ICT in facilitating English First Additional Language.</p>		
<p>Mode of delivery: Contact</p>			<p>Mode of delivery: Contact</p>		
<p>Assessment: continuous assessment and examination</p>			<p>Assessment: continuous assessment and examination</p>		
Module code:-	Semester 1:	NQF level 7	Module code:	Semester 2	NQF level: 7
	3DST311		3DST312		
<p>Title: Education Studies 3A</p>			<p>Title: Education Studies 3B</p>		
<p>Content: Administration as it relates to school administration and school management - School administration, School management, School administration and effectiveness. 2 Education management theories - Collegial management theories, Bureaucratic management theories, Political management theories. 3 The nature and the purpose of school management and leadership both generally and in the context of a changing South Africa- School leadership and management practice for the changing South African context, School management teams, Embracing alternative ways of managing and leading. 4 Management of resources, Management of human resources, Management of physical resources, financial resources</p>			<p>Content: Common law practices in education, Legislation impacting on education, The Constitution of the Republic of South Africa, Act 108 of 1996, The South African Schools Act, The Employment of Educators Act, The Labour Relations Act, Legal foundations for school practice, Rules and interpretation of statutes, Court cases that impact on school practice. The legal status of the – educator, learner, school</p>		

Module outcomes: On successful completion of the module, students should be able to: Demonstrate knowledge of and insight into school administration and management. Apply a knowledge and understanding of educational management theories to solve school management problems. Demonstrate an understanding of the school administrative duties required for the effective management of learning environments. Demonstrate knowledge of the management theories which impact on educational practice.	Module outcomes: On successful completion of the module, students will be able to: Demonstrate a knowledge and understanding of the legislation and policies that impact on school practice. Apply their knowledge and skills to classroom and school management in ways that demonstrate their ability to interpret the legislation and policies. Analyse and critique court cases that impact on school practice
Mode of delivery: Contact	Mode of delivery: Contact
Assessment: continuous assessment and examination	Assessment: continuous assessment and examination

FED.2.2.6. MODULE CONTENT AND OUTCOMES FOR INTERMEDIATE PHASE TEACHING – 3BDIP1 & 3BDIP2 – YEAR COURSES

INTERMEDIATE PHASE TEACHING (LANGUAGE AND MSTE) – YEAR COURSES		
Module code: -3DSL100	Year Level: 1	NQF level: 5
Title: Academic Skills for Educators		
Module content: 1. Communicative competence - Reading and writing for academic purposes Information literacy skills, Planning as an important component of academic writing process. 2 Computer Literacy - Computing Fundamentals, K e y Applications, Living online		
Module outcomes: On successful completion of the module, students should be able to: Apply the academic reading and writing skills acquired to their learning Demonstrate the use of critical reading skills in the pursuit of their studies Use presentation skills. Use information technology to plan, administer, develop teaching resources and collect information. Apply the skills needed to use computers in intermediate phase classes.		
Mode of delivery: Contact and Online		
Assessment: continuous assessment and examination.		
Module code: -3LZL400	Year Level: 4	NQF level: 7
Title: IsiZulu Home Language Education 4		
Content: IsiZulu Home Language teaching and learning in school. Classroom research in IsiZulu Home Language. Advanced development of pedagogical content knowledge in IsiZulu Home Language. Advanced development of pedagogical content knowledge in IsiZulu Home Language. Curriculum policies in IsiZulu Home Language. Reflection on teaching and learning experiences in IsiZulu Home Language.		
Module outcomes: y the end of the module, students should be able to: Use elementary statistical information to critically reflect on teaching and learning, and assessment processes in IsiZulu Home Language. Demonstrate competence to use action research in IsiZulu Home Language. Reflect on teaching and learning experiences in IsiZulu Home Language. Critique curriculum policies in IsiZulu Home Language. Demonstrate competence to link epistemology of IsiZulu with IsiZulu Home Language practices.		
Mode of delivery: Contact		
Assessment: continuous assessment and examination		
Module code: -3LEL400	Year Level: 4	NQF level: 7
Title: English First Additional Language Education 4		
Content: English First Additional Language teaching and learning in school. Classroom research in English First Additional Language. Advanced development of pedagogical content knowledge in English First Additional Language. Curriculum policies in English First Additional Language. Reflection on teaching and learning experiences in English First Additional Language		

Module outcomes:		
By the end of the module, students should be able to: Use elementary statistical information to critically reflect on teaching, learning and assessment processes in English First Additional Language. Demonstrate the competence needed to use action research in English First Additional Language. Reflect on teaching and learning experiences in English First Additional Language. Critique curriculum policies for English First Additional Language. Demonstrate competence to link epistemology in English First Additional Language with English practice.		
Mode of delivery: Contact		
Assessment: continuous assessment and examination		
Module code: - 3CL400	Year Level: 4	NQF level: 5
Title: Conversational Language for Teachers - Afrikaans		
Content: Basic functional use of Afrikaans. Listening in Afrikaans. Basic reading in Afrikaans. Basic written text in Afrikaans.		
Module outcomes: By the end of the module, students should be able to: Demonstrate functional use of basic Afrikaans. Listen and respond to multi modal texts in Afrikaans. Read and view various texts in Afrikaans. Write basic texts in Afrikaans.		
Mode of delivery: Contact		
Assessment: continuous assessment and examination		
Module code: - 3CL400	Year Level: 4	NQF level: 5
Title: Conversational Language for Teachers – Sesotho		
Content: Greetings, friendly exchange and farewell. Home and family: Poems and songs. School and university. Contrasts in town and country life. Respect: Basic values for royal family. Radio and television programmes		
Module outcomes: By the end of the module, students should be able to: Demonstrate functional use of basic Sesotho. Listen and respond to multi modal texts in Sesotho. Read and review various texts in Sesotho. Write basic texts in Sesotho.		
Mode of delivery: Contact		
Assessment: continuous assessment and examination		

FED.2.2.7. TEACHING PRACTICE MODULE CONTENT AND OUTCOME (3BDIP1 & 3BDIP2)

INTERMEDIATE PHASE TEACHING PRACTICE MODULES – YEAR COURSES		
Module code: - 3PTE100	Year Level: 1	NQF Level: 5
Title: School Experience 1		
Content: (Campus based, Semester 1) - Design an observation tool. Write their teaching philosophy statement (Campus based, Semester 1&2). Becoming an IP teacher – watching video clips (School based, Semester 2, 1 week). School observation – school functionality. Complete the journal, write with critical reflection (Campus based, Semester 2). Reflect on characteristics of a classroom. Reflect on school and classroom management		
Module outcomes: On successful completion of the module, students should be able to Observe and document the classroom management strategies used by teachers Design and implement the observation tools learned. Reflect on their school-based activities, observed and performed		
Method of delivery: Contact		
Assessment: continuous assessment NO EXAMINATION.		
Module code: - 3PTE200	Year Level: 2	NQF level: 6
Title: School Experience 2		
Content: Observe, reflect and document teaching, learning and assessment practices. Critically analyse various teaching and learning practices across a variety of contexts Present information using a journal and portfolio of evidence. Identify and document observed barriers to learning		
Module outcomes: On successful completion of the module, students should be able to ... Observe, document and reflect on the teaching and learning strategies used by the teacher. Critically analyse various teaching and learning practices across a variety of contexts. Identify learners with learning and developmental barriers and reflect on the teaching and learning strategies employed in the classroom		
Method of delivery: Contact		
Assessment modes: continuous assessment NO EXAMINATION.		
Module code: - 3PTE300	Year Level: 3	NQF level: 6
Title: School Experience 3		
Content: Use of Educational technology for teaching and learning. Preparing, designing, developing and using classroom technologies – pictures, charts, flashcards, magazines and various audio-visual teaching and learning materials. Use educational technologies for teaching and learning – ICT, instructional media involving multiple senses of learners and instructional material selection. Use of Micro teaching centre to develop teaching and learning skills. Presenting lessons. Reflecting on lessons presented by peers. Work integrated learning in school under supervision (mentors and a university supervisor) in partnership schools. Lesson presentation, Demonstrate classroom management skills. Designing teaching and learning activities that are informed by the focus area. Developing a professional development portfolio. Engage in post-observation conferencing and support		
Method of delivery: Full Time		
Assessment modes: This module is assessed through observations, reflections, summative evaluation and portfolio evidence file to constitute the final mark for		

student teachers' tasks. NO EXAMINATION.		
Module code: - 3PTE400	Year Level: 4	NQF level: 7
Title: School Experience 4		
Content: Curriculum differentiation. Manage barriers to learning and development in practice. Design differentiated learning activities. Use strategies for differentiating teaching to meet the specific learning needs of learners, across the full range of abilities. Design activities that are informed by the area of specialisation. Develop and design intermediate phase lesson plans and daily preparations. Assess and report on learner performance. Developing a professional portfolio of evidence. Evidence of all teaching experiences. Application of appropriate classroom management strategies to promote safe and supportive learning environments. Educational technologies for teaching and learning. Use visual and audio-visual resources in lesson presentation. Post-practice teaching conferencing. Remediation of challenges experienced during classroom practice. Dealing with issues from reflections. Peer reviews Challenges categories (learners, methods, classroom, LTSMs, extramural activities or other engagement in the school. Service-learning community projects.		
Method of delivery: Contact		
Assessment modes: continuous assessment NO EXAMINATION.		

FED.2.2.8. ELECTIVE MODULE CONTENT AND OUTCOMES FOR INTERMEDIATE PHASE TEACHING – 3BDIP1 – SEMESTER COURSES

Module code: - 3SNT111	Semester 1	NQF level 5	Module code: 3SNT112	Semester 2	NQF level: 6
Title: Natural Science & Technology 1A			Title: Natural Science & Technology 1B		
Content: Kinematics and dynamics, The heat transfer. Thermodynamics, Matter, Periodic table, atomic structure, Electron configuration, The Solar system, Moons and smaller solar system bodies			Content: Waves, sound and light, Geometrical optics, Electricity and magnetism, Intermolecular forces, Acids and bases, Electrochemistry, Organic chemistry		
Module outcomes: By the end of the module, students should be able to: identify and apply concepts in different contexts across all topics covered, demonstrate critical reasoning and problem-solving skills through the application of chemical concepts, demonstrate proficiency in the laboratory in manipulative, planning, data processing and data communication skills.			Module outcomes: By the end of the module, students should be able to: demonstrate critical reasoning and problem-solving skills through the application of chemical concepts. Demonstrate proficiency in the laboratory in manipulative, planning, data processing and data communication skills, identify and apply concepts in different contexts across all topics covered		
Mode of delivery: Contact			Mode of delivery: Contact		
Assessment: continuous assessment and examination			Assessment: continuous assessment and examination		
Module code: 3SMA121	Semester 1	NQF level 5	Module code: 3SMA122	Semester 2	NQF level 6
Title: Mathematics 1A			Title: Mathematics 1B		
Content: The idea of functions, problems related to log equations and applications of			Content: Matrices Basic operations, Determinants, Minor		

logarithm, problems in linear, quadratic and rational equations and inequalities, partial fractions, factor and remainder theorems, long division and synthetic division			and Adjoint Matrices, Inverse of a Matrix and Elementary row Operations, Solution of System of Linear Equation by Matrix Method, Pythagoras's rule and Pythagorean identities, Sine and cosine formulae, Area of any triangle, Compound angles, Sum and product formulae, Graphs of trig functions, Trigonometric equations Transformations, Reflection, Enlargement, Rotation, Translation, shear and stretch		
Module outcomes: On completion of this module, students can: Demonstrate an understanding of basic mathematics concepts in algebra. Apply mathematical knowledge and skills to solve problems in various contexts related to algebra. Attain fundamental algebraic skills necessary for further learning			Module outcomes: Demonstrate competence in solving problems in matrices. Be able to solve problems in trigonometry and geometry at a complexity level associated with the first-year university study in the programme.		
Mode of delivery: Contact			Method of delivery: Contact		
Assessment: continuous assessment and examination.			Assessment: continuous assessment and examination.		
Module code: - 3SMA221	Semester 1	NQF level 6	Module code: 3SMA222	Semester 2	NQF level: 6
Title: Mathematics 2A (Set, theory and functions)			Title: Mathematics 2B (Vector, Algebra and Matrices)		
Content: Number system and exercises, sets and subsets, Algebra of sets, Assignment on history of Venn diagrams. Cartesian product of sets, Denumerable sets, Set theory introduction Relations Functions.			Content: Solving systems of equations, matrices, Cramer's rule, vectors in 2D and 3D.		
Module outcomes: To broaden pre-service teachers, knowledge on the theory of sets. This module emphasizes the mathematical theory of sets. This entails formal methods of proof and applied problem-solving techniques related to sets.			Module outcomes: To develop students understanding of matrices and vectors algebra.		
Mode of delivery: Contact			Mode of delivery: Contact		
Assessment: continuous assessment and examination			Assessment modes: continuous assessment and examination		
Module code: - 3SNT211	Semester 1:	NQF level 6	Module code: 3SNT212	Semester 2	NQF level: 6
Title: Natural Science & Technology 2A			Title: Natural Science & Technology 2B		
Content: 1The Technological Process-			Content: 1. Life processes in plants and		

Investigation, Designing, Manufacturing, Evaluating. 2 Graphic communication and design -Two-dimensional drawing, Three-dimensional drawing. 3 Structures. 4 Classification and purpose - Strength, rigidity and stability, Assembly. Design of structures. 5 Processing of materials - Types of materials for manufacturing, Properties of materials for manufacturing, Processes of manufacturing. 6 Systems and control -Mechanical systems - Types of motion, Function of mechanical systems and sub-systems, Design of mechanical systems. 6 Systems and control - Electrical systems - Components of electrical circuits, Control in electrical circuits, Design of electrical circuits	animals - Support and transport systems in plants, Support systems in animals, Transport systems in mammals. 2 Energy transformations to support life, Photosynthesis, Animal nutrition. 3 Energy transformations - Respiration, Gas exchange, Excretion, Reproduction in vertebrates, Human reproduction, Nervous system, Senses, Endocrine system. 4 Diversity, Change and Continuity- Biodiversity and classification, History of life on earth, Biodiversity - classification of microorganisms, Biodiversity - plants, Reproduction - plants, Biodiversity - animals, Darwinism and Natural Selection, Human evolution. 4 Environmental Studies - Biosphere to ecosystems, Population ecology. 5 Human impact on environment - Current crises
Module outcomes: On successful completion of the module, students will be able to: Demonstrate a knowledge and understanding of the technological process as the basis for design in Technology. Demonstrate a knowledge and understanding of two-and-three-dimensional drawing methods. Demonstrate a knowledge and understanding of structures in technology. Demonstrate a knowledge and understanding of processing materials into products. Demonstrate a knowledge and understanding of mechanical and electrical systems. Apply the knowledge of technology acquired to designing and solving problems	Module outcomes: On successful completion of the module, students will be able to: Demonstrate a knowledge and understanding of the concepts related to life processes in plants and animals. Demonstrate a knowledge and understanding of the concepts related to Environmental Studies and the human impact on the environment. Apply a knowledge and understanding of diversity, change and continuity to problem-solving activities. Design, plan and conduct scientific investigations related to anatomy and physiology
Mode of delivery: Contact and online	Mode of delivery: Contact
Assessment: continuous assessment and examination	Assessment modes: continuous assessment and examination
Module code: - Semester 1 NQF level 5 3EBS211	Module code: Semester 2 NQF level: 5 3EBS212
Title: Basic Social Sciences and Life Skills	Title: Basic EMS
Content: 1 Social science - Meaning and scope of social science, disciplines of social sciences, Methods of social sciences, 2 Human development -The origin of human beings, Nature versus nurture, Aspects of human development, Explanations of behaviour. 3 Development of human civilization- From Stone Age to Iron Age, The Middle Ages and the Renaissance, Modern economic, political and social institutions. Society, culture and cultural	Content: 1 The Economic and Management Sciences as a field of study- The economy, History of money, Goods and services, Production process, Inequality and poverty, Modern economic systems, The market. 3 Financial literacy- The role of Accounting, Accounting concepts, Income and expenditure, The

change, the elements of culture, Factors causing cultural change, Patterns, forms and functions of family, The role of religion in society. 5 Demography, Ecology and Society - Population dynamics, The ecological balance, Impact of ecology on society. 5 Psycho-social Life Skills - Self-awareness and empathy skills, Communication and interpersonal relationship skills, Coping with emotions and stress skills, Decision-making and problem-solving skills, Creative thinking and critical thinking skills. 6 Functions and forms of government - Functions of government, Roles of citizens - Political theories			Accounting Equation, The Accounting system, 4 Entrepreneurship - The entrepreneur, starting a business, Different types of businesses, Teaching and learning strategies in Economic and Management Sciences.		
Module outcomes: Demonstrate a knowledge and understanding of social sciences and life skills. Explain the nature of human development. Trace the development of human civilization. Demonstrate knowledge and understanding of the inter-relationships between society and culture. Explain how population and natural environment interact and affect the ecology. Identify and use life skills to deal with challenges of life. Demonstrate a basic understanding of the functions and forms of government.			Module outcomes: Demonstrate a knowledge and understanding of Economic and Management Sciences concepts. Demonstrate an integrative knowledge and understanding of economics, accounting and business studies. Apply knowledge and skills to solve defined and routine problems in Economic and Management Sciences. Apply strategies of teaching and assessing Economic and Management Sciences.		
Mode of delivery: Contact			Mode of delivery: Contact		
Assessment modes: continuous assessment and examination			Assessment modes: continuous assessment and examination		
Module code: 3SMA311	Semester 1:	NQF level 6	Module code: 3SMA312	Semester 2	NQF level: 6
Title: Mathematics Education 3A			Title: Mathematics Education 3B		
Content: Mathematics: definitions, purpose and scope, planning for mathematics lesson, types of assessment in mathematics			Content: Generics of teaching, classroom practice, Strategies for teaching Mathematics, Knowledge for Teaching Mathematics and Designing Learning Programmes for Mathematics		
Module outcomes: To demonstrate the understanding of the fields of knowledge which underpin Mathematics			Module outcomes: To be able to select and use appropriate teaching and learning strategies and apply a variety of these with emphasis on multi step and non-routine problems.		
Mode of delivery: Contact			Mode of delivery: Contact		
Assessment: continuous assessment and examination			Assessment: continuous assessment and examination		
Module code: 3SNT311	Semester1	NQF level 6	Module code: 3SNT312	Semester 2	NQF level: 6
Title: Natural Science & Technology Education 3A			Title: Natural Science & Technology Education 3B		

<p>Content: 1. Foundations of teaching and learning in Natural Science and Technology - History of Natural Science and Technology teaching and learning. 2 Natural Science and Technology policy documents. 3 Teaching and learning strategies in Natural Science and Technology. Teaching and learning theories. Teaching and learning strategies. assessment strategies in Natural Science and Technology. 4 Lesson design in Natural Science and Technology. 5. Learning and Teaching Support Materials in Natural Science and Technology. Improvisation in Intermediate Phase science. 6 Experiments, demonstrations and investigations in Natural Science and Technology. 7 ICT in Natural Science and Technology</p>	<p>Content: 1. Natural Science and Technology teaching and learning in school. Use elementary statistical information to manage teaching, learning and assessment activities. 2. Curriculum differentiation and adaptive teaching in Natural Science and Technology. 4. Barriers to learning and development. 5 Designing differentiated learning activities. Classroom research in Natural Science and Technology. 6. Use existing research literature in Natural Science and Technology to improve classroom practice. 7. Develop pedagogical content knowledge in Natural Science and Technology - Epistemology of Science, Addressing alternative pre- and misconceptions. 8. ICT in Natural Science and Technology. 9 Experiments, demonstrations and investigations in Natural Science and Technology.</p>
<p>Module outcomes:</p> <p>On successful completion of the module, students will be able to: Demonstrate a knowledge and understanding of the foundations of teaching and learning in Natural Science and Technology. Demonstrate a knowledge and understanding of the relevant policies in Natural Science and Technology teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Natural Science and Technology. Design appropriate lesson plans in Natural Science and Technology, considering theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Natural Science and Technology. Design, select and adapt appropriate teaching and learning support materials for Natural Science and Technology.</p>	<p>Module outcomes:</p> <p>On successful completion of the module, students will be able to: Use elementary statistical information to manage teaching, learning and assessment in Natural Science and Technology. Demonstrate competence in assessing and monitoring learner progress and achievement in Natural Science and Technology. Use the results of assessment to improve teaching and learning of Natural Science and Technology. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Natural Science and Technology. Demonstrate the competence needed to learn from the available research to improve teaching in the Natural Science and Technology classroom and to</p>

Demonstrate understanding of the use of ICT in facilitating Natural Science and Technology. Conduct experiments, demonstrations and investigations in Natural Science and Technology.	enhance their own academic learning. Develop content knowledge in Natural Science and Technology. Demonstrate understanding of the use of ICT in facilitating Natural Science and Technology. Conduct experiments, demonstrations and investigations in Natural Science and Technology.
Mode of delivery: Contact and Online	Mode of delivery: Contact and Online
Assessment: continuous assessment and examination	Assessment: continuous assessment and examination

FED.2.2.9. ELECTIVE MODULE CONTENT AND OUTCOMES FOR INTERMEDIATE PHASE TEACHING – 3BDIP1 – YEAR COURSES

INTERMEDIATE PHASE TEACHING (LANGUAGE AND MSTE) – YEAR COURSES		
Module code: -3SMA400	Year Level:4	NQF level: 7
Title: MATHEMATICS EDUCATION 4		
Content: Mathematics teaching and learning in school - Use elementary statistical information to critically reflect on their teaching, learning and assessment processes and address complex problems applying evidence-based solutions. Classroom research in Mathematics - Use Action research in Mathematics to gather and process information, validate sources formation, address complex problems applying evidence-based solutions and theory-driven arguments. Advanced development of pedagogical content knowledge in Mathematics - Link the epistemology of Mathematics with Mathematics practice Addressing alternative pre- and misconceptions, Curriculum policies in Mathematics - Critique curriculum policies in Mathematics. Reflection on teaching and learning experiences in Mathematics		
Module outcomes: On successful completion of the module, students will be able to... Use elementary statistical information to critically reflect on teaching, learning and assessment processes in Mathematics. Demonstrate the competence needed to use action research in Mathematics Reflect on teaching and learning experiences in Mathematics. Critique curriculum policies in Mathematics. Demonstrate the competence needed to link the epistemology of Mathematics-to-Mathematics practice.		
Mode of delivery: Contact		
Assessment: continuous assessment and examination		
Module code: - 3SNT400	Year Level:4	NQF level: 7
Title: Natural Science & Technology Education 4		
Content: Use elementary statistical information to critically reflect on their teaching, learning and assessment processes and address complex problems applying evidence-based solutions. Classroom research in Natural Science and Technology - Use Action research in Natural Science and Technology to gather and process information, v a l i d a t e sources of information, address complex problems applying evidence-based solutions and theory driven arguments. Advanced development of pedagogical content knowledge in Natural Science and Technology- Link epistemology of science with science practices Addressing -alternative pre- and misconceptions. Curriculum policies in Natural Science and Technology - Critique curriculum policies in Natural Science and Technology. Reflection on teaching and learning experiences in Natural Science and Technology Experiments, demonstrations and investigations in Natural Science and Technology.		
Module outcomes: On successful completion of the module, students will be able to: Use elementary statistical information to critically reflect on teaching, learning and assessment processes in Natural		

Science and Technology. Demonstrate the competence needed to use action research in Natural Science and Technology teaching. Reflect on teaching and learning experiences in Natural Science and Technology. Critique curriculum policies in Natural Science and Technology. Demonstrate competence to link the epistemology of science with science practices. Conduct experiments, demonstrations and investigations in Natural Science and Technology
Mode of delivery: Contact
Assessment: continuous assessment and examination

FED.2.2.10. ELECTIVE MODULE CONTENT AND OUTCOMES FOR INTERMEDIATE PHASE TEACHING – 3BDIP2

Module code: - 3ESS111	Semester 1:	NQF level: 5	Module code: 3ESS112	Semester 2	NQF level: 6
Title: Social Sciences A			Title: Social Sciences B		
Content: Social Sciences as a subject. Geography as a component of Social Science. Global Population growth and distribution. Map work skills. History as a component of Social Science			Content: Physical Geography. Physical Features and landscape of South Africa. Weather climate and vegetation of South Africa. Resources in South Africa Map work. British colonialism in South Africa South Africa Kingdom Local history		
Module outcomes: By the end of the module, students should be equipped with: Demonstrate a basic understanding of Social Science as a subject. Demonstrate a basic understanding of basic History and Geography concepts. Demonstrate a basic understanding of global population growth and distribution. Demonstrate a basic understanding of Map work skills Chronicle Palaeolithic Ages in South Africa. Demonstrate a basic knowledge and understanding of early inhabitants and European settlement in South Africa. Demonstrate and understanding of sources and their importance in the interpretation of Historical knowledge			Module outcomes: By the end of the module, students should be equipped with: Demonstrate an understanding of physical Geography. Demonstrate an understanding and interpretation of Map work. Demonstrate an understanding of the impact of British Colonialism on the political and socio-economic landscape in South Africa Demonstrate an understanding of process of interaction of different racial groups in South Africa. Demonstrate an understanding of the development of South African Kingdom.		
Mode of delivery: Contact			Mode of delivery: Contact		
Assessment: continuous assessment and examination			Assessment: continuous assessment and examination.		
Module code: - 3PPS111	Semester 1	NQF level: 5	Module code: 3PPS112	Semester 2:	NQF level: 6
Title: LIFE SKILLS 1A (Social and personal development)			Title: LIFE SKILLS 1B (Physical Education)		
Content: Personal growth and development			Content: Physical education, the value of		

<p>Aspects of development, Self-awareness Self-esteem Self-confidence, Coping with the challenges of development Human relationships, Building and maintaining relationships, Developing potentials and self-identity Coping with peer pressure and competition Family life, Family structure, roles and functions of family members, Enhancement of family life, Harmonious family relationships Culture and diversity, Economic and social class differences Cultural differences, Ethnicity and race Gender issues Moral values and citizenship Core values of citizens' Rights and responsibilities Political systems Consciousness of global citizenship.</p>			<p>Self-physical education, Movements concepts (spatial awareness, body awareness and qualitative awareness), Fundamental skills (loco-motor, non-loco-motor and manipulative), Educational gymnastics, Rolls; jumping; balances; transfer of weights; and vaults, Games, Territorial games; Net/Wall games; Line games, Athletic /track field Eating plan for the athletes Swimming, recognized strokes Water safety, Water confidence, Swimming survival techniques Health and physical fitness Healthy lifestyle, Components of fitness Physical fitness tests Nutrition, Body composition The relationship between physical activity and body composition, Methods used to assess body mass index, Health risks associated with obesity, Health risks associated with being underweight, Ways to be active, Safe stretching and warm-up techniques, Skill development activities Skill practice in minor games, Dance and movement with high levels of participation, The effects of physical activity</p>		
<p>Module outcomes: On completion of this module students will be able to: Demonstrate knowledge and understanding of personal growth and development. Demonstrate the skills needed to initiate and maintain human relationships. Demonstrate an understanding of the different forms of family structures. Demonstrate and understanding and appreciation of human values and attitudes. Demonstrate a knowledge and understanding of culture and diversity. Demonstrate a knowledge and understanding of moral values and citizenship.</p>			<p>Module outcomes: On successful completion of this module, students will be able to: Demonstrate a knowledge and understanding of physical education concepts. Apply physical education concepts to the execution and teaching of various skills. Confidently use the acquired concepts to engage in the successful application of physical education skills. Design a safe and appropriate healthy lifestyle management programme incorporating elements of physical activity and nutrition</p>		
<p>Mode of delivery: Contact</p>			<p>Mode of delivery: Contact</p>		
<p>Assessment: continuous assessment and examination</p>			<p>Assessment: continuous assessment and examination</p>		
<p>Module code: - 3ESS211</p>	<p>Semester 1</p>	<p>NQF level: 6</p>	<p>Module code: 3ESS212</p>	<p>Semester 2</p>	<p>NQF level: 6</p>
<p>Title: Social Sciences 2A (History)</p>			<p>Title: Social Sciences 2B (Geography)</p>		
<p>Content: Early Southern African Kingdoms, Pre-</p>			<p>Content: Human Geography Climatology</p>		

post-independence periods of African States, South African history			Geomorphology, Water resources management		
Module outcomes: By the end of the module, students should be able to: Demonstrate a deep understanding of early Southern African Kingdoms, Demonstrate an integrative understanding of political and social-economic dispensation in pre- and post-independence periods of African states			Module outcomes: By the end of the module, students should be able to: Demonstrate knowledge and understanding of human and physical geography, Evaluate the impact of population growth and distribution on health and sustainable development. Analyse the influence of urban environment and economic development in African. Demonstrate integrative understanding of climatology and geomorphology Interpret weather patterns to predicts climatic weather conditions, Embrace responsibility for water resources utilisation in South Africa. Appreciate the challenges of water resources management in South Africa		
Mode of delivery: Contact			Mode of delivery: Contact		
Assessment: continuous assessment and examination			Assessment: continuous assessment and examination		
Module code: -	Semester 1	NQF level: 6	Module code:	Semester 2:	NQF level: 6
3ES211			3ESE212		
Title: Economic and Management Sciences 2A			Title: Economic and Management Sciences 2B		
Content: Accounting equation Value Added Tax (VAT) Salaries and wages Non-Current Assets Year-end adjustments			Content: Partnership. Sole Trader AFS (profits and loss, income statement and Balance sheet) GAAP principles. Cash transactions and Bank reconciliation. Credit transactions		
Module outcomes: By the end of the module, students should be equipped with:			Module outcomes: By the end of the module, students should be equipped with:		
Mode of delivery: Contact			Mode of delivery: Contact		
Assessment: continuous assessment and examination			Assessment: continuous assessment and examination.		
Module code: -	Semester 1	NQF level: 6	Module code:	Semester 2	NQF level: 6
3PPS211			3PPS212		
Title: LIFE SKILLS 2A (Health Education)			Title: Life Skills 2B (Creative Arts)		
Content: Health promotion the evolution of health education, health education versus health promotion comprehensive school health, 1 Physical health growth and health nutrition and growth, 2 good health and			Content: Creative Art forms, Historical background of the creative art forms, Elements and principles of creative art forms, Creative arts genres. 1 Visual Arts - Developing visual literacy, creating 2-		

<p>hygiene habits vision and oral care. 3 infectious diseases chronic diseases. 4 Emotional and psychological health the importance of mental health management and control of emotions stress management self-esteem, conflict management managing peer influence development of good human relationships. 5 Body systems, skeletal and muscular systems digestive system, nervous system endocrine system respiratory system circulatory system, 6 Sexuality education purpose and implications of sexuality education guidelines for comprehensive sexuality education family living and sexuality education, child abuse, 7 Substance use and abuse alcohol use and abuse cigarette smoking drug use and abuse medication abuse. 6 Environmental health, safety first (preventing accidents), safe from illness and diseases (germs and diseases), pollution (water pollution; air pollution) waste management relationships and pregnancy</p>	<p>dimensional techniques, Creating 3- dimensional techniques, T h e art world. 2 Drama - Purpose of drama. The actor's instrument Drama in performance Drama production. 3 Music Notation Major music category Types of songs/music Music conducting techniques. 4 Dance - Dance theory and principles Dance composition Dance performance</p>
<p>Module outcomes: On successful completion of this module, students will be able to: Demonstrate an understanding of the concepts related to health promotion and disease prevention, Analyse the influence of family, peers, culture, media, technology and other factors on health behaviours. Search and access valid health information, and health-promoting products, and services. Practice health-enhancing behaviours and reduce health-related risks. Advocate for personal, family, and environmental health.</p>	<p>Module outcomes: On completion of the module, students will be able to: Demonstrate a knowledge and understanding of the various Creative Art disciplines. Apply a variety of skills in creative arts. Demonstrate creativity in a variety of different art forms. Value and appreciate their own and others' artistic processes and/or products.</p>
<p>Mode of delivery: Contact</p>	<p>Mode of delivery: Contact</p>
<p>Assessment: continuous assessment and examination</p>	<p>Assessment: continuous assessment and examination</p>
<p>Module code: - Semester1: NQF 3SBM211 level: 5</p>	<p>Module code: Semester2 NQF 3EBE212 level: 5</p>
<p>Title: Basic Mathematics</p>	<p>Title: Basic EMS</p>
<p>Content: Basic operations, Conversion of units, Perimeter, area and volume, Two- and three- dimensional figures, Basic Financial Literacy Cost price and selling price, Profit margins, Taxation,</p>	<p>Content: The Economic and Management Sciences as a field of study, The economy History of money Goods and services Production process Inequality and poverty Modern economic systems</p>

Currency fluctuations, Financial and other indices Simple and compound growth Budgeting, Bond repayments, Inflation. Investments and loans. Exchange rates, Data - Pictographs and circle graphs, Stem and leaf plots, Scatter plots, Histograms and frequency polygons, Statistical measures. Probability - Probability of single event, independent events, Two-way diagrams Number Sequences Percentages Ratio and proportion			The market. Financial literacy. The role of accounting. Accounting concepts Income and expenditure The Accounting Equation. The accounting system, Entrepreneurship, the entrepreneur Starting a business. Different types of businesses, Teaching and learning strategies in Economic and Management Sciences.		
Module outcomes: On successful completion of the module, students should be able to: Demonstrate an understanding of basic mathematics concepts such as ratio, percentage, proportion etc. Solve elementary mathematical and statistical problems encountered in interdisciplinary contexts. Solve problems of numerical, financial and statistical nature that one encounters in real-life situations.			Module outcomes: On successful completion of the module, students should be able to ... Demonstrate a knowledge and understanding of Economic and Management Sciences concepts. Demonstrate an integrative knowledge and understanding of economics, accounting and business studies. Apply knowledge and skills to solve defined and routine problems in Economic and Management Sciences. Apply strategies of teaching and assessing. Economic and Management Sciences.		
Mode of delivery: Contact			Mode of delivery: Contact		
Assessment: continuous assessment and examination			Assessment: continuous assessment and examination		
Module code: - 3SS311	Semester 1	NQF level: 6	Module code: 3SS312	Semester 2	NQF level: 6
Title: Social Sciences Education 3A			Title: Social Sciences Education 3B		
Content: Foundations of teaching and learning in Social Sciences. Teaching and Learning strategies in Social Sciences. Assessment strategies in Social Sciences. Lesson design in social sciences			Content: Social sciences teaching and learning in School. Curricula differentiation and adaptive teaching in social Sciences. Develop pedagogical content knowledge in Social Sciences. Classroom research in social sciences. ITC in Social Sciences		
Module outcomes: By the end of the module, students should be able to: Demonstrate a knowledge and understanding of the foundations of teaching and learning in social science. Demonstrate a 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 sciences. Design appropriate lesson plans in social sciences taking into account theories of teaching, learning, child			Module outcomes: By the end of the module, students should be able to: Use elementary statistical information to manage teaching, learning and assessment in Social Sciences. Demonstrate competence in assessing and monitoring learner progress and achievement in Social Sciences. Use the results of assessment to improve teaching and learning of Social Sciences. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Social		

development and curriculum needs. Design appropriate assessment strategies for social sciences. Design, select and adapt appropriate teaching and learning support materials for social sciences. Demonstrate an understanding of the use of ICT in facilitating Social Sciences			Sciences. Demonstrate the competence needed to learn from the available research to improve teaching in the Social Sciences classroom and to enhance their own academic learning. Develop the content knowledge needed to plan, implement and assess effective teaching and learning experience. Evaluating curriculum policies in Social Sciences. Demonstrate an understanding of the use of ITC in facilitating Social Sciences		
Mode of delivery: Contact			Mode of delivery: Contact		
Assessment: continuous assessment and examination			Assessment: continuous assessment and examination		
Module code: - 3PPS311	Semester 1	NQF level: 6	Module code: 3PPS312	Semester 2	NQF level: 6
Title: Life Skills Education 3A			Title: Life Skills Education 3B		
Content: Foundations of teaching and learning in Life Skills. History of Life Skills teaching and learning. Life Skills policy documents Subject policy documents Teaching and learning strategies in Life Skills. Teaching and learning theories. Teaching and learning strategies. Assessment strategies in Life Skills. Lesson design in Life Skills. Learning and Teaching Support Materials in Life Skills. Improvisation in Intermediate Phase Life Skills			Content: Life Skills teaching and learning in school. Use elementary statistical information to manage teaching, learning and assessment activities. Curriculum differentiation and adaptive teaching in Life Skills. Barriers to learning and development. Designing differentiated learning activities. Classroom research in Life Skills. Use existing research literature in Life Skills to improve classroom practice. Develop pedagogical content knowledge in Life Skills. Addressing alternative – pre- and misconceptions. ICT in Life Skills		
Module outcomes: On successful completion of the module students will be able to: Demonstrate a knowledge and understanding of the foundations of teaching and learning in Life Skills. Demonstrate a knowledge and understanding of the relevant policies in Life Skills teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Life Skills. Design appropriate lesson plans for Life Skills considering theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Life Skills. Design, select and adapt appropriate teaching and learning support materials for			Module outcomes: On successful completion of the module, students will be able to: Use elementary statistical information to manage teaching, learning and assessment in Life Skills. Demonstrate competence in assessing and monitoring learner progress and achievement in Life Skills. Use the results of assessment to improve teaching and learning of Life Skills. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Life Skills. Demonstrate the competence to learn from available research to improve teaching in the Life Skills classroom and to enhance their own academic learning. Develop the content knowledge needed		

Life Skills. Demonstrate an understanding of the use of ICT in facilitating Life Skills.	to plan, implement and assess effective teaching and learning experiences. Evaluate curriculum policies for Life Skills. Demonstrate an understanding of the use of ICT in facilitating Life Skills.
Mode of delivery: Contact	Mode of delivery: Contact
Assessment: continuous assessment and examination	Assessment: continuous assessment and examination

FED.2.3. BACHELOR OF EDUCATION IN INTERMEDIATE PHASE TEACHING –3BDIP2

FED.2.3.1. LIST OF MODULES WITH NQF LEVELS, CREDITS AND PREREQUISITES

Module Codes	Descriptive name	Credits	NQF Level	Pre/Co
SCHOOL EXPERIENCE MODULES – CORE/MAJOR/ COMPULSORY MODULES				
3PTE100	Teaching Practice 1	8	5	NONE
3PTE200	Teaching Practice 2	16	6	3PTE100
3PTE300	Teaching Practice 3	24	6	3PTE200; 3ESS211; 3ESS212; 3PPS211; 3PPS212; 3LZL211; 3LZL212; 3LEL211; 3LEL212;
3PTE400	Teaching Practice 4	48	7	3PTE300; 3ESS311; 3ESS312; 3PPS311; 3PPS312; 3LZL311; 3LZL312; 3LEL311; 3LEL312
EDUCATIONAL STUDIES & GENERAL PEDAGOGY – CORE/MAJOR/ COMPULSORY MODULES				
LEVEL 1				
3DST111	Education Studies 1A	12	5	NONE
3DST112	Education Studies 1B	12	6	NONE
3GEP111	General Pedagogy 1A	12	5	NONE
3GEP112	General Pedagogy 1B	12	6	NONE

3DSL100	Academic skills for educators	8	5	NONE
LEVEL 2				
3DST211	Education Studies 2A	12	7	3DST111
3DST212	Education Studies 2B	12	7	3DST112
3GEP211	General Pedagogy 2A	12	6	3GEP111
3GEP212	General Pedagogy 2B	12	6	3GEP112
LEVEL 3				
3DST311	Education Studies 3A	12	7	NONE
3DST312	Education Studies 3B	12	7	NONE
3LCT300	English Language of Learning and Teaching	12	5	None
LEVEL 4				
3LCT400	Conversational Language for Teachers 4	12	5	NONE
LEVEL 1 ELECTIVE MODULES				
3LZL111	IsiZulu Language 1A	8	5	NONE
3LZL112	IsiZulu Language 1B	8	6	NONE
3LEL111	English Language 1A	8	5	NONE
3LEL112	English Language 1B	8	6	NONE
3ESS111	Social Sciences 1A	8	5	NONE

3ESS112	Social Sciences 1B	8	6	NONE	
3PPS111	Life Skills 1A	8	5	NONE	
3PPS112	Life Skills 1B	8	6	NONE	
LEVEL 2 ELECTIVE MODULES					
3LZL211	IsiZulu Language 2A	8	6	3LZL111	
3LZL212	IsiZulu Language 2A	8	6	3LZL112	
3LEL211	English Language 2A	8	6	3LEL111	
3LEL212	English Language 2A	8	6	3LEL112	
3ESS211	Social Sciences 2A	8	6	3ESS111	
3ESS212	Social Sciences 2B	8	6	3ESS112	
3PPS211	Life Skills 2A	8	6	3PPS111	
3PPS212	Life Skills 2B	8	6	3PPS112	
3SBM211	Basic Mathematics	8	5	NONE	
3EBE212	Basic EMS	8	5	NONE	
LEVEL 3 ELECTIVE MODULES					
3LZL311	IsiZulu Language Education 3A	8	6	3LZL211; 3LZL212	

3LZL312	IsiZulu Language Education 3B	8	6	3LZL211; 3LZL212
3LEL311	English Language Education 3A	8	6	3LEL211; 3LEL212
3LEL312	English Language Education 3B	8	6	3LEL211; 3LEL212
3ESS311	Social Sciences Education 3A	8	6	3ESS211; 3ESS212
3ESS312	Social Sciences Education 3B	8	6	3ESS211; 3ESS212
3PPS311_	8 Life Skills Education 3A	8	6	3PPS211; 3PPS212
3PPS312	Life Skills Education 3B	8	6	3PPS211; 3PPS212
LEVEL 4 ELECTIVE MODULES				
3LZL400	IsiZulu Language Education 4	16	7	3LZL311; 3LZL312
3LEL400	English Language Education 4	16	7	3LEL311; 3LEL312
3ESS400	Social Sciences Education 4	16	7	3ESS311; 3ESS312
3PPS400	Life Skills Education 4	16	7	3PPS311; 3PPS312

FED.2.3.2.

QUALIFICATION NAME: BACHELOR OF EDUCATION in INTERMEDIATE PHASE TEACHING (LANGUAGE AND HUMANITIES). QUAL. CODE: 3BDIP2

Year Level 1			Year level 2			Year level 3			Year level 4		
First Semester			First semester			First semester			First semester		
Module Codes	Core/Ancillary/Elective	Cr	Module Codes	Core/Ancillary/Elective	Cr	Module Codes	Core/Ancillary/Elective	Cr	Module Codes	Core/Ancillary/Elective	Cr
3LZL111	E	08	3LZL211	E	08	3LZL311	E	08			
3LEL111	E	08	3LEL211	E	08	3LEL311	E	08			
3ESS111	E	08	3ESS211	E	08	3ESS311	E	08			
3PPS111	E	08	3PPS211	E	08	3PPS311	E	08			
3DST111	C	12	3SBM211	E	08	3DST311	C	12			
3GEP111	C	12	3DST211	C	12						
			3GEP211	C	12						
Total 1st semester		56	Total 1st semester		64	Total 1st semester		44			
Second Semester			Second Semester			Second Semester			Second Semester		
Module Codes	Core/Elective	Cr	Module Codes	Core/Elective	Cr	Module Codes	Core/Elective	Cr	Module Codes	Core/Elective	Cr
3LZL112	E	08	3LZL212	E	08	3LZL312	E	08			
3EL112	E	08	3LEL212	E	08	3LEL312	E	08			
3ESS112	E	08	3ESS212	E	08	3ESS312	E	08			
3PPS112	E	08	3PPS212	E	08	3PPS312	E	08			
3DST112	C	12	3EBE212	E	08	3DST312	C	12			
3GEP112	C	12	3DST212	C	12						
			3GEP212	C	12						
Total 2nd semester		56	Total 2nd semester		64	Total 2nd semester		44			
Year Level 1			Year level 2			Year level 3			Year level 4		
Year modules			Year modules			Year module			Year modules		
Module Codes	Core/Elective	Cr	Module Codes	Core/Elective	Cr	Module Codes	Core/Elective	Cr	Module Codes	Core/Elec	Cr
3DSL100	C	08	3PTE200	C	16	3PTE300	C	24	3LZL400	E	16
3PTE100	C	08				3LCT300	C	12	3LEL400	E	16
									3ESS400	E	16
									3PPS400	E	16
									3LCL400	C	12
									3PTE400	C	48
Total Year		16	Total Year leve		16	Total Year		36	Total Year		120
Overall Total year level 1		128	Overall Total year level 2		144	Overall Total year level 3		124	Overall Total year level 4		124
Total number of credits for the curriculum											520

FED.2.3.3. MODULE CONTENT AND OUTCOMES FOR INTERMEDIATE PHASE
TEACHING – 3BDIP2

Module code:-	Semester 1:3ESS111	NQF level: 5	Semester 2: 3ESS112	NQF level:6
Title: Social Sciences A			Title: Social Sciences B	
Content: Social Sciences as a subject. Geography as a component of Social Science. Global Population growth and distribution. Map work skills. History as a component of Social Science			Content: Physical Geography. Physical Features and landscape of South Africa. Weather climate and vegetation of South Africa. Resources in South Africa Map work.British colonialism in South Africa South Africa Kingdom Local history	
Module outcomes: By the end of the module, students should be equipped with: Demonstrate a basic understanding of Social Science as a subject. Demonstrate a basic understanding of basic History and Geography concepts. Demonstrate a basic understanding of global population growth and distribution. Demonstrate a basic understanding of Map work skills Chronicle Palaeolithic Ages in South Africa. Demonstrate a basic knowledge and understanding of early inhabitants and European settlement in South Africa. Demonstrate and understanding of sources and their importance in the interpretation of Historical knowledge			Module outcomes: By the end of the module, students should be equipped with: Demonstrate an understanding of physical Geography. Demonstrate an understanding and interpretation of Map work. Demonstrate an understanding of the impact of British Colonialism on the political and socio-economic landscape in South Africa Demonstrate an understanding of social process of interaction of different racial groups in South Africa. Demonstrate an understanding of the development of South African Kingdom.	
Mode of delivery: Contact			Mode of delivery: Contact	
Assessment: continuous assessment and examination			Assessment: continuous assessment and examination.	
Module code:-	Semester 1:3PPS111	NQF level: 5	Semester 2: 3PPS112	NQF level: 6
Title: LIFE SKILLS 1A (Social and personal development)			Title: LIFE SKILLS 1B (Physical Education)	
Content: Personal growth and development Aspects of development, Self-awareness Self-esteem Self-confidence, Coping with the challenges of development Human relationships, Building and maintaining relationships, Developing potentials and self-identity Coping with peer pressure and competition Family life, Family structure, The roles and functions of family members Enhancement of family life, Harmonious family relationships Culture and diversity, Economic and social class differences Cultural differences, Ethnicity and race Gender issues Moral values and citizenship Core values of citizens Rights and responsibilities Political systems Consciousness of global citizenship.			Content: Physical education, the value of physical education, Movements concepts (spatial awareness, body awareness and qualitative awareness), Fundamental skills (loco-motor, non- loco-motor and manipulative), Educational gymnastics, Rolls; jumping; balances; transfer of weights; and vaults, Games, Territorial games; Net/Wall games; Line games. Athletic /track field Eating plan for the athletes Swimming, recognized strokes Water safety, Water confidence, Swimming survival techniques Health and physical fitness Healthy lifestyle, Components of fitness Physical fitness tests Nutrition, Body composition The relationship between physical activity and body composition, Methods used to assess body mass index, Health risks associated with obesity, Health risks associated with being underweight, Ways to be active, Safe stretching and warm-up techniques, Skill development activities Skill practice in minor games, Dance and movement with high levels of participation.	

			The effects of physical activity	
Module outcomes: On completion of this module students will be able to: Demonstrate knowledge and understanding of personal growth and development. Demonstrate the skills needed to initiate and maintain human relationships. Demonstrate an understanding of the different forms of family structures. Demonstrate understanding and appreciation of human values and attitudes. Demonstrate a knowledge and understanding of culture and diversity. Demonstrate a knowledge and understanding of moral values and citizenship.			Module outcomes: On successful completion of this module, students will be able to: Demonstrate a knowledge and understanding of physical education concepts. Apply physical education concepts to the execution and teaching of various skills. Confidently use the acquired concepts to engage in the successful application of physical education skills. Design a safe and appropriate healthy lifestyle management programme incorporating elements of physical activity and nutrition	
Mode of delivery: Contact			Mode of delivery: Contact	
Assessment: continuous assessment and examination			Assessment: continuous assessment and examination	
Module code:-	Semester 1:3ESS211	NQF level: 6	Semester 2: 3ESS212	NQF level: 6
Title: Social Sciences 2A (History)			Title: Social Sciences 2B (Geography)	
Content: Early Southern African Kingdoms, Pre-post-independence periods of African States. South African history			Content: Human Geography Climatology Geomorphology, Water resources management	
Module outcomes: By the end of the module, students should be able to: Demonstrate a deep understanding of early Southern African Kingdoms, Demonstrate an integrative understanding of political and social-economic dispensation in pre- and post-independence periods of African states			Module outcomes: By the end of the module, students should be able to: Demonstrate a knowledge and understanding of human and physical geography, Evaluate the impact of population growth and distribution on health and sustainable development. Analyse the influence of urban environment and economic development in African. Demonstrate integrative understanding of climatology and geomorphology Interpret weather patterns to predicts climatic weather conditions, Embrace responsibility for water resources utilisation in South Africa. Appreciate the challenges of water resources management in South Africa	
Mode of delivery: Contact			Mode of delivery: Contact	
Assessment: continuous assessment and examination			Assessment: continuous assessment and examination	
Module code: -	Semester 1:3PPS211	NQF level: 6	Semester 2: 3PPS212	NQF level: 6
Title: LIFE SKILLS 2A (Health Education)			Title: Life Skills 2B (Creative Arts)	
Content: Health promotion the evolution of health education, health education versus health promotion comprehensive school health, 1 Physical health growth and health nutrition and growth, 2 good health and hygiene habits vision and oral care. 3 infectious diseases chronic diseases. 4 Emotional and psychological health the importance of mental health management and control of			Content: Creative Art forms, Historical background of the creative art forms, Elements and principles of creative art forms, Creative arts genres. 1 Visual Arts - Developing visual literacy, creating 2-dimensional techniques, Creating 3-dimensional techniques, The art world,	

<p>emotions stress management, self-esteem, conflict management, managing peer influence, development of good human relationships. 5 Body systems, skeletal and muscular systems, digestive system, nervous system, endocrine system, respiratory system, circulatory system. 6 Sexually education purpose and implications of sexuality education, guidelines for comprehensive sexuality education, family living and sexuality education, child abuse, 7 Substance use and abuse, alcohol use and abuse, cigarette smoking, drug use and abuse, medication abuse. 6 Environmental health, safety first (preventing accidents), safe from illness and diseases (germs and diseases), pollution (water pollution; air pollution), waste management, relationships and pregnancy</p>			<p>2 Drama - Purpose of drama. The actor's instrument. Drama in performance. Drama production. 3 Music Notation. Major music category. Types of songs/music. Music conducting techniques. 4 Dance - Dance theory and principles. Dance composition. Dance performance</p>		
<p>Module outcomes: On successful completion of this module, students will be able to: Demonstrate an understanding of the concepts related to health promotion and disease prevention, Analyse the influence of family, peers, culture, media, technology and other factors on health behaviours. Search and access valid health information, and health-promoting products, and services. Practice health-enhancing behaviours and reduce health-related risks. Advocate for personal, family, and environmental health.</p>			<p>Module outcomes: On completion of the module, students will be able to: Demonstrate a knowledge and understanding of the various Creative Arts disciplines. Apply a variety of skills in creative arts. Demonstrate creativity in a variety of different art forms. Value and appreciate their own and others' artistic processes and/or products.</p>		
<p>Mode of delivery: Contact</p>			<p>Mode of delivery: Contact</p>		
<p>Assessment: continuous assessment and examination</p>			<p>Assessment: continuous assessment and examination</p>		
Module code: -	Semester1: 3SBM211	NQF level: 5	Semester2: 3EBE212	NQF level: 5	
<p>Title: Basic Mathematics</p>			<p>Title: Basic EMS</p>		
<p>Content: Basic operations, Conversion of units, Perimeter, area and volume, Two- and three-dimensional figures, Basic Financial literacy. Cost price and selling price, Profit margins, Taxation,</p>			<p>Content: The Economic and Management Sciences as a field of study, The economy, History of money, Goods and services, Production process, Inequality and poverty, Modern economic systems.</p>		
<p>Currency fluctuations, Financial and other indices, Simple and compound growth, Budgeting, Bond repayments, Inflation, Investments and loans, Exchange rates, Data-Pictographs and circle graphs, Stem and leaf plots, Scatter plots, Histograms and frequency polygons, Statistical measures. Probability - Probability of single event, independent events, Two-way diagrams, Number Sequences, Percentages, Ratio and proportion</p>			<p>The market, Financial literacy, The role of accounting, Accounting concepts, Income and expenditure, The Accounting Equation, The accounting system, Entrepreneurship, the entrepreneur, Starting a business, Different types of businesses, Teaching and learning strategies in Economic and Management Sciences.</p>		
<p>Module outcomes: On successful completion of the module, students should be able to: Demonstrate an understanding of basic mathematics concepts such as ratio, percentage, proportion etc. Solve elementary mathematical and statistical problems encountered in interdisciplinary contexts. Solve problems of numerical, financial and statistical nature that one encounters in real-life situations.</p>			<p>Module outcomes: On successful completion of the module, students should be able to... Demonstrate a knowledge and understanding of Economic and Management Sciences concepts. Demonstrate an integrative knowledge and understanding of economics, accounting and business studies. Apply knowledge and skills to solve defined and routine problems in Economic and Management Sciences.</p>		

			Apply strategies of teaching and assessing. Economic and Management Sciences.	
Mode of delivery: Contact			Mode of delivery: Contact	
Assessment: continuous assessment and examination			Assessment: continuous assessment and examination	
Module code: -	Semester 1: 3ESS311	NQF level: 6	Semester 2: 3ESS312	NQF level: 6
Title: Social Sciences Education 3A			Title: Social Sciences Education 3B	
Content: Foundations of teaching and learning in Social Sciences. Teaching and Learning strategies in Social Sciences. Assessment strategies in Social Sciences. Lesson design in social sciences			Content: Social sciences teaching and learning in School. Curriculum differentiation and adaptive teaching in social Sciences. Develop pedagogical content knowledge in Social Sciences. Classroom research in social sciences. ITC in Social Sciences	
Module outcomes: By the end of the module, students should be able to: Demonstrate a knowledge and understanding of the foundations of teaching and learning in social science. Demonstrate a 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 sciences. Design appropriate lesson plans in social sciences taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies for social sciences. Design, select and adapt appropriate teaching and learning support materials for social sciences. Demonstrate an understanding of the use of ICT in facilitating Social Sciences			Module outcomes: By the end of the module, students should be able to: Use elementary statistical information to manage teaching, learning and assessment in Social Sciences. Demonstrate competence in assessing and monitoring learner progress and achievement in Social Sciences. Use the results of assessment to improve teaching and learning of Social Sciences. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Social Sciences. Demonstrate the competence needed to learn from the available research to improve teaching in the Social Sciences classroom and to enhance their own academic learning. Develop the content knowledge needed to plan, implement and assess effective teaching and learning experience. Evaluating curriculum policies in Social Sciences. Demonstrate an understanding of the use of ITC in facilitating Social Sciences	
Mode of delivery: Contact			Mode of delivery: Contact	
Assessment: continuous assessment and examination			Assessment: continuous assessment and examination	
Module code: -	Semester 1: 3PPS311	NQF level: 6	Semester 2: 3PPS312	NQF level: 6
Title: Life Skills Education 3A			Title: Life Skills Education 3B	
Content: Foundations of teaching and learning in Life Skills. History of Life Skills teaching and learning. Life Skills policy documents Subject policy documents Teaching and learning strategies in Life Skills. Teaching and learning theories. Teaching and learning strategies. Assessment strategies in Life Skills. Lesson design in Life Skills. Learning and Teaching Support Materials in Life Skills. Improvisation in Intermediate Phase Life Skills			Content: Life Skills teaching and learning in school. Use elementary statistical information to manage teaching, learning and assessment activities. Curriculum differentiation and adaptive teaching in Life Skills. Barriers to learning and development. Designing differentiated learning activities. Classroom research in Life Skills. Use existing research literature in Life Skills to	

		improve classroom practice. Develop pedagogical content knowledge in Life Skills. Addressing alternative – pre- and misconceptions. ICT in Life Skills
Module outcomes: On successful completion of the module students will be able to: Demonstrate a knowledge and understanding of the foundations of teaching and learning in Life Skills. Demonstrate a knowledge and understanding of the relevant policies in Life Skills and teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Life Skills. Design appropriate lesson plans for Life Skills taking into account theories of teaching, child development and curriculum needs. Design appropriate assessment strategies in Life Skills. Design, select and adapt appropriate teaching and learning support materials for Life Skills. Demonstrate an understanding of the use of ICT in facilitating Life Skills.	Module outcomes: On successful completion of the module, students will be able to: Use elementary statistical information to manage teaching, learning and assessment in Life Skills. Demonstrate competence in assessing and monitoring learner progress and achievement in Life Skills. Use the results of assessment to improve teaching and learning of Life Skills. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Life Skills. Demonstrate the competence to learn from available research in order to improve teaching in the Life Skills classroom and to enhance their own academic learning. Develop the content knowledge needed to plan, implement and assess effective teaching and learning experiences. Evaluate curriculum policies for Life Skills. Demonstrate an understanding of the use of ICT in facilitating Life Skills.	
Mode of delivery: Contact	Mode of delivery: Contact	
Assessment: continuous assessment and examination	Assessment: continuous assessment and examination	
Module code:-	Year Level 4: 3ESS400	NQF level: 7
Title: Social Sciences Education 4		
Content: Social Sciences teaching and learning in school. Use elementary statistical information to critically reflect on their teaching, learning and assessment processes and address complex problems applying evidence-based solutions. Classroom research in Social Sciences. Use Action research in Social Sciences to : gather and process information, validate sources of information, address complex problems applying evidence-based solutions and theory driven arguments. Advanced development of pedagogical content knowledge in Social Sciences. Link the epistemology of the Social Sciences with Social Sciences practice. Addressing alternative pre- and misconceptions. Curriculum policies in Social Sciences. Critique curriculum policies in Social Sciences. Reflection on teaching and learning experiences in Social Sciences		
Module outcomes: On successful completion of the module, students will be able to: Use elementary statistical information to critically reflect on teaching, learning and assessment processes in Social Sciences. Demonstrate the competence needed to use action research in the Social Sciences. Reflect on teaching and learning experiences in Social Sciences. Critique curriculum policies in Social Sciences . Demonstrate the competence needed to link the epistemology of the Social Sciences with Social Sciences practice.		
Mode of delivery: Contact		
Assessment: continuous assessment and examination		
Module code:-	Year Level 4: 3PPS400	NQF level: 7
Title: Life Skills Education 4		
Content: Life Skills teaching and learning in school. Use elementary statistical information to critically reflect on their teaching, learning and assessment processes and address complex problems : applying evidence- based solutions. Classroom research in Life Skills. Use Action research in Life Skills to : gather and process information, validate sources of information, address		

complex problems applying evidence based solutions and theory driven arguments. Advanced development of pedagogical content knowledge in Life Skills. Link epistemology of Life Skills with Life Skills practices. Addressing alternative pre- and misconceptions. Curriculum policies in Life Skills. Critique curriculum policies in Life Skills. Reflection on teaching and learning experiences in Life Skills

Module outcomes: On successful completion of the module, students will be able to: Use elementary statistical information to reflect critically on teaching, learning and assessment processes in Life Skills. Demonstrate competence in the use of action research for Life Skills. Reflect on teaching and learning experiences in Life Skills. Critique curriculum policies for Life Skills. Demonstrate the competence needed to link the epistemology of Life Skills to Life Skills practices.

Mode of delivery: Contact

Assessment: continuous assessment and examination

FED.2.3. BACHELOR OF EDUCATION in SENIOR PHASE & FET TEACHING – 3BDSF1, 2 & 3

FED.2.3.1. PRE /CO REQUISITES TABLE: 3BDSF1,2,3

B. Ed in Senior Phase and FET Teaching			
Module code (HEQSF aligned)	Module description	Substitutes	Pre/Co requisite
SCHOOL EXPERIENCE MODULES – MAJOR/CORE/COMPULSORY MODULES			
3PTE100	School Experience 1	NONE	NONE
3PTE200	School Experience 2	NONE	3PTE100
3PTE300	School Experience 3	NONE	3PTE200
3PTE400	School Experience 4	NONE	3PTE300
EDUCATION STUDIES AND GENERAL PEDAGOGY MODULES – MAJOR/CORE/COMPULSORY MODULES			
3DSL100	Academic skills for educators	NONE	NONE
3DST111	Education Studies 1A	NONE	NONE
3DST112	Education Studies 2B	NONE	NONE
3GEP111	General pedagogy 1A	NONE	NONE
3GEP112	General pedagogy 2B	NONE	NONE
3DST211	Education Studies 2A	NONE	3DST111
3DST212	Educational Studies 2B	NONE	3DST112
3GEP211	General pedagogy 2A	NONE	3GEP111
3GEP212	General pedagogy 2B	NONE	3GEP112
3DST311	Education Studies 3A	NONE	NONE
3DST312	Education Studies 3B	NONE	NONE
3LCT311	English as a language of learning & teaching	NONE	NONE
3LCT312	English as a language of learning & teaching	NONE	NONE
3LCL400	Conversational language for teachers	NONE	NONE
3LCT400	Conversational Language for Teachers 4	NONE	NONE
ELECTIVE MODULES			
1ENG111	English 1 part A: Language and literature	NONE	NONE
1ENG112	English 1 part B: Language and literature	NONE	NONE
1ENG211	English 2 Part A: Language and Literature	NONE	1ENG111
1ENG212	English 2 Part B: Language and Literature	NONE	1ENG112
3LES311	English Education 3A SP	NONE	1ENG111; 1ENG112
3LES312	English Education 3B SP	NONE	1ENG111; 1ENG112
3LES400	English Education 4 SP	NONE	3LES311; 3LES312
3LEN311	English Education 3A FET	NONE	1ENG211; 1ENG212
3LEN312	English Education 3B FET	NONE	1ENG211; 1ENG212

3LEN400	English Education 4 FET	NONE	3LEN311; 3LEN312
1ZUL151	Sounds, Words and their dynamics	NONE	None
1ZUL152	Translation, Interpretation traditional	NONE	None
1ZUL241	Sounds, Words and their dynamics	NONE	1ZUL151
1ZUL242	Translation, Sociolinguistics & Heritage	NONE	1ZUL152
3LZM311	IsiZulu Education 3A - FET	NONE	1ZUL241;1ZUL242
3LZM312	IsiZulu Education 3B - FET	NONE	1ZUL241 1ZUL242
3LZM400	IsiZulu Education 4 - FET	NONE	3LZM311; 3LZM312
3LZN311	IsiZulu Education 3A - SP	NONE	1ZUL151; 1ZUL152
3LZN312	IsiZulu Education 3B - SP	NONE	1ZUL151; 1ZUL152
3LZN400	IsiZulu Education 4 -FET	NONE	3LZN311; 3LZN312
2ACC101	Accounting 1A	NONE	None
2ACC102	Accounting 1B	NONE	None
2ACC201	Accounting 2A	NONE	2ACC101
2ACC202	Accounting 2B	NONE	2ACC102
3HAC311	Accounting Education 3A	NONE	2ACC201; 2ACC202
3HAC312	Accounting Education 3B	NONE	2ACC201; 2ACC202
3HAC400	Accounting Education 4	NONE	3HAC311; 3HAC312
2BMG101	Business Management 1A	NONE	NONE
2BMG102	Business Management 1B	NONE	NONE
2BMG201	Marketing Management	NONE	2BMG101
2BMG202	Financial Management	NONE	2BMG102
3HBE311	Business Studies Education 3A	NONE	2BMG201; 2BMG202
3HBE312	Business Studies Education 3B	NONE	2BMG201; 2BMG202
3HBE400	Business Studies Education 4	NONE	3HBE311; 3HBE312
2ECN101	Principles of Microeconomics 1A	NONE	NONE
2ECN102	Principles of Macroeconomics 1B	NONE	NONE
2ECN201	Intermediate Microeconomics	NONE	2ECN101
2ECN202	Intermediate Macroeconomics	NONE	2ECN102
3HEC311	Economics Education 3A	NONE	2ECN201; 2ECN202
3HEC312	Economics Education 3B	NONE	2ECN201;2ECN202
3HEC400	Economics Education 4	NONE	3HEC311; 3HEC312
3HEM311	EMS Education 3A	NONE	2ACC101; 2ACC102; 2BMG101 2BMG102; 2ECN101; 2ECN102
3HEM312	EMS Education 3B	NONE	2ACC101; 2ACC102; 2BMG101 2BMG102; 2ECN101; 2ECN102
3HEM400	EMS Education 4	NONE	3HEM311; 3HEM312
4GES111	Introduction to physical and environmental geography	NONE	NONE

4GES112	Introduction to human geography	NONE	NONE
4GES211	Global Landforms & Cartography	NONE	4GES111
4GES212	Demographics, health & sustainable development	NONE	4GES112
3HGE311	Geography Education 3A	NONE	4GES211 4GES212
3HGE312	Geography Education 3B	NONE	4GES211; 4GES212
3HGE400	Geography Education 4	NONE	3HGE311; 3HGE312
1HIS111	History 1: Theory and Methods of History	NONE	NONE
1HIS112	History 1: South African History	NONE	NONE
1HIS211	19th and early 20th century Europe	NONE	1HIS111
1HIS212	General topics: 19th and early 20th century	NONE	1HIS112
3HMH311	History Education 3A	NONE	1HIS211; 1HIS212
3HMH312	History Education 3B	NONE	1HIS211; 1HIS212
3HMH400	History Education 4	NONE	3HMH311; 3HMH312
3HMS311	Social Science Education - SP	NONE	1HIS111; 1HIS112; 4GES111 4GES112
3HMS312	Social Sciences Education 3B	NONE	1HIS111; 1HIS112; 4GES111 4GES112
3HMS400	Social Science Education 4	NONE	3HMS311; 3HMS312
1RTO111	Introduction to tourism	NONE	NONE
1RTO112	Business tourism and entrepreneurship	NONE	NONE
1RTO211	Tourism marketing A	NONE	1RTO111
1RTO212	Tourism marketing B	NONE	1RTO112
3MTO311	Tourism Education 3A	NONE	1RTO211 1RTO212
3MTO312	Tourism Education 3B	NONE	1RTO211 1RTO212
3MTO400	Tourism Education 4	NONE	3MTO311; 3MTO312
3SCS311	Computer Science Education 3A	NONE	4CPS211; 4CPS212
3SCS312	Computer Science 3B	NONE	4CPS212; 4CPS211
3SCS400	Computer Science Education 4	NONE	3SCS311; 3SCS312
3SLS311	Life Science Education 3A	NONE	4BOT211; 4ZOL211; 4BOT212 4ZOL212
3SLS312	Life Science Education 3A	NONE	4BOT212; 4ZOL212; 4BOT211 4ZOL211
3SLS400	Life Science Education 4	NONE	3SLS311; 3SLS312
3SML311	Mathematic Literacy Education 3A	NONE	4MTH111; 4MTH112
3SML312	Mathematics Literacy Education 3B	NONE	4MTH111; 4MTH112
3SML400	Mathematical Literacy Education 4	NONE	
3SMM311	Mathematics Education 3A (FET)	NONE	4MTH221; 4MTH222
3SMM312	Mathematics Education 3B (FET)	NONE	4MTH221; 4MTH222

3SMM400	Mathematics Education 4 (FET)	NONE	3SMM311; 3SMM312
3SMS311	Mathematics Education 3A (SP)	NONE	4MTH111; 4MTH112
3SMS312	Mathematics Education 3B (SP)	NONE	4MTH111; 4MTH112
3SMS400	Mathematical Education 4 (SP)	NONE	3SMS311; 3SMS312
3SMT111	Technology Education 1A	NONE	NONE
3SMT112	Technology Education 1B	NONE	NONE
3SMT211	Technology Education 2A	NONE	3SMT111; 3SMT112
3SMT212	Technology Education 2B	NONE	3SMT111; 3SMT112
3SMT311	Technology Education 3A	NONE	3SMT211; 3SMT212
3SMT312	Technology Education 3B	NONE	3SMT211; 3SMT212
3SMT400	Technology Education 4	NONE	3SMT311; 3SMT312
3SEG111	Engineering Graphics Design 1A	NONE	NONE
3SEG112	Engineering Graphics Design 1B	NONE	NONE
3SEG211	Engineering Graphics Design 2A	NONE	3SEG111; 3SEG112
3SEG212	Engineering Graphics Design 2B	NONE	3SEG111; 3SEG112
3SEG311	Engineering Graphics Design Education 3A	NONE	3SEG211; 3SEG212
3SEG312	Engineering Graphics Design Education 3B	NONE	3SEG211; 3SEG212
3SEG400	Engineering Graphics Design Education 4	NONE	3SEG311; 3SEG312
3SNE311	Natural Sciences Education 3A	NONE	4BOT111; 4BOT112; 4CHM111 4CHM112; 4PHY111; 4PHY112 4ZOL111; 4ZOL112
3SNE312	Natural Sciences Education 3B	NONE	4BOT111; 4BOT112; 4CHM111 4CHM112; 4PHY111; 4PHY112 4ZOL111; 4ZOL112
	Natural Science Education 4	NONE	3SNE311; 3SNE312
3SPS311	Physical Science Education 3A	NONE	4CHM211; 4PHY211; 4CHM212 4PHY212
3SPS312	Physical Science Education 3B	NONE	4CHM212; 4PHY212; 4CHM211 4PHY211
3SPS400	Physical Science Education 4	NONE	3SPS311; 3SPS312
4CPS211	Data structures and algorithms	None	4CPS111
4CPS212	Introductory software engineering	None	4CPS112
4BOT111	Introduction to Plant Physiology	None	NONE
4BOT112	Plant Morphology and Taxonomy	None	NONE
4BOT211	Plant Growth and development Floral prop	NONE	4BOT111; 4BOT112

4BOT212	Plant anatomy, Taxonomy & Biodiversity	NONE	4BOT111;4BOT112
4CHM111	General Chemistry 1A	4LCH111	NONE
4CHM112	General Chemistry 1B	4LCH112	NONE
4CHM211	Analytical & Inorganic Chemistry 2	NONE	4CHM111; 4CHM112;4MTH111 4MTH112; 4PHY111; 4PHY112
4CHM212	Organic & Physical	NONE	4CHM111; 4CHM112; 4MTH111 4MTH112;4PHY111; 4PHY112
4MTH111	Calculus 1	None	NONE
4MTH112	Calculus 2	None	NONE
4MTH221	Advanced Calculus	NONE	4MTH111; 4MTH112
4MTH222	Linear Algebra & differential equations	NONE	4MTH111; 4MTH112
4PHY111	Classical Mechanics & properties of Matt	None	NONE
4PHY112	Nuclear physics & Electromagnetism	None	NONE
4ZOL111	Introduction to Zoology 1A	None	NONE
4ZOL112	Introduction to Zoology 1B	None	NONE
4ZOL211	Animal Anatomy & Physiology	None	4ZOL111; 4ZOL112
4ZOL212	Animal /Diversity	NONE	4ZOL111; 4ZOL112

(IMPORTANT NOTICE: THERE WILL BE NO INTAKE IN THIS PROGRAMME AS OF 2023)

FED.2.3.2. QUALIFICATION NAME: BACHELOR OF EDUCATION in SENIOR PHASE AND FET TEACHING QUAL. CODE: 3BDSF1

Year Level 1			Year level 2			Year level 3			Year level 4		
First semester			First semester			First semester			First semester		
Module code	Core/Elective	Cr	Module code	Core/Elective	Cr	Module code	Core/Elective	Cr	Module code	Core/Elective	Cr
3DST111	C	12	3DST211	C	12	3DST311	C	12			
3GEP111	C	12	3GEP211	C	12	3LTC311	C	12			
Group A: Choose one module specialisation			Group A: Choose one module specialisation			3SCS311			E	08	
4ZOL111	E	16	4ZOL211	E	16	3SL311	E	08			
4MTH111	E	16	4MTH211	E	16	3SML311	E	08			
Group B: Choose one module specialisation			Group B: Choose one module specialisation			3MM311			E	08	
4PHY111	E	16	4PHY211	E	16	3SMS311	E	08			
4BOT111	E	16	4BOT211	E	16	3SMT311	E	08			
4MTH111	E	16	4MTH211	E	16	3SNE311	E	08			
Group C: Choose one module specialisation			Group C: Choose one module specialisation			3SPS311			E	08	
4CHM111	E	16	4CHM211	E	16						
4CPS111	E	16	4CPS211	E	16						
			4CPS231								
4MTH111	E	16	4MTH211	E	16						
Second semester			Second semester			Second semester			Second semester		
Module	Core/Elective	Cr	Module code	Core/Elective	Cr	Module code	Core/Elective	Cr	Module code	Core	
3DST112	C	12	3DST212	C	12	3DST312	C	12			
3GEP112	C	12	3GEP212	C	12	3LTC312	C	08			
Group A: Choose one module specialisation			Group A: Choose one module specialisation			3SCS312			E	08	
4ZOL112	E	16	4ZOL212	E	16	3SL312	E	08			
4MTH112	E	16	4MTH212	E	16	3SML312	E	08			
Group B: Choose one module specialisation			Group B: Choose one module specialisation			3SMM312			E	08	
4PHY112	E	16	4PHY212	E	16	3SMS312	E	08			
4BOT112	E	16	4BOT212	E	16	3SMT312	E	08			
4MTH112	E	16	4MTH212	E	16	3SNE312	E	08			
Group C: Choose one module specialisation			Group C: Choose one module specialisation			3SPS312			E	08	
4CHM112	E	16	4CHM212	E	16						
4CPS112	E	16	4CPS212	E	16						
			4CPS242	E	16						

4MTH112	E	16	4MTH212	E	16							
Year Modules			Year Modules			Year Modules						
Year Level 1			Year level 2			Year level 3			Year level 4			
3DSL100	C	16	3PTE200	C	08	3PTE300	C	24	3LCL400	C	12	
3PTE100	C	08							3SCS400	E	20	
									3SL400	E	20	
									3SML400	E	20	
									3SMM400	E	20	
									3SMS400	E	20	
									3SMT400	E	20	
									3SNE400	E	20	
									3SPS400	E	20	
									3PTE400	C	48	
Overall Total year level 1		160	Overall Total year level 2		128	Overall Total year level 3		120	Overall Total year level 4		120	
Total credits for the curriculum											528	

FED.2.3.3 MODULE CONTENT AND OUTCOMES FOR SENIOR AND FET PHASE TEACHING – 3BDSF1 – YEAR COURSES

NB! Core modules for SP & FET are under Intermediate Phase programme

Module code: -3SLS311	Semester 1:	NQF level: 6	Module code: 3SLS312	Semester 2	NQF level: 6
Title: Life Science Education 3A			Title: Life Science Education 3B		
Content: Foundations of teaching and learning in Life Science The history of Life Science teaching and learning. Life Science policy documents. Subject policy documents. Teaching and learning strategies in Life Science. Teaching and learning theories. Teaching and learning strategies. Assessment strategies in Life Science. Lesson design in Life Science. Learning and Teaching Support Materials in Life Science. Improvisation in Life Science			Content: Life Science Teaching and learning in school, Use elementary statistical information to manage teaching, learning and assessment activities, Curriculum differentiation and adaptive teaching in Life Science, Identify the barriers to learning and development. Design differentiated learning activities, Classroom research in Life Science, develop pedagogical content knowledge, Addressing alternative – pre- and misconceptions, ICT use in Life Science		
Module outcomes: by the end of module students should be able to: Demonstrate a knowledge and understanding of the foundations of teaching and learning in Life Science. Demonstrate knowledge and understanding of the relevant policies in Life Science teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Life Science. Design appropriate lesson plans in Life Science taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Life Science. Design, select and adapt appropriate teaching and learning support materials for Life Science. Demonstrate understanding of the use of ICT in facilitating Life Science.			Module outcomes: By the end of the module, students should be able to: Use elementary statistical information to manage teaching, learning and assessment in Life Science. Demonstrate competence in assessing and monitoring learner progress and achievement in Life Science. Use the results of assessment to improve teaching and learning of Life Science. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Life Science. Demonstrate the competence needed to learn from the available research to improve teaching in the classroom and to enhance their own academic learning. Develop the content knowledge needed to plan, implement and assess effective teaching and learning experiences. Evaluating curriculum policies in Life Science. Demonstrate an understanding of the use of ICT in facilitating Life Science.		
Mode of delivery: Contact			Method of delivery: Contact		
Assessment: continuous assessment and examination			Assessment: continuous assessment and examination		
Module code: -3SML311	Semester 1:	NQF level: 7	Module code: 3SML312	Semester 2	NQF level: 7
Title: Mathematic Literacy Education 3A			Title: Mathematic Literacy Education 3B		
Content: Foundations of teaching and learning in Mathematical Literacy. Mathematical Literacy policy documents, Teaching and learning strategies in Mathematical Literacy Teaching and learning theories, Assessment strategies in Mathematical Literacy. Lesson design, Learning and Teaching			Content: Mathematical Literacy Teaching and learning in school, Curriculum differentiation and adaptive teaching in Mathematical Literacy, Classroom research in Mathematical Literacy, develop pedagogical content knowledge in Mathematical Literacy, ICT use in Mathematical Literacy		

Support Materials in Mathematical Literacy			
<p>Module outcomes: By the end of the module, students should be able to: Demonstrate a knowledge and understanding of the foundations of teaching and learning in Mathematical Literacy</p> <p>Demonstrate knowledge and understanding of the relevant policies in Mathematical Literacy teaching and learning</p> <p>Select and use appropriate strategies, methods and techniques in the teaching and learning of Mathematical Literacy</p> <p>Design appropriate lesson plans in Mathematical Literacy taking into account theories of teaching, learning, child development and curriculum needs</p> <p>Design appropriate assessment strategies in Mathematical Literacy</p> <p>Design, select and adapt appropriate teaching and learning support materials for Mathematical Literacy</p> <p>Demonstrate understanding of the use of ICT in facilitating Mathematical Literacy</p>		<p>Module outcomes: By the end of the module, students should be able to: Use elementary statistical information to manage teaching, learning and assessment in Mathematical Literacy</p> <p>Demonstrate competence in assessing and monitoring learner progress and achievement in Mathematical Literacy</p> <p>Use the results of assessment to improve teaching and learning of Mathematical Literacy</p> <p>Adapt lessons and assessment tasks to accommodate learners with different learning problems in Mathematical Literacy</p> <p>Demonstrate the competence needed to learn from the available research to improve teaching in the classroom and to enhance their own academic learning</p>	
Mode of delivery: Contact		Mode of delivery: Contact	
Assessment: Continuous assessment and examination		Assessment: Continuous assessment and examination	
Module code: -3SMM311	Semester 1: NQF level: 6	Module code: 3SMM312	Semester 2: NQF level: 6
Title: Mathematics Education 3A (FET)		Title: Mathematics Education 3B (FET)	
<p>Content: Foundations of teaching and learning in Mathematics, Mathematics policy documents, Teaching and learning strategies in Mathematics Teaching and learning theories, Assessment strategies in Mathematics, Lesson design in Mathematics, Learning and Teaching Support Materials in Mathematics.</p>		<p>Content: Mathematics Teaching and learning in school, Curriculum differentiation and adaptive teaching in Mathematics, Classroom research in Mathematics, develop pedagogical content knowledge, ICT use in Mathematics</p>	

<p>Module outcomes: By the end of the module, students should be able to: Demonstrate a 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. Demonstrate understanding of the use of ICT in facilitating Mathematics.</p>			<p>Module outcomes: By the end of the module, students should 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 Mathematics. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Mathematics. Demonstrate the competence needed to learn from the available research to improve teaching in the classroom and to enhance their own academic learning. Develop the content knowledge needed to plan, implement and assess effective teaching and learning experiences</p>		
<p>Mode of delivery: Contact</p>			<p>Mode of delivery: Contact</p>		
<p>Assessment: continuous assessment and examination</p>			<p>Assessment: continuous assessment and examination</p>		
<p>Module code: 3SMS311</p>	<p>Semester 1:</p>	<p>NQF level: 6</p>	<p>Module code: 3SMS312</p>	<p>Semester 2:</p>	<p>NQF level: 6</p>
<p>Title: Mathematics Education 3A (SP)</p>			<p>Title: Mathematics Education 3A (SP)</p>		
<p>Content: Foundations of teaching and learning in Mathematics, Mathematics policy documents, Teaching and learning strategies in Mathematics Teaching and learning theories, Assessment strategies in Mathematics, Lesson design in Mathematics, Learning and Teaching Support Materials in Mathematics.</p>			<p>Content: Mathematics Teaching and learning in school, Curriculum differentiation and adaptive teaching in Mathematics, Classroom research in Mathematics, Use existing research literature in the subject to improve classroom practice, develop pedagogical content knowledge in Mathematics, Addressing alternative – pre- and misconceptions ICT use in Mathematics</p>		
<p>Module outcomes: On successful completion of the module students will be able to: Demonstrate a 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. Demonstrate understanding of the use of ICT in facilitating Mathematics</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 Mathematics. Demonstrate competence in assessing and monitoring learner progress and achievement in Mathematics. Use the results of assessment to improve teaching and learning of Mathematics. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Mathematics. • Demonstrate the competence needed to learn from the available research to improve teaching in the classroom and to enhance their own academic learning. Develop the content knowledge needed to plan, implement and assess effective teaching and learning experiences, evaluating curriculum policies in Mathematics, demonstrate an</p>		

			understanding of the use of ICT in facilitating Mathematics.		
Mode of delivery: Contact			Mode of delivery: Contact		
Assessment: continuous assessment and examination			Assessment: continuous assessment and examination		
Module code: 3SPS311	Semester 1:	NQF level: 6	Module code: 3SPS312	Semester 2:	NQF level: 6
Title: Physical Science Education 3A			Title: Physical Science Education 3B		
Content: Foundations of teaching and learning in PS, PS policy documents, Teaching and learning strategies in PS, Assessment strategies in PS, Lesson design PS, Learning and Teaching Support Materials in PS			Content: Physical Science Teaching and learning in school, use elementary statistical information to manage teaching, learning and assessment activities. Curriculum differentiation and adaptive teaching in Physical Science, Classroom research in Physical Science, Develop pedagogical content knowledge, ICT use in Physical Science		
Module outcomes: By the end of the module students should be able to: Demonstrate a knowledge and understanding of the foundations of teaching and learning in PS, Demonstrate knowledge and understanding of the relevant policies in PS teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of PS. Design appropriate lesson plans in PS taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in PS, Design, select and adapt appropriate teaching and learning support materials for. Demonstrate understanding of the use of ICT in facilitating PS.			Module outcomes: By the end of the module students should be able to: Use elementary statistical information to manage teaching, learning and assessment in Physical Science. Demonstrate competence in assessing and monitoring learner progress and achievement in Physical Science. Use the results of assessment to improve teaching and learning of Physical Science. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Physical Science. Demonstrate the competence needed to learn from the available research to improve teaching in the classroom and to enhance their own academic learning. Develop the content knowledge needed to plan, implement and assess effective teaching and learning experiences. Evaluating curriculum policies in Physical Science		
Mode of delivery: Contact			Mode of delivery: Contact		
Assessment: continuous assessment and examination			Assessment: continuous assessment and examination		
Module code: 3SMG311	Semester 1	NQF level 6	Module code 3SMG312	Semester 2	NQF level 6
Title: Engineering Graphics Design Education 3A (FET)			Title: Engineering Graphics Design Education 3B (FET)		
Content: Foundations of teaching and learning in EGD, EGD policy documents, Teaching and learning strategies in EGD, Assessment strategies in EGD, Lesson design in EGD, Learning and Teaching Support Materials in EGD			Content: EGD Teaching and learning in school, Curriculum differentiation and adaptive teaching in EGD, Classroom research in EGD, develop pedagogical content knowledge, ICT use in EGD		
Module outcomes: By the end of the module students should be able to: Demonstrate a knowledge and understanding of the foundations of teaching and learning in EGD, Demonstrate knowledge and understanding of the relevant policies in EGD teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of EGD, Design appropriate lesson plans in			Module outcomes: By the end of the module students should 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 EGD. Adapt lessons and assessment tasks to accommodate learners with different learning problems in EGD.		

EGD taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in EGD, Design, select and adapt appropriate teaching and learning support materials for EGD. Demonstrate understanding of the use of ICT in facilitating EGD			Demonstrate the competence needed to learn from the available research to improve teaching in the classroom and to enhance their own academic learning. Develop the content knowledge needed to plan, implement and assess effective teaching and learning experiences. Evaluating curriculum policies in EGD. Demonstrate an understanding of the use of ICT in facilitating EGD		
Mode of delivery: Contact			Mode of delivery: Contact		
Assessment: continuous assessment and examination			Assessment: continuous assessment and examination		
Module code: 3SMT311	Semester 1	NQF Level 6	Module code: 3SMT312	Semester 2	NQF Level 6
Title: Technology Education 3A (Senior Phase)			Title: Technology Education 3B (Senior Phase)		
Content: Foundations of teaching and learning in Technology, Technology policy documents in Technology, Teaching and learning strategies in Technology Teaching and learning theories, Assessment strategies in Technology, Lesson design in Technology, Learning and Teaching Support Materials in Technology			Content: Teaching and learning Technology in school, Curriculum differentiation and adaptive teaching in Technology, Classroom research in Technology, use existing research literature in the subject to improve classroom practice, Develop pedagogical content knowledge, ICT use in Technology		
Module outcomes: By the end of the module students should be able to: Demonstrate a 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, Demonstrate understanding of the use of ICT in facilitating Technology			Module outcomes: By the end of the module students should 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 Technology, Adapt lessons and assessment tasks to accommodate learners with different learning problems in Technology, Demonstrate the competence needed to learn from the available research to improve teaching in the classroom and to enhance their own academic learning, Develop the content knowledge needed to plan, implement and assess effective teaching and learning experiences, Evaluating curriculum policies in Technology, Demonstrate an understanding of the use of ICT in facilitating Technology		
Mode of delivery: Contact			Mode of delivery: Contact		
Assessment: continuous assessment and examination			Assessment: continuous assessment and examination		
Title: Natural Sciences Education 3A			Title: Natural Sciences Education 3B		
Mode of delivery: Contact			Mode of delivery: Contact		
Assessment: continuous assessment and examination			Assessment: continuous assessment and examination		
SENIOR AND FET PHASE TEACHING (LANGUAGE AND MSTE) – YEAR COURSES					
Module code: -	Year Level 4:			NQF level: 7	
3SLS400					
Title: Life Science Education 4					
Module content: The Life Science modules cover the following content: Use elementary statistical information to critically reflect on teaching, learning and assessment processes. Classroom research in Life Science, Advanced development of pedagogical content knowledge, Curriculum policies in Life Science, and Reflection on teaching and learning experiences					

Module outcomes: On successful completion of the module, students will be able to:		
Use elementary statistical information to critically reflect on teaching, learning and assessment processes in Life Science		
Demonstrate the competence needed to use action research in Life Science		
Reflect on teaching and learning experiences in Life Science		
Critique curriculum policies in Life Science		
Demonstrate the competence needed to link the epistemology of Life Science with practice		
Mode of delivery: Contact		
Assessment: continuous assessment and examination		
Module code: - 3SML400	Year Level 4:	NQF level: 7
Title: Mathematical Literacy Education 4		
Content: The Mathematical Literacy Teaching covers the following content: Mathematical Literacy Teaching and learning in school, Classroom research in Mathematical Literacy, Advanced development of pedagogical content knowledge in Mathematical Literacy, Curriculum policies in Mathematical Literacy, and Reflection on teaching and learning experiences in Mathematical Literacy.		
Module outcomes: On successful completion of the module, students will be able to:		
<ul style="list-style-type: none"> • Use elementary statistical information to critically reflect on teaching, learning and assessment processes in Mathematical Literacy • Demonstrate the competence needed to use action research in Mathematical Literacy • Reflect on teaching and learning experiences in Mathematical Literacy • Critique curriculum policies in Mathematical Literacy • Demonstrate the competence needed to link the epistemology of Mathematical Literacy with practice 		
Mode of delivery: Contact		
Assessment: continuous assessment and examination		
Module code: - 3SMM400	Year Level 4:	NQF level: 7
Title: Mathematics Education 4 (FET)		
Content: The Mathematics Education 4 covers the following: Mathematics Teaching and learning in school, Classroom research in Mathematics, Advanced development of pedagogical content knowledge, Curriculum policies in Mathematics, and Reflection on teaching and learning experiences in Mathematics		
Module outcomes: On successful completion of the module, students will be able to:		
<ul style="list-style-type: none"> • Use elementary statistical information to critically reflect on teaching, learning and assessment processes in Mathematics • Demonstrate the competence needed to use action research in Mathematics • Reflect on teaching and learning experiences in Mathematics • Critique curriculum policies in Mathematics • Demonstrate the competence needed to link the epistemology of Mathematics with practice 		
Mode of delivery: Contact		
Assessment: continuous assessment and examination		
Module code: - 3SMS400	Year Level 4:	NQF level: 7
Title: Mathematical Education 4 (SP)		
Content: The Mathematical Education 4 (SP) module covers the following content: Teaching and learning Mathematics in school, Classroom research in Mathematics, Advanced development of pedagogical content, Curriculum policies of Mathematics and Reflection on teaching and learning experiences in Mathematics		
Module outcomes: On successful completion of the module, students will be able to:		
<ul style="list-style-type: none"> • Use elementary statistical information to critically reflect on teaching, learning and assessment processes in Mathematics • Demonstrate the competence needed to use action research in Mathematics • Reflect on teaching and learning experiences in Mathematics • Critique curriculum policies of Mathematics • Demonstrate competence needed to link the epistemology of Mathematics with practice. 		
Mode of delivery: Contact		
Assessment: continuous assessment and examination		

Module code: 3SPS400	Year Level: 4	NQF level: 7
Title: Physical Science Education 4		
Content: The Physical Science Education 4 covers the following content: Physical Science Teaching and learning in school, Classroom research in Physical Science, Advanced development of pedagogical content, Curriculum policies in Physical Science and Reflection on teaching and learning experiences		
Module outcomes: OUTCOMES: On successful completion of the module, students will be able to:		
<ul style="list-style-type: none"> * Use elementary statistical information to critically reflect on teaching, learning and assessment processes in Physical Science * Demonstrate the competence needed to use action research in Physical Science * Reflect on teaching and learning experiences in Physical Science * Critique curriculum policies in Physical Science * Demonstrate the competence needed to link the epistemology of Physical Science with practice 		
Mode of delivery: Contact		
Assessment: continuous assessment and examination		
Module code: 3SMT400	Year Level: 4	NQF level: 7
Title: Technology Education 4 (Senior Phase)		
Content: Technology Teaching and learning in school, Classroom research in Technology, Advanced development of pedagogical content knowledge, Curriculum policies in Technology, Reflection on teaching and learning experiences in Technology		
Module outcomes: On successful completion of the module, students will be able to:		
<ul style="list-style-type: none"> *Use elementary statistical information to critically reflect on teaching, learning and assessment processes in Technology *Demonstrate the competence needed to use action research in Technology *Reflect on teaching and learning experiences in Technology *Critique curriculum policies in Technology *Demonstrate the competence needed to link the epistemology of Technology with practice 		
Mode of delivery: Contact		
Assessment: continuous assessment and examination		
Module code:	Year Level 4	NQF level 7
Title: Engineering Graphics Design Education 4 (FET)		
Content: Reflection on teaching and learning experiences in EGD, Curriculum policies in EGD, Advanced development of pedagogical content knowledge, Classroom research in EGD, Teaching and learning EGD in school		
Module outcomes: On successful completion of the module students will be able to:		
<ul style="list-style-type: none"> *Use elementary statistical information to critically reflect on teaching, learning and assessment processes EGD *Demonstrate the competence needed to use action research in EGD *Reflect on teaching and learning experiences EGD *Critique curriculum policies in EGD *Demonstrate the competence needed to link the epistemology of EGD with practice 		

Mode of delivery: Contact		
Assessment: continuous assessment and examination		
Module code: 3SNE400	Year level 4	NQF level 7
Title: Natural Sciences Education 4		
Content: Teaching and learning Natural Science in school, Classroom research in NS, Advanced development of pedagogical content knowledge, Curriculum policies in NS, Reflection on teaching and learning experiences in NS		
Module outcomes: By the end of the module students should be able to:		
-Use elementary statistical information to critically reflect on teaching, learning and assessment processes NS		
-Demonstrate the competence needed to use action research in NS		
-Reflect on teaching and learning experiences in NS		
-Critique curriculum policies in NS		
-Demonstrate the competence needed to link the epistemology of NS with practice		
Mode of delivery: Contact		

FED.2.4.3. QUALIFICATION NAME: BACHELOR OF EDUCATION in SENIOR PHASE AND FET TEACHING QUAL.CODE:3BDSF2

Year Level 1			Year level 2			Year level 3			Year level 4		
First semester			First semester			First semester			First semester		
Module code	Core/Elective	Cr	Module code	Core/ Elective	Cr	Module code	Core/Elective	Cr	Module code	Core/ Elective	Cr
3DST111	C	12	3DST211	C	12	3DST311	C	12			
3GEP111	C	12	3GEP211	C	12	3HMH311	E	08			
Group A: Choose one module specialisation			Group A: Choose one module specialisation			3HMS311	E	08			
4GES111	E	16	4GES211	E	16	3LEN311	E	08			
1RTO111	E	16	1RTO211	E	16	3LES311	E	08			
1ENG111	E	16	1ENG211	E	16	3LTC311	C	08			
Group B: Choose one module specialisation			Group B: Choose one module specialisation			3LZM311	E	08			
1HIS111	E	16	1HIS211	E	16	3LZN311	E	08			
1ZUL151	E	16	1ZUL241	E	16	3MTO311	E	08			
1ENG111	E	16	1ENG211	E	16	3HGE311	E	08			
Group C: Choose one module specialisation			Group C: Choose one module specialisation			Out of 8 methods modules above, student should choose 3.					
1ENG111	E	16	1ENG211	E	16						
1RTO111	E	16	1RTO211	E	16						

Total 1 st Semester			Total 1 st Semester			Total 1 st Semester			Total		
72			72			44					
Year Level 1			Year level 2			Year level 3			Year level 4		
Second semester			Second semester			Second semester			Second semester		
Module code	Core/Ancillary/Elective	Cr	Module code	Core/Ancillary/Elective	Cr	Module code	Core/Ancillary/Elective	Cr	Module code	Core/Ancillary/Elective	Cr
3DST112	C	12	3DST212	C	12	3DST312	C	12			
3GEP112	C	12	3GEP212	C	12	3HGE312	E	08			
Group A: Choose one module specialisation			Group A: Choose one module specialisation			3HMH312	E	08			
4GES112	E	16	4GES212	E	16	3HMS312	E	08			
1RTO112	E	16	1RTO212	E	16	3LEN312	E	08			
1ENG112	E	16	1ENG212	E	16	3LES312	E	08			
Group B: Choose one module specialisation			Group B: Choose one module specialisation			3LTC312	C	08			
1HIS112	E	16	1HIS212	E	16	3LZM312	E	08			
1ZUL152	E	16	1ZUL242	E	16	3LZN312	E	08			
1ENG112	E	16	1ENG212	E	16	3MTO312	E	08			
Group C: Choose one module specialisation			Group C: Choose one module specialisation			Out of 8 methods modules above, student should choose 3.					
1ENG112	E	16	1ENG212	E	16						
1RTO112	E	16	1RTO212	E	16						

Total 2 nd semester		72	Total 2 nd semester		72	Total 2 nd semester		44	Total 2 nd		
Year Modules			Year Modules			Year Modules					
Year Level 1			Year level 2			Year level 3			Year level 4		
3DSL100	C	08	3PTE200	C	16	3PTE300	C	32	3HGE400	E	20
3PTE100	C	08							3HMH400	E	20
									3HMS400	E	20
									3LCL400	C	12
									3LEN400	E	20
									3LES400	E	20
									3LZM400	E	20
									3LZN400	E	20
									3MTO400	E	20
									3PTE400	C	48
Year module		16	Year module		16	Year module		32	Year module		208
Overall Total year level 1		160	Overall Total year level 2		160	Overall Total year level 3		120	Overall Total		120
Total credits for the curriculum											560

FED.2.4.4. QUALIFICATION NAME: BACHELOR OF EDUCATION in SENIOR PHASE AND FET TEACHING QUAL.CODE: 3BDSF3.

Year Level 1			Year level 2			Year level 3			Year level 4			
First semester			First semester			First semester			First semester			
Module code	Core/Ancillary/ Elective	Cr	Module code	Core/Ancillary/ Elective	Cr	Module code	Core/Ancillary /Elective	Cr	Module code	Core/Ancillary/ Elective	Cr	
3DST111	C	12	3DST211	C	12	3DST311	C	12				
3GEP111	C	12	3GEP211	C	12	3HAC311	E	08				
Group A: Take one module specialisation			Group A: Take one module specialisation			3HBE311	E	08				
2ACC101	E	16	2ACC201	E	16	3HEC311	E	08				
Group B: Take one module specialisation			Group B: Take one module specialisation			3HEM311	E	08				
2ECN101	E	16	2ECN201	E	16	3LTC311	C	08				
Group C: Take one module specialisation			Group C: Take one module specialisation			Out of 4 methods modules above, student should choose 3.						
2BMG101	E	16	2BMG201	E	16							
Total 1st Semester		72	Total 1st		72	Total 1st		56		Total 1st		
Year Level 1			Year level 2			Year level 3				Year level 4		
Second semester			Second semester			Second semester			Second semester			

Module	Core/Ancillary/	Cr	Module code	Core/Ancillary/	Cr	Module code	Core/Ancillary	Cr	Module code	Core/Ancillary/	Cr
3DST112	C	12	3DST212	C	12	3DST312	C	12			
3GEP112	C	12	3GEP212	C	12	3HAC312	E	08			
Group A: Take one module specialisation			Group A: Take one module specialisation			3HBE312	E	08			
2ACC102	E	16	2ACC202	E	16	3HEC312	E	08			
Group B: Take one module specialisation			Group B: Take one module specialisation			3HEM312	E	08			
2ECN102	E	16	2ECN202	E	16	3LTC312	C	08			
Group C: Take one module specialisation			Group C: Take one module specialisation			Out of 4 methods modules above, student should choose 3.					
2BMG102	E	16	2BMG202	E	16						
Total 2nd Semester		72	Total 2nd		72	Total 2nd		56	Total 2nd		
Year Modules			Year Modules			Year Modules					
Year Level 1			Year level 2			Year level 3			Year level 4		
3DSL100	C	08	3PTE200	C	16	3PTE300		32	3HAC400	E	20
3PTE100	C	08							3HBE400	E	20
									3HEC400	E	20
									3HEM400	E	20

									3LCL400	C	12
									3PTE400	C	48
									3HEM400 is compulsory for all students. Then students choose any 2 method modules from other 3 methods.		
Year module		16	Year module		16	Year module		32	Year module		120
Overall Total year level 1		160	Overall Total year level 2		160	Overall Total year level 3		120	Overall Total year level 4		120
Total credits for the curriculum											560

FED.2.4.5. SEMESTER MODULE CONTENT AND OUTCOMES FOR SENIOR PHASE AND
FET TEACHING – 3BDSF1, 3BDSF2, 3BDSF3
(Compulsory Modules.)

Module code:- 3LCT311	Semester 1:	NQF level: 5	Semester 2: 3LCT312	NQF level: 5
Title: English as Language of Learning and Teaching 3A		Title: English as Language of Learning and Teaching 3B		
<p>CONTENT: Unit 1: Understanding English as a Language of Learning and Teaching (LoLT); Language categories: verbal and nonverbal language, Describing language as a system for human communication, The linguistic units of verbal language (sounds and morphemes, words, phrases, clauses, sentences and textual discourse), Nonverbal communication. Unit 2: English Language across the Curriculum: Language across the Curriculum as an Approach, 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 actively and reviewing written/ visual texts), Using language to design assessments tasks/ activities. Unit 3: Teaching Writing across the Curriculum, 3.1 Using writing as a learning tool, 3.2 Supporting student writers through Conferencing, 3.3 Incorporating Writing into the Content Area</p>		<p>CONTENT Unit 1: Treating public speaking as a learning and teaching communicative process, 1.1 Public speaking as a human communication process (encoding, sending, receiving, decoding and providing feedback); 1.2 Speakers and listeners(learners and teacher(s) as active participants (encoders, senders, receivers, interpreters, analysts and evaluators of message(s)); Unit 2: Effective Speech Planning: Choosing/ formulating a topic, Selecting / creating goal(s); Adapting to audience; Gathering and evaluating information; Unit 3: Speaking Appropriately : Using bias free language; Adapting to cultural diversity; Avoiding offensive humour, profanity and vulgarity; Unit 4: Informative speaking as an effective teaching tool: Describing facts, truths and principles; Facilitating understanding, increasing remembering to educate audiences.</p>		
<p>Module Outcomes:... Demonstrate knowledge and understanding of English language as a system of verbal and non-verbal communication. Apply English language skills to teach and assess content subjects across the curriculum. Critically evaluate content subjects by reflecting on the effectiveness of using English language skills in facilitating and assessing learning.</p>		<p>Module outcomes: On successful completion of the module, students should be able to ... Demonstrate knowledge and understanding of public speaking as a learning and teaching communicative process. Communicate publicly with confidence in academic and professional contexts. Critically listen to analyse spoken texts presented or broadcast publicly. Value ethical and legal responsibilities and accountability of public speaking as teaching and learning process.</p>		

Mode of delivery: Contact			Mode of delivery: Contact		
Assessment: Continuous Assessment and Examination.			Assessment: Continuous Assessment and Examination.		
Module code:- 3HBE311	Semester 1:	NQF level: 6	Module code:- 3HBE312	Semester 2:	NQF level: 6
Title: BUSINESS STUDIES EDUCATION 3A			Title: Business Studies Education 3B		
Content: Focus: Introduction to pedagogical content knowledge, foundational skills in teaching Business. Content Coverage Philosophy and Foundations of Teaching Business Studies Business Education Policies Theories and Methods of Business Education Teaching and Learning Lesson Planning in Business Studies Assessment in Business Studies Learning and Teaching Support Materials (LTSMs) ICT integration			Content: Focus: Adaptive teaching, assessment skills, and use of research for professional growth. Content Coverage Curriculum Differentiation and Adaptive Teaching in Business Education Elementary Statistical Reasoning in teaching Business Assessment and Monitoring Learner Progress Classroom-Based Research in Business Pedagogical Content Knowledge Development ICT for Business Instruction		
Module Outcome: Demonstrate a 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, Demonstrate understanding of the use of ICT in facilitating Business Studies.			Module Outcome: 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 Business Studies, Adapt lessons and assessment tasks to accommodate learners with different learning problems in Business Studies, Demonstrate the competence needed to learn from the available research to improve teaching in the classroom and to enhance their own academic learning, Develop the content knowledge needed to plan, implement and assess effective teaching and learning experiences, Evaluating curriculum policies in Business Studies, Demonstrate an understanding of the use of ICT in facilitating Business Studies.		
Delivery Mode: Contact			Delivery mode: Contact		
Assessment: Continuous Assessment and Examination.			Assessment: Continuous Assessment and Examination.		
Module code:- 3HEM311	Semester 1:	NQF level: 6	Module code:- 3HEM312	Semester 2:	NQF level: 6
Title: EMS EDUCATION 3A			Title: EMS EDUCATION 3B		
Content:			Content:		

<p>Focus: Introduction to pedagogical content knowledge, foundational skills in teaching EMS</p> <p>Content Coverage Foundation of Teaching EMS EMS policy documents Teaching and learning strategies in EMS Theories and Methods of EMS Teaching and Learning Lesson Planning in EMS Assessment in EMS Learning and Teaching Support Materials (LTSMs) ICT integration</p>		<p>Focus: Adaptive teaching, assessment skills, and use of research for professional growth</p> <p>Content Coverage Use elementary statistical information to manage teaching, learning, and assessment in EMS Demonstrate competence in assessing and monitoring learner progress and achievement in EMS Use the results of assessment to improve teaching and learning of EMS Adapt lessons and assessment tasks to accommodate learners with different learning problems in EMS Demonstrate the competence needed to learn from the available research to improve teaching in the classroom and to enhance their own academic learning Develop the content knowledge needed to plan, implement, and assess effective teaching and learning experiences Evaluating curriculum policies in EMS Demonstrate an understanding of the use of ICT in facilitating EMS.</p>	
<p>Module Outcome: Demonstrate a knowledge and understanding of the foundations of teaching and learning in EMS, Demonstrate knowledge and understanding of the relevant policies in EMS teaching and learning, Select and use appropriate strategies, methods and techniques in the teaching and learning of EMS, Design appropriate lesson plans in EMS taking into account theories of teaching, learning, child development and curriculum needs, Design appropriate assessment strategies in EMS, Design, select and adapt appropriate teaching and learning support materials for EMS, Demonstrate understanding of the use of ICT in facilitating EMS.</p>		<p>Module Outcome: Use elementary statistical information to manage teaching, learning and assessment in EMS, Demonstrate competence in assessing and monitoring learner progress and achievement in EMS, Use the results of assessment to improve teaching and learning of EMS, Adapt lessons and assessment tasks to accommodate learners with different learning problems in EMS, Demonstrate the competence needed to learn from the available research to improve teaching in the classroom and to enhance their own academic learning, Develop the content knowledge needed to plan, implement and assess effective teaching and learning experiences, Evaluating curriculum policies in EMS, Demonstrate an understanding of the use of ICT in facilitating EMS.</p>	
<p>Delivery Mode: Contact</p>		<p>Delivery mode: Contact</p>	
<p>Assessment: Continuous Assessment and Examination.</p>		<p>Assessment: Continuous Assessment and Examination.</p>	
<p>Module code:- 3HAC311</p>	<p>Semester 1:</p>	<p>NQF level: 5</p>	<p>Semester 2: 3HAC311</p>
		<p>NQF level: 6</p>	
<p>Title: Accounting Education 3A</p>		<p>Title: Accounting Education 3B</p>	
<p>Content: History of Accounting teaching and learning, Subject policy documents, Teaching and Learning theories, Teaching and learning strategies, Assessment in Accounting, Lesson design in</p>		<p>Content:</p>	

Accounting, Learning and Teaching Support Materials in Accounting.	
Module Outcome: 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, 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.	Module Outcome: Use elementary statistical information to manage teaching, learning and assessment in Accounting, Demonstrate competence in assessing and monitoring learner progress and achievement in Accounting, Use the results of assessment to improve teaching and learning of Accounting, Adapt lessons and assessment tasks to accommodate learners with different learning problems in Accounting, Demonstrate competence to learn from available research in order to improve teaching in the Accounting classroom and to enhance their own academic learning, Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Accounting, Evaluate curriculum policies in Accounting.
Delivery Mode: Contact	Delivery mode: Contact
Assessment: Continuous Assessment and Examination.	Assessment: Continuous Assessment and Examination

Module code:-	Semester 1:	NQF level:	Module code:-	Semester 2:	NQF level: 6
3HEC311		6	3HEC312		
Title: Economics Education 3A			Title: Economics Education 3B		
Content: Foundations of teaching and learning in Economics, Economics policy documents, Teaching and learning strategies in Economics, Assessment strategies in Economics, Lesson design in Economics , Learning and Teaching Support Materials in Economics			Content: Teaching and learning Economics in school, Curriculum differentiation and adaptive teaching in Economics, Classroom research Economics, Develop pedagogical content knowledge, ICT use in Economics.		
Module Outcome: 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			Module Outcome: 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 Economics, Adapt lessons and assessment tasks to		

and curriculum needs, Design appropriate assessment strategies in Economics, Design, select and adapt appropriate teaching and learning support materials for Economics, Demonstrate understanding of the use of ICT in facilitating Economics.			accommodate learners with different learning problems in Economics, Demonstrate the competence needed to learn from the available research to improve teaching in the classroom and to enhance their own academic learning, Develop the content knowledge needed to plan, implement and assess effective teaching and learning experiences, Evaluating curriculum policies in Economics, Demonstrate an understanding of the use of ICT in facilitating Economics.		
Delivery Mode: Contact			Delivery mode: Contact		
Assessment: Continuous Assessment and Examination.			Assessment: Continuous Assessment and Examination.		
Module code:- 3HMH311	Semester 1:	NQF level: 6	Module code:- 3HMH312	Semester 2:	NQF level: 6
Title: History Education 3A			Title: History Education 3B		
Content: Foundations of teaching and learning in History, History policy documents, Teaching and learning strategies in History, Assessment strategies in History, Lesson design in History, Learning and Teaching Support Materials in History			Content: History Teaching and learning in school, Curriculum differentiation and adaptive teaching in History, Classroom research in History, Develop pedagogical content knowledge, ICT use in History		
Module Outcome: Demonstrate a 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, Demonstrate understanding of the use of ICT in facilitating History.			Module Outcome: 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 History, Adapt lessons and assessment tasks to accommodate learners with different learning problems in History, Demonstrate the competence needed to learn from the available research to improve teaching in the classroom and to enhance their own academic learning, Develop the content knowledge needed to plan, implement and assess effective teaching and learning experiences, Evaluating curriculum policies in History, Demonstrate an understanding of the use of ICT in facilitating History.		
Delivery Mode: Contact			Delivery mode: Contact		
Assessment: Continuous Assessment and Examination.			Assessment: Continuous Assessment and Examination.		
Module code:- 3HMS311	Semester 1:	NQF level: 6	Module code:- 3HMS312	Semester 2:	NQF level: 6
Title: Social Sciences Education 3A			Title: Social Sciences Education 3B		

Content: Foundations of teaching and learning in SS, SS policy documents, Teaching and learning strategies in SS, Assessment strategies in SS, Lesson design in SS, Learning and Teaching Support Materials in SS.			Content: Social Sciences Teaching and learning in school, Curriculum differentiation and adaptive teaching in Social Sciences, Classroom research in Social Sciences, Develop pedagogical content knowledge, ICT use in Social Sciences.		
Module Outcome: Demonstrate a knowledge and understanding of the foundations of teaching and learning in SS, Demonstrate knowledge and understanding of the relevant policies in SS teaching and learning, Select and use appropriate strategies, methods and techniques in the teaching and learning of SS, Design appropriate lesson plans in SS taking into account theories of teaching, learning, child development and curriculum needs, Design appropriate assessment strategies in SS, Design, select and adapt appropriate teaching and learning support materials for SS, Demonstrate understanding of the use of ICT in facilitating SS.			Module Outcome: Use elementary statistical information to manage teaching, learning and assessment in Social Sciences, Demonstrate competence in assessing and monitoring learner progress and achievement in Social Sciences, Use the results of assessment to improve teaching and learning of Social Sciences, Adapt lessons and assessment tasks to accommodate learners with different learning problems in Social Science, Demonstrate the competence needed to learn from the available research to improve teaching in the classroom and to enhance their own academic learning, Develop the content knowledge needed to plan, implement and assess effective teaching and learning experiences, Evaluating curriculum policies in Social Sciences, Demonstrate an understanding of the use of ICT in facilitating Social Sciences.		
Delivery Mode: Contact			Delivery mode: Contact		
Assessment: Continuous Assessment and Examination.			Assessment: Continuous Assessment and Examination.		
Module code:- 3LEN311	Semester 1:	NQF level: 6	Module code:- 3LEN312	Semester 2:	NQF level: 6
Title: English Education 3A (FET)			Title: English Education 3B (FET)		
Content: Foundations of teaching and learning in English, English policy documents, Teaching and learning strategies in English, Assessment strategies in English, Lesson design in English, Learning and Teaching Support Materials in English			Content: English Teaching and learning in school, Curriculum differentiation and adaptive teaching in English, Classroom research in English, Develop pedagogical content knowledge, ICT use in English		
Module Outcome: Demonstrate a knowledge and understanding of the foundations of teaching and learning in English, Demonstrate knowledge and understanding of the relevant policies in English teaching and learning, Select and use appropriate strategies, methods and techniques in the teaching and learning of English, Design appropriate lesson plans in English taking into account theories of teaching, learning, child development and curriculum needs, Design appropriate assessment strategies in English, Design, select and adapt appropriate teaching and learning support			Module Outcome: Use elementary statistical information to manage teaching, learning and assessment in English, Demonstrate competence in assessing and monitoring learner progress and achievement in English, Use the results of assessment to improve teaching and learning of English, Adapt lessons and assessment tasks to accommodate learners with different learning problems in English, Demonstrate the competence needed to learn from the		

materials for English, Demonstrate understanding of the use of ICT in facilitating English.			available research to improve teaching in the classroom and to enhance their own academic learning, Develop the content knowledge needed to plan, implement and assess effective teaching and learning experiences, Evaluating curriculum policies in English, Demonstrate an understanding of the use of ICT in facilitating English.		
Delivery Mode: Contact			Delivery mode: Contact		
Assessment: Continuous Assessment and Examination.			Assessment: Continuous Assessment and Examination.		
Module code:- 3LES311	Semester 1:	NQF level: 6	Module code:- 3LES312	Semester 2:	NQF level: 6
Title: English Education 3A (SP)			Title: English Education 3B (SP)		
Content: Foundations of teaching and learning in English, English policy documents, Teaching and learning strategies in English, Assessment strategies in English, Lesson design in English, Learning and Teaching Support Materials in English.			Content: English Teaching and learning in school, Curriculum differentiation and adaptive teaching in English, Classroom research in English, Develop pedagogical content knowledge, ICT use in English.		
Module Outcome: Demonstrate a knowledge and understanding of the foundations of teaching and learning in English, Demonstrate knowledge and understanding of the relevant policies in English teaching and learning, Select and use appropriate strategies, methods and techniques in the teaching and learning of English, Design appropriate lesson plans in English taking into account theories of teaching, learning, child development and curriculum needs, Design appropriate assessment strategies in English, Design, select and adapt appropriate teaching and learning support materials for English Demonstrate understanding of the use of ICT in facilitating English.			Module Outcome: Use elementary statistical information to manage teaching, learning and assessment in English, Demonstrate competence in assessing and monitoring learner progress and achievement in English, Use the results of assessment to improve teaching and learning of English, Adapt lessons and assessment tasks to accommodate learners with different learning problems in English, Demonstrate the competence needed to learn from the available research to improve teaching in the classroom and to enhance their own academic learning, Develop the content knowledge needed to plan, implement and assess effective teaching and learning experiences, Evaluating curriculum policies in English, Demonstrate an understanding of the use of ICT in facilitating English.		
Delivery Mode: Contact			Delivery mode: Contact		
Assessment: Continuous Assessment and Examination.			Assessment: Continuous Assessment and Examination.		
Module code:- 3LZM311	Semester 1:	NQF level: 6	Module code:- 3LZM312	Semester 2:	NQF level: 6
Title: isiZulu Education 3A (FET)			Title: isiZulu Education 3B (FET)		
Content: Foundations of teaching and learning in isiZulu, isiZulu policy documents, Teaching and learning strategies in isiZulu, Assessment strategies in isiZulu, Lesson design in isiZulu, Learning and Teaching Support Materials in			Content: isiZulu Teaching and learning in school, Use elementary statistical information to manage teaching, learning and assessment activities, Curriculum differentiation and		

isiZulu			adaptive teaching in isiZulu, Identify the barriers to learning and development, Design differentiated learning activities, Classroom research in isiZulu, Use existing research literature in the subject to improve classroom practice, Develop pedagogical content knowledge, Addressing alternative – pre- and misconceptions, ICT use in isiZulu.		
<p>Module Outcome: Demonstrate a knowledge and understanding of the foundations of teaching and learning in isiZulu, Demonstrate knowledge and understanding of the relevant policies in isiZulu teaching and learning, Select and use appropriate strategies, methods and techniques in the teaching and learning of isiZulu, Design appropriate lesson plans in isiZulu taking into account theories of teaching, learning, child development and curriculum needs, Design appropriate assessment strategies in isiZulu, Design, select and adapt appropriate teaching and learning support materials for isiZulu, Demonstrate understanding of the use of ICT in facilitating isiZulu.</p>			<p>Module Outcome: Use elementary statistical information to manage teaching, learning and assessment in isiZulu, Demonstrate competence in assessing and monitoring learner progress and achievement in isiZulu, Use the results of assessment to improve teaching and learning of isiZulu, Adapt lessons and assessment tasks to accommodate learners with different learning problems in s isiZulu, Demonstrate the competence needed to learn from the available research to improve teaching in the classroom and to enhance their own academic learning, Develop the content knowledge needed to plan, implement and assess effective teaching and learning experiences, Evaluating curriculum policies in isiZulu, Demonstrate an understanding of the use of ICT in facilitating isiZulu.</p>		
Delivery Mode: Contact			Delivery mode: Contact		
Assessment: Continuous Assessment and Examination.			Assessment: Continuous Assessment and Examination.		
Module code:- 3LZN311	Semester 1:	NQF level: 6	Module code:- 3LZN312	Semester 2:	NQF level: 6
Title: IsiZulu Education 3A (FET)			Title: IsiZulu Education 3B (FET)		
<p>Content: Foundations of teaching and learning in isiZulu, The history of isiZulu teaching and learning, isiZulu policy documents, Subject policy documents, Teaching and learning strategies in isiZulu, Assessment strategies in isiZulu, Lesson design in isiZulu, Learning and Teaching Support Materials in, IsiZulu, Improvisation in isiZulu</p>			<p>Content: isiZulu Teaching and learning in school, Use elementary statistical information to manage teaching, learning and assessment activities, Curriculum differentiation and adaptive teaching in isiZulu, Identify the barriers to learning and development, Design differentiated learning activities, Classroom research in isiZulu, Use existing research literature in the subject to improve classroom practice, Develop pedagogical content knowledge, Addressing alternative – pre- and misconceptions, ICT use in isiZulu.</p>		
<p>Module Outcome: Demonstrate a knowledge and understanding of the foundations of teaching and learning in isiZulu, Demonstrate knowledge and understanding of the</p>			<p>Module Outcome: Use elementary statistical information to manage teaching, learning and assessment in isiZulu, Demonstrate</p>		

<p>relevant policies in isiZulu teaching and learning, Select and use appropriate strategies, methods and techniques in the teaching and learning of isiZulu, Design appropriate lesson plans in isiZulu taking into account theories of teaching, learning, child development and curriculum needs, Design appropriate assessment strategies in isiZulu, Design, select and adapt appropriate teaching and learning support materials for isiZulu</p> <p>Demonstrate understanding of the use of ICT in facilitating isiZulu.</p>			<p>competence in assessing and monitoring learner progress and achievement in isiZulu, Use the results of assessment to improve teaching and learning of isiZulu, Adapt lessons and assessment tasks to accommodate learners with different learning problems in isiZulu, Demonstrate the competence needed to learn from the available research to improve teaching in the classroom and to enhance their own academic learning, Develop the content knowledge needed to plan, implement and assess effective teaching and learning experiences, Evaluating curriculum policies in isiZulu, Demonstrate an understanding of the use of ICT in facilitating isiZulu.</p>		
Delivery Mode: Contact			Delivery mode: Contact		
Assessment: Continuous Assessment and Examination.			Assessment: Continuous Assessment and Examination.		
Module code:- 3MTO311	Semester 1:	NQF level: 6	Module code:- 3MTO312	Semester 2:	NQF level: 6
Title: Tourism Education 3A			Title: Tourism Education 3B		
<p>Content: Foundations of teaching and learning in Tourism, Tourism policy documents, Teaching and learning strategies in Tourism, Assessment strategies in Tourism, Lesson design in Tourism, Learning and Teaching Support Materials in Tourism</p>			<p>Content: Teaching and learning Tourism in school, Curriculum differentiation and adaptive teaching in Tourism, Identify the barriers to learning and development Design differentiated learning activities Classroom research in Tourism, Use existing research literature in Tourism to improve classroom practice, Develop pedagogical content knowledge, Addressing alternative, pre- and misconceptions, ICT use in Tourism.</p>		
<p>Module Outcome: Demonstrate a 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>Demonstrate understanding of the use of ICT in facilitating Tourism.</p>			<p>Module Outcome: 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 Tourism, Adapt lessons and assessment tasks to accommodate learners with different learning problems Tourism, Demonstrate the competence needed to learn from the available research to improve teaching in the classroom and to enhance their own academic learning, Develop the content knowledge needed to plan, implement and assess effective teaching and learning</p>		

			experiences, Evaluating curriculum policies in Tourism, Demonstrate an understanding of the use of ICT in facilitating Tourism.		
Delivery Mode: Contact			Delivery mode: Contact		
Assessment: Continuous Assessment and Examination.			Assessment: Continuous Assessment and Examination.		
Module code:- 3HGE311	Semester 1:	NQF level: 6	Module code:- 3HGE312	Semester 2:	NQF level: 6
Title: Geography Education 3A			Title: Geography Education 3B		
Content: Foundations of teaching and learning in Geography, Geography policy documents, Teaching and learning strategies in Geography, Assessment strategies in Geography, Lesson design in Geography Learning and Teaching Support Materials in Geography, Improvisation in Geography.			Content: Teaching and learning Geography in school, Curriculum differentiation and adaptive teaching in Geography, Classroom research in Geography, Use existing research literature in the subject to improve classroom practice, Develop pedagogical content knowledge, Addressing alternative – pre- and misconceptions, ICT use in Geography.		
Module Outcome: Demonstrate a 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, Demonstrate understanding of the use of ICT in facilitating Geography.			Module Outcome: 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 Geography, Adapt lessons and assessment tasks to accommodate learners with different learning problems in Geography, Demonstrate the competence needed to learn from the available research to improve teaching in the classroom and to enhance their own academic learning, Develop the content knowledge needed to plan, implement and assess effective teaching and learning experiences, Evaluating curriculum policies in Geography, Demonstrate an understanding of the use of ICT in facilitating Geography.		
Delivery Mode: Contact			Delivery mode: Contact		
Assessment: Continuous Assessment and Examination.			Assessment: Continuous Assessment and Examination.		

FED.2.4.6. YEAR MODULE CONTENT AND OUTCOMES FOR SP AND FET TEACHING –
3BDSF1, 3BDSF2, 3BDSF3

SENIOR PHASE AND FET TEACHING – YEAR COURSES		
Module code:-	Year Level 1: 3DSL100	NQF level: 5
Title: Academic skills for Educators		
<p>Content: To enable students to communicate effectively, in general as well as in relation to their teaching subjects in order to mediate learning using technology.</p> <p>Academic literacy, Communicative competence, Reading and writing for academic purposes, Information literacy skills, Planning as an important component of academic writing process, Computer Literacy, Computing Fundamentals, Key Applications, Living online.</p>		
<p>Module outcomes:</p> <p>On successful completion of the module, students should be able to:</p> <p>Demonstrate the use of critical reading skills in the pursuit of their studies. Apply the academic reading and writing skills acquired to their area of study. Demonstrate understanding of the use of information technology to plan, administer and develop teaching resources and collect information. Apply the skills needed to use computers in teaching and learning.</p>		
<p>Mode of delivery: Contact</p>		
<p>Assessment: Continuous Assessment and Examination.</p>		

SENIOR PHASE AND FET TEACHING – YEAR COURSES		
Module code:-3LCS100	YEAR LONG	NQF level: 5
Title: Conversational Language for teachers - Sesotho		
<p>CONTENT: 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>		
<p>Module outcomes: ON SUCCESSFUL COMPLETION OF THIS MODULE STUDENTS WILL BE ABLE TO:</p> <p>Demonstrate the functional use of basic Sesotho. Listen and respond to multi modal text/s in Sesotho. Read and view various texts in Sesotho. Write basic texts in Sesotho.</p>		
Module code:- 3HEM400	YEAR LONG	NQF level: 7
Title: EMS EDUCATION 4		
<p>Content:</p> <p>Focus: Critical reflection, research-based teaching, and deepening content-pedagogy links.</p> <p>Content Coverage</p>		

Advanced Pedagogical Content Knowledge, Reflective Practice in EMS Education Classroom Action Research in EMS		
Elementary statistical information to critically reflect on EMS teaching		
Curriculum Critique and Policy Engagement		
Use of ICT in EMS teaching		
Module outcomes: Use elementary statistical information to critically reflect on teaching, learning and assessment processes in EMS, Demonstrate the competence needed to use action research in EMS, Reflect on teaching and learning experiences in EMS, Critique curriculum policies in EMS		
Demonstrate the competence needed to link the epistemology of EMS with practice		
Mode of delivery: Contact		
Assessment: Continuous Assessment and Examination.		
Module code:- 3HBE400	YEAR LONG	NQF level: 7
Title: BUSINESS EDUCATION 4		
Content:		
Focus: Critical reflection, research-based teaching, and deepening content-pedagogy links.		
Content Coverage		
Teaching and learning Business Studies in school, Classroom research in Business Studies		
Advanced development of pedagogical content knowledge, Curriculum policies in Business Studies, Reflection on teaching and learning experiences in Business Studies.		
Module outcomes: Use elementary statistical information to critically reflect on teaching, learning and assessment processes in Business Studies, Demonstrate the competence needed to use action research in Business Studies, Reflect on teaching and learning experiences in Business Studies, Critique curriculum policies in Business Studies, Demonstrate the competence needed to link the epistemology of Business Studies with practice		
Mode of delivery: Contact		
Assessment: Continuous Assessment and Examination.		
Module code:- 3HEC400	YEAR LONG	NQF level: 7
Title: ECONOMICS EDUCATION 4		
Content:		
Focus: Critical reflection, research-based teaching, and deepening content-pedagogy links.		
Content Coverage		
Teaching and learning Economics in school, Classroom research in Economics, Advanced development of pedagogical content knowledge, Curriculum policies in Economics, Reflection on teaching and learning experiences in Economics.		
Module outcomes: Use elementary statistical information to critically reflect on teaching, learning and assessment processes, Demonstrate the competence needed to use action research in Economics, Reflect on teaching and learning experiences in Economics, Critique curriculum policies in Economics, Demonstrate the competence needed to link the epistemology of Economics with practice		
Mode of delivery: Contact		
Assessment: Continuous Assessment and Examination.		
Module code:- 3HAC400	YEAR LONG	NQF level: 7
Title: ACCOUNTING EDUCATION 4		
Content:		
Focus: Critical reflection, research-based teaching, and deepening content-pedagogy links.		
Content Coverage		

Teaching and learning in school, Classroom research, Advanced development of pedagogical content knowledge, Curriculum policies, Reflection on teaching and learning experiences.		
Module outcomes: Use elementary statistical information to critically reflect on teaching, learning and assessment processes, Demonstrate the competence needed to use action research, Reflect on teaching and learning experiences, Critique curriculum policies, Demonstrate the competence needed to link the epistemology of the Subject with practice.		
Mode of delivery: Contact		
Assessment: Continuous Assessment and Examination.		
Module code:- 3HMH400	YEAR LONG	NQF level: 7
Title: HISTORY EDUCATION 4		
Content:		
Focus: Critical reflection, research-based teaching, and deepening content-pedagogy links.		
Content Coverage History Teaching and learning in school, Classroom research in History, Advanced development of pedagogical content knowledge, Curriculum policies in History, Reflection on teaching and learning experiences in History.		
Module outcomes: Use elementary statistical information to critically reflect on teaching, learning and assessment processes in History, Demonstrate the competence needed to use action research in History, Reflect on teaching and learning experiences in History, Critique curriculum policies in History, Demonstrate the competence needed to link the epistemology of History with practice.		
Mode of delivery: Contact		
Assessment: Continuous Assessment and Examination.		
Module code:- 3HMS400	YEAR LONG	NQF level: 7
Title: SOCIAL SCIENCES EDUCATION 4		
Content:		
Focus: Critical reflection, research-based teaching, and deepening content-pedagogy links.		
Content Coverage Social Sciences Teaching and learning in school, Classroom research in Social Sciences, Advanced development of pedagogical content knowledge, Curriculum policies Social Sciences, Reflection on teaching and learning experiences in Social Sciences.		
Module outcomes: Use elementary statistical information to critically reflect on teaching, learning and assessment processes in Social Sciences. Demonstrate the competence needed to use action research in Social Sciences, Reflect on teaching and learning experiences, Critique curriculum policies in Social Sciences, Demonstrate the competence needed to link the epistemology of Social Sciences with practice		
Mode of delivery: Contact		
Assessment: Continuous Assessment and Examination.		
Module code:- 3LEN400	YEAR LONG	NQF level: 7
Title: ENGLISH EDUCATION 4 (FET)		
Content:		
Focus: Critical reflection, research-based teaching, and deepening content-pedagogy links.		
Content Coverage English Teaching and learning in school, Classroom research in English, Advanced development of pedagogical content knowledge, Curriculum policies in English, Reflection on teaching and learning experiences.		

Module outcomes: Use elementary statistical information to critically reflect on teaching, learning and assessment processes in English, Demonstrate the competence needed to use action research in English, Reflect on teaching and learning experiences in English, Critique curriculum policies in English, Demonstrate the competence needed to link the epistemology of English with practice.		
Mode of delivery: Contact		
Assessment: Continuous Assessment and Examination.		
Module code:- 3LES400	YEAR LONG	NQF level: 7
Title: ENGLISH EDUCATION 4 (SP)		
Content:		
Focus: Critical reflection, research-based teaching, and deepening content-pedagogy links.		
Content Coverage		
English Teaching and learning in school, Classroom research in English, Advanced development of pedagogical content knowledge, Curriculum policies in English, Reflection on teaching and learning experiences .		
Module outcomes: Use elementary statistical information to critically reflect on teaching, learning and assessment processes in English, Demonstrate the competence needed to use action research in English, reflect on teaching and learning experiences in English, Critique curriculum policies in English, Demonstrate the competence needed to link the epistemology of English with practice.		
Mode of delivery: Contact		
Assessment: Continuous Assessment and Examination.		
Module code:- 3LZM400	YEAR LONG	NQF level: 7
Title: ISIZULU EDUCATION 4 (FET)		
Content:		
Focus: Critical reflection, research-based teaching, and deepening content-pedagogy links.		
Content Coverage		
isiZulu Teaching and learning in school, Classroom research in isiZulu, Advanced development of pedagogical content knowledge, Curriculum policies in isiZulu, Reflection on teaching and learning experiences.		
Module outcomes: Use elementary statistical information to critically reflect on teaching, learning and assessment processes I isiZulu, Demonstrate the competence needed to use action research in isiZulu, Reflect on teaching and learning experiences in isiZulu, Critique curriculum policies in isiZulu, Demonstrate the competence needed to link the epistemology of isiZulu with practice.		
Mode of delivery: Contact		
Assessment: Continuous Assessment and Examination.		
Module code:- 3LZN400	YEAR LONG	NQF level: 7
Title: ENGLISH EDUCATION 4 (SP)		
Content:		
Focus: Critical reflection, research-based teaching, and deepening content-pedagogy links.		
Content Coverage		
isiZulu Teaching and learning in school, Classroom research in isiZulu, Advanced development of pedagogical content knowledge, Curriculum policies in isiZulu, Reflection on teaching and learning experiences.		
Module outcomes: Use elementary statistical information to critically reflect on teaching, learning and assessment processes I isiZulu, Demonstrate the competence needed to use action research in isiZulu, Reflect on teaching and learning experiences in isiZulu, Critique curriculum policies in isiZulu, Demonstrate the competence needed to link the epistemology of isiZulu with practice.		
Mode of delivery: Contact		
Assessment: Continuous Assessment and Examination.		

Module code:- 3MTO400	YEAR LONG	NQF level: 7
Title: TOURISM EDUCATION 4		
Content:		
Focus: Critical reflection, research-based teaching, and deepening content-pedagogy links.		
Content Coverage Teaching and learning Tourism in school, Classroom research in Tourism, Advanced development of pedagogical content knowledge, Curriculum policies in Tourism, Reflection on teaching and learning experiences in Tourism.		
Module outcomes: Use elementary statistical information to critically reflect on teaching, learning and assessment processes in Tourism, Demonstrate the competence needed to use action research in Tourism, Reflect on teaching and learning experiences in Tourism, Critique curriculum policies of Tourism, demonstrate competence needed to link the epistemology of Tourism with practice.		
Mode of delivery: Contact		
Assessment: Continuous Assessment and Examination.		
Module code:- 3HGE400	YEAR LONG	NQF level: 7
Title: GEOGRAPHY EDUCATION 4		
Content:		
Focus: Critical reflection, research-based teaching, and deepening content-pedagogy links.		
Content Coverage Teaching and learning Geography in school, Classroom research in Geography, Advanced development of pedagogical content knowledge, Curriculum policies, Reflection on teaching and learning experiences.		
Module outcomes: Use elementary statistical information to critically reflect on teaching, learning and assessment processes in Geography, Demonstrate the competence needed to use action research in Geography, Reflect on teaching and learning experiences in Geography, Critique curriculum policies in Geography, Demonstrate the competence needed to link the epistemology of Geography with practice.		
Mode of delivery: Contact		
Assessment: Continuous Assessment and Examination.		

FED.2.4.7. TEACHING PRACTICE MODULE CONTENT AND OUTCOME

3BDSF1, 3BDSF2, 3BDSF3

SP & FET PHASE TEACHING PRACTICE MODULES – YEAR COURSES		
Module code:-	Year Level 1: 3PTE100	NQF Level 5
Title: School Experience 1		
Content: (Campus based, Semester 1) - Design an observation tool. Write their teaching philosophy statement (Campus based, Semester 1&2). Becoming an IP teacher –watching video clips (School based, Semester 2, 1 week). School observation – school functionality. Complete the journal, write with critical reflection (Campus based, Semester 2). Reflect on characteristics of a classroom. Reflect on school and classroom management		
Module outcomes: On successful completion of the module, students should be able to Observe and document the classroom management strategies used by teachers Design and implement the observation tools learned. Reflect on their school-based activities, observed and performed		
Method of delivery: Contact		
Assessment: continuous assessment NO EXAMINATION.		
Module code:-	Year Level : 3PTE200	NQF level: 6
Title: School Experience 2		
Content: Observe, reflect and document teaching, learning and assessment practices. Critically analyse various teaching and learning practices across a variety of contexts Present information using a journal and portfolio of evidence. Identify and document observed barriers to learning		
Module outcomes: On successful completion of the module, students should be able to ... Observe, document and reflect on the teaching and learning strategies used by the teacher. Critically analyse various teaching and learning practices across a variety of contexts. Identify learners with learning and developmental barriers and reflect on the teaching and learning strategies employed in the classroom		
Method of delivery: Contact		
Assessment modes: continuous assessment NO EXAMINATION.		
Module code:-	Year Level 3: 3PTE300	NQF level: 6
Title: School Experience 3		
Content: Use of Educational technology for teaching and learning. Preparing, designing, developing and using classroom technologies – pictures, charts, flashcards, magazines and various audio-visual teaching and learning materials. Use educational technologies for teaching and learning – ICT, instructional media involving multiple senses of learners and instructional material selection. Use of Micro teaching centre to develop teaching and learning skills. Presenting lessons. Reflecting on lessons presented by peers. Work integrated learning in school under supervision (mentors and a university supervisor) in partnership schools. Lesson presentation, Demonstrate classroom management skills. Designing teaching and learning activities that are informed by the focus area. Developing a professional development portfolio. Engage in post-observation conferencing and support		
Method of delivery: Full Time		
Assessment modes: This module is assessed through observations, reflections, summative evaluation and portfolio evidence file to constitute the final mark for student teachers tasks. NO EXAMINATION.		
Module code:-	Year Level 4: 3PTE400	NQF level: 7
Title: School Experience 4		

Content: Curriculum differentiation. Manage barriers to learning and development in practice. Design differentiated learning activities. Use strategies for differentiating teaching to meet the specific learning needs of learners, across the full range of abilities. Design activities that are informed by the area of specialisation. Develop and design intermediate phase lesson plans and daily preparations. Assess and report on learner performance. Developing a professional portfolio of evidence. Evidence of all teaching experiences. Application of appropriate classroom management strategies to promote safe and supportive learning environments. Educational technologies for teaching and learning. Use visual and audio visual resources in lesson presentation. Post-practice teaching conferencing. Remediation of challenges experienced during classroom practice. Dealing with issues from reflections. Peer reviews. Challenges categories (learners, methods, classroom, LTSMs, extramural activities or other engagement in the school. Service learning community projects.

Method of delivery: Contact

Assessment modes: continuous assessment NO EXAMINATION.

FED.2.4.8. SENIOR PHASE AND FET MODULES OFFERED IN OTHER FACULTIES

NB: PLEASE REFER TO ARTS, FCAL, FSAE HANDBOOKS FOR: - 3BSF1, 3BDSF2, SBDSF3

OUTCOMES ON MODULES LISTED IN THIS TABLE BELOW: -

FISRT SEMESTER			SECOND SEMESTER		
MODULE CODE	CREDITS	NQFL	MODULE CODE	CREDITS	NQFL
1ENG111	16	5	1ENG112	16	5
1HIS111	16	5	1HIS112	16	5
1POL111	16	5	1POL112	16	5
1PSY111	16	5	1PSY112	16	5
1RTO111	16	5	1RTO112	16	5
1ZUL151	16	5	1ZUL152	16	5
2ACC101	16	5	2ACC102	16	5
2BMG101	16	5	2BMG102	16	5
2ECN101	16	5	2ECN102	16	5
4BOT111	16	5	4BOT112	16	5
4CHM111	16	5	4CHM112	16	5
4CPS111	16	5	4CPS112	16	5
4GES111	16	5	4GES112	16	5
4HMS111	16	5	4HMS112	16	5
4MTH111	16	5	4MTH112	16	5

FED.5. WEIGHTING OF MODULE TESTS AND ASSIGNMENTS

FED.5.1. Early Childhood Education (ECE)												
Module code	HEQSF Aligned Module Code	Old Programme module code	Descriptive Name	Primary Lecturer		Secondary Lecturer		Weighting				
				Lecturer name	Staff Number	Lecturer name	Staff Number	Test Mark		Practical Mark		
								AM1	TM1	TM2	PM1	PM2
EEZU111	3EZU111	ELLZ111	IsiZulu Home Language 1*					40	60			
EENG112	JENG112	EEGL112	English FAL 1					40	60			
EELK111	3ELK111	EEHS111	Life Skills 1A*					40	60			
EELK112	3ELK112	EEHS112	Life Skills 1B*					40	60			
EEMA111	3EMAT111	ESFN111	Basic Mathematics 1A*					40	60			
EEMA112	3MAT112	ESFN112	Basic Mathematics 1B*					40	60			
EEDS111	3EDS111	NONE	Education Studies 1A: Child Development					40	60			
EEPS112	3EPS112	NONE	Pedagogical Studies 1B: Classroom Mngmt					40	60			
EECA100	3ECA100	NONE	Academic & Computer Literacy*					40	60			
EENGZ11	JENGZ11	NONE	English FAL 2					40	60			
EEZU212	3EZU212	NONE	IsiZulu Home Language 2					40	60			
EEGL211	3ELG211	EFPL212	Language Education (English FAL) 2A					40	60			
EEGL212	3ELG212	EFPL211	Language Education (isiZulu HL) 2B*					40	60			
EELK211	3ELK211	EFPS211	Life Skills 2A					40	60			
EELK212	3ELK212	EFPS212	Life Skills 2B					40	60			
EEMA211	3EMA211	EFPN211	Mathematics Education 2A*					40	60			
EEMA212	3EMA212	EFPN212	Mathematics Education 2B					40	60			

EEPS211	3EPS211	NONE	Pedagogical Studies 2A: Curriculum Dvlpmt					40	60			
EEDS212	3EDS212	NONE	Education Studies 2B: Child Development					40	60			
EECL200	3ECL200	NONE	Conversational Language Afrikaans					40	60			
EENG311	3JENG311	NONE	English F-AL 3					40	60			
EEZU312	3EZU312	NONE	IsiZulu Home Language 3					40		60		
EEGL311	3EGL311	EFPL312	Language Education (English FAL) 3A						40	60		
EEGL312	3EGL312	EFPL311	Language Education (isiZulu FL) 3B						40	60		
EEDS311	3EDS311	EFPS411	Education Studies 3A: Child Development						40	60		
EELK312	3ELK312	EFPS312	Life Skills Education 3B						40	60		
EEMA300	3EMA300	EFPN311	Mathematics Education 3						40	60		
NONE	NONE	EFPN312	Mathematics Education 3						40	60		
EEZU400	3EZU400	NONE	IsiZulu Home Language 4						40	60		
EENG400	3JENG400	NONE	English F-AL 4						40	60		
EELK400	3ELK400	NONE	Life Skills Education 4 (SL)						40	60		
EEDS400	3EDS400	NONE	Education Studies: Educational Law & Systems						40	60		
EEDS410	3EDS410	NONE	Education Studies: Sociology and Philosophy						40	60		
EEDS420	3EDS420	NONE	Education Studies: History and Comparative Educ.						40	60		
EFPN411	NONE	NONE	Foundation phase studies Numeracy 4A						40	60		

EFPL411	NONE	NONE	Foundation phase studies Literacy 4A						40	60		
EFPS311	NONE	NONE	Foundation phase studies Life skills 3A						40	60		

FED.5.2. Mathematics Science and Technology Education (MSTE)														
Module code	HEQSF Aligned Module Code	Old Programme code	Descriptive Name	Primary Lecturer		Secondary Lecturer		Weighting						
				Lecturer name	Staff Number	Lecturer name	Staff Number	Assignment Mark		Test Mark		Practical Mark		
								AM1	AM2	TM1	TM2	PM1	PM2	
ESMAZZ1	3SMAZZ1	NONE								33.3	33.3	33.3		
NONE	NONE	ESMA411								33.3	33.3	33.3		
NONE	NONE	EMMG101								33.3	33.3	33.3		
NONE	NONE	ESCM311								33.3	33.3	33.3		
NONE	NONE	EMCS101								33.3	33.3	33.3		
NONE	NONE	EMCS102								33.3	33.3	33.3		
NONE	NONE	ESCM312								33.3	33.3	33.3		
NONE	NONE	ESCL112								33.3	33.3	33.3		
EMMA101	3MMA101	NONE						50		50				
EMMG101	3MMG101	NONE						50		50				
NONE	NONE	ESMN311						10	20	25	25	20		
NONE	NONE	ESMN101						40		60				
NONE	NONE	ESDF 411						50		50				
NONE	NONE	ESDF 411						50		50				
NONE	NONE	ESTM 311						50		50				
NONE	NONE	ESNT400						50		50				

ESIC100	3SIC100	NONE								33.3	33.3	33.3	
EDSLT00	3DSL100	NONE								33.3	33.3	33.3	
ESBM211	3SBM211	NONE					50			50			
ESMA121	3SMA121	NONE					50			50			
NONE	NONE	ESPS311					15	15		35	35		
NONE	NONE	ESMN311					10	20		25	25	20	
NONE	NONE	ESN1400											
NONE	NONE	ESMC311					50			50			
NONE	NONE	EMMA101											
NONE	NONE	ESMA400					50			50			
NONE	NONE	ESBS411					30	30		40			
NONE	NONE	ESPB411					30	30		40			
EMPS101	3MPS101	ESBC411					50			50			
EMNST01	3MINST01	NONE					50			50			
NONE	NONE	ESAE411					40	30		30			
ESN1111	3SN1111	NONE					50			50			
NONE	NONE	ESEE211											
ESN1311	3SN1311	NONE					40			30	30		
ESN1111	3SN1111	NONE					50			50			
NONE	NONE	ESMA411								33.3	33.3	33.3	

NONE	NONE	ESMA211						40		60			
NONE	NONE	ESMA311						40		60			
ESNT211	3SNT211	NONE						40		30	30		
ESNT311	3SNT311	NONE						40		30	30		
NONE	NONE	ESIT411						30	30	40			
NONE	NONE	ESCM311						30		35	35		
NONE	NONE	EMCS101						30		35	35		

FED.5.3. Languages and Social Sciences Education													
Module code	HEQSF Aligned Module Code	Old Programme module code	Descriptive Name	Primary Lecturer		Secondary Lecturer		Weighting					
				Lecturer name	Staff Number	Lecturer name	Staff Number	Assignment Mark		Test Mark		Practical Mark	
								AM1	AM2	TM1	TM2	PM1	PM2
ELZL111	3LZL111	ELZN111						50		50			
ELZL211	3LZL211	ELZN211						50		50			
ELZL311	3LZL311	ELZN311						50		50			
ESMZ311	NONE	NONE						50		50			
ELZL400	NONE	NONE						50		50			
3MZU101	NONE	NONE						50		50			
3MZH101	NONE	NONE						50		50			
ELEL111	3LEL111	ELGN111						50		50			
ELEL211	3LEL211	ELGN211						50		50			
ELEL311	3LEL311	ELGN311						50		50			
ELGF311	NONE	NONE						50		50			
ELTC300	3LTC300	NONE						50		50			
ELEL400	NONE	NONE						50		50			
NONE	3MEG101	NONE						50		50			
NONE	3MEF101	NONE						50		50			
EPPS212	NONE	NONE						50		50			
NONE	3DSL100	NONE						50		50			
NONE	3LTL100	NONE						50		50			

NONE	3LCS100	NONE					50		50			
NONE	3LCS400	NONE					50		50			
NONE	NONE	ELZN411					40		60			
NONE	NONE	ELGN411					50		50			
NONE	NONE	ELLL111					50		50			
ELEL212	3LEL212	ELGN212	English Language 2B				50		50			
NONE	NONE	ELZN412	IsiZulu Language Education 4B				40		60			
NONE	NONE	ELZL400	IsiZulu Home Language Education 4				25		25		50	
ELZL112	3LZL112	ELZN112	IsiZulu Language 1B (IP)				50		50			
ELZL312	3LZL312	ELZN312	IsiZulu Language Education 3B				50		50			
ELEL 112	3LEL 112	ELGN 112	English Language Education 1B				50		50			
ESMZ312	NONE	NONE	Method of IsiZulu For FET				50		50			
NONE	3MZH102	NONE	Method of IsiZulu For Senior Phase				50		50			
NONE	3MZU102	NONE	Method of IsiZulu For FET				50		50			
NONE	3LCS100	NONE	Conversational Language for Teachers – Sesotho				40		60			
NONE	ELGN 412	NONE	English Language Education				50		50			
NONE	ELEL 400	NONE	English First Additional Language Education 4				25		25		50	
NONE	3MEF 102	NONE	English First Additional Language Education A				50		50			
NONE	3MEG 102	NONE	English First Additional Language Education A				50		50			
ELEL312	3LEL312	ELGN312	English Language				50		50			

			Education B											
NONE	3DSL100	NONE	Academic Literacy for teachers					50		50				
NONE	3LTL100	NONE	English Language for Teaching and Learning					50		50				
ELZN212	3LZN212	ELZL212	IsiZulu Language Education 2A					50		50				
ELCT400	NONE	NONE	Conversational Lang for Teachers					50		50				
EPPS212	3PPS212	NONE	Creative Arts					50		50				
ELGF312	NONE	NONE	Method of English 312					50		50				
NONE	3LTC300	NONE	English as a Language of Teaching and Learning					50		50				
NONE	NONE	ESMB 311	Method of Business studies					50		50				
NONE	NONE	ESMB312	Method of Business studies					50		50				
EMBS101	3MBS101	NONE	Business Studies Education(FETT)					50		50				
EMBS102	3MBS102	NONE	Business Studies Education(FETT)					50		50				
NONE	NONE	EESE411	Economics Education B					50		50				
NONE	NONE	EESE412	Economics Education B					50		50				
EEBS211	3EBS211	NONE	Basic Social Science and Life Skills					50		50				
NONE	NONE	EESS312	Social Sciences Education (IP)					20		30			50	
EESS111	3ESS111	NONE	Social Sciences 1A					50		50				
EESS112	3ESS112	NONE	Social Sciences 1B					50		50				
NONE	NONE	EESS112	Social Sciences 1B					50		50				
EEBE212	3EBE212	NONE	Basic EMS					50		50				

NONE	NONE	ESMG312	Method of Geography (FET)					50		50		
NONE	NONE	EEMS312	Social Sciences Education (SP)					20		30		50
EMHS102	3MHS102	NONE	Social Sciences Education (SP)					20		30		50
EMHY1U2	3MHY1U2	NONE	History Education									
NONE	NONE	ESMH312	Method of History					20		35		45
NONE	NONE	EESE212	Economic And Management Sciences Education					20		35		45
NONE	NONE	EESA412	ACCOUNTING					50		50		
EESS312	3ESS312	NONE	Method of Social Sciences					40		60		
NONE	NONE	EESH412	Heritage Studies					30		30		40
NONE	NONE	EESH411	The Changing World and Ideologies					50				50
NONE	NONE	EESE111	Economic and Management Sciences 1A (Econ.)					50				50
NONE	NONE	EESE112	Economic and Management Sciences 1B					20		40	40	
NONE	NONE	EESB411	Business Management 4A					40		60		
NONE	NONE	EESB412	Business Management 4B					40		60		
NONE	3MEC101	NONE	Economics Education A					50		50		
NONE	3MEC102	NONE	Economics Education B					50		50		
NONE	NONE	ESME311	Method of Economics 3A					50		50		
NONE	NONE	ESME312	Method of Economics 3B					50		50		

FED.5.4. Department of Educational Foundations

Module code	HEQSf Aligned Module Code	Old Programme module code	Descriptive Name	Primary Lecturer		Secondary Lecturer		Weighting		
				Lecturer name	Staff Number	Lecturer name	Staff Number	Assignment Mark	Test Mark	Practical Mark

								AM1	AM2	TM1	TM2	PM1	PM2
EDST111	3DST111	NONE	Education Studies 1A					40		60			
EDST112	3DST112	NONE	Education Studies 1B					40		60			
EGEP111	3GEP111	NONE	General Pedagogy 1A					40		60			
EGEP112	3GEP112	NONE	General Pedagogy 1B					40		60			
EDST312	3DST312	NONE	Education Studies 3B					40		60			
EDST12Z	3DST12Z	NONE	Education Studies 2B					40		60			
EDC0101	3DC0101	NONE	Education in context					40		60			
NONE	NONE	EPCE412	Citizenship Education					40		60			
NONE	NONE	EPSJ412	Social Justice and Human Right					40		60			
NONE	NONE	EFMS312	Comparative Education					40		60			
NONE	NONE	EDSE312	Society Education Law and School Governance					40		60			
NONE	NONE	EAMS412	Mngmt of Schl System and Extra Curricular Activities					40		60			
NONE	NONE	EPL591	Educational Planning					50		50			
NONE	NONE	EMC591	Educational Management					50		50			
EPPS311	3PPS311	NONE						50	50				
EMLC311	3MLC311	NONE						50	50				
NONE	NONE	EPLC311						50	50				
EMLG101	3MLG101	NONE						50	50				
NONE	NONE	EPPE411						50	50				

EDST121	3DST121	NONE						50	50				
EGEP211	3GEP211	NONE								50	50		
NONE	NONE	EPIE 411								50	50		
NONE	NONE	EPPS400								50	50		
EPPS 211	3PPS 211	NONE								50	50		
NONE	NONE	EPPM 211								50	50		
EPPS111	3PPS111									50	50		
NONE	NONE	EPIP111								50	50		
EDST121	3DST121	NONE								50	50		
EDST1212	3DST1212	NONE								50	50		
NONE	NONE	EPDL211								50	50		
NONE	NONE	EPSP411								50	50		
NONE	3GEP111												
ECAE311	NONE												
ECTP411	NONE												
NONE	3GPE 101												
NONE	3CD800												
NONE	3CP800												
EC1591	NONE												
NONE	3CD800												
NONE	3CP800												
EC1591	NONE												

NONE	3GEP21Z													
EGEP21Z	NONE													
ECTL21Z	NONE													
NONE	3DST10Z													