



University of Fort Hare  
*Together in Excellence*



FACULTY OF  
EDUCATION

**2025**

SUBJECTS  
PROSPECTUS

# UNIVERSITY OF FORT HARE

## FACULTY OF EDUCATION

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**Internet:**

UFH's Home Page	<a href="http://www.ufh.ac.za">http://www.ufh.ac.za</a>
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General Enquiries offices are in the Institutional Advancement Building.  
The Student Administration and Examinations Office are in the Gasson Building, East London Campus, and Administration Building, Alice Campus, and are open from 08h30 to 16h30.

**Your student number and full names must appear on all the correspondences and remember to ALWAYS use your student email address as soon as you have been allocated one. If relevant to your query the specific course code and name of the module referred to should be included.**

**NB:** Although the information contained in this Prospectus has been compiled as accurately as possible. The Faculty, Council and Senate of the University of Fort Hare accept no responsibility for any errors or omissions contained herein. Furthermore, this Prospectus is applicable only to the 2025 academic year.

**Please Note:** The University reserves the right to, at any time, if circumstances dictate (for example, if there are not sufficient students registered, staff or other resources), make and publish alterations to the contents of this prospectus. However, this will only be done under the most compelling circumstances. Furthermore, the information on syllabus and module outcomes and other details are available on the <https://www.ufh.ac.za/faculties/education/> website.



# University of Fort Hare

*Together in Excellence*

## **FACULTY OF EDUCATION**

### **Vision, Mission & Values**

#### **VISION**

We seek to be a world-class Southern African Faculty of Education, preparing 21<sup>st</sup> century educators who are critical, creative problem-solvers, initiators and leaders in education.

#### **MISSION**

We are committed to:

- learning and teaching excellence in both rural and urban contexts.
- offering courses and programmes which are flexible, relevant, innovative and future orientated.
- conducting research projects grounded in the Southern African experience, and publishing in nationally and internationally recognized publications.
- interaction with and commitment to our Eastern Cape community, both rural and urban.
- partnerships that promote educational development and excellence.
- upholding the values of diversity and inclusivity, and
- promoting the University of Fort Hare through the Faculty of Education as a respected and recognized leader in education, provincially, nationally and internationally.

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## **WELCOME MESSAGE FROM THE ACTING DEAN: PROF M.P. MAVUSO**

It gives me great pleasure to have you join our team in 2025. We are excited to develop and learn with you throughout the upcoming years. The entire staff at the Faculty of Education would like to extend a hearty welcome to the new students and current students. We are confident that you will work diligently in achieving your respective qualifications, and trust that you will keep the name of the University of Fort Hare in good books when you graduate. To parents and guardians, we thank you for your unwavering support and together we shall excel. We want you to know that you have our trust. We have faith that you will keep helping to build the Faculty of Education at this prestigious university and maintain the intellectual development culture. We would like to extend a warm welcome to all our staff members and stakeholders, and we are delighted to have you join our active community of academics. We are here to support you every step of the way as you settle in the faculty in 2025.

UFH's vision is to be a distinctively African university, advancing excellence and innovation in research, teaching learning, administration, and social engagement. The Faculty of Education's vision is to seek to be a world-class Southern African Faculty of Education, preparing 21st-century educators who are critical, creative problem-solvers, initiators, and leaders in education.

The faculty offers undergraduate pre-service programmes, in-service programs, and postgraduate education programmes. Our undergraduate pre-service programs are Bachelor of Education in Foundation Phase Teaching (Bilingual isiXhosa-English), Bachelor of Education in Intermediate Phase Teaching, Bachelor of Education Senior and Further Education and Training Teaching, and Post Graduate Certificate in Foundation Phase Teaching, Postgraduate Certificate in Education in Senior Phase and Further Education and Training. Our postgraduate programmes are Bachelor of Education Honours (Inclusive Education), Bachelor of Education Honours (Science Education), and Master of Education and Doctor of Philosophy in Education which are by research only. The faculty also offers Advanced Diploma in School Management and Leadership for school leaders and aspirant school leaders.

As we strive to pursue high-quality and innovative teaching and learning we offer our programmes in four departments which are spread across East London and Alice campuses. The departments are (i) Department of Early Childhood Care and Education (ii) Department of Foundations and Pedagogical Education Studies (iii) Department of Languages and Literacy Studies and (iv) Department of Science, Mathematics Education and Environmental Studies.

Your selection of the University of Fort Hare's Faculty of Education is greatly appreciated. Our committed faculty staff are here to help you succeed academically and are dedicated in providing you the resources and tools you need. Note that you will be working on the UFH Strategic Plan, Towards a Decade of Renewal, 2022-2026, as a member of the team. We look forward to seeing all that you will achieve during your time with us. Your expertise and skillsets will be a valuable asset to our faculty, and we are honored to have you join our team. All the best.

# **FACULTY STAFF AND ACADEMIC DEPARTMENTS**

## **ACTING DEAN**

**Associate Prof MP Mavuso**, SPTD (Bensonvale College), DipPractical Labour Law (NMMU), BA, BA Hons (History), BEd (Hons), M Ed, PhD (UFH).

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## **ACTING DEPUTY DEAN (Research & Internationalization)**

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### **Faculty officers**

#### **Wil Specialist**

#### **Senior administrator**

#### **Administrator**

#### **WIL administrators**

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### **Head of department**

**Dr S Mokobane**, BA (UWC); HDE (UWC); FDE (UJ); BA Hons (NWU) M. Ed (UJ), PhD



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### **Adjunct Professors**

Prof NC Phathudi

### **Senior Lecturers**

**Dr PN Tyilo**, B.Paed (UFH); B.Ed (Hon), BSoc Sci Hons in Psychology –cum laude (UFH); PDM (HIV/ AIDS), M.Phil (Stellenbosch) PhD (Stellenbosch)

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### **Senior administrator (HOD)**

### **Senior administrator**

### **Administrator**

## **DEPARTMENT OF FOUNDATIONS AND PEDAGOGICAL STUDIES EDUCATION**

### **Head of department**

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### **Professors**

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### **Adjunct Professors**

Prof WW Thoreson

Prof TT Bhengu

Prof CC Wolhurter

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### **Head of department**

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## **Associate Professors**

### **Senior Lecturers**

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## **Senior administrator (HOD)**

### **Senior administrator**

### **Administrator**

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### **Head of department**

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**Senior administrator (HOD)**

**Senior administrator**

**Administrator**

## SCHEDULE FOR 2025 ACADEMIC YEAR

FIRST SEMESTER  
MID-TERM BREAK  
WINTER VACATION  
SECOND SEMESTER  
MID-TERM BREAK

Please visit [www.ufh.ac.za](http://www.ufh.ac.za) for sessional dates.

### **Qualifications offered.**

Changes are continually being made to the rules and regulations governing teacher education at a national level in South Africa. This means that while the information in the University Prospectus relating to Education may be correct at the time of publication, various changes may occur during 2023. The following certificates, diplomas and degrees may be awarded in the Faculty of Education in 2023, depending on availability of staff, student numbers and need.

Description	Abbreviation	Qualification Code	NQF Level & Credits	Campus / Site offered
<b>CERTIFICATES</b>				
<b><u>Postgraduate Certificate</u></b>				
Post Graduate Certificate in Further Education and Training FET Band SAQA ID 112985	PGCE (FET Teaching)	52403	7/120	Alice
Post Graduate Certificate in Foundation Phase Teaching SAQA ID 111401	PGCE (IP Teaching)	50050	7/128	East London
<b><u>Postgraduate Diploma:</u></b>				
Postgraduate Diploma in Higher Education and Training SAQA ID 111007	PGDip (HET)	52402	8/130	Alice and East London
<b><u>Advanced Diploma</u></b>				
Advance Diploma in School Management and Leadership SAQA ID 99579	AdvDip (School Management and Leadership)	50502	7/120	Alice and East London
<b><u>Advanced Certificate:</u></b>				
Advanced Certificate in Foundation Phase Teaching SAQA ID 98829	ACT	50044	6/120	East London
<b>DEGREES</b>				



<b><u>Bachelor of Education</u></b>				
Bachelor of Education in Foundation Phase Teaching SAQA ID 99690	B Ed (FPT)	50045	7/504	East London
Bachelor of Education in Intermediate Phase Teaching SAQA ID 103090	B Ed (IPT)	50046	7/508	East London
Bachelor of Education in Senior Phase & Further Education and Training SAQA ID 112523	BEd (SP and FET Teaching)	50049	7/480	Alice
<b><u>Bachelor of Education (Honours):</u></b>				
Bachelor of Education Honors in Science Education SAQA ID 110833	BEd (Hons)	50047	8/120	Alice
Bachelor of Education Honors in Inclusive Education SAQA ID 112958	BEd (Hons)	50048	8/120	East London
<b><u>Master of Education:</u></b>				
Master of Education (By dissertation only) SAQA ID 4057	M Ed	51000	9/240	Alice & EL
<b><u>Doctor of Philosophy:</u></b>				
Doctor of Philosophy in Education SAQA ID 105732	PhD	51501	10/360	Alice & EL

## **RULES FOR THE FACULTY OF EDUCATION**

The following Faculty of Education rules are to be read in conjunction with the provisions of the STATUTE OF THE UNIVERSITY OF FORT HARE, Volume 409, No 20273, and in conjunction with the University's general rules and regulations.

- E.2 Whenever a module is taken that is offered by another School/Faculty, the rules of that School/Faculty applicable to the module shall apply.

### **The following additional rules apply to the Faculty of Education:**

- E.3 Module changes will normally only be allowed within the first calendar month after the official registration date. Refer to General Prospectus for more information.

- E.4 Students wishing to register for an additional credit over and above such credits required by the standard curriculum for the module, for which they are registered, shall obtain the permission of the Dean, in consultation with the Head of School (HOS) and lecturers concerned.

- E.5 On registering in the Faculty of Education, all students whose curricula require School Experience or research in schools shall sign a Declaration of Professional Ethics in the following terms:

"I do solemnly declare that:

I shall not improperly divulge any information, which may be disclosed to me in my capacity as a student at the University of Fort Hare while working in any school or with any group of learners or teachers.

I shall conduct myself as becomes a professional person, and refrain from bringing the University and the teaching profession into disrepute."

In addition, all students registered with the Faculty of Education shall be members of, or student members of the South African Council of Educators. (See E.8 below)

- E.6 Periods of School Experience are obligatory in all professional modules and will be undertaken, in pre-service modules. All education students are advised to register with SACE during the first year of their registration before they go to schools for School Experience or Work Integrated Learning.

- E.7 It should be noted that the possession of an approved educational qualification with language endorsements in two of the official languages is a requirement for a permanent appointment in a South African school.

- E.8 Values

Every student registered in the Faculty of Education is required to sign the Professional Code of Conduct. It states:

In terms of the regulations of the University of Fort Hare, students registering in the Faculty of Education are required to sign a declaration of Professional Ethics whereby you declare that:

1. Any information which may be disclosed to you in your capacity as a student while working in any school or with any group of learners or teachers, shall not improperly be divulged and,
2. You will conduct yourself as a professional person and refrain from bringing the University and the teaching profession into disrepute.

This Code is based on the Code of Ethics of the South African Council of Educators (SACE).

SACE was established in terms of the Educators' Employment Act of 1994 to:

- a. register all professional educators
- b. promote the professional development of educators
- c. set, maintain and protect ethical and professional standards for educators.

All practicing teachers are required by law to register with SACE. If the teacher is not registered with SACE, she or he may not be employed as a teacher in South Africa. As the professional body for teachers, SACE must

- a. compile, maintain and from time to time review a code of professional ethics for educators.
- b. determine a fair hearing procedure, and may caution or reprimand, impose a fine not exceeding one month's salary, remove from the register for a specified period or indefinitely, the name of an educator found guilty of a breach of the code of professional ethics.

### **The SACE Code of Conduct is as follows: NEW CODE OF CONDUCT FOR STUDENT-TEACHERS**

#### **3. An educator**

- 3.1 respects the dignity, beliefs and constitutional rights of learners and in particular children, which include the right to privacy and confidentiality.
- 3.2 acknowledges the uniqueness, individuality and specific needs of each learner
- 3.3 strives to enable learners to develop a set of values consistent with the fundamental rights as contained in the Constitution of South Africa
- 3.4 exercises authority with compassion
- 3.5 avoids any form of humiliation, and refrains from any form of abuse, physical or psychological
- 3.6 promotes gender equality
- 3.7 refrains from any form of sexual harassment (physical or otherwise) of learners,
- 3.8 refrains from any form of sexual relationship with learners at a school

- 3.9 uses appropriate language and behaviour in his or her interaction with learners, and acts in such a way as to elicit respect from the learners
- 3.10 takes reasonable steps to ensure the safety of the learner
- 3.11 does not abuse the position he or she holds for financial, political or personal gain
- 3.12 is not negligent or indolent in the performance of his or her professional duties
- 3.13 recognises, where appropriate, learners as partners in education

#### **4. An educator, where appropriate**

- 4.1 recognises the parents as partners in education, and promotes a harmonious relationship with them
  - 4.2 does what is practically possible to keep parents adequately and timeously informed about the well-being and progress of the learner
5. an educator recognises that an educational institution serves the community, and therefore acknowledges that there will be differing customs, codes and beliefs in the community

#### **6. An educator**

- 6.1 refrains from undermining the status and authority of his or her colleagues
- 6.2 respects the various responsibilities assigned to colleagues and the authority that arises there from, to ensure the smooth running of the educational institution
- 6.3 uses proper procedures to address issues of professional incompetence or misbehaviour
- 6.4 promotes gender equality and refrains from sexual harassment (physical or otherwise) of his or her colleagues
- 6.5 uses appropriate language and behaviour in his or her interactions with colleagues**
- 6.6 avoids any form of humiliation, and refrains from any form of abuse (physical or otherwise) towards colleagues**

#### **7. An educator**

- 7.1 acknowledges that the exercising of his or her professional duties occurs within a context requiring cooperation with and support of colleagues
- 7.2 behaves in such a way as to enhance the dignity and status of the teaching profession and does **not bring** the profession into disrepute
- 7.3 keeps abreast of educational trends and developments
- 7.4 promotes the ongoing development of teaching as a profession
- 7.5 accepts that he or she has a professional obligation towards the education and

induction into the profession of new members of the teaching profession

**8. An educator:**

- 8.1 recognizes the employer as a partner in education
- 8.2 acknowledges that certain responsibilities and authorities are vested in the employer through legislation, and serves his or her employer to the best of his or her ability
- 8.3 refrains from discussing confidential and official matters with unauthorized persons.

**9. An educator:**

- 9.1 complies with the provisions of this code
- 9.2 discloses all relevant information to the (SACE) Council
- 9.3 co-operates with the Council to the best of his or her ability accepts and complies with the procedures and requirements of the Council, including but not limited to the Registration procedures, the Disciplinary Procedures of the Council, and the payment of the compulsory fees.

Students are required to register as student-teachers with SACE.

- Strategic Objectives for the Faculty (putting our vision and mission into practice)

We aim to incorporate the following into all programmes, courses and modules:

- A critical and analytical approach to all aspects of learning and teaching, based in knowledge, learning and teaching skills and professional values, attitudes and behavior
- flexible, relevant, innovative and future orientated courses and modules based on cutting edge developments and research
- a culture of research – especially action research grounded in the experience of the schools and districts in which we work
- interaction with and commitment to our Eastern Cape and African community, both rural and urban through School Experience and community learning
- partnerships with National, Provincial and district education departments, schools and relevant non-government and community-based organisations
- partnerships with international universities on a learning basis to ensure that our own programmes are internationally equitable and in turn that we feed in to the global debate on learning and teaching
- the values of diversity and inclusivity. This includes the critical analysis of government policy and the implementation of these policies into school and classroom practice
- an integrated approach to quality assurance at all levels.

# **ADMISSION POLICY**

## **1. Provisions of the Higher Education Act**

**Section 37 of the HE Act inter alia provides as follows:**

### **Section 37: Admission to public higher education institutions**

- (1) Subject to this Act, the council of a public higher education institution, after consulting the senate of the public higher education institution, determines the admission policy of the public higher education institution.
- (2) The council must publish the admission policy and make it available on request.
- (3) The admission policy of a public higher education institution must provide appropriate measures for the redress of past inequalities and may not unfairly discriminate in any way.

The admissions policy is now expanded, especially as regards equity, redress and alternative admission procedures.

## **2. Admission policy of the University of Fort Hare**

Subject to legislation and higher education policy, and mindful of its mission and core values, the University of Fort Hare seeks to attract students of academic calibre that have the potential to succeed at the higher education level. UFH is committed to the promotion of equal opportunities in providing access to its academic programmes, and specifically to increasing the participation of students from historically disadvantaged and non-traditional educational backgrounds while being aware of gender inequalities in participation rates in some of its programmes. UFH therefore actively seeks to enroll a student body that is representative of the broad diversity of cultural, racial, socio-economic and educational backgrounds locally, regionally and nationally.

In particular, UFH strives to promote participation by students that remain underrepresented in certain fields of study, such as Science and Technology, Commerce and certain professional fields. The university also seeks to enrich the diversity of its student body through a process of internationalisation by drawing students from SADC countries, Africa and the wider international community. UFH's admission policy is a key aspect of its commitment to serving the developmental needs of the Eastern Cape Province primarily, while also playing a meaningful role in the national and international higher education environment.

UFH continues to encourage applications from students who demonstrate academic competence by meeting the University's admission requirements. These requirements consist of the statutory admission requirement (see the Admission policy of the UFH in the General Prospectus or consult your respective directorates within the Faculty of Education).

UFH provides alternative admission routes through, for example, a Senate

Discretionary Exemption selection process and the availability of procedures for the recognition of prior learning. These admission processes are open to all prospective applicants who do not meet the statutory and/or specific admission requirements and/or whose knowledge and skills have been acquired outside the formal education sector.

While UFH recognises appropriate qualifications or parts thereof from other higher education institutions that are accredited by the Council on Higher Education or the South African Qualifications Authority in the case of foreign qualifications, students who are transferring to UFH from other higher education institutions may also be required to take part in alternative admission processes.

The University reserves the right to limit the number of applicants who are admitted to a specific programme in the light of available resources and staff capacity.

## **SCHOOL OF GENERAL AND CONTINUING EDUCATION**

**(SGCE, East London)**

**Code: 50044**

### **ADVANCED CERTIFICATE IN FOUNDATION PHASE TEACHING**

This Advanced Certificate in Foundation Phase Teaching for in-service teachers.

**Admission:** The admission requirements will be adhered to for this programme:

- 4-year BEd degree
- General first degree/diploma and Advanced Diploma in Teaching
- Post-graduate Certificate in Education (PGCE)
- Higher Diploma in Education (HDE), (Post-graduate)
- National Professional Diploma in Education (NPDE, 3 years) NQF Level 5
- Junior Primary Teachers Diploma (JPTD)
- Senior Teachers Diploma (STD)
- Information and Communications in Technology (ICT) competent. If not, required to take additional 12 credits at Level 5 in ICT (12 credits over and above the 130 credits)

**Duration:** This programme is offered on a part-time basis, for in-service teachers and extends over a minimum period of 2 years. The maximum period of study for this particular programme is M+4.

**Purpose:** The Advanced Certificate in Foundation Phase Teaching provides educators with specialised knowledge and skills required for teaching young learners. The modules leading to the qualification are designed to introduce participants to current research on innovative pedagogical shifts in teaching and learning in the foundation years. In the Work Integrated Learning aspect of the course, participants will be required to put insights into practical use, reflect on own pedagogical philosophies and provide evidence of such reflections.

### **ACADEMIC STRUCTURE**

<b>STUDY LEVEL ONE</b>				
<b>MODULE</b>	<b>MODULE CODE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>	<b>PRE-REQUISITE</b>
<b>Semester 1</b>				
<b>Compulsory modules</b>				
Lifeskills 1	LFS 111E	6	8	
Language Literacy and Communication	LIT 111E	6	8	
<b>TOTAL CREDITS SEMESTER 1</b>			<b>16</b>	
<b>Semester 2</b>				
<b>Compulsory modules</b>				
Education and Diversity	EDD 121E	6	8	
Numeracy 1	NUM 121E	6	8	
<b>Year modules</b>				
Foundations of Education	FED 101E	6	16	
<b>Electives (select one)</b>				



Home Language – English	HLE101E	6	16	
Home Language – isiXhosa	HLX101E	6	16	
Home Language –Afrikaans	HLA101E	6	16	
<b>TOTAL CREDITS SEMESTER 2</b>			<b>48</b>	
<b>TOTAL CREDITS ACADEMIC YEAR 1</b>			<b>64</b>	
Information and Communication Technology	ICT 111E (optional)	5	12	

<b>STUDY LEVEL TWO</b>				
<b>MODULE</b>	<b>MODULE CODE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>	<b>PRE-REQUISITE</b>
<b>Semester 1</b>				
<b>Compulsory modules</b>				
Life skills	LFS 211E	6	8	LFS111
Language Literacy and Communication	LIT 211E	6	8	LIT111
<b>Electives (choose one)</b>				
First Additional Language: Afrikaans	AFL 211E	6	16	
First Additional Language: English	EFL211E	6	16	
<b>Semester 2</b>				
Multi-Grade Teaching	MLT 221E	6	8	
Numeracy 2	NUM 221E	6	8	NUM121E
Work Integrated Learning	WIL 221E	6	8	
<b>TOTAL CREDITS SEMESTER 2</b>			<b>56</b>	
<b>TOTAL CREDITS ACADEMIC YEAR 2</b>			<b>120/122</b>	

## YEAR 1:

### FED101 E: Foundations of Education

**Purpose:** This purpose of this module is to provide students with an introductory opportunity to explore various modules that make up the foundations of education. To equip participating students with basic theoretical knowledge for classroom application within the framework of foundations of education.

**Content:** The meaning of foundations of education. History of education; Elements of historical perspectives on education; rationale for the study of history of education; and their classroom implications. Philosophy and philosophy of education; types of philosophy; and the reasons for studying philosophy of education including the implications for the classroom teaching and learning. Psychological foundations of education; theories linked to psychology of education, rationale for learning psychology of education, and its application for classroom. Sociological foundations; Sociology and sociology of education; Elementary aspects of the types of sociological theories, justification for the study of sociology of education, and their implications for classroom practice. Comparative education and international education; nature and scope of comparative and international education, theories and methods in comparative and international education, different approaches and paradigms in comparative and international education as well as factors contributing to educational development

**Instruction:** To include face-to-face, group presentations; discussions and debates, text-based assignments etc.

**Assessment:** To include examinations, portfolios presentation, written and oral presentations, assignments.

**Pre-requisite(s):** N/A

**Credits:** 16

### **HLA101 E: Home Language – Afrikaans**

**Purpose:** To develop students' (implicit) knowledge about language, making explicit the foundational knowledge required by teachers to support children's language and literacy development.

**Content:** What is language? Cognitive and social dimensions of language. Components of language and the relevance of each to children's language and literacy development: phonology; morphology; lexis/vocabulary; syntax; pragmatics; semantics.

**Instruction:** To include face-to-face; group presentations; text-based assignments; etc.

**Assessment:** To include assignments, presentations, examinations, tests etc.

**Pre-requisite(s):** N/A

**Credits:** 16

**Or:**

### **HLE101 E: Home Language - English**

**Purpose:** To develop students' (implicit) knowledge about language, making explicit the foundational knowledge required by teachers to support children's language and literacy development.

**Content:** What is language? Cognitive and social dimensions of language. Components of language and the relevance of each to children's language and literacy development: phonology; morphology; lexis/vocabulary; syntax; pragmatics; semantics.

**Instruction:** To include face-to-face; group presentations; text-based assignments; etc.

**Assessment:** To include assignments, presentations, examinations, tests etc.

**Pre-requisite(s):** N/A

**Credits:** 16

**Or:**

## **HLX101 E: Home language - IsiXhosa**

**Purpose:** To develop students' (implicit) knowledge about language, making explicit the foundational knowledge required by teachers to support children's language and literacy development.

**Content:** What is language? Cognitive and social dimensions of language. Components of language and the relevance of each to children's language and literacy development: phonology; morphology; lexis/vocabulary; syntax; pragmatics; semantics.

**Instruction:** To include face-to-face; group presentations; text-based assignments; etc.

**Assessment:** To include assignments, presentations, examinations, tests etc.

**Pre-requisite(s):** N/A

**Credits:** 16

## **LIT111 E: Literacy 1**

**Purpose:** Development of literacy and communication skills. To introduce the student teacher to academic writing

**Content:** The focus will be on the Home Language with particular emphasis on how literacy develops, and analytical and reflective writing.

**Instruction:** To include face-to-face; group presentations; text-based assignments, etc.

**Assessment:** Continuous assessment including individual and group tasks and assignments and Reflective Journal and Portfolio of Evidence.

**Pre-requisite(s):** N/A

**Credits:** 8

## **LFS111 E: Life Skills 1**

**Purpose:** The application of theory in an authentic, work-based context. To build students' knowledge and understanding of the methodological issues pertaining to teaching and learning of beginning knowledge and personal and social wellbeing: Creative arts and Physical Education to Grade R learners.

**Content:** The module focuses on the planning and teaching of skills which very young learners need to understand and master before they go Grade 1. The curriculum include an overview of the South African Life Skills Curriculum; 2D and 3D visual art;

Movement and motor development; Music; and the planning and teaching of lessons in the various aspects.

**Instruction:** Face to face contact sessions (lectures & tutorials), group work, work integrated learning, independent self-study, blended learning and individual lesson presentations by students.

**Assessment:** To include assignments, presentations; examinations, tests etc.

**Credits:** 8

**Pre-requisites:** N/A

### **NUM121 E: Numeracy 1**

**Purpose:** Exploring issues on personal and school financial management and being numerate.

**Content:** Focuses on treating learners as independent thinkers in the Mathematics classroom, using a problem solving and investigative approach to the teaching of numeracy. The emphasis in year one is on Mathematics in Grade R.

**Instruction:** To include face-to-face; group presentations; text-based assignments, etc.

**Assessment:** To include assignments, presentations, examinations etc.

**Pre-requisite(s):** N/A

**Credits:** 8

### **EDD121 E: Education and Diversity**

**Purpose:** The module aims to explore how contemporary societies (emphasis on the South African society) are addressing/have addressed differences in race, ethnicity, religion, socio-economic background, physical ability, intellectual ability, and gender in their educational system. Good practice in diverse classrooms will be focused on, while relaying challenges and strategies to deal with diversity and culture in the classrooms.

**Content:** Comparative and practical elements of race, ethnicity, religion, gender, political affiliation, health and poverty on the South African schooling system, as well as their impact on society on the whole. Curriculum development for diverse education contexts. The teacher as transformative intellectual, confronting stereotypes and maximizing learning opportunities.

**Instruction:** To include face-to-face, presentations, group work, etc

**Assessment:** To include written assignments, oral assignments, e.g. presentations, Role-plays, Examinations and Portfolio

**Pre-requisite(s):** N/A

**Credits:** 08

### **ICT111E: Information and Communication Technology (optional)**

- ❖ **Optional: Evidence of computer literacy (formal qualification attained, NQF Level 5+) must be submitted if exemption is claimed**

**Purpose:** To provide practicing teachers with knowledge and skills in the use of 21<sup>st</sup> century, Information and Communication Technology (ICT) enriched, teaching and learning practices.

**Content:** This module integrates aspects of curriculum knowledge, pedagogical theory and classroom practice with regards to Information and Communication Technology in the South African teaching and learning environment. Critical discussion and reflection on the role of ICT in Education in South African schooling is emphasised. Elements of knowledge-based societies, blended-learning and the use of ICT in the classroom form part of the module design. Policy that relates to ICT in Education in a South African context is included.

**Instruction:** To include face-to-face; group presentations, text-based and computer-based assignments, etc.

**Assessment:** Text-based and computer-based assessment, presentations, etc.

**Pre-requisites:** None

**Credits:** 12

### **YEAR 2:**

#### **LIT211E: Literacy 2**

**Purpose:** Academic reading and writing skills development and fostering an understanding of issues relating to language in education in South Africa

**Content** The focus will be on the First additional language with particular reference to the teaching of communication skills in English, academic reading and writing skills, and the oral skills of discussion, debate and presentation

**Instruction:** To include face-to-face; group presentations; text-based assignments, etc.

**Assessment:** To include formative and summative assessment which includes presentations, portfolio of evidence, classroom debates, Journal

**Pre-requisite(s):** Successful completion of Literacy 1.

**Credits: 8**

### **AFL211 E: First Additional Language Afrikaans**

**Purpose:** To familiarize teachers primarily with the content (knowledge, concepts and skills) taught in the Foundation Phase as contained in the Afrikaans First Additional Language Curriculum and Assessment Policy Statements (CAPS)

**Content:** This module focuses on the acquisition of practical lesson planning and teaching skills required to teach learners the required language skills in the Foundation Phase (Listening and speaking; Reading and phonics; Writing and handwriting).

**Instruction:** To include face-to-face, group assignment and text-based assignments, etc.

**Assessment:** To include written assignments, oral assignments, e.g. presentations, Role-plays, Examinations.

**Pre-requisite(s):** None.

**Credits: 16**

### **OR**

### **EFL 211E: First Additional Language English**

**Purpose:** To familiarize teachers primarily with the content (knowledge, concepts and skills) taught in the Foundation Phase as contained in the English First Additional Language Curriculum and Assessment Policy Statements (CAPS)

**Content:** **This** module focuses on the acquisition of practical lesson planning and teaching skills required to teach learners the required language skills in the Foundation Phase (Listening and speaking; Reading and phonics; Writing and handwriting).

**Instruction:** To include face-to-face, group assignment and text-based assignments, etc.

**Assessment:** To include written assignments, oral assignments, e.g. presentations, Role-plays, Examinations.

**Pre-requisite(s):** None.

**Credits: 16**

## **NUM221E: Numeracy 2**

**Purpose:** To help teachers to plan activities to show learners independent thinking.

**Content:** This module emphasizes the importance of having mathematical conversations' with learners, and developing mathematical understanding through patterns and conjectures. In year two, the focus is on Mathematics in Grades 1 – 3

**Instruction:** To include face-to-face, group assignment and text-based assignments, etc.

**Assessment:** Formative assessment, and summative assessment

**Pre-requisite(s):** Successful completion of Numeracy 1

**Credits:** 8

## **LFS211E: Life Skills 2**

**Purpose:** The application of theory in an authentic, work-based context. To build on students' knowledge and understanding of the methodological issues pertaining to teaching and learning of beginning knowledge and personal and social wellbeing; Creative Arts and Physical Education from Grade R -3

**Content:** This module is a continuation of planning and teaching the study areas (Beginning Knowledge, Personal Social Wellbeing, Creative Arts and Physical Education) as outlined for Life Skills in the CAPS document for Grade R – 3.

**Instruction:** To include face-to-face contact sessions, self –study; group presentations

**Assessment:** Summative and Formative Assessment.

**Pre-requisite(s):** Successful completion of Life Skills 1

**Credits:** 8

## **MLT221E: Multi-grade Teaching**

**Purpose:** To develop competences and expertise in multi-grade teaching

**Content:** A theoretical and practical exploration of teaching; learning; classroom management and assessment approaches most suitable for multi-grade teaching

**Instruction:** To include face-to-face contact sessions, self –study; group presentations

**Assessment:** Summative and Formative Assessment.

**Pre-requisite(s):** None

**Credits:** 8

**WIL221E: Work Integrated Learning**

**Purpose:** To apply theory in practice

**Content:** The application of theory in an authentic, work-based context, e.g. observation, reflecting on lesson taught by others, as well as learning in practice, e.g. preparing, teaching and reflecting on lessons taught by self. Tacit knowledge to be developed.

**Instruction:** Preparation of student to develop a portfolio of evidence and the application of theory into practice.

**Assessment:** Formative assessment and summative assessment

**Pre-requisite(s):** Completion of Home Language 1, Life Skills 1 and Numeracy 1 courses

**Credits:** 8



## **POSTGRADUATE DIPLOMA IN HIGHER EDUCATION AND TRAINING**

### **PGDipHET: CODE 52402**

The purpose of the PGDipHET is to professionalize teaching and learning practitioners through engagement with critical reflective practice. It promotes the evidencing of teaching and teaching-learning innovations towards improvement and further development of teaching practice. It fosters the acquisition of knowledge, skills and competencies for effective practice and the maximization of learning on the part of students.

#### **E.44 Admission**

A student shall not be admitted as a candidate for the Postgraduate Diploma in HET unless the student –

E.44.1 Has evidence of relevant and current Higher Education teaching experience (NQF level 5 and above).

E.44.2 A qualification at NQF Level 7

#### **E.45 Duration**

The diploma is offered on a part-time basis only, and, as a whole qualification must be completed in not more than 6 consecutive semesters.

#### **E.46 Curriculum**

The Postgraduate Diploma in HET is a 130 credit SAQA Postgraduate Diploma at NQF level 8.

**Students need to complete SIX core modules and ONE elective module to satisfy the requirements for the qualification:**

#### **Year 1**

HET 501/HET501E Higher Education Context and Evaluation as Action Research

HET 502/HET502E Assessment and Moderation of Student Learning

HET 504/HET504E Facilitation of Learning

#### **Year 2**

HET 505/HET505E Curriculum Development

HET512/HET512E Technology Enhanced Learning

HET 500/HET500E Portfolio Integration

**In year 2 Students need to choose ONE elective to satisfy the requirements for the qualification. The elective modules are:**

HET 506/HET50E Management of HET Learning Programmes  
HET 509/HET509E Supervision of Postgraduate Research in HET  
HET521/HET521E Recognition of Prior Learning

#### ACADEMIC STRUCTURE- 52402

STUDY LEVEL ONE				
MODULE	MODULE CODE	NQF LEVEL	CREDITS	PRE-REQUISITE
<b>Compulsory modules</b>				
<b>Year modules</b>				
Higher Education Context and Evaluation as Action Research	HET501/ HET501E	8	20	
Assessment and Moderation of Student Learning	HET502/ HET502E	8	25	
Facilitation of Learning	HET504/ HET504E	8	30	
<b>TOTAL CREDITS ACADEMIC YEAR 1</b>			<b>75</b>	

STUDY LEVEL TWO				
MODULE	MODULE CODE	NQF LEVEL	CREDITS	PRE-REQUISITE
<b>Compulsory modules</b>				
<b>Year modules</b>				
Curriculum Development	HET505/ HET505E	8	30	
Technology Enhanced Learning	HET512/ HET512E	8	15	
Portfolio Integration	HET500/ HET500E	8	0	
<b>Electives (choose one)</b>				
Management of HET Learning Programmes	HET506/ HET500E	8	10	
Supervision of Postgraduate Research in HET	HET509/ HET509E	8	10	
Recognition of Prior Learning	HET521/ HET521E	8	10	
<b>TOTAL CREDITS ACADEMIC YEAR 2</b>			<b>55</b>	
<b>TOTAL CREDITS</b>			<b>130</b>	

#### E.47 Assessment

E.47.1 Formative continuous assessment of tasks and drafts by self, peers and facilitators towards developing a portfolio of evidence.

E.47.2 Submission of a portfolio of evidence within one month of completion of contact sessions for that particular module; and

E.47.3 Summative assessment and external moderation of the portfolio

For the full PGDipHET qualification, there are six compulsory modules, plus one

elective. The modules are as follows:

### **HET 500/ HET 500E: Integrated Portfolio**

Purpose: The integration of all the required individual modules into a profile that will constitute an overall pass and therefore the award of the Diploma.

Credits: 0

### **HET 501/ HET 501E: The Higher Education context and Evaluation as Action Research**

Purpose: This module will provide participants with the background knowledge to enable them to critically analyse and reflect on the mission of Higher Education and Training, and to contextualize teaching and learning in Higher Education and Training within global, national and local contexts and constraints. Participants will also be able to engage with the principles of evaluation in tertiary education so that they can evaluate their own practice as educators in an on-going action research manner.

Contents: International, national, local, and institutional contexts and trends in the Higher Education and Training Band. The rationale for critical reflection in teaching and learning in the Higher Education context. Evaluation as action research in a developmental model of staff development. Types of evaluation instruments, their uses and appropriateness for various contexts.

Instruction: Full contact; self-study work-based application.

Assessment: Continuous formative assessment of tasks and drafts by self, peers and facilitators towards developing a portfolio of evidence; and summative assessment and external moderation of the portfolio. (An oral defence of the portfolio may be required)

Credits: 20

### **HET 502/ HET502E: Assessment and Moderation of Student Learning**

Purpose: To develop a theoretical understanding of assessment; to enable informed implementation of assessment principles and processes in personal practice.

Contents: Validity and reliability in assessment practices; aligning assessment with specific course outcomes; responding appropriately to diversity; using assessment formatively to promote learning and develop curricula; diversifying assessment methods; using Computer-assisted assessment to enhance assessment procedures; planning and implementing assessment and moderation processes informed by principles of equity, transparency and accountability.

Instruction: Full contact; self-study; work-based application.

Credits: 25

Assessment: Continuous formative assessment of tasks and drafts by self, peers and facilitators towards developing a portfolio of evidence; and summative assessment and external moderation of the portfolio. (An oral defence of

the portfolio may be required)  
Credits: 30

#### **HET 504/ HET504: Facilitation of Learning**

Purpose: To deepen participants' theoretical understanding of the nature of learning through reflection and critical practice, and thereby to foster practical understanding of ways in which to facilitate learners' access to learning in the various disciplines at tertiary level.

Contents: Philosophies of education relating to a range of paradigms; theories of learning; dealing with diversity in student learning needs; inter-active teaching methods and multiple resources to encourage active learning and holistic development.

Instruction: Full contact; self-study; work-based application.

Assessment: Continuous formative assessment of tasks and drafts by self, peers and facilitators towards developing a portfolio of evidence; and summative assessment and external moderation of the portfolio. (An oral defence of the portfolio may be required)

Credits: 25

#### **HET 505/ HET505E: Curriculum Design and Development**

Purpose: To deepen theoretical understanding of the different approaches to curriculum development at tertiary level; to enable the design and interpretation of learning programmes within an outcomes-based education framework.

Contents: Identification and critique of a variety of curriculum models and their underlying educational purposes; analysis and critique of curriculum models used in own practice; situational analysis to inform curriculum/module design; design and development of courses/modules that are outcomes-based.

Instruction: Full contact; self-study; work-based application.

Assessment: Continuous formative assessment of tasks and drafts by self, peers and facilitators towards developing a portfolio of evidence; and summative assessment and external moderation of the portfolio. (An oral defence of the portfolio may be required)

Credits: 30

**HET 512/ HET512E: Technology Enhanced Learning**

- Purpose:** To enable participants to design and develop learning content using ICT tools
- Contents:** Identification of learning challenges requiring infusion of technology, design learning content and activities using ICT, evaluate effectiveness of technology in teaching and learning.
- Instruction:** Full contact; self-study; work-based application.
- Assessment:** Continuous formative assessment of tasks towards final product; peer assessment of final draft; summative assessment of final electronic product and accompanying portfolio.
- Credits:** 15
- Prerequisites:** Basic computer keyboard and mouse skills; access to a computer connected to a network with Internet access.

**ELECTIVE MODULES****HET 506: Management of HET Learning Programmes**

- Purpose:** To enable practitioners to be competent in all aspects of managing and developing HET learning programmes.
- Content:** Strategies for developing, marketing, implementing and evaluating a learning programme; strategies for managing programme development through integration of dissemination, implementation and evaluation
- Instruction:** Full contact; self-study; work-based application.
- Assessment:** Continuous formative assessment of tasks and drafts by self, peers and facilitators towards developing a portfolio of evidence; and summative assessment and external moderation of the portfolio. (An oral defence of the portfolio may be required).
- Credits:** 10
- Prerequisites:** Work-based responsibility for the management of a course(s) and/or module(s) and/or programme(s).

**HET 509: Supervision of Postgraduate Research**

- Purpose:** To enable participants to guide learners in the understanding, planning, management and writing up of research projects and assess postgraduate research.
- Contents:** Knowledge and skills for conducting research; planning a research project; monitoring the quality of the research process and product; supporting the learner in the research process; assessing research reports; evaluating their own supervision.
- Instruction:** Full contact; self-study; work-based application.
- Assessment:** Continuous formative assessment of tasks and drafts by self, peers and facilitators towards developing a portfolio of evidence; and summative assessment and external moderation of the portfolio. (An oral defence of

the portfolio may be required).

Credits: 10

Prerequisites: Involvement or previous experience in supervision of post-graduate students.

**POSTGRADUATE CERTIFICATE IN EDUCATION IN FOUNDATION PHASE  
TEACHING -PGCE (FOUNDATION PHASE TEACHING)  
QUALIFICATION CODE: 50050  
SAQA ID 111401**

## **Purpose**

The Postgraduate Certificate in Education is a professional teaching programme that caps an undergraduate degree or an approved diploma. It offers an entry-level initial professional preparation for undergraduate degree or diploma holders who wish to develop focused knowledge and skills as classroom teachers in the Foundation Phase. For this purpose, the qualification requires a specific depth and specialisation of knowledge, together with practical skills and workplace experience to enable successful students to apply their learning as beginner teachers in schools in varying contexts.

## **Minimum admission requirements**

- Approved undergraduate Bachelor's degree (NQF Level 7 or 8).
- An approved three-year National Diploma evaluated at (NQF level 7) with a minimum of 360 credits.
- The degree or diploma referred above should have at least two languages (Xhosa/Afrikaans/English) at 100 level.
- Psychology at 300 level or Psychology at 200 level with statistics at 100 level.
- Mathematics/Mathematics Literacy level 3

**Duration:** The PGCE is an intensive one-year full-time programme.

## **ACADEMIC STRUCTURE**

<b>STUDY LEVEL ONE</b>				
<b>MODULE</b>	<b>MODULE CODE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>	<b>PRE-REQUISITE</b>
<b>Compulsory modules</b>				
Curriculum Studies	CRS511E	7	8	
English First Additional Language Teaching	EFL 511E	7	8	
Foundations of Education 1	FOE511E	7	12	
The Professional Teacher Assessment and Teacher Administration	PRT511E	7	8	
<b>Electives (select one)</b>				
Afrikaans	HLA511E	7	16	
English	HLE511E	7	16	
isiXhosa Education	HLX511E	7	16	
Mathematics Education	MEE511E	7	16	
<b>Total credits semester one</b>			<b>68</b>	
<b>Semester two</b>				
<b>Compulsory modules</b>				
Foundations of Education 2	FOE521E	7	12	
Life Skills Education	LSE521E	7	8	

The Professional Teacher Semester 2: Creating Successful Classrooms: Pedagogy and Classrooms as Communities	PRT521E	7	8	
Language for conversational purpose (Afrikaans)	LCA521E	5	8	
Language for conversational purposes	LCX521E	7	8	
School-Based Work Integrated learning	SBW501E	7	24	
<b>Total credits semester two</b>			<b>60</b>	
<b>TOTAL CREDITS</b>			<b>128</b>	

## **Semester 1**

### **CRS511E Curriculum Studies**

**Purpose:** This course provides an understanding of Curriculum theory in general and the Foundation phase curriculum in particular. The module develop insight into existing curriculum practices, into the diversity of approaches to curriculum studies and into curriculum development with respect to curriculum theory, teaching and learning, curriculum management, the environment and curriculum leadership

**Content:** At the application level, the module aims to provide the students with an understanding of the relevance of curriculum studies in relation to the three broad pathways (teaching and learning, management and leadership and educational planning, research and/or policy development). In the Curriculum Studies course, case methods have being included to: Encourage student responsibility for learning; Transfer information, concept and technique; Develop command of a body of material; Blend affective and cognitive learning domains; Enliven the classroom dynamic; Develop collaboration skills and Foster critical thinking

**Instruction:** Lectures, tutorials, group work, independent study

**Assessment:** Formative assessments include tests, assignments and presentations. Summative assessment that will include a final examination.

**Credits:** 8

### **EFL511E English First Additional Language Teaching**

The purpose of this initial EFAL module is to develop understanding of the ways in which second/ additional languages are learned/ acquired; and how this differs from Home Language acquisition.

#### **Content:**

The theoretical relationship between L1 and L2 will be explored. Students will begin to identify principles for EFAL teaching and learn about a few appropriate teaching approaches/ methods in Grade R and Grades 1 – 3 classrooms. Acquisition/ Learning Theories compared to Home Language (L1) as well as cognitive & academic



advantages of bilingualism: interdependence theory are also a focus. Principles for additional language teaching with a focus on approaches used in Grade R – 3. An overview of the Curriculum and Assessment Policy Statement (CAPS) for EFAL will provide students with knowledge about teaching the subject in South Africa in the Foundation Phase (Grade R – 3) and students will build on their understanding of lesson planning as introduced in the ***School-based Work Integrated Learning*** modules in the qualification but specifically focused on language teaching. Bilingual Materials Development is essential

**Instruction:** Face to face lectures, tutorials, group work, independent study.

**Assessment:** portfolios and written and oral presentations Summative assessment will include a final examination.

**Credits:** 8

### **FOE511E Foundations of Education 1**

**Purpose:** The module aims to give students exposure to the historical development of and in education in South Africa by using theoretical frameworks and conceptual tools offered by the history of education. This module also aims to introduce the trainee teacher to how learners learn and develop specifically within a classroom context. This module also examines the philosophical premises of education in the past and in the present with particular reference to the South African education system. It will also introduce students to various philosophies that inform educational practices and debates. It is the task of Philosophy of Education to reveal the intricate relationships between educational theory and practice; this will be achieved by exposing students to trends in educational developments and the philosophical views underlying educational practices and debates in education within the South African context. The module also provides students with the opportunity to engage with the learning of education in a comparative and international context. This will enable learners to develop an understanding of the similarities and differences between formal educations from a diversity of nations. The rationale for this is to place learners in a position that enables them to see beyond their boundaries in order for them to be able to compare their educational experiences with the educational experiences of other nations. Moreover, comparative education affords the student the opportunity to understand various educational discourses that have an impact on the operations and dynamics of education in different part of the world.

**Content:** The content includes the meaning of history of education; historical perspectives on education; education in the South African context; origin and types of schools in South Africa; educational developments since 1994; the school in context; equality and educational opportunity; the teacher; and educational issues and problems in South Africa. The module content will also provide opportunity to define the nature and scope of comparative and international education - The values of the study of comparative and international education; Theories and methods in comparative and international education; Studies of educational processes within social and other contexts; Different approaches and paradigms within the field of comparative education: A historical approach; Decision making approach;

Interdisciplinary approach; Problem approach and specific examples of factors in the educational developments of nations.

The content equally covers definition of basic concepts and justifications for the study of philosophy of education. Philosophy of Idealism - Meaning, components, implications for South African education. Philosophy of Realism - Meaning components, implications for South African education. Pragmatism - Meaning, components, implications for South African education; Naturalism in education: Meaning, components; implications for South African education.

**Instruction:** Lectures, tutorials, group work, independent study

**Assessment:** Summative assessment that will include examinations, portfolios and written and oral presentations

**Credits:** 12

### **Home Language Teaching (Afrikaans/English/isiXhosa Education)**

Option - Students choose 1 of the 3 Home languages

#### **i) HLE511E Home Language – English**

**Purpose:** This module has multiple purposes. Firstly, this Home Language English module aims to develop students' understanding of how learners acquire and learn their Home/ Home Languages and develop literacy. Secondly, it aims to develop students' theoretical understanding of the reading process and the implications of an Interactive Model of Reading for classroom practice. The module emphasises the importance of Writing in a balanced approach to literacy. Thirdly, it the purpose of the module is to develop an understanding of the value of teaching grammar in a Home Language curriculum. Lastly, the module aims to develop the student teacher's own knowledge and proficiency in the use of English Home Language in order to support teaching and learning as well as the learner's achievement in other subjects.

**Content:** The module will develop students' subject and initial, pedagogical knowledge. Students will also begin to develop a 'profile' of English Home Language learners in the Foundation Phase - how they learn and what their needs are. The role of the teacher in creating a 'culture of literacy' in the classroom will be emphasised. This module will further develop student's subject and pedagogical knowledge. The Curriculum and Assessment Policy (CAPS) document for Home Language English will be unpacked and practical knowledge of the approaches to language teaching and reading in CAPS, will be developed. Students will learn how to plan suitable reading lessons, taking into account learners' diverse needs. The ability to assess learners' reading development will be a further competence to be developed. Approaches for the planning, teaching and assessment of writing and grammar lessons is central in the module. Students will also be equipped to plan well-contextualised, relevant grammar lessons. Trainee teachers will have a good understanding of the principle of integration as advocated by the Curriculum and Assessment Policy Statement (CAPS) and be able to plan a unit/ sequence of lessons accordingly.

**Instruction:** Lectures, tutorials, group work, independent study

**Assessment:** Written assignments, lesson plans, oral assignments, e.g. presentations, role-plays, portfolio and a summative examination

**Credits:** 16

ii) **HLA511E Home Language – Afrikaans**

**Purpose:** The module has multiple purposes. Firstly, these include: developing student teachers' understanding of how learners acquire and learn their Home/First Language; how learners develop literacy. Secondly, the role of the teacher in creating a culture of literacy in the classroom. Developing a theoretical understanding of the reading processes and the implications of an interactive Model of Reading for classroom practice and capacitating student teachers to plan reading lessons and assess learners' reading abilities. Developing an understanding of the value of teaching grammar in the Afrikaans Home Language curriculum. Lastly, the module aims to develop the student teacher's own knowledge and proficiency in the use of Afrikaans Home Language in order to support teaching and learning as well as the learner's achievement in other subjects.

**Content:** Language acquisition and learning; Teaching Reading; Writing; Listening; Speaking and Grammar to Afrikaans mother tongue speakers The module will develop students' subject and initial, pedagogical knowledge. Students will also begin to develop a 'profile' of Afrikaans Home Language learners in the Foundation Phase - how they learn and what their needs are. The role of the teacher in creating a 'culture of literacy' in the classroom will be emphasised. This module will further develop student's subject and pedagogical knowledge. The Curriculum and Assessment Policy (CAPS) document for Home Language Afrikaans will be unpacked and practical knowledge of the approaches to language teaching and reading in CAPS, will be developed. Students will learn how to plan suitable reading lessons, taking into account learners' diverse needs. The ability to assess learners' reading development will be a further competence to be developed. Approaches for the planning, teaching and assessment of writing and grammar lessons in Afrikaans is central in the module. Students will also be equipped to plan well-contextualised, relevant grammar lessons. Trainee teachers will have a good understanding of the principle of integration as advocated by the Curriculum and Assessment Policy Statement (CAPS) and be able to plan a unit/ sequence of lessons accordingly.

**Instruction:** Lectures, tutorials, group work, independent study

**Assessment:** Written assignments, lesson plans, oral assignments, e.g. presentations, role-plays, portfolio and a summative examination.

**Credits:** 16

iii) **HLX511E Home Language – isiXhosa**

**Purpose:** This module has multiple purposes. Firstly, this Home Language English module aims to develop students' understanding of how learners acquire and learn their Home Languages and develop literacy. Secondly, it aims to develop students' theoretical understanding of the reading process and the implications of an Interactive Model of Reading for classroom practice. The module emphasises the importance of Writing in a balanced approach to literacy. Thirdly, it the purpose of the module is to develop an understanding of the value of teaching grammar in a Home Language curriculum. Lastly, the module aims to develop the student teacher's own knowledge and proficiency in the use of isiXhosa Home Language in order to support teaching and learning as well as the learner's achievement in other subjects.

**Content:** The module will develop students' subject and initial, pedagogical knowledge. Students will also begin to develop a 'profile' of isiXhosa Home Language learners in the Foundation Phase - how they learn and what their needs are. The role of the teacher in creating a 'culture of literacy' in the classroom will be emphasised. This module will further develop students' subject and pedagogical knowledge. The Curriculum and Assessment Policy (CAPS) document for Home Language isiXhosa will be unpacked and practical knowledge of the approaches to language teaching and reading in CAPS will be developed. Students will learn how to plan suitable reading lessons, taking into account learners' diverse needs. The ability to assess learners' reading development will be a further competence to be developed. Approaches for the planning, teaching and assessment of writing and grammar lessons is central in the module. Students will also be equipped to plan well-contextualised, relevant grammar lessons. Trainee teachers will have a good understanding of the principle of integration as advocated by the Curriculum and Assessment Policy Statement (CAPS) and be able to plan a unit/ sequence of lessons accordingly.

**Instruction:** Lectures, tutorials, group work, independent study

**Assessment:** Written assignments, lesson plans, oral assignments, e.g. presentations, role-plays, portfolio and a summative examination.

**Credits:** 16

## **MEE511E Mathematics Education**

**Purpose:** This module seeks to equip student teachers with the knowledge base underpinning the teaching of mathematics in the Foundation Phase. This module focuses on developing the teacher's understanding of how children learn mathematics and how to facilitate Mathematics teaching in the Foundation Phase. It focuses on treating learners as independent thinkers in the Mathematics classroom, using a problem solving and investigative approach to the teaching of numeracy. The emphasis in Mathematics Education 1 is on Mathematics in Grade R and grades 1 - 3, as well as an emphasis on learning through play.

**Content:** Develop Foundation Phase learner-teachers basic introductory knowledge of how children learn mathematics, with the focus on treating children as independent thinkers. This module is critical in preparing teachers for facilitating emergent numeracy. Students will critically engage with kinds of evidence, terminology and modes of arguments on issues appropriate to the fields of knowledge in the subject Mathematics. Students will deepen their understanding of the content curricula

knowledge in the subject Mathematics. Students will develop the knowledge on how to teach the subject (how to determine, select, sequence and pace contents in accordance with learner needs). Lesson planning and teaching strategies relevant to the Foundation Phase form part of this module. Making mathematics resources forms part of this module.

**Instruction:** Lectures, discussions, tutorials, group work, independent study, presentations.

**Assessment:** Formative assessments include tests, assignments and presentations. Summative assessment that will include a final written examination.

**Credits:** 16

### **SBW501E School Based Work Integrated learning (Semester 1and 2)**

**Purpose:** The purposes of this module are:

- to provide students with experiential knowledge of classroom practice through structured, critical observation. Students will in addition begin to develop professionally important, self-reflective skills.
- to provide students with the knowledge and skills necessary to plan and teach lessons which promote effective learning.
- to develop a predetermined/ focussed set of teaching skills, but including lesson planning skills, skills for the production and utilisation of teaching and learning resources and strategies for effective classroom management/ discipline. The module

**Content:** This module addresses specific competences identified for obtaining the qualification, relating to skills that will make the student employable and assist in developing these skills

- Guided observation and critical analysis of classroom management and teaching strategies presented through visual aids.
- Structured observation in schools observing and reflecting
- Initial experience of planning and team teaching with an experienced mentor teacher
- Micro-teaching sessions: lesson planning, resource development and use, classroom management/ discipline strategies, etc.
- Guided planning – teaching – reflection
- Independent planning – teaching – reflection
- Teaching in schools
- Self-reflection on the development of teaching competences
- Reflection on learning

**Instruction:** Lectures, micro-teaching, videos, reflective writing.

**Assessment:** Portfolio of evidence, mentor- teacher assessment, lecturer assessment

**Practical:** 8 -12 weeks in schools  
**Credits:** 24

### **PRT511E The Professional Teacher Semester1: Assessment and teacher administration**

**Purpose:** This is a module specifically designed for PGCE students to provide them with introductory knowledge, and begin to establish new practices upon which to develop as a professional teacher in South Africa. The second half of the module focuses on the professional teacher as a community leader and other roles including managing parental involvement

**Content:** The premise of this module is to ensure that foundation phase students understand the concept of professionalism. The module will focus on the professional teacher as a community leader. The student will be introduced to the theory and practice of reflective praxis and will have early exposure to texts of critical educationists. The module will be the first contribution to building ICT capabilities for professional practice.

**Instruction:** Includes face to face lectures, tutorials, group work, independent study

**Assessment:** Oral and written assignments, presentations, role-playing, journaling, portfolio and examination.

**Credits:** 8

### **Semester 2**

#### **FOE521E Foundations of Education 2**

**Purpose:** This module aims to introduce the trainee teacher to how learners learn and develop specifically within a classroom context. Effective teaching and learning hinges on the educators' understanding of educational psychology because the module provides the framework for the trainee teacher to learn how to plan, create and deliver effective lessons within the dynamics of the learners. The module also introduces students to various theoretical perspectives in the sociology of education that will provide a foundation for the professional development of the educator. The module is designed to help students capture the dynamics inherent within the framework of the school-society debate in the South African context. It is also designed to help students develop a deep appreciation of the relationships between the school and society; from how culture, language and interaction with others constantly shape, re-shape and influence everything about the school and schooling to how individuals learn to fit within the society from school.

**Content:** The content of this module include: the definition of psychology; education; and psychology of education; Meaning of training; learning; teaching; instruction; and performance; Relationship between training; learning; teaching; instruction; and performance; Types of Learning; and factors affecting Learning; Learning theories – Behaviourism, Cognitivism, Constructivism, and Social learning theory; The three domains of learning: Cognitive, Affective, and Psycho-motor; Assessment Instruments relevant for the domains of learning; Learning differences and barriers to learning; Relationship between learning experiences and cultural differences; and, Motivation in teaching and learning. The content also includes introduction to sociology of education:

meaning, rationale for the module, and key concepts in Sociology of Education; theories of society and theoretical perspectives on education; the social function of education; agents of socialisation; ecological model of human development: Bronfenbrenner, poverty and violence in South Africa; schooling, social inequality and mobility in South Africa; sociological perspectives on South Africa's educational policy and reforms; diversities in the classrooms and pedagogical implications; relationships in the school and classrooms; and, educational responses to issues of race, ethnicity, social class, gender and sexual orientation in South Africa

**Instruction:** Includes face to face lectures, tutorials, group work, independent study

**Assessment:** portfolios and written and oral presentations Summative assessment that will include examinations.

**Credits:** 12

### **Languages for Conversational Purposes (Afrikaans /isiXhosa)**

Option: Students choose one of the two languages- isiXhosa and Afrikaans. IsiXhosa non mother tongue will do isiXhosa and isiXhosa mother tongue will do Afrikaans

### **LCA 521E Language for Conversational purposes - Afrikaans**

**Purpose:** To develop communicative competence in a second additional language – one of the official languages of the Eastern Cape Province. The focus is on oral communication with emphasis on the school as context to heighten the student teacher's awareness of learning an additional language and to reflect on the effectiveness of the language teaching methods used

**Content:** Forms of greetings; simple everyday conversations; expressing opinions and ideas; vocabulary associated with the school environment; giving and following simple statements/questions/instructions

**Instruction:** Includes face to face lectures, group work

**Assessment:** Oral presentations, role-playing, tests. Summative assessment that will include a hour and half examination.

**Credits:** 8

### **LCX 521E Language for Conversational purposes - isiXhosa**

**Purpose:** To develop communicative competence in a second additional language – one of the official languages of the Eastern Cape Province. The focus is on oral communication with emphasis on the school as context to heighten the student teacher's awareness of learning an additional language and to reflect on the effectiveness of the language teaching methods used

**Content:** Forms of greetings; simple everyday conversations; expressing opinions and ideas; vocabulary associated with the school environment; giving and following simple statements/questions/instructions

**Instruction:** Includes face to face lectures, group work.

**Assessment:** Oral presentations, role-playing, tests. Summative assessment that will include a hour and half examination.

**Credits:** 8

### **LSE521E Life Skills Education**

**Purpose:** The purpose of this module is to equip Foundation Phase students to become informed, effective and confident classroom practitioners. The focus is to expand the students' knowledge, introduce them to new content knowledge, as well as their pedagogical content knowledge and methodology based in the subject Life Skills in the South African context. Life Skills Education will equip the students to become informed, effective and confident classroom teachers.

**Content:** This module will explore Grade R and Foundation Phase Curriculum and CAPS for Life Skills. This includes developing content knowledge and methodological practices within the subject Life Skills for Foundation Phase learners. Students will explore the life skills topics of: Personal and Social Well-being; Creative Arts and Physical Education. These topics will be developed in a way that provides students with a window into Rights and Responsibilities as well as focusing on theory and practice. Students will be required to use the CAPS curriculum to understand, design and reflect on Life Skills lessons. Lesson observations will also allow for reflection on the importance of Life Skills in the curriculum. Making resources for the teaching of Life Skills also forms part of this module.

**Instruction:** Includes face to face lectures, group work, independent study

**Assessment:** Written assignments, Oral assignments, e.g. presentations, Role-plays, Portfolio and Examinations

**Credits:** 8

### **PRT521E The Professional Teacher Semester 2: Creating successful classrooms:**

**Purpose:** When students enter the classroom after pre-service training, many struggle with the reality of creating peaceful productive learning days in the difficult context of many South African classrooms. As such, students often struggle to keep their classrooms moving forward productively, relying on a small set of tools embedded in their own learning histories. Across the world, teacher educators are trying to understand how to give students a 'radical and intimate' experience that helps them work in new ways. This module will explore some of the ways teacher can engage with these thoughts and create successful spaces in their classrooms

**Content:** The module first considers pedagogical practice (how we enact teaching). It attempts to help expose our hidden socio-cultural instincts – the unexplored and embodied pedagogical norms woven reflecting the pedagogical exposure of our past. It then seeks to explore different pedagogical practices available to teachers in the primary and intermediate phase, including an exploration of the meaning of educational play. The majority of the course provides students with an understanding of the theory and practice of how to organise successful classrooms over time, especially in large under-resourced classroom settings. Emphasis will be placed on publications by practitioners



**Instruction:** Includes face to face lectures, tutorials, group work, independent study

**Assessment:** Oral and written assignments, presentations, role playing, journaling, portfolio and examination.

**Credits:** 8

**BACHELOR OF EDUCATION IN FOUNDATION PHASE TEACHING (GENERAL  
EDUCATION AND TRAINING, GET BAND)  
National Qualifications Framework (NQF) Level 7  
COURSE CODE: 50045  
SAQA ID 99690**

**PREAMBLE**

In acknowledging the importance of IsiXhosa, as Home Languages for the majority of learners in the Eastern Cape. The Bachelor of Education in Foundation Phase Teaching is offered as a Bilingual programme (IsiXhosa/ English).

**ADMISSION REQUIREMENTS**

Candidates must meet at least ONE of the following requirements for admittance into the programme:

- National Senior Certificate with an endorsement for entry into a Bachelor's degree
- Diploma in Grade R Teaching
- Advanced Certificate in Teaching

**DURATION**

This programme is offered on a full-time basis for pre-service students and extends over a minimum period of 4 years. The maximum period of study on this particular programme is N+2

**50045 ACADEMIC STRUCTURE**

<b>STUDY LEVEL ONE</b>				
<b>MODULE</b>	<b>MODULE CODE</b>	<b>NQF LEVELS</b>	<b>CREDITS</b>	<b>PRE-REQUISITE</b>
<b>Semester 1</b>				
<b>Compulsory modules</b>				
Social Transformation	STF111E	5	16	
Academic Development 1	ACD111E	5	8	
Foundations of Education 1	FOE111E	5	16	
<b>Electives (Select one)</b>				
Linguistics for Education – Afrikaans	LEA111E	5	12	
Linguistics for Education – isiXhosa	LEX111E	5	12	
<b>Electives-Humanities (Select one*)</b>				
Humanities Course 1		5	16	
<b>TOTAL CREDITS SEMESTER 1</b>			<b>68</b>	
<b>Semester 2</b>				
<b>Compulsory modules</b>				
The Professional Teacher	PRT121E	5	8	
School-Based Work Integrated Learning 1	SBW121E	5	8	
Linguistics for Education – English	LEE121E	5	12	

<b>Electives (Select one)</b>				
Mathematics Education 1 – English	MEE121E	5	12	
Mathematics education 1 - isiXhosa-English	MEX121E	5	12	
<b>Electives-Humanities (Select one*)</b>				
Humanities Course 2		5	16	
<b>TOTAL CREDITS FOR SEMESTER 2</b>			<b>56</b>	
<b>TOTAL CREDITS FOR YEAR ONE</b>			<b>124</b>	

<b>STUDY LEVEL TWO</b>				
<b>MODULE</b>	<b>MODULE CODE</b>	<b>NQF LEVELS</b>	<b>CREDITS</b>	<b>PRE-REQUISITE</b>
<b>Semester 1</b>				
Academic Development 2	ACD212E	5	8	ACD111E
<b>Electives (select one)</b>				
Home Language Education 1–isiXhosa (option 1)	HXE 212E	6	12	LEX111E
Home Language Education 1 – English (option 2) OR	HEE212E	6	12	LEE121
Home Language Education – Afrikaans (option 3)	HEA212E	6	12	LEA112E
<b>Electives (select one)</b>				
Mathematics Education 2 – isiXhosa-English (Option 1)	MEX212E	6	16	MEX 121E
Mathematics Education 2 – English (option 2)	MEE212E	6	16	MEE 121E
<b>Electives (select one)</b>				
Life Skills Education 1- isiXhosa (option 1)	LXE212E	5	16	
Life Skills Education 1 – English (option 2)	LSE 212E	5	16	
<b>TOTAL CREDITS FOR SEMESTER 1</b>			<b>52</b>	
<b>Semester 2</b>				
Foundations of Education 2	FOE222E	6	16	FOE111E
Early Childhood Development: Introduction to Grade R	ECR222E	6	16	
Creating successful classrooms	CRS222E	6	8	
School-Based Work Integrated Learning 2	SBW221E	6	16	SBW 121E
English First Additional Language 1	EFL222E	6	12	
<b>TOTAL CREDITS FOR SEMESTER TWO</b>			<b>68</b>	
<b>TOTAL CREDITS FOR YEAR 2</b>			<b>120</b>	

<b>STUDY LEVEL THREE</b>				
<b>MODULE</b>	<b>MODULE CODE</b>	<b>NQF LEVELS</b>	<b>CREDITS</b>	<b>PRE-REQUISITE</b>
<b>Semester 1</b>				
<b>Compulsory modules</b>				
English First Additional Language Education	EFL313E	6	12	EFL222E
<b>Electives (select one)</b>				
Home Language Education 2 - Afrikaans (Option 1)	HEA 313E	6	12	HEA 212E

Home Language Education 2 - English (Option 2)	HEE313E	6	12	HEE 212E
Home Language Education 2 - isiXhosa (Option 3)	HXE313E	6	12	HXE 212E
<b>Electives (select one)</b>				
Life Skills Education 2 - English (option 1)	LSE313E	6	16	LSE 212E
Life Skills Education 2 – isiXhosa (option 2)	LXE313E	6	16	LXE 212E
<b>Electives (select one)</b>				
Mathematics Education 3 - English (option 1) OR	MEE313E	6	16	MEE 212E
Mathematics Education 3 – isiXhosa-English (option 2)	MEX313E	6	16	MEX 212E
<b>TOTAL CREDITS FOR SEMESTER 1</b>			<b>56</b>	
<b>Semester 2</b>				
<b>Compulsory modules</b>				
Assessment and Administration	ASA323E	6	8	
Building and Supporting a Professional Learning Community 1	BLC323E	6	8	
Foundations of Education 3	FOE323E	6	16	
<b>Electives (choose one)</b>				
Language of Conversational Competence 1 - Afrikaans (option 1)	LCA323E	5	8	
Language of Conversational Competence 1 – isiXhosa (option 2)	LCX323E	5	8	
<b>Yearlong modules</b>				
School-Based Work Integrated Learning	SBW303E	6	24	SBW 221E
<b>TOTAL CREDITS FOR SEMESTER TWO</b>			<b>64</b>	
<b>TOTAL CREDITS FOR YEAR THREE</b>			<b>120</b>	

<b>STUDY LEVEL FOUR</b>				
<b>MODULE</b>	<b>MODULE CODE</b>	<b>NQF LEVELS</b>	<b>CREDITS</b>	<b>PRE-REQUISITE</b>
<b>Compulsory modules</b>				
English First Additional Language Education 3	EFL414E	7	12	EFL313E
<b>Electives (select one)</b>				
Home Language Education 3 - Afrikaans (Option 1)	HEA 414E	7	12	HEA 313E
Home Language Education 3 - English (Option 2)	HEE414E	7	12	HEE 313E
Home Language Education 3 - isiXhosa (Option 3)	HXE414E	7	12	HXE 313E
<b>Electives (select one)</b>				
Life Skills Education 3 - English (Option 1) OR	LSE414E	7	16	LSE 313E
Life Skills Education 3 – isiXhosa (option 2)	LXE 414E	7	16	LXE 313E
<b>Electives (select one)</b>				
Mathematics Education 4 - English (Option 1)	MEE414E	7	16	MEE 313E
Mathematics Education 4 – isiXhosa-English (option 2)	MEX414E	7	16	MEX 313E

<b>TOTAL CREDITS FOR SEMESTER 1</b>			<b>56</b>	
<b>Compulsory modules</b>				
Building and Supporting a Professional Learning Community 2	BLC424E	7	4	BLC323E
Foundations of Education 4	FOE424E	7	16	FOE323
Teachers as Change Agents	TCA424E	7	8	
<b>Electives (select one)</b>				
Language of Conversational Competence 2 - Afrikaans (Option 1)	LCA424E	5	8	LCA323E
Language of Conversational Competence 2 – isiXhosa (option 2)	LCX424E	5	8	LCX323E
<b>Year-long Module</b>				
School-Based Work Integrated Learning 4	SBW404E	7	32	SBW 303E
<b>TOTAL CREDITS FOR SEMESTER 2</b>			<b>68</b>	
<b>TOTAL CREDITS FOR YEAR 4</b>			<b>124</b>	
<b>TOTAL CREDITS FOR THE PROGRAMME</b>			<b>488</b>	

\*Students choose ONE Humanities subject taken over two semesters:

Afrikaans 1	AFR111E; AFR122E
English 1	ECL110E; ECL120E
History 1	HIS 111E; HIS122E
IsiXhosa 1	XHS111E; XHS122E
Philosophy 1	PHL111E; PHL112E; PHL123E; PHL124E; PHL125E
Psychology 1	PSY111E; PSY122E
Sociology 1	SOC111E; SOC122E

#### Mathematics Education (Options)

- Students who envisage teaching in isiXhosa Medium Foundation Phase classrooms should elect the **isiXhosa-English** bilingual Mathematics Education 1 module.
- Students who envisage teaching in English Medium Foundation Phase classrooms should elect the Mathematics Education 1 module offered in English-only.

#### Linguistics for Education (Options)

- Students following the isiXhosa-English bilingual stream (as per the Mathematics option) will elect Linguistics for Education – **isiXhosa**
- Students following the **English** stream (as per the Mathematics option) will elect Linguistics **for** Education 1 – isiXhosa **OR** Linguistics for Education – Afrikaans

### **ACD111E: Academic Development 1**

**Purpose:** The module is designed to support the development of students' strategic reading and writing skills with reference to academic texts. The module aims to establish the basis for academic success in the B Ed programme itself and to build strong professional reading and writing practice into the future (Research suggests that teachers who are active readers and writers in their own lives are in a better position to teach children these literacy skills). The module will provide students with access to tools and methods (executive function / metacognitive frames) to extend and improve their academic reading and writing skills through the course of their degree. It will also ensure that students have a good understanding of the University library system, including its online resources.

**Content:** The course focuses on four areas. First, students will be supported to build their strategic reading skills, especially in relationship to academic texts. Second, students will be supported to build their academic writing practice, especially in reference to strategic summaries, argumentative texts and reflective narrative texts. Third, the module will introduce students to a range of metacognitive tools designed to extend our strategies of learning. Finally, the module will expose students to academic literacy in word processing and ethical use of online resources.

**Instruction:** A blended-learning approach including: direct instruction; small group work; independent study; online discussions and postings; drafting and redrafting assignments

**Assessment:** Continuous: Formative (written assignments, demonstrations) and Summative (essay)

**Pre-requisites:** n/a

**Credits:** 8

### **FOE111E: Foundations of Education 1**

**Purpose:** The module aims to give students exposure to the historical development of, and in education, in South Africa, by using theoretical frameworks and conceptual tools offered by the History of Education. This module aims to introduce the trainee teacher to how learners learn and develop specifically within a classroom context. The module also examines the philosophical premises of education in the past and in the present, with particular reference to the South African education system. It will also introduce students to various philosophies that inform educational practices and debates. It is the task of Philosophy of Education to reveal the intricate relationships between educational theory and practice. This will be achieved through exposing students to trends in educational developments and the philosophical views underlying educational practices and debates in education within the South African context.

**Content:** The content includes the meaning of history of education; historical perspectives on education; education in the South African context; origin and types of schools in South Africa; educational developments since 1994; the school in context; equality and educational opportunity; the teacher; and educational issues and problems in South Africa. The content equally covers definitions of basic concepts and justifications for the study of philosophy of education; philosophy of Idealism: Meaning,

components, implications for South African education; philosophy of Realism: Meaning, components, implications for South African education; philosophy of Pragmatism: Meaning, components, implications for South African education; Naturalism in education: Meaning, components, implications for South African education

**Instruction:** Lectures; Online Discussion Postings; Online Quizzes; Small Group Discussions; Independent Study; Written Reports; Consultations with Lecturer

**Assessment:** Summative assessment that will include examinations, portfolios and written and oral presentations.

**Pre-requisite(s):** n/a

**Credits:** 16

### **LEE121E: Linguistics for Education - English**

**Purpose:** The purpose of the module is to develop students' knowledge about language, making explicit the foundational knowledge required by teachers to support children's language and literacy development. The module introduces basic concepts for language and literacy teaching and learning. The focus is the development of student teachers' structural/linguistic knowledge of English.

**Content:** Cognitive and Social dimensions of language and literacy; Components of language: phonology; morphology; lexis/ vocabulary; syntax; pragmatics; semantics; Texts and text types; Children's Literature

**Instruction:** Lectures, Group Tutorials, Online, Independent Study

**Assessment:** Formative and Summative: Oral presentations, written assignments, tests and examinations

**Pre-requisite(s):** n/a

**Credits:** 12

### **LEA111E: Linguistics for Education – Afrikaans**

**Purpose:** To develop students' (implicit) knowledge about language, making explicit the foundational knowledge required by teachers to support children's language and literacy development.

**Content:** What is language? Cognitive and social dimensions of language, Components of language and the relevance of each to children's language and literacy development: phonology; morphology; lexis/ vocabulary; syntax; pragmatics; semantics.

**Instruction:** Lectures, Tutorials, Group work, Independent study, Use of multi-media

**Assessment:** Formative and Summative including assignments, practical tasks, tests

**Pre-requisite(s):** n/a

**Credits:** 12

**LEX111E: Linguistics for Education – isiXhosa**

**Purpose:** The module introduces basic concepts, perspectives and strategies for language and literacy teaching and learning. The focus is the development of student teachers' structural/ linguistic knowledge of isiXhosa via systematic comparison with English.

**Content:** The content includes overview of the UFH B Ed Programme and Language and Literacy Programmes; isiXhosa past, present and future; structural contrastive analysis of isiXhosa and English; critical examination of isiXhosa children's literature translated from English; isiXhosa children's literature and materials development.

**Instruction:** Lectures, Online Discussion Postings, Online Quizzes, Small Group Discussions, Written Reports, Translation and Adaptation of Texts, Consultations with Lecturer

**Assessment:** Summative and formative assessments, including tests, portfolios and written and oral presentations.

**Pre-requisite(s):** Grade 12 isiXhosa as HL or FAL, and English HL or FAL

**Credits:** 12

**MEE121E: Mathematics Education 1 – English**

**Purpose:** This module will be general in nature: it will situate Foundation Phase Mathematics within international and curriculum based contexts, and will attempt to put in place basic, important mathematical content and conventions. This work will be coupled with an appropriate introduction to epistemological and methodological theory and practice.

**Content:** The core content situates South African mathematics performance in the international arena. It includes CAPS and the 5 learning strands for Mathematics as well as setting-out conventions in the primary school. The curriculum will also extend to: social-constructivist activities as instruments for teaching mathematics in primary schools; Mathematics language and jargon; Multiple-Intelligences activities as instruments for teaching mathematics in primary schools; ICT, synchronous and asynchronous teaching and learning.

**Instruction:** Lectures, Group work, Oral presentations, Independent study, Practical application

**Assessment:** Formative (e.g. written assignments; oral presentations); Summative (e.g. tests and examinations)

**Pre-requisite(s):** n/a

**Credits:** 12

**MEX121E: Mathematics Education 1 – isiXhosa-English**

**Purpose:** The module will be general in nature: it will situate Foundation Phase Mathematics within international and curriculum based contexts, and will attempt to put in place basic, important mathematical content and conventions. This work will be coupled with an appropriate introduction to epistemological and methodological theory and practice. Bilingual teaching methods will be used to develop students'



understanding of Mathematics and the pedagogical content knowledge appropriate for Foundation Phase classrooms in which IsiXhosa is the Language of Learning and Teaching.

**Content:** The core content situates South African mathematics performance in the international arena. It includes CAPS and the 5 learning strands for Mathematics as well as setting-out conventions in the primary school. The curriculum will also extend to: social-constructivist activities as instruments for teaching mathematics in primary schools; Mathematics language and jargon; Multiple-Intelligences activities as instruments for teaching mathematics in primary schools; ICT, synchronous and asynchronous teaching and learning.

**Instruction:** Lectures, Group work, Oral presentations, Independent study, Practical application

**Assessment:** Formative (e.g. written assignments; oral presentations); Summative (e.g. tests and examinations)

**Pre-requisite(s):** n/a

**Credits:** 12

### **SBW121E: School-based Work Integrated Learning 1**

**Purpose:** The application of theory in an authentic, work-based context.

**Content:** It addresses specific competences identified for obtaining the qualification, relating to skills that will make the student employable and assist in developing these skills. Employers, professional bodies and academic staff, must be involved in the assessment of experiential learning.

**Instruction:** Direct instruction, experiential learning, group work

**Assessment:** Portfolio of evidence, mentor teacher assessment, lecturer assessment

**Practical:** 3 weeks school-based

**Credits:** 8

### **PRT121E: The Professional Teacher**

**Purpose:** To introduce the concept of professionalism ensuring students understand the agency (action/support) of professional teachers into the future.

**Content:** It focuses on the professional teacher as community leader and assists students to think critically about different community and educational contexts. The content will assist students to understand their role in support of children and their communities (pastoral role, parental role, role of the SGB, role of teacher in educational community activities e.g. community literacy).

**Instruction:** Direct instruction; group work/ tutorials; blended learning methods

**Assessment:** Formative assessment e.g. written assignments, oral assignments/ presentations; Summative assessment e.g. tests and examinations

**Pre-requisite(s):** none

**Credits:** 8

## **B Ed FPT Year 2 Curriculum**

All qualifying B Ed FPT Year 2 students must select the following modules:

- Academic Development 2
- Foundations of Education 2
- Creating Successful Classrooms
- Early Childhood Development: Introduction to Grade R
- School-Based Work Integrated Learning 2
- Mathematics Education 2 (isiXhosa-English OR English)
- English First Additional Language 1
- Home Language Education 1 (isiXhosa OR English OR Afrikaans)
- Life Skills Education 1 (isiXhosa OR English)

### **Mathematics Education 2 (Options)**

- Students who envisage teaching isiXhosa medium foundation phase classrooms, should select Mathematics Education – isiXhosa-English 2
- Students who envisage teaching English/Afrikaans medium foundation phase classrooms, should select Mathematics Education - English 2

### **Home Language Education 1 (Options)**

- Students who envisage teaching isiXhosa medium foundation phase classrooms, should select Home Language Education - isiXhosa 1
- Students who envisage teaching English medium foundation phase classrooms, should select Home Language Education - English 1
- Students who envisage teaching Afrikaans medium foundation phase classrooms, should select Home Language Education - Afrikaans 1

### **Life Skills Education 1 (Options)**

- Students who envisage teaching isiXhosa medium foundation phase classrooms, should elect Life Skills Education - isiXhosa 1
- Students who envisage teaching English/Afrikaans medium foundation phase classrooms, should elect Life Skills Education - English 1

## **ACD 212E: Academic Development 2**

**Purpose:** To ensure that students further deepen their academic reading and writing skills, and deepen their understanding of use tools and methods (executive function / metacognitive frames) to extend and improve their academic reading and writing skills through the course of their degree.

**Content:** The module focuses on three areas. In the first students continue to work with pre-reading activities and frames, during-reading activities and frames, but stronger emphasis is placed on post-reading activities and frames (including summarising, sketching, clarifying, questioning, comparing and criticism. In the second area students focus on the writing process, and exposes students to the six traits of writing to produce three types of academic texts: simple literature review (describing and synthesising competing evidence), argumentative (critical essay building an

argument, providing evidence, synthesising competing ideas) and reflective / narrative (reflective writing, the ability to describe practice, observation of learning etc.) The final area is an introduction to ICT for academic reading and writing purposes and seeks to ensure that students understand the ethics and academic protocol for using internet based sources in academic writing.

**Instruction:** A blended learning approach that includes: lectures; small group work; independent study; online discussions and postings; drafting and re-drafting of assignments.

**Assessment:** Presentations and a written portfolio.

**Pre-requisites:** ACD111E

**Credits:** 8

### **FOE222E: Foundations of Education 2**

**Purpose:** To examine the philosophical premises of the South African education from the colonial, apartheid and post-apartheid period. The module introduces students to various philosophies that inform education policy, debates, and practices.

**Content:** The module covers basic concepts and justifications for the study of philosophy of education. Key philosophical approaches are used to examine curriculum, education policy, pedagogy, and practice. The major philosophical approaches that will be explored include, idealism, pragmatism, realism, post-modernism, and naturalism, are used to this end.

**Instruction:** Lectures; small group discussions; independent study; and consultations with lecturer(s).

**Assessment:** Tests; presentations; portfolios; and examination.

**Pre-requisites:** FOE111E

**Credits:** 16

### **CRS222E: Creating Successful Classrooms**

**Purpose:** To support students to build effective and learner-centred classrooms through building classroom communities. It focuses on theory and practice, with an emphasis on the study of methods, techniques, strategies and resources published by teacher practitioners. It will deepen students' theory and practice of reflective praxis, deepening their ability to describe their own practice orally and in writing.

**Content:** The module first considers pedagogical practice. It aims to help students to critically examine their pedagogical instincts reflecting how they themselves have been taught. The majority of the course provides students with an understanding of the theory and practice of how to organise successful classrooms over time, especially in large under-resourced classroom settings. Students will be exposed to a number of methods, tools and the ideas that underpin them, from the use of learner grouping, use of songs, use of children's literature, use of drama and the arts, posters, games, physical movement, manipulatives and involving parents in the life of a classroom. Special attention will be given to building dialogic praxis in the classroom.

**Instruction:** Lectures; small group discussions; independent study; and consultations with lecturer(s).

**Assessment:** Tests; presentations; portfolios; and examination.

**Pre-requisites:** n/a

**Credits:** 8

### **ECR222E: Early Childhood Development: Introduction to Grade R**

**Purpose:** To provide students with basic knowledge of the field of Early Childhood Development. The module emphasises the development of specialised knowledge and skills required to provide a holistic and developmentally appropriate teaching and learning programme in the Reception Year (Grade R).

**Content:** Overview of the rights of the child, theories of child development, and the role of caregivers, educators, and other social services in supporting children to grow and thrive. Pedagogy of how young children learn. How to establish and manage a Grade R classroom. How to mediate active learning in the grade R classroom. Learn and draw on theories of emergent literacy and numeracy in order to develop early skills. How to promote children's' physical, social and emotional development. How to incorporate the arts, music, and movement into the Grade R and foundation phase classroom, more generally. Learn how to assess and write up meaningful and persuasive reports about child development.

**Instruction:** Lectures; small group discussions; independent study; and consultations with lecturer(s).

**Assessment:** Tests; presentations; written assignments; and examination.

**Pre-requisites:** n/a

**Credits:** 16

### **SBW221E: School-Based Work Integrated Learning 2**

**Purpose:** The purpose of this module is to provide students with the knowledge and skills necessary to plan and teach lessons that promote effective learning. The specific aims of the module are to develop skills for lesson planning and the selection, production and use of teaching and learning resources and strategies suited to achieve curriculum goals and to meet the needs of learners.

**Content:** The focus is on different approaches to lesson planning (including materials development) and classroom organisation and management for effective learning. Students will spend a total of 5 weeks on school-based learning. The first week focuses on structured observation. The following 2 weeks on guided teaching. The last two weeks on independent teaching.

**Instruction:** Lectures; small group workshops; presentations; independent study; and consultations with lecturer(s).

**Assessment:** Portfolio; oral presentations; student observation by a lecturer; written evaluations by mentor teacher.

**Pre-requisites:** SBW121E

**Credits:** 16

### **MEX212E: Mathematics Education 2 (isiXhosa and English)**

**Purpose:** This module seeks to provide student teachers with the knowledge base underpinning the teaching of mathematics in the Foundation Phase. It focuses on the teaching of number sense and number patterns.

**Content:** History of mathematics. Rationale for teaching mathematics. Understanding the mathematics crisis in South African classrooms. Mathematical language and how it could be developed in the foundation phase classroom. Theories / models of the developmental pattern of mathematical concepts. Approaches and strategies for teaching number sense and pattern. Planning, materials production, teaching and assessment for number sense and pattern in foundation phase classroom. A review of CAPS regarding number sense and pattern.

**Instruction:** Lectures; small group workshops; presentations; independent study; and consultations with lecturer(s).

**Assessment:** Tests; presentations; student produced materials; written assignments; and examination.

**Pre-requisites:** MEX121E

**Credits:** 16

### **MEE212E: Mathematics Education 2 (English)**

**Purpose:** This module seeks to provide student teachers with the knowledge base underpinning the teaching of mathematics in the Foundation Phase. It focuses on the teaching of number sense and number patterns.

**Content:** History of mathematics. Rationale for teaching mathematics. Understanding the mathematics crisis in South African classrooms. Mathematical language and how it could be developed in the foundation phase classroom. Theories / models of the developmental pattern of mathematical concepts. Approaches and strategies for teaching number sense and pattern. Planning, materials production, teaching and assessment for number sense and pattern in foundation phase classroom. A review of CAPS regarding number sense and pattern.

**Instruction:** Lectures; small group workshops; presentations; independent study; and consultations with lecturer(s).

**Assessment:** Tests; presentations; student produced materials; written assignments; and examination.

**Pre-requisites:** MEE121E

**Credits:** 16

### **EFL222E: English First Additional Language 1**

**Purpose:** To introduce theories of second / additional languages learning and acquisition. To examine differences and similarities between first/ home language and additional/ second language acquisition and learning. To help students distil principles for teaching EFAL.

**Content:** History of English. English across the world/ World English. The political economy of English in South Africa. Theories of additional / second language acquisition. BICS-CALP continuum for additional/ second language learners.

Cognitive and academic advantages of bi/multilingualism. Approaches to teaching EFAL. Overview of CAPS EFAL.

**Instruction:** Lectures; small group workshops; presentations; independent study; and consultations with lecturer(s).

**Assessment:** Tests; presentations; written assignments; and examination.

**Pre-requisites:** LEE121E

**Credits:** 12

### **HXE212E: Home Language Education 1 (isiXhosa)**

**Purpose:** The purpose of the Home Language 1 module is to develop students' understanding of how learners acquire and learn their Home/ First Languages and develop literacy. The role of the teacher in creating a 'culture of literacy' in the classroom will be emphasised. The Curriculum and Assessment Policy (CAPS) document for Home Language isiXhosa will be overviewed; and practical knowledge of the approaches to language teaching included in CAPS, will be developed.

**Content:** Theories of first/ home language acquisition and learning. Theories of literacy acquisition and learning. BICS–CALP continuum. Role of the Language Teacher in developing first/ home language literacy. Critical language awareness. Approaches to teaching literacy in first/ home languages. Overview of foundation phase CAPS isiXhosa.

**Instruction:** Lectures; small group workshops; presentations; independent study; and consultations with lecturer(s).

**Assessment:** Tests; presentations; written assignments; and examination.

**Pre-requisites:** LEX111E

**Credits:** 12

### **HEE212E: Home Language Education 1 (English)**

**Purpose:** The purpose of the Home Language 1 module is to develop students' understanding of how learners acquire and learn their Home/ First Languages and develop literacy. The role of the teacher in creating a 'culture of literacy' in the classroom will be emphasised. The Curriculum and Assessment Policy (CAPS) document for Home Language English will be overviewed; and practical knowledge of the approaches to language teaching included in CAPS, will be developed.

**Content:** Theories of first/ home language acquisition and learning. Theories of literacy acquisition and learning. BICS–CALP continuum. Role of the Language Teacher in developing first/ home language literacy. Critical language awareness. Approaches to teaching literacy in first/ home languages. Overview of foundation phase CAPS English.

**Instruction:** Lectures; small group workshops; presentations; independent study; and consultations with lecturer(s).

**Assessment:** Tests; presentations; written assignments; and examination.

**Pre-requisites:** LEE121E

**Credits:** 12

**HAE212E: Home Language Education 1 (Afrikaans)**

**Purpose:** The purpose of the Home Language 1 module is to develop students' understanding of how learners acquire and learn their Home/ First Languages and develop literacy. The role of the teacher in creating a 'culture of literacy' in the classroom will be emphasised. The Curriculum and Assessment Policy (CAPS) document for Home Language Afrikaans will be overviewed; and practical knowledge of the approaches to language teaching included in CAPS, will be developed.

**Content:** Theories of first/ home language acquisition and learning. Theories of literacy acquisition and learning. BICS–CALP continuum. Role of the Language Teacher in developing first/ home language literacy. Critical language awareness. Approaches to teaching literacy in first/ home languages. Overview of foundation phase CAPS Afrikaans.

**Instruction:** Lectures; small group workshops; presentations; independent study; and consultations with lecturer(s).

**Assessment:** Tests; presentations; written assignments; and examination.

**Pre-requisites:** LEA112

**Credits:** 12

**LXE212E: Life Skills Education 1 (isiXhosa)**

**Purpose:** The purpose of this module is to provide students with foundational knowledge necessary to become informed, effective and confident classroom practitioners. The focus is to expand students' content and pedagogical knowledge in order to plan, source and/or design resources, and assess lessons in three content areas, viz., nutrition, creative arts, and physical education.

**Content:** A review of the South African constitution, legislation, and international instruments about the rights of the child. A critical review of conceptions of childhood in different societies and cultural groups. A review of childhood social, emotional and cognitive development with an emphasis on how to support children to have high self-esteem and a positive self-image. Learn about basic facts about human nutrition and common South African foods that promote healthy physical and cognitive development. A review of common types of fine arts and basic techniques of drawing and painting and pedagogical methods for guiding young learners to express themselves through art. A review of common forms of music and musical instruments and the methods for guiding young learners to make music together. A review of the human body and its major systems. A review of common school physical education programmes, how to organise and manage programmes with the assistance of caregivers and other community members. A review of foundation phase CAPS Life Skills.

**Instruction:** Lectures; small group workshops; presentations; independent study; and consultations with lecturer(s).

**Assessment:** Tests; presentations; student produced materials; written assignments; and examination.

**Pre-requisites:** n/a

**Credits:** 16

**LSE212E: Life Skills Education 1 (English)**

**Purpose:** The purpose of this module is to provide students with foundational knowledge necessary to become informed, effective and confident classroom practitioners. The focus is to expand students' content and pedagogical knowledge in order to plan, source and/or design resources, and assess lessons in three content areas, viz., nutrition, creative arts, and physical education.

**Content:** A review of the South African constitution, legislation, and international instruments about the rights of the child. A critical review of conceptions of childhood in different societies and cultural groups. A review of childhood social, emotional and cognitive development with an emphasis on how to support children to have high self-esteem and a positive self-image. Learn about basic facts about human nutrition and common South African foods that promote healthy physical and cognitive development. A review of common types of fine arts and basic techniques of drawing and painting and pedagogical methods for guiding young learners to express themselves through art. A review of common forms of music and musical instruments and the methods for guiding young learners to make music together. A review of the human body and its major systems. A review of common school physical education programmes, how to organise and manage programmes with the assistance of caregivers and other community members. A review of foundation phase CAPS Life Skills.

**Instruction:** Lectures; small group workshops; presentations; independent study; and consultations with lecturer(s).

**Assessment:** Tests; presentations; student produced materials; written assignments; and examination.

**Pre-requisites:** n/a

**Credits:** 16



### Mathematics Education 3 (Options)

- Students who envisage teaching isiXhosa medium foundation phase classrooms, should select Mathematics Education – isiXhosa-English 3
- Students who envisage teaching English / Afrikaans medium foundation phase classrooms, should select Mathematics Education - English 3

### Home Language Education 3 (Options)

- Students who envisage teaching isiXhosa medium foundation phase classrooms, should select Home Language Education - isiXhosa 2
- Students who envisage teaching English medium foundation phase classrooms, should select Home Language Education - English 2
- Students who envisage teaching Afrikaans medium foundation phase classrooms, should select Home Language Education - Afrikaans 2

### Life Skills Education 2 (Options)

- Students who envisage teaching isiXhosa medium foundation phase classrooms, should elect Life Skills Education 2 - isiXhosa
- Students who envisage teaching English / Afrikaans medium foundation phase classrooms, should elect Life Skills Education 2 - English

### **EFL313E: English First Additional Language Education 2**

**The Purpose:** The purpose of the Module is to introduce theories of second-additional languages learning and acquisition; examine differences and similarities between first/home language and second-language acquisition and learning and to help students distil principles for teaching EFAL.

**Content:** The focus of this module will be on the development of students' content and pedagogical knowledge pertaining to literacy, especially reading. Students will deepen their understanding of the planning and teaching of reading. Assessment of learners' reading development and the provision of appropriate support to struggling EFAL learners will be emphasized.

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Examination:** Summative assessment that will include examinations, portfolios and written and oral presentations.

**Practical:** None

**Pre-requisite(s):** EFL222E

**Credits:** 12

### **ASA323E: Assessment and Administration**

**Purpose:** The first purpose of this course is to deepen students' theory and practice of learning assessment. It is designed to provide a deep and systematic understanding of current thinking, theoretical developments, practice and methodological developments in the area of learning assessment and ensure that students have a deep understanding of the way assessment activities can guide and facilitate teaching and learning in the classroom. The second aim of this course is an intensive and focused look at applied administration in the classroom.

**Content:** Goals of classroom assessment. Different approaches to assessment. Different types of assessment. Applying best practices of assessment in mathematics, languages, and life skills lessons. Classroom data collection, cleaning and processing using EXCEL. Preparation of quantitative and qualitative reports for parents/caregivers; HODs and principals, and departmental officials. Organising, recording and managing classroom supplies, resources, and materials.

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Written assignments, peer review work, group work, evidence of use of strategic reading, writing, and metacognitive frames.

**Pre-requisites:** None

**Credits:** 08

**BLC323E: Building and Supporting a Professional Learning Community 1**

**Purpose:** This is a special module designed for third year students. The purpose of the module is to provide third year students with the knowledge, tools, method and skills required to mentor a community of learning amongst near peers. The module has four aims. First, it provides students with a deeper understanding of building a professional community of practice. Secondly, it deepens students' understanding and use of metacognitive tools to expand their academic practice. Third, it prepares students for a credit-bearing opportunity to provide support to first and/or second year BEd students. Finally, it supports students to reflect on the application of this learning as they enter the teaching field.

**Content:** The module provides students with more insight into sociocultural educational theories, and the role of tools, knowledge, and community in reference to changing practice. Students will deeply explore (in theory and practice) the interrelated notions: communities of practice, dialogic praxis, and reflective praxis. Students will deepen their theoretical understanding and praxis in relationship to metacognitive tools designed to expand academic practice, and consider how to use these tools to support near peers. Students will consider carefully how to give and receive feedback, especially in reference to written texts. Students will deepen their use of ICT in reference to online research and participation in online communities of practice. By the end of the course, students will be assigned fourth year mentoring activities and provided with tools and background reading in preparation for a successful mentoring experience.

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Written assignments, peer review work, group work, evidence of use of strategic reading, writing, and metacognitive frames.

**Pre-requisites:** None

**Credits:**08

**FOE323E: Foundations of Education 3**

**Purpose:** This course is structured to introduce various theoretical perspectives in the sociology of education that will provide a foundation for the professional development of the educator. The module is designed to help students capture the dynamics inherent within the framework of the school-society debate in the South African context. It is also designed to help students develop a deep appreciation of the relationships between the school and society; from how culture, language and interaction with others constantly shape, re-shape and influence everything about the school and schooling, to how individuals learn to fit within the society from the school.

**Content:** The content includes introduction to sociology of education: meaning, rationale for the module, and key concepts in Sociology of Education; theories of society and theoretical perspectives on education; the social function of education; agents of socialisation; ecological model of human development: Bronfenbrenner, poverty and violence in South Africa; schooling, social inequality and mobility in South Africa; sociological perspectives on South Africa's educational policy and reforms;

diversities in the classrooms and pedagogical implications; relationships in the school and classrooms; and, educational responses to issues of race, ethnicity, social class, gender and sexual orientation in South Africa.

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Summative assessment that will include examinations, portfolios and written and oral presentations.

**Prerequisites:** Foundations of Education 2

**Credits:** 16

### **HEA313E: Home Language Education 2 - Afrikaans**

**Purpose:** To develop student teachers' theoretical understanding of the reading process by examining Interactive Models of Reading and balanced approaches to teaching reading and their implications for classroom practice.

**Content:** The content will include foundations for teaching reading; concepts and strategies for comprehension, fluency and vocabulary development; concepts and strategies to support phonological awareness and phonics development; creating literate classroom environments; and designing integrated and balanced reading, programmes, units.

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Summative assessment that will include examinations, portfolios and written and oral presentations.

**Pre-requisite(s):** HEA212E

**Credits:** 12

### **HEE312E: Home Language Education 2-English**

**Purpose:** To develop student teachers' theoretical understanding of the reading process by examining Interactive Models of Reading and balanced approaches to teaching reading and their implications for classroom practice.

**Content:** The focus of this module will be on the development of students' content and pedagogical knowledge pertaining to literacy, especially reading. Students will deepen their understanding of the planning and teaching of reading. Assessment of learners' reading development and the provision of appropriate support to struggling AFAL learners will be emphasised.

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Examination:** Summative assessment that will include examinations, portfolios and written and oral presentations.

**Practical:** None

**Pre-requisite(s):** HEE212E

**Credits:** 12

### **HEX313E: Home Language Education 2 - isiXhosa**

**Purpose:** To develop student teachers' theoretical understanding of the reading process by examining Interactive Models of Reading and balanced approaches to teaching reading and their implications for classroom practice.

**Content:** The content will include foundations for teaching reading; concepts and strategies for comprehension, fluency and vocabulary development; concepts and strategies to support phonological awareness and phonics development; creating literate classroom environments; and designing integrated and balanced reading, programmes, units. Special emphasis will be placed on the grade 2 and 3 classroom.

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Summative assessment can include examinations, portfolios, written and oral presentations.

**Practical:** None

**Pre-requisite(s):** HEX212E

**Credits:** 12

### **LCA323E: Language of Conversational Competence 1 - Afrikaans**

**Purpose:** The purpose of the module is to develop communicative competence in a second additional language in one of the official languages of the Eastern Cape. The focus is on oral communication with an emphasis on 'the school' as context. A further purpose is to heighten students' awareness about the experience of learning an additional language and to reflect on the effectiveness of the language teaching methods used.

**Content:** The value of multilingualism. Motivation and language learning. Review of theories of language learning. A brief social history of Afrikaans. Greetings and exchanging pleasantries with strangers. Conducting simple conversation about classroom topics. Developing a working knowledge of Afrikaans grammar. Developing basic listening comprehension to follow isiXhosa or Afrikaans-multilingual audio and audio-visual media. Acquire a basic knowledge alphabet and phonics of Afrikaans. Acquire a written vocabulary of common classroom objects and activities. Begin to read Afrikaans-English bilingual books.

**Instruction:** Blended learning including, face-to-face, online learning, individual and group.

**Assessment:** Written assignments, peer review work, group work, evidence of use of strategic reading, writing, and metacognitive frames.

**Pre-requisites:** None

**Credits:** 08

### **LCX323E: Language of Conversational Competence 1 - isiXhosa**

**Purpose:** The purpose of the module is to develop communicative competence in a second additional language in one of the official languages of the Eastern Cape. The focus is on oral communication with an emphasis on 'the school' as context. A further purpose is to heighten students' awareness about the experience of learning an

additional language and to reflect on the effectiveness of the language teaching methods used.

**Content:** The value of multilingualism. Motivation and language learning. Review of theories of language learning. A brief social history of IsiXhosa. Greetings and exchanging pleasantries with strangers. Conducting simple conversation about classroom topics. Developing a working knowledge of isiXhosa grammar. Developing basic listening comprehension to follow isiXhosa or isiXhosa-multilingual audio and audio-visual media. Acquire a basic knowledge alphabet and phonics of isiXhosa. Acquire a written vocabulary of common classroom objects and activities. Begin to read isiXhosa-English bilingual books.

**Instruction:** Blended learning including, face-to-face, online learning, individual and group.

**Assessment:** Written assignments, peer review work, group work, evidence of use of strategic reading, writing, and metacognitive frames.

**Pre-requisites:** None

**Credits:** 08

### **LSE313E: Life Skills Education 3 - English**

**Purpose:** To equip Foundation Phase students to become informed, effective and confident classroom practitioners. The focus is to expand the students' knowledge, introduce them to new content knowledge, as well as their pedagogical content knowledge and methodology based in the subject Life Skills.

**Content:** *Visual arts:* The purpose of creative arts in a foundation phase classroom. The purpose of visual arts in a foundation phase classroom. Use of lines, shape, and colour to convey meaning. Texture and shape in the context of printmaking, drawing, and painting. Art history, production, criticism, and aesthetics. Integrating visual arts in the language and mathematics classroom. Planning and teaching visual arts lessons.

*Music:* The purpose of music in a foundation phase classroom. Major genres of music and music appreciation. The most common musical instruments and instrument making. Choral music: Pitch, rhythm, melody and diction. Integrating music in the language and mathematics foundation phase classroom. Planning and teaching music lessons.

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Summative assessment that will include examinations, portfolios and written and oral presentations.

**Practical:** None

**Pre-requisite(s):** LSE212E

**Credits:** 16

**Practical Work:** None

### **LXE313E: Life Skills Education 3 - isiXhosa**

**Purpose:** To equip Foundation Phase students to become informed, effective and confident classroom practitioners. The focus is to expand the students' knowledge, introduce them to new content knowledge, as well as their pedagogical content knowledge and methodology based in the subject Life Skills.

**Content:** *Visual arts:* The purpose of creative arts in a foundation phase classroom. The purpose of visual arts in a foundation phase classroom. Use of lines, shape, and colour to convey meaning. Texture and shape in the context of printmaking, drawing, and painting. Art history, production, criticism, and aesthetics. Integrating visual arts in the language and mathematics classroom. Planning and teaching visual arts lessons. *Music:* The purpose of music in a foundation phase classroom. Major genres of music and music appreciation. The most common musical instruments and instrument making. Choral music: Pitch, rhythm, melody and diction. Integrating music in the language and mathematics foundation phase classroom. Planning and teaching music lessons.

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Summative assessment that will include examinations, portfolios and written and oral presentations.

**Practical:** None

**Pre-requisite(s):** LXE212E

**Credits:** 16

**Practical Work:** None

### **MEE313E: Mathematics Education 3 - English**

**Purpose:** This module focuses on Shape and space geometry and geometric patterns as well as Data Handling and Measurement. The purpose is to equip student teachers with the knowledge base underpinning the teaching of the following areas of mathematics: Shape and space geometry and geometric patterns as well as Data Handling and Measurement. It will attempt to put in place basic, important mathematical content and conventions. This work will be coupled with epistemological and methodological theory and practice.

**Content:** The core content examines the concept geometric patterns, understanding the concepts space and shape as well Hiele's theory of geometric understanding and its implication for teaching and learning. Understanding and using CAPS in planning, designing, teaching, assessing and reflecting on geometric patterns and shape & space in the Foundation Phase. The core content also examines the concept of Data Handling and Measurement and the knowledge base underpinning the teaching of Data Handling and Measurement. Understanding and using CAPS in planning, designing, teaching, assessing and reflecting on Data Handling and Measurement in the Foundation Phase.

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Written assignments, peer review work, group work, evidence of use

of strategic reading, writing, and metacognitive frames.

**Pre-requisite(s):** MEE212E

**Credits:** 16

### **MEX313E: Mathematics Education 3 – isiXhosa-English**

**Purpose:** This module focuses on Shape and space geometry and geometric patterns as well as Data Handling and Measurement. The purpose is to equip student teachers with the knowledge base underpinning the teaching of the following areas of mathematics: Shape and space geometry and geometric patterns as well as Data Handling and Measurement. It will attempt to put in place basic, important mathematical content and conventions. This work will be coupled with epistemological and methodological theory and practice.

**Content:** The core content examines the concept geometric patterns, understanding the concepts space and shape as well Hiele's theory of geometric understanding and its implication for teaching and learning. Understanding and using CAPS in planning, designing, teaching, assessing and reflecting on geometric patterns and shape & space in the Foundation Phase. The core content also examines the concept of Data Handling and Measurement and the knowledge base underpinning the teaching of Data Handling and Measurement. Understanding and using CAPS in planning, designing, teaching, assessing and reflecting on Data Handling and Measurement in the Foundation Phase.

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Written assignments, peer review work, group work, evidence of use of strategic reading, writing, and metacognitive frames.

**Pre-requisite(s):** MEX212E

**Credits:** 16

### **SBW303: School-based Work Integrated Learning 3**

**Purpose:** The application of theory in an authentic, work-based context. This a year-long module. In the first half of the year, students review best practices of planning and teaching lessons in the foundation phase in the subjects: language, mathematics, and life skills. In the second part of the year, students will be based in schools where they will observe, plan, and teach lessons.

**Content:** It addresses specific competences identified for obtaining the qualification, relating to skills that will make the student employable and assist in developing these skills. The employer, as well as professional bodies, together with academic staff, must be involved in the assessment of experiential learning.

**Assessment:** Microteaching, Assignments, Presentations, Tests, Portfolio of evidence, mentor teacher assessment, lecturer assessment

**Practical:** 6 weeks school-based observation, planning and teaching.

**Pre-requisite(s):** SBW222E

**Credits:** 24



#### Mathematics Education 4 (Options)

- Students who envisage teaching isiXhosa medium foundation phase classrooms, should select Mathematics Education – isiXhosa-English 4
- Students who envisage teaching English / Afrikaans medium foundation phase classrooms, should select Mathematics Education – English 4

#### Home Language Education 3 (Options)

- Students who envisage teaching isiXhosa medium foundation phase classrooms, should select Home Language Education - isiXhosa 3
- Students who envisage teaching English medium foundation phase classrooms, should select Home Language Education - English 3
- Students who envisage teaching Afrikaans medium foundation phase classrooms, should select Home Language Education - Afrikaans 3

#### Life Skills Education 3 (Options)

- Students who envisage teaching isiXhosa medium foundation phase classrooms, should elect Life Skills Education 3 - isiXhosa
- Students who envisage teaching English / Afrikaans medium foundation phase classrooms, should elect Life Skills Education 3 - English

### **BLC424E: Building and Supporting a Professional Learning Community 2**

**Purpose:** The module is a credit bearing experience for fourth year students to apply their mentoring knowledge and skills to a group of near-peers (first and second year students). The module has three main objectives. First, it provides students with an experience of building a learning community of practice amongst near peers, and reflecting upon their experience. Secondly, the module seeks to expand student's experience with creating and using learning programmes and materials. Finally, the module seeks to further deepen student's understanding and use of metacognitive tools to continue to expand their own academic practice, and the practice of others into the future. The goal is to deepen students understanding and skills with reference to participating within and building professional communities of practice into the future.

**Content:** Students will be given a small mentoring group attached to a first or second year BEd module. Students will be expected to manage the group and document their experience through a set of templates and tools. Students will be expected to participate in regular sessions of reflection, where, together with other fourth year mentors, they will reflect on their practice, address emerging problems and concerns, and support each other to improve their practice.

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Completion of forms and documents demonstrating mentoring activity, and student peer review documentation.

**Pre-requisites:** Building and Supporting a Professional Learning Community 1

**Credits:** 04

**EFL414E: English First Additional Language 3**

**Purpose:** The focus of this module is deepen students' pedagogical knowledge of teaching English FAL with a special emphasis on reading and writing. Trainee teachers will be prepared to plan, teach and assess reading and writing lessons in the foundation phase.

**Content:** Bi/multilingual approaches in the EFAL classroom. Reading development in the EFAL classroom, with emphasis on teaching vocabulary, fluency and reading comprehension strategies for fiction and informational texts. Writing in the EFAL classroom. Bi/multilingual materials development.

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Summative assessment includes examinations, portfolios and written and oral presentations.

**Pre-requisite(s):** English First Additional Language 2

**Credits:** 12

**FOE424: Foundations of Education 4**

**Purpose:** This module examines the manner in which the structure and processes of schooling are shaped by local, regional, national, international, institutional and cultural contexts in which they operate. The module thus aims to provide students with the opportunity to engage with the learning of education in a comparative and international context. This will enable learners to develop an understanding of the similarities and differences between formal educations from a diversity of nations. The rationale for this is to place learners in a position that enables them to see beyond their boundaries in order for them to be able to compare their educational experiences with the educational experiences of other nations. Moreover, comparative education affords learners with the opportunity to understand various educational discourses that impact the operations and dynamics of education in different part of the world.

**Content:** Definitions, nature and scope of comparative and international education; The values of the study of comparative and international education; Theories and methods in comparative and international education; Studies of educational processes within social and other contexts; Different approaches and paradigms within the field of comparative education: A historical approach, Decision making approach, Interdisciplinary approach, Problem approach; and Specific examples of factors in the educational developments of nations.

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Summative assessment includes examinations, portfolios and written and oral presentations.

**Prerequisite:** Foundations of Education 3

**Credits:** 16

**HEA414E: Home Language Education 3 - Afrikaans**

**Purpose:** To develop basic concepts underpinning the teaching of writing in the early grades and to teach strategies for developing writing among young writers. Also, student teachers will draw on what they have learned in the B. Ed language programme to prepare and present integrated literacy programmes for a selected grade.

**Content:** The content will include foundations of teaching writing; elements of and strategies for teaching writing; and designing integrated writing units and literacy programmes.

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Summative assessment includes examinations, portfolios and written and oral presentations.

**Pre-requisite(s):** Home Language Education 2 - Afrikaans

**Credits:** 12

**HEE414E: Home Language Education 3 - English**

**Purpose:** To develop basic concepts underpinning the teaching of writing in the early grades and to teach strategies for developing writing among young writers. Also, student teachers will draw on what they have learned in the B. Ed language programme to prepare and present integrated literacy programmes for a selected grade.

**Content:** The content will include foundations of teaching writing; elements of and strategies for teaching writing; and designing integrated writing units and literacy programmes.

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Summative assessment includes examinations, portfolios and written and oral presentations.

**Pre-requisite(s):** Home Language Education 2 - English

**Credits:** 12

**HEX414E: Home Language Education 3 - isiXhosa**

**Purpose:** To develop basic concepts underpinning the teaching of writing in the early grades and to teach strategies for developing writing among young writers. Also, student teachers will draw on what they have learned in the B. Ed language programme to prepare and present integrated literacy programmes for a selected grade.

**Content:** The content will include foundations of teaching writing; elements of and strategies for teaching writing; and designing integrated writing units and literacy programmes.

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Summative assessment includes examinations, portfolios and written and oral presentations.

**Pre-requisite(s):** Home Language Education 2 - isiXhosa

**Credits:** 12

**LCA424E:** Language of Conversational Competence 2 - Afrikaans

**Purpose:** The module aims to further develop students' ability to speak, listen, read and write about every day and school-related topics in Afrikaans and to support students to become life-long learners of Afrikaans.

**Content:** Critical language awareness and empathy about dynamics of language learning, including motivation, language attitudes and issues of identity. Deepening and extension of Afrikaans listening and speaking skills and reading and writing skills by immersion in role-play, audiovisual and written materials. Development of personal approaches and plans to continue language learning beyond the formal setting classroom.

**Instruction:** Blended learning including, face-to-face, online learning, individual and group work.

**Assessment:** Written assignments, peer review work, group work, evidence of use of strategic reading, writing, and metacognitive frames.

**Pre-requisites:** Language of Conversational Competence 1 - Afrikaans

**Credits:** 08

**LCX424E:** Language of Conversational Competence 2 - IsiXhosa

**Purpose:** The module aims to further develop students' ability to speak, listen, read and write about every day and school-related topics in Afrikaans and to support students to become life-long learners of isiXhosa.

**Content:** Critical language awareness and empathy about dynamics of language learning, including motivation, language attitudes and issues of identity. Deepening and extension of IsiXhosa listening and speaking skills and reading and writing skills by immersion in role-play, audiovisual and written materials. Development of personal approaches and plans to continue language learning beyond the formal setting classroom.

**Instruction:** Blended learning including, face-to-face, online learning, individual and group work.

**Assessment:** Written assignments, peer review work, group work, evidence of use of strategic reading, writing, and metacognitive frames.

**Pre-requisites:** Language of Conversational Competence 1 - IsiXhosa

**Credits:** 08

**LSE414E:** Life Skills Education 3 - English

**Purpose:** To equip Foundation Phase student teachers to become informed, effective and confident classroom practitioners. The module develops content and pedagogical knowledge in the subject Life Skills. A specific focus of this module is Beginning Knowledge.

**Content:** *Social Science:* Major natural and historical time. *Natural science:* animal and plant biology, ecology and their connections with humans. *Scientific and technological skills:* creating grade appropriate activities that require learners to investigate, observe, measure, or evaluate specific phenomena and communicate about in various ways. Integrating various disciplinary areas, themes and topics of beginning knowledge in the language and mathematics lessons.

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Summative assessment includes examinations, portfolios and written and oral presentations.

**Pre-requisite(s):** Life Skills Education 2 - English

**Credits:** 16

#### **LXE414E:** Life Skills Education 3 - IsiXhosa

**Purpose:** To equip Foundation Phase student teachers to become informed, effective and confident classroom practitioners. The module develops content and pedagogical knowledge in the subject Life Skills. A specific focus of this module is Beginning Knowledge.

**Content:** *Social Science:* Major natural and historical time. *Natural science:* animal and plant biology, ecology and their connections with humans. *Scientific and technological skills:* creating grade appropriate activities that require learners to investigate, observe, measure, or evaluate specific phenomena and communicate about in various ways. Integrating various disciplinary areas, themes and topics of beginning knowledge in the language and mathematics lessons.

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Summative assessment includes examinations, portfolios and written and oral presentations.

**Pre-requisite(s):** Life Skills Education 2 - isiXhosa

**Credits:** 16

#### **MEE414E: Mathematics Education 4 - English**

**Purpose:** This module seeks to equip student teachers with the knowledge base underpinning the teaching of mathematics in the Foundation Phase. This module is taught primarily in English, but students who are preparing to teach in Afrikaans will be supported.

**Content:** Conceptualising mathematics and numeracy and the links between them. Theories

of mathematics development in children. The rationale for teaching mathematics in the Foundation Phase. Mathematical thinking, mathematical language as well as how mathematical language can be fostered in the classroom. Barriers to effective mathematics

teaching and learning. Community/home, school and classroom conditions to support teaching and learning of mathematics. Mapping the South African Foundation Phase curricula content and its implication for classroom practice.

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Includes tests, assignments, presentations, and examinations.

**Pre-requisite(s):** Mathematics Education 3 - English

**Credits:** 16

#### **MEX414E: Mathematics Education 4 – IsiXhosa-English**

**Purpose:** This module seeks to equip student teachers with the knowledge base underpinning the teaching of mathematics in the Foundation Phase. This module is taught primarily in English.

**Content:** Conceptualising mathematics and numeracy and the links between them. Theories of mathematics development in children. The rationale for teaching mathematics in the Foundation Phase. Mathematical thinking, mathematical language as well as how mathematical language can be fostered in the classroom. Barriers to effective mathematics

teaching and learning. Community/home, school and classroom conditions to support teaching and learning of mathematics. Mapping the South African Foundation Phase curricula content and its implication for classroom practice.

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Includes tests, assignments, presentations, and examinations.

**Pre-requisite(s):** Mathematics Education 3 - isiXhosa

**Credits:** 16

#### **SBW404: School-based Work Integrated 4**

**Purpose:** The application of theory in an authentic, work-based context.

**Content:** It addresses specific competences identified for obtaining the qualification, relating to skills that will make the student employable and assist in developing these skills. Employer, as well as professional bodies, together with academic staff, must be involved in the assessment of experiential learning.

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Portfolio of evidence, mentor teacher assessment, lecturer assessment.

**Practical:** 8 weeks school-based.

**Pre-requisite(s):** School-based Work Integrated Learning 3, Home Language Education 2, Mathematics Education 3, Life Skills Education 2, English First Additional Language 2

**Credits:** 32

#### **TCA424E: Teachers as Change Agents**

**Purpose:** This is an intensive module specifically designed for 4<sup>th</sup> year students. The premise of this module is that primary school teachers are some of the most important agents of change for our country and beyond. It suggests that the most important arena of change is in the classroom: creating friendly, productive and interesting places for children to build their foundational reading, writing, mathematical and thinking skills. It suggests, further, that successful classrooms establish the basis for leadership in education beyond the school gates.

**Content:** The course begins with a review of major barriers to learning and effective teaching. The majority of the course will focus on building successful classrooms.

Students will be exposed to some of the theoretical implications of activity theory, and how this informs the creating of a successful classroom as a learning community. The module assumes students have an emerging understanding of how to create successful classrooms, but that pedagogical instincts remain limited. The primary goal of this work is to deepen students' theoretical understanding and method for building day to day rituals and rhythms that build successful classrooms into the future. Students will be asked to describe, critique and extend their approach to assessment, and extend their understanding of continuous assessment practice.

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Portfolio. Written and oral assignments. Presentations. Journaling. Role-play. Examination.

**Pre-requisite(s):** PRT121E

**Credits:** 08



**BACHELOR OF EDUCATION IN INTERMEDIATE PHASE TEACHING**  
**National Qualification Framework (NQF) Level 7**  
**QUALIFICATION CODE: 50046**  
**SAQA ID 103090**

**Preamble:**

The Bachelor of Education in Intermediate Phase Teaching - BEd (Intermediate Phase Teaching), is offered as an English medium degree. All students registered in this qualification, have to study Mathematics and Languages (Home Language and First Additional Languages) from their first year, until their final year. Students have an option of choosing another specialization on top of Mathematics, from year three to the fourth year, where they are required to choose either Social Science Education, Natural Sciences and Technology Education or Life Skills.

**Admission:** The minimum entry requirement is:

- National Senior Certificate (NSC) with endorsement for entry into Bachelor studies OR
- National Certificate (Vocational) NC(V) with endorsement for entry into Bachelor studies OR
- Recognized certificate or diploma in education or another relevant field. Candidates may present their qualifications for entry into a Bachelor of Education (B Ed) with a possibility of transfer of credits, for cognate previous studies. Assessment of prior learning could lead to entry or an advanced credit standing.

**Duration:** This programme is offered on a full-time basis, for pre-service students and extends over a minimum period of 4 years. The maximum time of study for this particular programme is N+4.

**Purpose:** The purpose of the qualification is to provide a well-rounded education that equips graduates (over a period of 4 years) with the required subject content knowledge base; educational theory; and teaching methodology that will enable them to demonstrate competence and responsibility as academically and professionally qualified beginner teachers.

**Credits: 488**

Linguistics in Education Option:

Students will choose either Linguistics in Education (Afrikaans) **or** isiXhosa) as a basis for the Afrikaans home language or the isiXhosa home language modules respectively.

The table below illustrates how languages will be selected over the course of the 4 year programme:

Home language of student	Home language of student	Home language of student	Year
<b>Afrikaans</b>	<b>English</b>	<b>isiXhosa</b>	
Linguistics in Education: English	Linguistics in Education: English	Linguistics in Education (English)	1

Linguistics in Education: Afrikaans	Linguistics in Education: isiXhosa or Afrikaans	Linguistics in Education (isiXhosa)	1
English First Additional Language Education	English First Additional Language Education	English First Additional Language Education	2 & 3 & 4
Afrikaans Home Language Education	English/Afrikaans/isiXhosa Home Language Education	isiXhosa Home Language Education	2 & 3 & 4
Language of Conversational Competence (isiXhosa)	Language of Conversational Competence (isiXhosa)	Language of Conversational Competence (Afrikaans)	3 & 4

### **50046 ACADEMIC STRUCTURE**

<b>STUDY LEVEL ONE</b>				
<b>NAME OF MODULE</b>	<b>MODULE CODE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>	<b>PRE-REQUISITE</b>
<b>Semester one</b>				
Social Transformation	STF111E	5	16	
Humanities Course 1*		5	16	
Academic Development 1	ADV111E	5	8	
Foundations of Education 1	FDE111E	6	16	
<b>Electives (select one)</b>				
Linguistics in Education - Afrikaans	LEA112E	5	12	
Linguistics in Education-/isiXhosa	LEX111E	5	12	
<b>Total credits for semester one</b>			<b>68</b>	
<b>Semester two</b>				
Humanities Course 2		5	16	
The Professional Teacher	PFT121E	6	8	
School-Based WIL 1	SBW122E	5	8	
Linguistics in Education-English	LEE121E	5	12	
Mathematics Education 1	MTH121E	5	8	
<b>Total credits for semester two</b>			<b>52</b>	
<b>TOTAL CREDITS FOR YEAR ONE</b>			<b>120</b>	

<b>STUDY LEVEL TWO</b>				
<b>NAME OF MODULE</b>	<b>MODULE CODE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>	<b>PRE-REQUISITE</b>
<b>Semester one</b>				
Academic Development	ADV 211E	6	8	
Foundations of Education	FDE 211E	6	16	
Mathematics Education 2	MTH 212E	6	12	
Natural Sciences & Technology Education 1	STE 211E	5	12	

Social Sciences Education 1 (Including EMS)	SSE 211E	5	12	
<b>Electives (select one)</b>				
Home Language Education 1 (English)	HEL211E	6	12	
Home Language Education 1 (Afrikaans)	HAE211E	6	12	
Home Language Education 1 (isiXhosa)	HEX 211E	6	12	
<b>Total credits semester one</b>			<b>72</b>	
<b>Semester two</b>				
Creating Successful Classrooms	CSC 221E	6	8	
English First Additional Language Education 1	EFL 222E	6	12	
Life Skills Education 1	LSE 221E	5	12	
School-Based Work Integrated Learning 2	SBW 22E	6	16	
<b>Total credits semester two</b>			<b>48</b>	
<b>TOTAL CREDITS FOR YEAR TWO</b>			<b>120</b>	

<b>STUDY LEVEL THREE</b>				
<b>NAME OF THE MODULE</b>	<b>MODULE CODE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>	<b>PRE-REQUISITE</b>
<b>Semester one</b>				
English First Additional Language Education 2 (Option 2)	ELF311E	6	12	
Mathematics Education 3 - English (Option 1)	MTH 313E	6	16	
<b>Electives (select one)</b>				
Home Language Education 2 - Afrikaans (Option 1)	HAE311E	6	12	
Home Language Education 2 - English (Option 2)	HEL311E	6	12	
Home Language Education 2 - isiXhosa (Option 3)	HEX311E	6	12	
<b>Electives (select one)</b>				
Natural Science and Technology 2	STE311E	6	16	
Social Sciences Education 2	SSE 311E	6	16	
<b>Total credits for semester one</b>			<b>56</b>	
<b>Semester two</b>				
<b>Compulsory modules</b>				
Assessment and Administration	ASA321E	8	8	
Building and Supporting a Professional Learning Community (8)	BLC 323E	8	8	
Foundations of Education 3	FDE323E	6	16	
<b>Year module</b>				
School-Based Work Integrated Learning	SBW302E	6	24	
<b>Electives (select one)</b>				
Language of Conversational Competence 1 – Afrikaans	LCA323E	5	8	
Language of Conversational Competence -1 – isiXhosa (option 2)	LCX323E	5	8	
<b>Total credits for semester two</b>			<b>64</b>	
<b>TOTAL CREDITS FOR YEAR THREE</b>			<b>120</b>	

NAME OF THE MODULE	MODULE CODE	NQF LEVEL	CREDITS	PRE-REQUISITE
English First Additional Language Education 3	ELF 411E	7	12	
Mathematics Education 4 -English	MTH 414E	7	16	
<b>Electives (Select one)</b>				
Home Language Education 3 - Afrikaans (Option 1)	HAE 411E	7	12	
Home Language Education 3 - English (Option 2)	HEL 411E	7	12	
Home Language Education 3 - isiXhosa (Option 3)	HEX 411E	7	12	
<b>Electives (select one)</b>				
Natural Science and Technology Education3	STE 411E	7	16	
Social Sciences Education 3	SSE 411E	7	16	
<b>Total credits for semester one</b>			<b>56</b>	
<b>Semester two</b>				
Building and Supporting a Professional Learning Community (2)	BLC 424E	7	4	
Foundations of Education 4	FDE 424E	7	16	
Teachers as Change Agents	TCA 424E	7	8	
<b>Year Module</b>				
School-Based Work Integrated Learning (WIL)4	SBW 402 E	7	32	
<b>Electives (Select one)</b>				
Language of Conversational Competence 2 - Afrikaans	LCA 424 E	5	8	
Language of Conversational Competence 2 – isiXhosa	LCX 424 E	5	8	
<b>Total credits for semester two</b>			<b>68</b>	
<b>TOTAL CREDITS FOR YEAR FOUR</b>			<b>124</b>	
<b>TOTAL CREDITS</b>			<b>484</b>	

Students choose **one** Humanities subject taken over two semesters:

- English 1 (ECL110E, ECL120E): Introduction to English and Comparative Literature
- History 1 (HIS114E, HIS124E): Discovering the origins of the Global and African Past & Contemporary Themes in the Global and African Past
- Philosophy 1 (PHL111E, PHL122E, PHL123E, PHL124E, PHL125E): Introduction to Philosophy & Elementary Logic & Introduction to Ethics & Classical Problems in Philosophy
- Psychology 1 (PSY111E, PSY122E): Framework for human development. An analysis of how and why people behave the way they do
- Sociology 1 (SOC111E, SOC122E):

## **ADV111E: Academic Development 1**

**Purpose:** The module is designed to support the development of students' strategic reading and writing skills with reference to academic texts. The module aims to establish the basis for academic success in the B Ed programme itself and to build strong professional reading and writing practice into the future. It will provide students with access to tools and methods to extend and improve their academic writing and reading skills through the course of the degree.

**Content:** The course focuses on four areas: Building of strategic reading skills; building of academic writing practice; introduction to a range of metacognitive tools designed to extend strategies of learning; and academic literacy in word processing and ethical use of online resources.

**Instruction:** Direct instruction; small group work; drafting and re-drafting assignments.

**Assessment:** Formative & summative

**Pre-requisites:** None

**Credits:** 4

## **FDE111E: Foundations of Education 1**

**Purpose:** The module aims to give students exposure to the historical development of education in South Africa, by using theoretical frameworks and conceptual tools offered by the History of Education. It examines the philosophical premises of education in the past and present, with particular reference to the SA education system. It will also introduce students to various philosophies that inform educational practices and debates.

**Content:** The meaning of history of education; historical perspectives on education; education in the South African context; origin and types of schools in South Africa; educational developments since 1994; the school context; equality and educational opportunity; the teacher and educational problems and issues in South Africa. The following basic concepts and definitions are included: Philosophy of Idealism; Philosophy of Realism; Philosophy of Pragmatism; & Naturalism in education

**Instruction:** Lecturers, discussions, written reports, etc.

**Assessment:** Formative & summative assessment.

**Pre-requisites:** None

**Credits:** 16

## **PFT121E: The Professional Teacher**

**Purpose:** To introduce the concept of professionalism ensuring students understand the agency of professional teachers into the future.

**Content:** It focuses on the professional teacher as community leader and assists students to think critically about different community and educational contexts. The content will assist students to understand their role in support of children and their communities (pastoral, parental, SGB, role of teacher in community, e.g. community literacy)

**Instruction:** Direct instruction, group work, blended learning.

**Assessment:** Formative & summative.

**Pre-requisites:** none.

**Credits:** 8

### **SBW122E: School-based Work Integrated Learning 1**

**Purpose:** The application of theory in an authentic work-based context.

**Content:** It focusses on specific competencies identified for obtaining the qualification, relating to skills that will make the student employable and assist in developing these skills.

**Instruction:** Direct instruction, experiential learning, group work.

**Assessment:** Portfolio of evidence, two reflective reports

**Practical:** 3 weeks practical: 2 weeks structured observation, 1 week team teaching.

**Credits:** 8

### **LEE121E: Linguistics in Education: English (Compulsory: All students)**

**Purpose:** The purpose of this module is to develop students' knowledge about language, making explicit the foundational knowledge required by teachers to support children's language and literacy development. To achieve the development of student teachers' structural/linguistic knowledge of English.

**Content:** Cognitive and social dimensions of language and literacy. Components of language phonology, morphology, lexis/vocabulary, syntax, pragmatics and semantics. Text and text types; children's literature.

**Instruction:** Lectures, group work, independent study.

**Assessment:** Oral presentations, written assignments, etc. included in formative and summative assessment.

**Pre-requisites:** None.

**Credits:** 12

### **LEX111E: Linguistics in Education – isiXhosa (Compulsory/Elective: See table above)**

**Purpose:** The focus is the development of student teachers' structural/linguistic knowledge of isiXhosa via systematic comparison with English.

**Content:** Basic concepts, perspectives and strategies for language teaching and learning. isiXhosa past, present and future; structural analysis of isiXhosa and; critical examination of isiXhosa children's literature translated from English; isiXhosa children's literature and materials development.

**Instruction:** Lectures, small group discussions, written assignments, translation and adaptation of texts.

**Assessment:** Summative and formative assessments, including tests, portfolios and written and oral presentations.

**Pre-requisite:** None

**Credits:** 12

### **LEA112E: Linguistics in Education – Afrikaans (Compulsory/Elective: See table above)**

**Purpose:** To develop students' (implicit) knowledge about language, making explicit the foundational knowledge required by teachers to support children's language and literacy development.

**Content:** What is language? Cognitive and social dimensions of language. Components of language and the relevance of each to children's language and literacy development: phonology; morphology; lexis/vocabulary; syntax; pragmatics; semantics.

**Instruction:** Lectures, group work, blended-learning.

**Assessment:** Formative and summative including assignments, presentations, tests.

**Pre-requisites:** None

**Credits:** 12

## **MTH121E: Mathematics in Education 1**

**Purpose:** To provide an introduction to the pedagogies and methodologies which inform teaching and learning in the Intermediate Phase.

**Content:** General in nature; it situates Intermediate Phase mathematics within international and curriculum based contexts, and attempts to put in place basic, important mathematical content and conventions. This work is coupled with an appropriate introduction to epistemological and methodological theory and practice.

**Instruction:** Lectures, small group discussions, etc.

**Assessment:** Multi-dimensional and continuous: formal and informal, formative summative.

**Pre-requisites:** none

**Credits:** 12

**Code:** ADV 211E

## **Title: Academic Development 2**

**Purpose:** Research suggests that teachers who are active readers and writers in their own lives are in a better position to teach children in text poor contexts. This is the first year module of two modules designed to support students build their academic praxis, and especially their strategic reading and writing skills in reference to academic texts. Both modules aim to establish the basis for academic success in the BEd programme itself and to animate students' relationship with academic reading and writing, establishing the basis for building strong professional reading and writing practice into the future. The purpose of this second year module is to further strengthen students' academic reading and writing skills, and deepen their use of tools and methods (executive function / metacognitive frames) to extend and improve their academic reading and writing skills through the course of their degree. The module will ensure that students have a strong understanding of the University library system, and its online resources.

**Content:** This course continues to focus on four areas. Students are confronted with a broader range of tools, and are challenged to apply them to more complex texts. Students will continue to deepen their strategic reading skills, in relationship to more complex academic texts. Students will be supported to further improve their academic writing practice, in reference to argumentative essays, literature review, and observational / reflective narrative texts. The module will introduce students to

a wider range of metacognitive tools designed to extend strategies of critical thinking and learning. The module will deepen students' ICT literacy in the area of word processing and an informed and critical use of online resources.

**Assessment:** Written assignments, peer review work, evidence of use of strategic reading, writing, meta-cognitive frames.

**Pre-requisite(s):** Academic Development 1(**ADV 111E**)

**Credits:** 8

## **Foundations of Education 2**

**Code:** FDE 211E

**Purpose:** This module aims to introduce the trainee teacher to how learners learn and develop specifically within a classroom context. Effective teaching and learning hinges on the educators' understanding of educational psychology because the module provides the framework for the trainee teacher to learn how to plan, create and deliver effective lessons within the dynamics of the learners

**Content:** The content of this module include: the definition of psychology; education; and psychology of education; Meaning of training; learning; teaching; instruction; and performance; Relationship between training; learning; teaching; instruction; and performance; Types of Learning; and factors affecting Learning; Learning theories – Behaviourism, Cognitivism, Constructivism, and Social learning theory; The three domains of learning: Cognitive, Affective, and Psycho-motor; Assessment Instruments relevant for the domains of learning; Learning differences and barriers to learning; Relationship between learning experiences and cultural differences; and, Motivation in teaching and learning.

**Assessment:** Summative assessment that will include examinations, portfolios and written and oral presentations.

**Pre-requisite:** FDE 111E

**Credits:** 16

**Code:** CSC 221E

**Title:** **Creating Successful Classrooms: Pedagogy and Classrooms as Communities of Practice**

**Purpose:** When students enter the classroom after pre-service training, many struggle with the reality of creating peaceful productive learning days in the difficult context of many South African classrooms. Many students have been brought up in classrooms



that were primarily managed through corporal punishment, with little exposure to effective and peaceful classrooms supported through a different set of tools. It is well known in the literature of teacher development that teachers teach the way they were taught, unless they have a radical and intimate experience that helps them to work in a new way. As such, students often struggle to keep their classrooms moving forward productively, relying on a small set of tools embedded in their own learning histories. Across the world, teacher educators are trying to understand how to give students a 'radical and intimate' experience that helps them work in new ways.

**Content:** The module first considers pedagogical practice (how we enact teaching). It attempts to help expose our hidden socio-cultural instincts – the unexplored and embodied pedagogical norms woven reflecting the pedagogical exposure of our past. It then seeks to explore different pedagogical practices available to teachers in the primary and intermediate phase, including an exploration of the meaning of educational play. The majority of the course provides students with an understanding of the theory and practice of how to organise successful classrooms over time, especially in large under-resourced classroom settings. Emphasis will be placed on publications by practitioners.

**Assessment:** Written assignments, Oral assignments, e.g. presentations, Role-plays and Journaling, Examinations and Portfolio

**Pre-requisite(s):** The Professional Teacher (**PFT 121E**)

**Credits:** 16

**Code: SBW 222E**

**School-based Work Integrated Learning 2**

**Purpose:** The application of theory in an authentic, work-based context.

**Content:** It addresses specific competences identified for obtaining the qualification, relating to skills that will make the student employable and assist in developing these skills. Employer, as well as professional bodies, together with academic staff, must be involved in the assessment of experiential learning.

**Assessment:** Assignments, Presentations and Tests; Portfolio of evidence, mentor teacher assessment, lecturer assessment

**Practical:** 5 weeks school-based

**Pre-requisite(s):** SBW 122E

**Credits:** 16

**Code: EFL 222E**

**Purpose:** The purpose of this module is to develop an understanding of the ways in which additional languages (L2) are learned/ acquired; and how this is similar to/ differs from home language (L1) acquisition. Critical issues pertaining to English learning in the South African context will be investigated and principles for EFAL teaching

identified. Students will appreciate the benefits of bi/multilingualism and understand the connections that exist between the L1 and L2. An overview of the Curriculum and Assessment Policy Statement (CAPS) for EFAL will provide knowledge about the teaching of the subject in South Africa. Students will begin to plan lessons incorporating appropriate teaching approaches/ methods.

**Content:** The focus of the module include theories of Second Language Acquisition; Multilingualism and the EFAL Curriculum

**Assessment:** Continuous, Formative and Summative. Summative assessment can include examinations, portfolios, written and oral presentations.

**Pre-requisite(s):** LEE 121E

**Credits:** 12

**Code:** HAE 211E

### **B.Ed 2 – Home Language – AFRIKAANS Education 1**

**Purpose:** To develop student teacher's foundational knowledge of how children acquire and learn their Home/First Language and develop beginning literacy.

**Content:** The state of language and literacy in South Africa. Theories of First Language Acquisition. LOLT issues. Critical language awareness. Literacy, Multiliteracies and Literacy as a Social Practice. Approaches to Teaching Language and Literacy across Time. BICS-CALP continuum. Role of the language teacher in Developing L1 literacy. CAPS overview: Foundation and Intermediate Phase Entrance Level requirement.

**Assessment:** Continuous, Formative and Summative. Summative assessment can include examinations, portfolios, written and oral presentations.

**Pre-requisite(s):** LEA 112E

**Credits:** 12

**Code:** HEL 211E

### **Title: Home Language English : Education 1**

**Purpose:** The purpose of the Home Language 1 module is to develop students' understanding of how learners acquire and learn their Home/ First Languages and develop literacy. The role of the teacher in creating a 'culture of literacy' in the classroom will be emphasised. The Curriculum and Assessment Policy (CAPS) document for Home Language English will be overviewed; and practical knowledge of the approaches to language teaching included in CAPS, will be developed.

**Content:** The module focuses on First Language (L1) Acquisition Theories; Multi-literacies, L1 Literacy development: social practice and learned skill, the role of the teaching in developing L1 literacy, CAPS compliant planning and assessment of L1 content as well as text-based and contextualisation approaches to L1 teaching.

**Assessment:** Formative and summative assessment. Summative assessment can include examinations, portfolios, written and oral presentations.

**Instruction Methods:** Face to face contact to include direct instruction and group work.

**Pre-requisite(s):** LEE 121E

**Credits:**12

**Code:** HEX 211E

**Title:** Home Language Education 1-IsiXhosa

**Purpose:** To develop student teachers' foundational knowledge of how children acquire and learn their Home/ First Language(s) and develop beginning literacy and their understanding of the role of the teacher in creating literate classroom environments and literate behaviour among Foundation and Intermediate Phase isiXhosa learners.

**Content:** The content will include critical language awareness; issues in language-in-education policy;

First Language(s) acquisition and learning; and theories and approaches to literacy development.

**Assessment:** Continuous, Formative and Summative. Summative assessment that will include examinations, portfolios and written and oral presentations.

**Pre-requisite(s):** LEX 111E

**Credits:** 12

**CODE:** MTH 212E

**MATHEMATICS EDUCATION – 2 – Intermediate Phase**

**Purpose:** To introduce the student to pedagogies and methodologies that support numbers-based calculations encountered by learners in the Intermediate Phase.

**Content:** This module is designed to help students to understand the history of numbers and the development of numbers and number systems. The content of the course is informed by constructivism, Multi-Intelligences educational theory and activities-based methodologies.

**Assessment:** Multi-dimensional and continuous: formal and informal, base-line, diagnostic, formative and summative.

**Pre-requisites:** Mathematics Education 1

**Credits:** 12

**Code: STE 211E**

**Title:** Natural Science & Technology 1: Bachelor of Education (Intermediate Phase Teaching)

**Purpose:** The application of theory in an authentic, work-based context. The module has the following purposes: (1) Situate Intermediate Phase Natural Science and technology within international and curriculum based contexts, and attempt to put in place basic, important relevant content and conventions coupled with appropriate introduction to epistemological and methodological theory and practice. (2) Assist students to understand Natural Science and technology vocabulary, skills and processes and provide student-teachers with pedagogic and methodological capacities in order to enable them to successfully teach natural science strands such as *Life and Living, matter and materials, Energy and change, Planet Earth and beyond and technology strands such as Structures and systems & control* to Intermediate Phase learners.

**Content:** CAPS dictated content for the module such as *Life and Living, Matter and Materials & Energy and Change and Planet earth and beyond in the natural science strand and Structures, Processing & Systems and Control in the Technology strand*. Introduction of science and technology apparatus and equipment in order to familiarise learners with them and names and vocabularies associated with them. Effective use of scientific equipment and resources and safety in the laboratory; Significance of visual organisers and visual aids in teaching and learning Natural Science and Technology classroom Introduction to assessment in the Natural Science and Technology classroom; Linking Bloom's taxonomy to lesson planning, scaffolding and assessment in Natural Science and Technology.

**Assessment:** Formative & Summative; Informal and Formal

**Instruction methods:** Face to face contact to include direct instructions and group work

**Pre-requisites:** MTH 121E

**Credits:** 12

**Code: SSE 211E**

**Title: Social Sciences Education 1** (Intermediate Phase Teaching)

**Purpose:** The module aims to provide students with an overview of a subject in the school curriculum, viz. Social Sciences, so that even if it is not chosen as specialism in the subsequent years of the B Ed, students will be equipped with a broad understanding of the subject as a basis for teaching (if necessary).

**Content:** The Social Sciences module aims to develop students' understanding of the subjects: History and Geography; the kinds of thinking required in these disciplines and the key concepts to be developed in each. For the reason that there may be teachers who will teach Grade 7s (often part of many primary schools, even though in the Senior

Phase), an overview of / introduction to the subject, Economic and Management Sciences (EMS) will be included in this Social Sciences module.

**Assessment:** Formative & Summative, Informal and Formal

**Pre-requisites:** None

**Credits:** 12

**Code:** LSE 221E

**Title:** Life Skills Education 1 – BEd Intermediate Phase, Year 2

**Purpose:** The module aims to provide students with an overview of a subject in the school curriculum, viz. Life Skills, so that even if the subject is not chosen as specialism in the subsequent years of the B Ed, students will be equipped with a broad understanding of the subject as a basis for teaching (if necessary). Topics relating to Life Skills in South African schooling will be discussed with a focus on practical learning. Elements of diversity and multiculturalism will be focused on. Students will be required to use the CAPS curriculum to understand and design Life Skills' lessons.

**Content:** Students will be introduced to the curriculum post 1994 and understand the curriculum and assessment policy statement (caps). Content includes understanding the intermediate phase learner; an overview of topics in Life Skills and content articulation between phases and grades. The importance of Life Skills as a subject in the Intermediate Phase will be focused on, including the breakdown of topics: Introduction to Personal and Social Well-being topics; Creative Arts and Physical Education. These topics will be taught in a way that provides students a window into education for citizenship, education social justice, multiculturalism and diversity.

**Assessment:** Written assignments, Oral assignments, e.g. presentations, Role-plays, Examinations and Portfolio

**Pre-requisite(s):** None

**Credits:** 12

### **ASA321E: Assessment and Administration**

**Purpose:** The first purpose of this course is to deepen students' theory and practice of learning assessment. It is designed to provide a deep and systematic understanding of current thinking, theoretical developments, practice and methodological developments in the area of learning assessment, and ensure that students have a deep understanding of the way assessment activities can guide and facilitate teaching and learning in the classroom. The second aim of this course is an intensive and focused look at applied administration in the classroom.

**Content:** Goals of classroom assessment. Different approaches to assessment. Different types of assessment. Applying best practices of assessment in mathematics, languages, and life skills lessons. Classroom data collection, cleaning and processing using EXCEL. Preparation of quantitative and qualitative reports for parents/caregivers; HODs and principals, and departmental officials. Organising, recording and managing classroom supplies, resources, and materials.

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Written assignments, peer review work, group work, evidence of use of strategic reading, writing, and metacognitive frames.

**Pre-requisites:** CSC 221E (Creating successful classrooms)

**Credits:** 08

### **BLC323E: Building and Supporting a Professional Learning Community 1**

**Purpose:** This is a special module designed for third year students. The purpose of the module is to provide third year students with the knowledge, tools, method and skills required to mentor a community of learning amongst near peers. The module has four aims. First, it provides students with a deeper understanding of building a professional community of practice. Secondly, it deepens students' understanding and use of metacognitive tools to expand their academic practice. Third, it prepares students for a credit-bearing opportunity to provide support to first and/or second year BEd students. Finally, it supports students to reflect on the application of this learning as they enter the teaching field.

**Content:** The module provides students with more insight into sociocultural educational theories, and the role of tools, knowledge, and community in reference to changing practice. Students will deeply explore (in theory and practice) the interrelated notions: communities of practice, dialogic praxis, and reflective praxis. Students will deepen their theoretical understanding and praxis in relationship to metacognitive tools designed to expand academic practice, and consider how to use these tools to support near peers. Students will consider carefully how to give and receive feedback, especially in reference to written texts. Students will deepen their use of ICT in reference to online research and participation in online communities of practice. By the end of the course, students will be assigned fourth year mentoring activities, and provided with tools and background reading in preparation for a successful mentoring experience.

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Written assignments, peer review work, group work, evidence of use of strategic reading, writing, and metacognitive frames.

**Pre-requisites:** Academic Development 2

**Credits:** 08

### **FDE323E: Foundations of Education 3**

**Purpose:** This course is structured to introduce various theoretical perspectives in the sociology of education that will provide a foundation for the professional development of the educator. The module is designed to help students capture the dynamics inherent within the framework of the school-society debate in the South African context. It is also designed to help students develop a deep appreciation of the relationships between the school and society; from how culture, language and interaction with others constantly shape, re-shape and influence everything about the school and schooling, to how individuals learn to fit within the society from the school.

**Content:** The content includes introduction to sociology of education: meaning, rationale for the module, and key concepts in Sociology of Education; theories of society and theoretical perspectives on education; the social function of education; agents of socialisation; ecological model of human development: Bronfenbrenner, poverty and violence in South Africa; schooling, social inequality and mobility in South Africa; sociological perspectives on South Africa's educational policy and reforms; diversities in the classrooms and pedagogical implications; relationships in the school and classrooms; and, educational responses to issues of race, ethnicity, social class, gender and sexual orientation in South Africa.

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Summative assessment that will include examinations, portfolios and written and oral presentations.

**Prerequisites:** Foundations of Education 2

**Credits:** 16

### **ELF 311E: English First Additional Language Education 3**

#### **Content Outline: Language for Learning**

Scaffolding learning – 'teacher talk'; bilingual teaching strategies; reading strategies for expository texts

The Genre Approach: non-fiction text types; writing expository texts – including a focus on Language Structures and Conventions

Lesson planning and assessment: text based (school genres) lessons which focus on all the language skills in a sequential series of lessons

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Examination:** Summative assessment that will include examinations, portfolios and written and oral presentations.

**Practical:** None

- **Pre-requisite(s):** English First Additional Language 2

- **Credits:** 12

### **HAE 311E: Home Language Education 2 - Afrikaans**

**Purpose:** To develop student teachers' theoretical understanding of the reading process by examining Interactive Models of Reading and balanced approaches to teaching reading and their implications for classroom practice.

**Content:** The content will include foundations for teaching reading; concepts and strategies for comprehension, fluency and vocabulary development; concepts and strategies to support phonological awareness and phonics development; creating literate classroom environments; and designing integrated and balanced reading, programmes, units.

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Summative assessment that will include examinations, portfolios and written and oral presentations.

**Pre-requisite(s):** HAE 211E

**Credits:** 12

### **HEX311E: Home Language Education 2 - isiXhosa**

**Purpose:** To develop student teachers' theoretical understanding of the reading process by examining Interactive Models of Reading and balanced approaches to teaching reading and their implications for classroom practice.

**Content:** The content will include foundations for teaching reading; concepts and strategies for comprehension, fluency and vocabulary development; concepts and strategies to support phonological awareness and phonics development; creating literate classroom environments; and designing integrated and balanced reading, programmes, units. Special emphasis will be placed on the grade 2 and 3 classroom.

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Summative assessment can include examinations, portfolios, written and oral presentations.

**Practical:** None



**Pre-requisite(s):** HEX211E

**Credits:** 12

**LCA323E: Language of Conversational Competence 1 - Afrikaans**

**Purpose:** The purpose of the module is to develop communicative competence in a second additional language in one of the official languages of the Eastern Cape. The focus is on oral communication with an emphasis on 'the school' as context. A further purpose is to heighten students' awareness about the experience of learning an additional language and to reflect on the effectiveness of the language teaching methods used.

**Content:** The value of multilingualism. Motivation and language learning. Review of theories of language learning. A brief social history of Afrikaans. Greetings and exchanging pleasantries with strangers. Conducting simple conversation about classroom topics. Developing a working knowledge of Afrikaans grammar. Developing basic listening comprehension to follow isiXhosa or Afrikaans-multilingual audio and audiovisual media. Acquire a basic knowledge alphabet and phonics of Afrikaans. Acquire a written vocabulary of common classroom objects and activities. Begin to read Afrikaans-English bilingual books.

**Instruction:** Blended learning including, face-to-face, online learning, individual and group.

**Assessment:** Written assignments, peer review work, group work, evidence of use of strategic reading, writing, and metacognitive frames.

**Pre-requisites:** None

**Credits:** 08

**LCX323E: Language of Conversational Competence 1 – isiXhosa**

**Purpose:** The purpose of the module is to develop communicative competence in a second additional language in one of the official languages of the Eastern Cape. The focus is on oral communication with an emphasis on 'the school' as context. A further purpose is to heighten students' awareness about the experience of learning an additional language and to reflect on the effectiveness of the language teaching methods used.

**Content:** The value of multilingualism. Motivation and language learning. Review of theories of language learning. A brief social history of IsiXhosa. Greetings and

exchanging pleasantries with strangers. Conducting simple conversation about classroom topics. Developing a working knowledge of isiXhosa grammar. Developing basic listening comprehension to follow isiXhosa or isiXhosa-multilingual audio and audio-visual media. Acquire a basic knowledge alphabet and phonics of isiXhosa. Acquire a written vocabulary of common classroom objects and activities. Begin to read isiXhosa-English bilingual books.

**Instruction:** Blended learning including, face-to-face, online learning, individual and group.

**Assessment:** Written assignments, peer review work, group work, evidence of use of strategic reading, writing, and metacognitive frames.

**Pre-requisites:** None

**Credits:** 08

### **MTH 313E: Mathematics Education 3 – English**

**Purpose:** This module focuses on Shape and space geometry and geometric patterns as well as Data Handling and Measurement. The purpose is to equip student teachers with the knowledge base underpinning the teaching of the following areas of mathematics: Shape and space geometry and geometric patterns as well as Data Handling and Measurement. It will attempt to put in place basic, important mathematical content and conventions. This work will be coupled with epistemological and methodological theory and practice.

**Content:** The core content examines the concept geometric patterns, understanding the concepts space and shape as well Hiele's theory of geometric understanding and its implication for teaching and learning. Understanding and using CAPS in planning, designing, teaching, assessing and reflecting on geometric patterns and shape & space in the Foundation Phase. The core content also examines the concept of Data Handling and Measurement and the knowledge base underpinning the teaching of Data Handling and Measurement. Understanding and using CAPS in planning, designing, teaching, assessing and reflecting on Data Handling and Measurement in the Foundation Phase.

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Written assignments, peer review work, group work, evidence of use of strategic reading, writing, and metacognitive frames.

**Pre-requisite(s):** MTH 212E

**Credits:** 16

### **SBW302E: School-based Work Integrated Learning 3**

**Purpose:** The application of theory in an authentic, work-based context. This a year-long module. In the first half of the year, students review best practices of planning and teaching lessons in the foundation phase in the subjects: language, mathematics, and life skills. In the second part of the year, students will be based in schools where they will observe, plan, and teach lessons.

**Content:** It addresses specific competences identified for obtaining the qualification, relating to skills that will make the student employable and assist in developing these skills. The employer, as well as professional bodies, together with academic staff, must be involved in the assessment of experiential learning.

**Assessment:** Portfolio of evidence, mentor teacher assessment, lecturer assessment.

**Practical:** 6 weeks school-based observation, planning and teaching.

**Pre-requisite(s):** SBW222E

**Credits:** 24

### **STE311E: Natural Science and Technology Education II**

**Purpose:** The purpose of the module is two-fold: on one hand, to assist students to better understand natural sciences and technology vocabulary, skills and processes; and to provide students with pedagogic and methodological capacities which will enable them to successfully teach Natural Science and Technology in the Intermediate Phase.

**Content:** Life and Living; Structures; and Matter and Material for the Intermediate Phase (theory/curriculum/policy); Life and Living; Structures; Matter and Material in relation to the theories of – Bishop and van Hiele; Life and Living; Structures; Matter and Material; and language and jargon, conventions and symbols (application/pedagogy); Social-constructivist activities as instruments for teaching Life and Living and Structures; Matter and Material in the intermediate phase (application/pedagogy/methodology); Multiple-Intelligences activities as instruments for teaching Life and Living and Structures and Matter and Material in primary schools (application/pedagogy/methodology); Life and Living; Structures; Matter and Material; and the use of ICT; synchronous and asynchronous teaching and learning (application/pedagogy/ methodology).

**Instruction:** To include face-to-face contact sessions; group work; class presentations; text-based assignments; etc.

**Assessment:** Formative assessments (50%) in the form of oral presentations; written assignments and tests. Summative assessment (50%) in the form of a 3-hour examination.

**Pre-requisite(s):** Natural Science and Technology –Education I

**Credits:** 16

### **SSE 311E: Social Science Education 2**

**Purpose:** The purpose of this module is to develop students' in depth content knowledge of particular topics (as identified in the school curriculum); to develop an understanding of different thinking skills and how these are to be developed through Social Sciences lessons. Strategies for the assessment of learning in Social Sciences are emphasised in this module.

**Content:** Content Knowledge - Geography: Map skills (focus: Africa, World); Weather, Climate & Vegetation (South Africa, World); Settlements & Population  
History: Transport, Communication, Medicine through time. Integrated Middle Order Thinking Skills: Comprehension/ Understanding & Application. Lesson Planning including planning of assessment tasks, projects, tests as per curriculum requirements. The emphasis is on the development of the aforementioned thinking skills

**Instruction:** To include face-to-face contact sessions; group work; class presentations; text-based assignments; etc.

**Assessment:** Formative assessments (50%) in the form of oral presentations; written assignments and tests. Summative assessment (50%) in the form of a 3 hour examination.

**Pre-requisite(s):** Social Sciences –Education I

**Credits:** 16

### **ELF 411E: English First Additional Language Education 3**

#### **Content Outline: Language for Learning**

Scaffolding learning – 'teacher talk'; bilingual teaching strategies; reading strategies for expository texts

The Genre Approach: non-fiction text types; writing expository texts – including a focus on Language Structures and Conventions

Lesson planning and assessment: text based (school genres) lessons which focus on all the language skills in a sequential series of lessons

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Examination:** Summative assessment that will include examinations, portfolios and written and oral presentations.

**Practical:** None

- **Pre-requisite(s):** English First Additional Language 2
- **Credits:** 12

### **HEL 411 E: Home Language Education 3 - English**

**Purpose:** To develop student teachers' theoretical understanding of the reading process by examining Interactive Models of Reading and balanced approaches to teaching reading and their implications for classroom practice.

**Content:** The content will include foundations for teaching reading; concepts and strategies for comprehension, fluency and vocabulary development; concepts and strategies to support phonological awareness and phonics development; creating literate classroom environments; and designing integrated and balanced reading, programmes, units.

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Summative assessment that will include examinations, portfolios and written and oral presentations.

**Pre-requisite(s):** Home Language Education: Afrikaans 3

**Credits:** 12

### **BLC 424 E: Building and Supporting a Professional Learning Community 2**

**Purpose:** This is a special module designed for fourth year students. Some students will be allocated responsibility for a small group of students, supporting their academic development across their courses, in essence establishing a 'home base' of sorts, where students can engage in dialogue, practice and provide mutual feedback, supporting each other's academic development and success. Other students will be allocated responsibility of supporting a specific module, supporting students more intensively in subject-specific academic reading, writing and study.

Based on a structured toolkit, senior students will be expected to meet regularly with the students they have been allocated to mentor. They will be required to model, mentor, provide feedback and expand the academic practice of students.

Student mentors will be required to participate in structured reflection sessions, whereby mentors will reflect, troubleshoot and extend their practice through discussions with other student mentors and a lecturer. In these sessions, students will have an opportunity to reflect also on how their experiences, and tools, can be applied to the primary school classroom context.

In order to earn credits, students will be expected to submit a reflective summary of their experience, articulating lessons learned, as well as targeted documentation demonstrating student contact, as well as the feedback / support provided.

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Written assignments, peer review work, group work, evidence of use of strategic reading, writing, and metacognitive frames.

**Pre-requisites:** Building and Supporting a Professional Learning Community 1

**Credits:** 04

#### **FDE 424 E: Foundations of Education 4**

**Purpose:** This module examines the manner in which the structure and processes of schooling are shaped by local, regional, national, international, institutional and cultural contexts in which they operate. The module thus aims to provide students with the opportunity to engage with the learning of education in a comparative and international context. This will enable learners to develop an understanding of the similarities and differences between formal educations from a diversity of nations. The rationale for this is to place learners in a position that enables them to see beyond their boundaries in order for them to be able to compare their educational experiences with the educational experiences of other nations. Moreover, comparative education affords learners with the opportunity to understand various educational discourses that impact the operations and dynamics of education in different part of the world.

**Content:** Definitions, nature and scope of comparative and international education; The values of the study of comparative and international education; Theories and methods in comparative and international education; Studies of educational processes within social and other contexts; Different approaches and paradigms within the field of comparative education: A historical approach, Decision making approach, Interdisciplinary approach, Problem approach; and Specific examples of factors in the educational developments of nations.

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Summative assessment includes examinations, portfolios and written and oral presentations.

**Prerequisite:** Foundations of Education 3

**Credits:** 16

### **HAE 411 E: Home Language Education 3 - Afrikaans**

**Purpose:** To develop student teachers' theoretical understanding of the reading process by examining Interactive Models of Reading and balanced approaches to teaching reading and their implications for classroom practice.

**Content:** The content will include foundations for teaching reading; concepts and strategies for comprehension, fluency and vocabulary development; concepts and strategies to support phonological awareness and phonics development; creating literate classroom environments; and designing integrated and balanced reading, programmes, units.

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Summative assessment that will include examinations, portfolios and written and oral presentations.

**Pre-requisite(s):** Home Language Education: Afrikaans 3

**Credits:** 12

### **HEX411E: Home Language Education 3- isiXhosa**

**Purpose:** To develop student teachers' theoretical understanding of the reading process by examining Interactive Models of Reading and balanced approaches to teaching reading and their implications for classroom practice.

**Content:** The content will include foundations for teaching reading; concepts and strategies for comprehension, fluency and vocabulary development; concepts and strategies to support phonological awareness and phonics development; creating literate classroom environments; and designing integrated and balanced reading, programmes, units. Special emphasis will be placed on the grade 2 and 3 classroom.

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Summative assessment can include examinations, portfolios, written and oral presentations.

**Practical:** None

**Pre-requisite(s):** Home Language Education: IsiXhosa 2

**Credits:** 12

### **LCA 424 E: Language of Conversational Competence II- Afrikaans**

**Purpose:** The purpose of the module is to develop communicative competence in a second additional language in one of the official languages of the Eastern Cape. The focus is on oral communication with an emphasis on 'the school' as context. A further purpose is to heighten students' awareness about the experience of learning an additional language and to reflect on the effectiveness of the language teaching methods used.

**Content:** The value of multilingualism. Motivation and language learning. Review of theories of language learning. A brief social history of Afrikaans. Greetings and exchanging pleasantries with strangers. Conducting simple conversation about classroom topics. Developing a working knowledge of Afrikaans grammar. Developing basic listening comprehension to follow isiXhosa or Afrikaans-multilingual audio and audio-visual media. Acquire a basic knowledge alphabet and phonics of Afrikaans. Acquire a written vocabulary of common classroom objects and activities. Begin to read Afrikaans-English bilingual books.

**Instruction:** Blended learning including, face-to-face, online learning, individual and group.

**Assessment:** Written assignments, peer review work, group work, evidence of use of strategic reading, writing, and metacognitive frames.

**Pre-requisites:** None

**Credits:** 08

### **LCX 424 E: Language of Conversational Competence II– isiXhosa**

**Purpose:** The purpose of the module is to develop communicative competence in a second additional language in one of the official languages of the Eastern Cape. The focus is on oral communication with an emphasis on 'the school' as context. A further purpose is to heighten students' awareness about the experience of learning an



additional language and to reflect on the effectiveness of the language teaching methods used.

**Content:** The value of multilingualism. Motivation and language learning. Review of theories of language learning. A brief social history of IsiXhosa. Greetings and exchanging pleasantries with strangers. Conducting simple conversation about classroom topics. Developing a working knowledge of isiXhosa grammar. Developing basic listening comprehension to follow isiXhosa or isiXhosa-multilingual audio and audio-visual media. Acquire a basic knowledge alphabet and phonics of isiXhosa. Acquire a written vocabulary of common classroom objects and activities. Begin to read isiXhosa-English bilingual books.

**Instruction:** Blended learning including, face-to-face, online learning, individual and group.

**Assessment:** Written assignments, peer review work, group work, evidence of use of strategic reading, writing, and metacognitive frames.

**Pre-requisites:** None

**Credits:** 08

#### **MTH 414 E: Mathematics Education 4 – English**

**Purpose:** This module focuses on Shape and space geometry and geometric patterns as well as Data Handling and Measurement. The purpose is to equip student teachers with the knowledge base underpinning the teaching of the following areas of mathematics: Shape and space geometry and geometric patterns as well as Data Handling and Measurement. It will attempt to put in place basic, important mathematical content and conventions. This work will be coupled with epistemological and methodological theory and practice.

**Content:** The core content examines the concept geometric patterns, understanding the concepts space and shape as well Hiele's theory of geometric understanding and its implication for teaching and learning. Understanding and using CAPS in planning, designing, teaching, assessing and reflecting on geometric patterns and shape & space in the Foundation Phase. The core content also examines the concept of Data Handling and Measurement and the knowledge base underpinning the teaching of Data Handling and Measurement. Understanding and using CAPS in planning, designing, teaching, assessing and reflecting on Data Handling and Measurement in the Foundation Phase.

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Written assignments, peer review work, group work, evidence of use of strategic reading, writing, and metacognitive frames.

**Pre-requisite(s):** Mathematics Education 3

**Credits:** 16

## **SBW 402 E: School-based Work Integrated Learning 4**

**Purpose:** The application of theory in an authentic, work-based context. This a year-long module. In the first half of the year, students review best practices of planning and teaching lessons in the foundation phase in the subjects: language, mathematics, and life skills. In the second part of the year, students will be based in schools where they will observe, plan, and teach lessons.

**Content:** It addresses specific competences identified for obtaining the qualification, relating to skills that will make the student employable and assist in developing these skills. The employer, as well as professional bodies, together with academic staff, must be involved in the assessment of experiential learning.

**Assessment:** Portfolio of evidence, mentor teacher assessment, lecturer assessment.

**Practical:** 6 weeks school-based observation, planning and teaching.

**Pre-requisite(s):** School Based Work Integrated Learning 3

**Credits:** 32

## **STE 411 E: Natural Science and Technology Education III**

**Purpose:** The purpose of the module is two-fold: on one hand, to assist students to better understand natural sciences and technology vocabulary, skills and processes; and to provide students with pedagogic and methodological capacities which will enable them to successfully teach Natural Science and Technology in the Intermediate Phase.

**Content:** Life and Living; Structures; and Matter and Material for the Intermediate Phase (theory/curriculum/policy); Life and Living; Structures; Matter and Material in relation to the theories of – Bishop and van Hiele; Life and Living; Structures; Matter and Material; and language and jargon, conventions and symbols (application/pedagogy); Social-constructivist activities as instruments for teaching Life and Living and Structures; Matter and Material in the intermediate phase (application/pedagogy/methodology); Multiple-Intelligences activities as instruments for teaching Life and Living and Structures and Matter and Material in primary schools (application/pedagogy/methodology); Life and Living; Structures; Matter and Material; and the use of ICT; synchronous and asynchronous teaching and learning (application/pedagogy/ methodology).

**Instruction:** To include face-to-face contact sessions; group work; class presentations; text-based assignments; etc.

**Assessment:** Formative assessments (50%) in the form of oral presentations; written assignments and tests. Summative assessment (50%) in the form of a 3-hour examination.

**Pre-requisite(s):** Natural Science and Technology –Education II

**Credits:** 16

### **SSE 411 E: Social Science Education III**

**Purpose:** The purpose of this module is to develop students' in depth content knowledge of particular topics (as identified in the school curriculum); to develop an understanding of different thinking skills and how these are to be developed through Social Sciences lessons. Strategies for the assessment of learning in Social Sciences are emphasised in this module.

**Content:** Content Knowledge - Geography: Map skills (focus: Africa, World); Weather, Climate & Vegetation (South Africa, World); Settlements & Population  
History: Transport, Communication, Medicine through time. Integrated Middle Order Thinking Skills: Comprehension/ Understanding & Application. Lesson Planning including planning of assessment tasks, projects, tests as per curriculum requirements. The emphasis is on the development of the aforementioned thinking skills

**Instruction:** To include face-to-face contact sessions; group work; class presentations; text-based assignments; etc.

**Assessment:** Formative assessments (50%) in the form of oral presentations; written assignments and tests. Summative assessment (50%) in the form of a 3 hour examination.

**Pre-requisite(s):** Social Sciences –Education II

**Credits:** 16

### **LSE424 E: Life Skills -Education 3(English)**

**Purpose:** This module will explore more intricate details of Life skills in South African schooling and the CAPS curriculum. Practical learning through self-exploration will play an important role in this module. Elements of diversity, multiculturalism and language will be focused on. Students will be required to use the CAPS curriculum to understand, design and reflect on Life Skills lessons. Lesson observations will also allow for reflection on the importance of Life Skills in the curriculum.

**Content:** Development of the self; Children's Rights; relationships; emotional development. Healthy life styles which are inclusive of safety, general and domestic care; healthy food; healthy environment, personal health, and HIV/AIDS education.

The importance of physical education; and physical education techniques; creative arts – music, dance, drama and visual art.

**Instruction:** To include, but not restricted to: lectures, group work, oral presentations, etc.

**Assessment:** Formative assessments (50%) in the form of oral presentations; written assignments and tests. Summative assessment (50%) in the form of a 3hour examination.

**Pre-requisites:** Life Skills Education 2

**Credits:** 16

### **TCA 424 E: Teachers as Agents of Change**

**Purpose:** This is an intensive module specifically designed for 4<sup>th</sup> year students. The premise of this module is that primary school teachers are some of the most important agents of change for our country and beyond. It suggests that the most important arena of change is in the classroom: creating friendly, productive and interesting places for children to build their foundational reading, writing, mathematical and thinking skills. It suggests, further, that successful classrooms establish the basis for leadership in education beyond the school gates.

**Content:** The course begins with a review of major barriers to learning and effective teaching. The majority of the course will focus on building successful classrooms. Students will be exposed to some of the theoretical implications of activity theory, and how this informs the creating of a successful classroom as a learning community. The module assumes students have an emerging understanding of how to create successful classrooms, but that pedagogical instincts remain limited. The primary goal of this work is to deepen students' theoretical understanding and method for building day to day rituals and rhythms that build successful classrooms into the future. Students will be asked to describe, critique and extend their approach to assessment, and extend their understanding of continuous assessment practice.

**Instruction:** Blended learning including face-to-face, online tasks, individual and group work.

**Assessment:** Portfolio, written and oral assignments. Presentations. Journaling. Role-play.

**Pre-requisite(s):** ASA 321E

**Credits:** 08

**Bachelor of Education in Senior Phase and Further Education and Training  
Teaching**  
**National Qualifications Framework (NQF) Level 7**  
**QUALIFICATION CODE: 50049**  
**SAQA ID 112523**

**PREAMBLE**

Bachelor of Education in Senior Phase and Further Education and Training Teaching is a teacher education programme designed to prepare pre-service teachers specializing in Senior and FET phases. The Bachelor of Education in Senior Phase and Further Education and Training Teaching is abbreviated as BEd (Senior Phase and Further Education and Training Teaching).

**TOTAL CREDITS: 480**

The minimum credit value of the programme ranges from 488 to 512. The recommended minimum credit value of the programme is 480. The content subjects (teaching subject specialisations) are taught by departments in other faculties.

**PURPOSE OF THE PROGRAMME:**

The B. Ed (Senior Phase and Further Education and Training Teaching) is for persons wanting to become qualified as professional educators in schooling at the Senior Phase and FET Band levels.

**MODULE OPTIONS**

To guide statement registration process, the BEd (Senior Phase and Further Education and Training Teaching) has four module options which are as follows:

- **Life Sciences and Agricultural Sciences (500491)** For the Senior Phase students will specialise in Natural Sciences. For FET phase students will specialise in two subject methods such as Life Sciences and Agricultural Science in the FET band.
- **Commerce (500492)** For the Senior Phase students will specialise in Economic Management Sciences. For FET phase students will specialise in two subject methods such as Accounting, Economics and Business Economics.
- **Science (500493)** For the Senior Phase students will specialise in one subject method such as Mathematics or Natural Sciences. For FET phase students will specialise in two subject methods such as Mathematics, Physical Sciences, Life Sciences, Geography and Computer Science.
- **Social Sciences and Humanities (500494):** For the Senior Phase students will specialise in one subject method such as Afrikaans, English, IsiXhosa, Life Orientation, Social Sciences and Arts and Culture. For the FET phase students will specialise two subject methods such Afrikaans, English, Isi-Xhosa, Life Orientation, History, Geography, Music, Arts.

In all module options students will take one subject specialization up to year level 2 and one subject specialization up to year level 3. In year level 4 students will be required to take two subject methods for subjects they are specializing in.

## **DURATION**

This programme is offered on a full-time basis for pre-service students and extends over a minimum period of 4 years.

## **EXIT LEVEL OUTCOMES**

The following are exit level outcomes apply for this programme:

1. Critically engage with and reflect on the theoretical knowledge in the philosophical, psychological, historical and sociological foundations of education and the political, economic and sociological perspectives in education in order to review the current practices in more socially responsible, responsive and humanizing way.
2. Demonstrate deep understanding of the subject content and knowledge in both general pedagogy and pedagogical content knowledge in the areas of specialisation
3. Demonstrate competence in selecting, organizing, designing and implementing teaching, learning and assessment strategies lessons taking care of the diverse needs of learners and the diverse contexts of the schools
4. Demonstrate ability to reflect on own practices and practices in the school in relation to theory and identify and implement improvement strategies.
5. Demonstrate ability to converse and teach in the local/ regional language of the learner and the language of learning and teaching

## **ARTICULATION OPTIONS**

After completing the B. Ed, the students can have a variety of routes for further studies.

- If they choose to maintain a teaching and learning career they could do
  - (i) PG Diploma (Ed) – Specialising further in a subject of specialisation in a phase.
  - (ii) Adv. Dip (Ed) – Developing a new role;
  - (iii) Adv. Cert (Teaching) - Developing a new teaching specialisation.
- If they choose to embark on a management and leadership career, they could do Adv. Dip (Ed) – School Leadership and Management
- If they choose to embark on an education planning, research or policy development they could do B. Ed (Hons.)
- If they want to deepen their knowledge in any of the subject of specialisation, they could study the subject at the 3d year Degree level and Honours level.

# **AGRICULTURAL SCIENCES OPTION (500491)**

<b>STUDY LEVEL ONE</b>				
<b>MODULE</b>	<b>MODULE CODE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>	<b>PRE-REQUISITE</b>
<b>Semester 1</b>				
<b>Compulsory modules</b>				
Language and Academic Skills 1	EDL 111	5	8	
Philosophy of Education1	EDP 111	5	8	
Social Transformation	STF111	5	16	
<b>Electives (specialisation)</b>				
<b>Select three area of specialisation,</b>				
Introduction to Agricultural Economics	AGE111	5	16	
Elements of Agro-meteorology	AGC111	5	16	
Plant Biology	BIO111	5	16	
Basic Chemistry	PAC119	5	8	
<b>TOTAL CREDITS SEMESTER 1</b>			<b>72/80</b>	
<b>Semester 2</b>				
<b>Compulsory modules</b>				
Language and Academic Skills 2	EDL121	5	8	
Practical Learning and Teaching	PLT122	5	8	
<b>Electives (specialisation)</b>				
<b>Select three area of specialisation</b>				
Marketing of Agric Products	AGE121	5	12	
Introduction to Crop Science	AGC122	5	16	
Animal Biology	BIO121	5	16	
Basic Chemistry	PAC129	5	8	
<b>TOTAL CREDITS SEMESTER 2</b>			<b>56/60</b>	
<b>TOTAL CREDITS FOR ACADEMIC YEAR 1</b>			<b>128/140</b>	

<b>STUDY LEVEL TWO</b>				
<b>MODULE</b>	<b>MODULE CODE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>	<b>PRE-REQUISITE</b>
<b>Semester 1</b>				
<b>Compulsory modules</b>				
Assessment and classroom management	ACM211	6	16	
Natural Science Method 1	MNN211		16	
<b>Electives (Agric specialisation)</b>				
<b>Select two areas of specialisation</b>				
Agric Production Economics	AGE211	5	12	
Intro to Animal Science	AGA211	5	16	
Water Relations	AGC311	5	12	
<b>TOTAL CREDITS SEMESTER 1</b>			<b>72</b>	



<b>Semester 2</b>				
<b>Compulsory modules</b>				
Practical Learning and Teaching	PLT221	5	8	PLT122
<b>Electives (Agric specialisation)</b>				
<b>Select two area of specialisation</b>				
Farm Management	AGE221	5	12	
Principles of Animal Nutrition	AGA221	5	16	
Principles of Crop Production	AGC222	5	16	
<b>TOTAL CREDITS SEMESTER 2</b>			<b>40/48</b>	
<b>TOTAL CREDITS FOR ACADEMIC YEAR 2</b>			<b>112/120</b>	

<b>STUDY LEVEL THREE</b>				
<b>MODULE</b>	<b>MODULE CODE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>	<b>PRE-REQUISITE</b>
<b>Semester 1</b>				
<b>Compulsory modules</b>				
Diversity and Inclusive Education	DIE 311	6	8	
Curriculum Theory and Design	CTD 311	6	8	
Natural Sciences Method	MNS 311	6	8	
Learning for Socio-ecological Change	LSC 311	6	8	
Life Skills for Educators	LSE 312	6	8	
HIV/AIDS in Education	HAE 311	6	8	
<b>TOTAL CREDITS SEMESTER 1</b>			<b>48</b>	
<b>Semester 2</b>				
<b>Compulsory modules</b>				
History of Education	HED 321	6	16	
Psychology of Education	POE 321	6	16	
Practical Learning and Teaching	PLT 321	6	24	PLT221
Teaching and Learning Media and Material	TLM321	6	8	
Natural Sciences Method	MNS 321	6	8	
<b>TOTAL CREDITS SEMESTER 2</b>			<b>72</b>	
<b>TOTAL YEAR THREE CREDITS</b>			<b>120</b>	

<b>STUDY LEVEL 4</b>				
<b>MODULE</b>	<b>MODULE CODE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>	<b>PRE-REQUISITE</b>
<b>Semester 1</b>				
<b>Compulsory module</b>				
Educational Law and Policy	ELP411	7	8	
Philosophy of Education 2	PED 411	7	8	
Sociology of Education	SOE411	7	16	
Professionalism and Ethics in Education	PEE 411	7	8	
School Guidance and Counselling	SGC 411	7	8	
<b>Electives (Learning areas)</b>				
<b>Select two modules</b>				
Agricultural Science Method	PMA 411	7	16	AGE211, 221 AGA211, 221
Life Science Method	MML 411	7	16	MNS 311,321

<b>TOTAL CREDITS FOR SEMESTER 1</b>			<b>80</b>	
<b>Semester 2</b>				
<b>Compulsory modules</b>				
School-Based Community Project	SBC421	7	8	
<b>Year module</b>				
Practical Learning and Teaching	PLT 401	7	32	PLT321
<b>TOTAL CREDITS SEMESTER 2</b>			<b>40</b>	
<b>TOTAL YEAR FOUR CREDITS</b>			<b>120</b>	
<b>TOTAL CREDITS</b>			<b>480/504</b>	

Students may take one or more of the following electives in order to make up their total of at least 480 credits

Farm Accounting	AGE 222	8	5	AGE 111 OR AGE 211
Introduction to Genetics	AGC 312	12	6	BIO 111 AND BIO 121
Plant Pest Control	AGC 316	12	6	AGC 121
Introduction to Pasture Ecology	AGP 211	12	5	BIO 111 AND BIO 121

#### COMMERCE SPECIALISATION (500492)

<b>STUDY LEVEL ONE</b>				
<b>MODULE</b>	<b>MODULE CODE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>	<b>PRE-REQUISITE</b>
<b>Semester 1</b>				
<b>Compulsory modules</b>				
Language and Academic Skills 1	EDL 111	5	8	
Philosophy of Education1	EDP 111	5	8	
Social Transformation	STF111	5	16	
Introduction to Accounting	ACG111	5	16	
Introduction to Business Management	BEC111	5	16	
Introduction to Economics (Micro-Economics)	ECO111	5	16	
<b>TOTAL CREDITS SEMESTER 1</b>			<b>80</b>	
<b>Semester 2</b>				
<b>Compulsory modules</b>				
Language and Academic Skills 2	EDL121	5	8	
Practical Learning and Teaching	PLT122	5	8	
Accounting Procedures	ACG121	5	16	
Intro. to Specialized Business Management	BEC121	5	16	
Introduction to Economics	ECO121	5	16	
<b>TOTAL CREDITS SEMESTER 2</b>			<b>64</b>	
<b>TOTAL CREDITS FOR ACADEMIC YEAR 1</b>			<b>144</b>	
<b>STUDY LEVEL TWO</b>				

MODULE	MODULE CODE	NQF LEVEL	CREDITS	PRE-REQUISITE
<b>Semester 1</b>				
<b>Compulsory modules</b>				
Assessment and classroom management	ACM211	6	16	
Economics & Management Sciences Method	MMS211	6	16	ECO111, 121 ACG111, 121 BEC111, 121
<b>Electives (specialisation)</b> <b>Select two areas of specialisation</b>				
General Accounting 2A	ACG211		16	
Human Resources Management	BEC213		8	
Operations Management	BEC214		8	
Micro-Economics	ECO211		16	
<b>TOTAL CREDITS SEMESTER 1</b>			<b>64</b>	
<b>Semester 2</b>				
<b>Compulsory modules</b>				
Practical Learning and Teaching	PLT221	5	8	PLT121
<b>Elective modules (specialisation)</b> <b>Select two areas of specialisation</b>				
General Accounting 2B	ACG221	5	16	
Marketing Management	BEC221	5	16	
Macro-Economics	ECO221	5	16	
<b>TOTAL CREDITS SEMESTER 2</b>			<b>40</b>	
<b>TOTAL CREDITS FOR ACADEMIC YEAR 2</b>			<b>104</b>	

<b>STUDY LEVEL THREE</b>				
MODULE	MODULE CODE	NQF LEVEL	CREDITS	PRE-REQUISITE
<b>Semester 1</b>				
Diversity and Inclusive Education	DIE 311	6	8	
Curriculum Theory and Design	CTD 311	6	8	
Economics & Management Science Method	MES311	6	8	MMS211
Learning for Socio-ecological Change	LSC 311	6	8	
Life Skills for Educators	LSE 312	6	8	
HIV/AIDS in Education	HAE 311	6	8	
<b>TOTAL CREDITS SEMESTER 1</b>			<b>48</b>	
<b>Semester 2</b>				
<b>Compulsory modules</b>				
History of Education	HED 321	6	16	
Psychology of Education	POE 321	6	16	
Practical Learning and Teaching	PLT 321	6	24	PLT221
Teaching and Learning Media and Material	TLM321	6	8	
Economics & Management Sciences Method	MES 322	6	8	MMS211
<b>TOTAL CREDITS SEMESTER 2</b>			<b>72</b>	
<b>TOTAL YEAR THREE CREDITS</b>			<b>120</b>	

<b>STUDY LEVEL 4</b>				
<b>MODULE</b>	<b>MODULE CODE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>	<b>PRE-REQUISITE</b>
<b>Semester 1</b>				
<b>Compulsory module</b>				
Educational Law and Policy	ELP411	7	8	
Philosophy of Education 2	PED 411	7	8	
Sociology of Education	SOE411	7	16	
Professionalism and Ethics in Education	PEE 411	7	8	
School Guidance and Counselling	SGC 411	7	8	
<b>Electives (Learning areas)</b>				
<b>Select two modules</b>				
Accounting Method	MMA 411	7	16	MES 311, 322
Business Studies Method	MMB 411	7	16	MES 311, 322
Economics Method	MMC 411	7	16	MES 311, 322
<b>TOTAL CREDITS FOR SEMESTER 1</b>			<b>80</b>	
<b>Semester 2</b>				
<b>Compulsory modules</b>				
School-Based Community Project	SBC421	7	8	
<b>Year module</b>				
Practical Learning and Teaching	PLT 401	7	32	
<b>TOTAL CREDITS SEMESTER 2</b>			<b>40</b>	
<b>TOTAL YEAR FOUR CREDITS</b>			<b>120</b>	
<b>TOTAL CREDITS</b>			<b>488</b>	

#### SCIENCE OPTION (500493)

<b>STUDY LEVEL ONE</b>				
<b>MODULE</b>	<b>MODULE CODE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>	<b>PRE-REQUISITE</b>
<b>Semester 1</b>				
<b>Compulsory modules</b>				
Language and Academic Skills 1	EDL 111	5	8	
Philosophy of Education1	EDP 111	5	8	
Social Transformation	STF111	5	16	
<b>Electives (specialisation)</b>				
<b>Select two areas of specialisation</b>				
A Theoretical Approach to Differential Calculus	MAT111	5	16	
Mechanics of a particle	PHY111	5	8	
Properties of Matter & Thermodynamics	PHY112	5	8	
Basic Chemistry	PAC110	5	16	
Introduction to Botany	BOT111	5	16	
General Introduction to Animal Biology	ZOO111	5	16	
Intro. to Computing and Programming Concept	CSC113	5	16	
Geomorphology, Econ. Geography & Population	GEG111	5	16	
<b>TOTAL CREDITS SEMESTER 1</b>			<b>80</b>	
<b>Semester 2</b>				
<b>Compulsory modules</b>				
Language and Academic Skills 2	EDL121	5	8	
Practical Learning and Teaching	PLT122	5	8	

<b>Electives (specialisation)</b> <b>Select two areas of specialisation, three in case of co-requisites</b>				
A Theoretical Approach to Differential Calculus	MAT121	5	16	
Electricity and Magnetism	PHY121	5	8	
Waves, Vibrations & Optics	PHY122	5	8	
Descriptive Chemistry	PAC121	5	16	
Intro. to Ecology, Physiology & Plant Diversity	BOT121	5	16	
Introduction to Animal Diversity	ZOO121	5	16	
Elementary Computer Programming	CSC121	5	16	
Climatology, Settlement Geography & Regional	GEG111	5	16	
<b>TOTAL CREDITS SEMESTER 2</b>			<b>64</b>	
<b>TOTAL CREDITS FOR ACADEMIC YEAR 1</b>			<b>144</b>	

<b>STUDY LEVEL TWO</b>				
<b>MODULE</b>	<b>MODULE CODE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>	<b>PRE-REQUISITE</b>
<b>Semester 1</b>				
<b>Compulsory modules</b>				
Assessment and classroom management	ACM211	6	16	
<b>Electives (specialisation)</b> <b>Select two areas of specialisation</b>				
Advanced Calculus	MAT211	5	16	
Fundamentals	MAT212	5	8	
Mechanics	PHY211	5	12	
Electromagnetism and AC Theory	PHY212	5	12	
Inorganic Chemistry	PAC211	5	16	
Organic Chemistry 1	PAC213	5	16	
Evolutionary Survey of the Plant Kingdom	BOT211	5	24	
Fundamental Concepts in Animal Biology 1	ZOO212	5	24	
Advanced Programming	CSC211	5	12	
Computer Architecture and Organization	CSC212	5	12	
Pedology, Population, Climatology, Settlement Geography, Environmental Studies	GEG 211	5	24	GEG111,121
<b>Elective modules (Subject method)</b> <b>Select one module</b>				
Natural Sciences Method	MNN211	5	16	BIO 111, 121 BOT111, 121/ ZOO111, 121 PAC110, 121/ PHY113,114, PHY123,124/
Mathematics Method	MMM211	5	16	MAT111, 112 MAT121, 122
<b>TOTAL CREDITS SEMESTER 1</b>			<b>80/104</b>	
<b>Semester 2</b>				

<b>Compulsory modules</b>				
Practical Learning and Teaching	PLT221	5	8	PLT121
<b>Elective modules (specialisation)</b> <b>Select two areas of specialisation</b>				
Linear Algebra	MAT223	5	12	
Real Analysis (optional)	MAT224	5	12	
Geometry (optional)	MAT225	5	12	
Waves, Vibrations and Optics	PHY221	5	12	
Advanced Electromagnetism	PHY222	5	12	
Analytical Chemistry	PAC222	5	16	
Organic Chemistry 2	PAC223	5	16	
Physical Chemistry 1	PAC224	5	16	
Genetics, Plant Ecology, Taxonomy & Physiology	BOT221	5	24	
Fundamental Concepts in Animal Biology 2	ZOO222	5	24	
Data Structures and Algorithms	CSC 223	5	12	
Database Management and Design	CSC 224	5	12	
Economic Geography, Geomorphology, Stat.	GEG 221	5	24	GEG111,122
<b>TOTAL CREDITS SEMESTER 2</b>			<b>56/80</b>	
<b>TOTAL CREDITS FOR ACADEMIC YEAR 2</b>			<b>136</b>	

<b>STUDY LEVEL THREE</b>				
<b>MODULE</b>	<b>MODULE CODE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>	<b>PRE-REQUISITE</b>
<b>Semester 1</b>				
<b>Compulsory modules</b>				
Diversity and Inclusive Education	DIE 311	6	8	
Curriculum Theory and Design	CTD 311	6	8	
Learning for Socio-ecological Change	LSC 311	6	8	
Life Skills for Educators	LSE 312	6	8	
HIV/AIDS Education	HAE 321	6	8	
<b>Electives (Learning area)</b> <b>Select one module</b>				
Mathematics Method	MAM311	6	8	MMM211
Natural Sciences Method	MNS 311	6	8	MNN211
<b>TOTAL CREDITS SEMESTER 1</b>			<b>48</b>	
<b>Semester 2</b>				
<b>Compulsory modules</b>				
History of Education	HED 321	6	16	
Psychology of Education	POE 321	6	16	
Practical Learning and Teaching	PLT 321	6	24	
Teaching and Learning Media and Material	TLM321	6	8	
<b>Electives (Learning area)</b> <b>Select one module</b>				
Natural Sciences Method	MNS 321		8	
Mathematics Method	MAM 321		8	
<b>TOTAL CREDITS SEMESTER 2</b>			<b>72</b>	

<b>TOTAL YEAR THREE CREDITS</b>			<b>120</b>	
<b>STUDY LEVEL 4</b>				
<b>MODULE</b>	<b>MODULE CODE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>	<b>PRE-REQUISITE</b>
<b>Semester 1</b>				
<b>Compulsory module</b>				
Educational Law and Policy	ELP411	7	8	
Philosophy of Education 2	PED 411	7	8	
Sociology of Education	SOE411	7	16	
Professionalism and Ethics in Education	PEE 411	7	8	
School Guidance and Counselling	SGC 411	7	8	
<b>Electives (Learning areas)</b>				
<b>Select two modules</b>				
Mathematics Method	MMM 411		16	
Physical Sciences Method	PMS 411		16	
Life Sciences Method	MML411		16	
Information Technology Method	MCT 411		16	
<b>TOTAL CREDITS FOR SEMESTER 1</b>			<b>80</b>	
<b>Semester 2</b>				
<b>Compulsory modules</b>				
School-Based Community Project	SBC421	7	8	
<b>Year module</b>				
Practical Learning and Teaching	PLT401	7	32	
<b>TOTAL CREDITS SEMESTER 2</b>			<b>40</b>	
<b>TOTAL YEAR FOUR CREDITS</b>			<b>120</b>	
<b>TOTAL CREDITS</b>			<b>516</b>	

The following modules are optional (registered when a student failed)

A Practical Approach to Integral Calculus	MAT113	5	16
A Theoretical Approach to Differential Calculus	MAT121	5	16
A Practical Approach to Differential Calculus	MAT122	5	16

#### **SOCIAL SCIENCE OPTION (500494)**

<b>STUDY LEVEL ONE</b>				
<b>MODULE</b>	<b>MODULE CODE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>	<b>PRE-REQUISITE</b>
<b>Semester 1</b>				
<b>Compulsory modules</b>				
Language and Academic Skills 1	EDL 111	5	8	
Philosophy of Education1	EDP 111	5	8	
Social Transformation	STF111	5	16	
<b>Electives (Specialisation)</b>				
<b>Select three specialisation</b>				

Introduction to Study of Language and Literature	ECL110	5	16	
isiXhosa Linguistics	XHS111	5	16	
Discovering the Origins of the Global and African Past	HIS114	5	16	
Introduction to Psychology 1	PSY111	5	16	
Geomorphology, Econ. Geography & Population	GEG111	5	16	
Afrikaans Taalkunde	AFR111	5	16	
Object drawing 1A	ADR111	5	16	
Sculpture, painting, etc. 1	FAS111	5	16	
Foundations of Human Movement Studies	HUS111	5	16	
Introduction to Music Theory and History1	MUS111	5	8	
Practical Music1	MUS112	5	8	
<b>TOTAL CREDITS SEMESTER 1</b>			<b>80</b>	
<b>Semester 2</b>				
<b>Compulsory modules</b>				
Language and Academic Skills 2	EDL121	5	8	
Practical Learning and Teaching	PLT122	5	8	
<b>Electives (Specialisation)</b> <b>Select three specialisations</b>				
Introduction to Study of Language and Literature	ECL120	5	16	
IsiXhosa Literature	XHS121	5	16	
Contemporary Themes in the Global and African Past	HIS124	5	16	
Introduction to Psychology 2	PSY122	5	16	
Climatology, Settlement Geography & Regional	GEG121	5	16	
Afrikaans Letterkunde	AFR122	5	16	
Object drawing 1B	ADR122	5	16	
Sculpture, painting, etc. 2	FAS121	5	16	
Motor Development and Child Movement Experiences	HUS121	5	16	
Music Theory and History2	MUS121	5	8	
Practical Music2	MUS122	5	8	
<b>TOTAL CREDITS SEMESTER 2</b>			<b>64</b>	
<b>TOTAL CREDITS FOR ACADEMIC YEAR 1</b>			<b>144</b>	

<b>STUDY LEVEL TWO</b>				
<b>MODULE</b>	<b>MODULE CODE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>	<b>PRE-REQUISITE</b>
<b>Semester 1</b>				
<b>Compulsory modules</b>				
Assessment and classroom management	ACM211	6	16	
<b>Elective modules (subject method)</b> <b>Select one module</b>				
English Method	MME211	5	16	ECL110,120
IsiXhosa Method	MMX211	5	16	XHS111,122
Social Science Method	MSC211	5	16	HIS114,122, GEG111,122



Life Orientation Method	MML211	5	16	PSY111,122
<b>Subject method - inactive</b>				
Afrikaans Method	MAA 211	5	8	AFR111, 122
Creative Arts Method	MCA 211	5	8	MUS121,122
<b>Electives (Specialisation) Select two specialisation</b>				
Intermediate Language and African Literature	ECL 210	5	16	ECL110, 120
IsiXhosa Linguistics	XHS 211	5	8	XHS111
Traditional Literature and The Origin of Modern IsiXhosa Literature	XHS 212	5	8	XHS111
The Modern West 1870 – 1990	HIS 211	5	16	HIS114,124
Constructions of Self and Social Psychology	PSY 211	5	16	PSY111,122
Pedology, Population, Climatology, Settlement Geography, Environmental Studies	GEG 211	5	24	GEG111,121
<b>Inactive</b>				
Object Drawing 2A ( <i>pre-requisite ADR 111</i> )	ADR 211	5	16	ADR111
Painting or Sculpture etc 1	FAS 211	5	16	FAS211
Christian, Islamic and India Art	HAR 211	5	16	HAR111
Movement Psychology	HMS 211	5	12	HMS111
Sport Skills and Coaching	HMS 212	5	6	HMS112
Theory and History	MUS 211	5	8	MUS121
Practical Music	MUS 212	5	8	MUS122
<b>TOTAL CREDITS SEMESTER 1</b>			<b>64/72</b>	
<b>Semester 2</b>				
<b>Compulsory modules</b>				
Practical Learning and Teaching	PLT221	5	8	PLT121
<b>Elective modules (specialisation) Select two specialisation</b>				
Intermediate Language and Historical/ Creative Literature	ECL 220	5	16	ECL120
IsiXhosa Literature	XHS 223	5	8	XHS122
Intro. to Historiography of African Linguistics	XHS 224	5	8	XHS122
Sub-Saharan Africa 1870 – 1990	HIS 222	5	16	HIS114,124
Developmental Psychology, Research and Assessment	PSY 222	5	16	PSY111,122
Economic Geography, Geomorphology, Stat.	GEG 221	5	24	GEG111,122
Experimental Drawing 2B	ADR 222	5	16	ADR122
Painting or Sculpture etc	FAS 222	5	16	FAS121
Art of China and Japan	HAR 222	5	16	HAR122
Coaching Principles	HMS 221	5	12	HMS121
Sport Skills and Coaching	HMS 222	5	6	HMS122
Music Theory and History	MUS 221	5	8	MUS211
Practical Music	MUS 222	5	8	MUS112

<b>(subject method-inactive)</b>				
Afrikaans Method	MAA221	5	8	AFR111, 122
Creative Arts Method	MCA 221	5	8	MUS121,122
<b>TOTAL CREDITS SEMESTER 2</b>			<b>40/48</b>	
<b>TOTAL CREDITS FOR ACADEMIC YEAR 2</b>			<b>104/120</b>	

<b>STUDY LEVEL THREE</b>				
<b>MODULE</b>	<b>MODULE CODE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>	<b>PRE-REQUISITE</b>
<b>Semester 1</b>				
<b>Compulsory modules</b>				
Diversity and Inclusive Education	DIE 311	6	8	
Curriculum Theory and Design	CTD 311	6	8	
Learning for Socio-ecological Change	LSC 311	6	8	
Life Skills for Educators	LSE 312	6	8	
HIV/AIDS	HAE 321	6	8	
<b>Electives (Learning area)</b> <b>Select one module</b>				
English Method	MEE311	6	8	MME211
IsiXhosa Method	MIX311	6	8	MMX211
Social Sciences Method	MSS311	6	8	MSC211
Life Orientation Method	MLO311	6	8	MML211
<b>TOTAL CREDITS SEMESTER 1</b>			<b>48</b>	
<b>Semester 2</b>				
<b>Compulsory modules</b>				
History of Education	HED 321	6	16	
Psychology of Education	POE 321	6	16	
Practical Learning and Teaching	PLT 321	6	24	
Teaching and Learning Media and Material	TLM321	6	8	
<b>Electives (Learning area)</b> <b>Select one module</b>				
English Method	MEE321	6	8	MME211
IsiXhosa Method	MIX321	6	8	MMX211
Social Science Method	MSS321	6	8	MSC211
Life Orientation Method	MLO321	6	8	MML211
<b>TOTAL CREDITS SEMESTER 2</b>			<b>72</b>	
<b>TOTAL YEAR THREE CREDITS</b>			<b>120</b>	

<b>STUDY LEVEL 4</b>				
<b>MODULE</b>	<b>MODULE CODE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>	<b>PRE-REQUISITE</b>
<b>Semester 1</b>				
<b>Compulsory module</b>				
Educational Law and Policy	ELP411	7	8	
Philosophy of Education 2	PED 411	7	8	
Sociology of Education	SOE411	7	16	
Professionalism and Ethics in Education	PEE 411	7	8	

School Guidance and Counselling	SGC 411	7	8	
<b>Electives (Learning areas)</b> <b>Select two modules</b>				
History Method	MMH 411	7	16	MSS311, 321
English Method	MME412	7	16	MEE311, 321
isiXhosa Method	MMX 411	7	16	MIX311, 321
Life Orientation Method	MLO411	7	16	MLO311, 321
Geography Method	MGT 411	7	16	MSS311, 321
<b>TOTAL CREDITS FOR SEMESTER ONE</b>			<b>80</b>	
<b>Semester 2</b>				
<b>Compulsory modules</b>				
School-Based Community Project	SBC421	7	8	
<b>Year module</b>				
Practical Learning and Teaching	PLT 401	7	32	PLT321
<b>TOTAL CREDITS SEMESTER 2</b>			<b>40</b>	
<b>TOTAL YEAR FOUR CREDITS</b>			<b>120</b>	
<b>TOTAL CREDITS</b>	<b>488/504</b>			

## MODULE BRIEFS FOR EDUCATION MODULES AND PRACTICAL LEARNING

### YEAR 1

**Code: EDL 111**

**Module Name: Language and Academic Skills (1)**

**Purpose:** The purpose of the module is to introduce the prospective students to the academic reading and writing skills in English which will be important in their degree studies and beyond. It also intends to give the students an understanding of issues relating to language in education, especially English, in South Africa. This module intends to improve the students' academic writing skills.

**Contents:**

- (i) Academic reading skills; pre-reading, skimming, and scanning, making meaning from text
- (ii) Academic writing skills; paragraph writing, writing linked paragraphs, making notes and summarising
- (iii) Essay writing; introducing the topic, developing an argument, logical and coherent linking of ideas and paragraphs, writing a conclusion
- (iv) Citation and referencing conventions

**Strategies:** An integrated skills approach will be adopted to the development of academic writing and reading skills. Students will learn through communicative and co-operative methods and approaches that they can later use in their own classrooms, as well as through lectures and individual work.

**Assessment:** Assessments will be formative and summative, including assignments, tests and a final examination. Self and peer assessment will be encouraged as well as lecturer and tutor assessment

**Credits: 8**

**Code: EDP 111**

**Module Name: Philosophy of Education (1)**

**Purpose:** The purpose of this module is to introduce pre-service educators to philosophical foundations of education. This will help students to understand the underlying fundamentals of key educational practices.

**Contents:**

- (i) Introduction to Philosophy and the use of philosophy in education
- (ii) Introduction to the branches of philosophy:
  - Metaphysics (The nature of reality)
  - Epistemology (The nature of knowledge)
  - Axiology (The nature of values and judgements)
- (iii) Developing own philosophy of education
- (iv) How various philosophical orientations see education, its nature and point?
  - Major philosophies (Idealism, Realism, Pragmatism, Existentialism)
  - Educational Philosophies (Perennialism, Essentialism, Progressivism, Reconstructionism)
- (v) Contentious issues in philosophy of education
  - Authority and freedom
  - Schooling and indoctrination
  - Moral education
  - Democracy

**Strategies:** Attending lectures, open class discussions, classroom-based reflection, classroom presentations.

**Assessment:** Formative assessments through classroom participation, class tests, assignments and presentations and summative assessments through examinations.

**Credits: 8**

**Code: EDL 121**

**Module Name: Language and Academic Skills (2)**

**Purpose:**

To build on the conversational skills in IsiXhosa or Afrikaans which are languages used by major population groups in the province. This is to assist the teachers, if required, to be able to converse with the learners in their language as well as to explain concepts and themes in the language of the learners.

**Contents:**

- (i) Introduction to basic conversational Afrikaans and IsiXhosa through (oral, debates, music, audio language tapes, watching or Afrikaans video) vocabulary development.
- (ii) Study of basic grammar in IsiXhosa, participation in dialogue situations and reading of elementary texts in IsiXhosa.
- (iii) Reading of short stories in Afrikaans and IsiXhosa

- (iv) Reading and reporting of relevant articles in magazines, newspapers and journals

**Strategies:** An integrated skills approach will be adopted to the development of academic writing and reading skills. Students will learn through communicative and co-operative methods and approaches that they can later use in their own classrooms, as well as through lectures and individual work.

**Assessment:** Assessments will be formative and summative, including assignments, tests and a final examination. Self and peer assessment will be encouraged as well as lecturer and tutor assessment.

**Credits:** 8

**Code:** PLT122

**Module Name:** Practical Learning and Teaching

**Purpose:** Practical Learning at first year level is campus bound and is part of the induction phase which aims at introducing new B Ed students to the components, activities and the outcomes of their four year Work Integrated Learning programme. Furthermore, it prepares students for the period of observation in schools in the Senior Phase and FET phase at the beginning of the second year to fourth year by equipping them with the skills, knowledge, attitudes, values and procedures relevant to this observation period.

**Contents:**

- (i) The Practical Learning programme; its phases and challenges across the four years of the degree as well as the educators' code of professional ethics (emphasizing students' professional conduct while in schools).
- (ii) Portfolio development, recording observations through reflective journaling and developing an own philosophy of teaching
- (iii) Conducting observations in the school setting with regard to administrative, teaching and learning, extra-mural activities including Community engagement activities.
- (iv) Critically analysing different teaching styles as indicative of different teaching philosophies
- (v) The Collective roles of teachers in schools, with a focus on the roles of learning mediator and interpreter and designer of learning programmes and materials

**Strategies:** Strategies include viewing videotaped lessons, lecture-room dialogue and group discussions, readings, and presentations by invited mentors and other guests.

**Assessment:** Formative assessment through participation in class presentations, portfolio development, recording observations through reflective journaling and developing an own philosophy of teaching

**Credits:** 8

## YEAR 2

### **ASSESSMENT AND CLASSROOM MANAGEMENT (ACM 211)**

**Purpose:** This module provides grounding in the skills, knowledge, attitudes, values, principles, procedures and policies relevant to educational assessment in Senior Phase and FET classes in South African schools. Providing students with opportunities to engage in and reflect on some hands-on activities within their subject field. Furthermore, they will be equipped with effective strategies to mediate and manage learning, which will be sensitive to the diverse needs of learners and construct learning environments that are approximately contextualized. Students will be able to apply educational management principles, aspects of conflict within teaching and learning environment, key discipline appropriate to teaching and learning in a democratic dispensation.

**Content:** The meaning of “assessment” and related terms such as “evaluation”

- Questions underlying dimensions of assessment
- The purposes of assessment
- The principles of quality assessment: validity, reliability, fairness, meaningfulness, discrimination and transparency
- Assessment frameworks
- Various forms of assessing and their rationale
- Various modes / types of assessment
- Various methods of assessments
- Assessment tools and techniques
- Designing assessment tasks
- Calculating item difficulty and discrimination index on tests.
- Recording and reporting assessment information
- Classroom management;
- School management; and,
- School management
- Conflict management within teaching and learning environment
- Micro Teaching

**Strategy:** Instructional methods include formal and informal lectures, individual and group presentations, discussions and readings

**Assessment:** Continuous formative assessment through participation in class, presentations, practical activities, assignments, and summative assessment through examinations.

**Credits:** 16

### **PRACTICAL LEARNING AND TEACHING (PLT 221)**

**Purpose:** The purpose of this module is to provide an opportunity for learners to become conversant with the workings of the whole school (Senior and FET) through observation. This is done through observation of the general practices in a school including the observation of teachers teaching subjects of specialisation. In some cases they may even be

allowed to practice collaborative teaching with mentors of Senior Phase classes during the January block in home based schools. Furthermore it equips the learners with skills, knowledge, attitudes, values, procedures of learning to teach in collaboration with mentors and being involved in other school activities beyond the classroom.

**Content:** Review of the January SE block with university staff, negotiating a professional development strategy, learning the seven roles of educators in collaborative teaching, developing a teaching portfolio and reflective teaching

**Strategy:** Instructional methods include lecture-room dialogue and group discussions, readings, and presentations by students, invited mentors and other guests.

**Assessment:** Continuous formative assessment through participation in class, presentations, practical assignments, observation journal, portfolio and the professional mentor's report.

**Credits:** 8

## **MATHEMATICS METHOD**

### **CODE: MMM 211**

**Purpose:** The purpose of the module is to enable second-year B, Ed students, wishing to teach Mathematics, to gain some important perspectives on this subject. This involves understanding how children learn mathematics and being able to facilitate such learning and acknowledging the important role mathematics plays in the lives of all South Africans. The influence of mathematics on scientific and technological development, especially as it underpins our country's economic growth and social well-being, would be emphasized at all times.

### **Content:**

1 Experiences of mathematics at school

1.1 Reflections of mathematical experiences

1.2 Characteristics of a good mathematics teacher

2. The nature of mathematics 2.1 Analysis of the definition, scope and purpose of mathematics

2.2 The importance of mathematics as a school subject

2.3 The history of mathematics

2.4 The nature of mathematical truth

2.5 Mathematics as a product; as a process

2.6 Why study mathematics?

3. Teaching methods 3.1 Direct teaching (telling or exposition)

3.2 Guided teaching

3.3 Discovery learning

3.4 Problem based learning

4. Mathematics Content 4.1 The number system

4.2 Introduction to Algebra

5. Lesson Plans

6. 5.1 Components of a lesson plan

- 6.2 Details of each component
  - 6.3 Preparing lesson plans
- Micro- Teaching

**Strategy:** Lectures, group work and individual study assignments; Activities such as designing and reflecting on teaching materials and experiences.

**Assessment:** Assignments; Reflection on materials and practical work; Tests and a final examination.

**Credits:** 16

## **SOCIAL SCIENCES METHOD**

**CODE: MSC211**

**Purpose Statement:** The module aims to expose prospective educators to necessary, relevant and current theory, knowledge, values, skills, and teaching-learning approaches pertinent to the teaching of Social Sciences in secondary schools in an effective, vibrant, and stimulating manner, in line with national curriculum policies for Senior Phase. The module also intends to give the students the necessary knowledge in the subjects in the Senior Phase as suggested in the CAPS document with a focus on Grade 7, 8 and 9 topics.

### **Content :**

- Nature of History and Geography as disciplines.
- Rationale for inclusion of Social Sciences in the national curriculum.
- National Curriculum policies: CAPS in Social Sciences.
- Content specifications in Grade 7, 8 and 9 and Social Sciences as suggested in CAPS
- Approaches to teaching Social Sciences in Grades 7, 8, and 9.
- Designing lessons appropriate for Grade 7, 8 and 9 classes (including lesson purposes, resources, assessment, activities, and reflections)
- Micro-teaching

**Strategy:** Lectures, discussions, debates, practical teaching and reflection on it.

**Assessment:** Formative: Assignments and reflections on teaching. Summative: examinations.

**Credits:** 16

## **NATURAL SCIENCE METHOD**

**CODE : MMN 221**

**Purpose Statement:** The purpose of the module is to introduce prospective educators wishing to teach Natural Sciences some perspectives about Natural Sciences. It includes an understanding of Natural Sciences as a Senior Phase school subject, its importance, and the Nature of Science. The module tries to unpack the Curriculum and Assessment Policy Statement in Natural Sciences and the various contents learned in



the different grades in the Senior Phase. It also intends to give a preliminary understanding of the necessary, relevant, and current theory, knowledge, values, skills, and teaching- learning approaches pertinent to the Senior Phase Natural Sciences.

**Content:**

**Experiences of Science at school**

- Reflections on Science learning experiences.
- Analyzing the characteristics of a good science teacher.

**Introduction to Nature of Natural Sciences and Scientific Processes**

- Analysis of the definition, scope, and purpose of Science.
- The importance of Science as a school subject. Why study Science?
- The history of Science.
- The nature of scientific enquiry.
- Indigenous Knowledge Systems (IKS).

**National Curriculum policies in Natural Sciences (Senior Phase)**

- Understanding CAPS Natural Sciences.
- The Natural Sciences Strands.
- Themes and Topics in Natural Sciences.
- Reflections on Natural Sciences CAPS document.

**Approaches and methods of teaching Natural Sciences in Senior phase classes (grades 7&8)**

- Direct teaching (Telling or Exposition)
- Inquiry-based teaching
- Discovery Learning
- Problem-based learning
- Group/Pair work
- Learning by doing
- Others

**Natural Sciences Content**

- Matter and Materials
- Energy and Change
- Earth and Beyond
- Life and Living

**Planning and designing material**

- organizing teaching and learning including resources
- and assessment of learning, etc (in Senior Phase Natural Sciences)
- Micro-Teaching

**Strategy:** Lectures, discussions, debates, practical teaching and reflection on it.

**Assessment:** Formative: Assignments and reflections on teaching; summative: examinations.

**Credits:** 16

**LIFE ORIENTATION METHOD**

**CODE:** MML 221

**Purpose Statement:** The purpose of the modules is to expose prospective educators to necessary, relevant and current theory, knowledge, values, skills, and teaching-learning approaches pertinent to Life Orientation in an effective, vibrant, and stimulating manner, in line with national curriculum policies with reference to Senior Phase topics.

**Content:**

- Life orientation as a subject in Senior Phase.
- Rationale for Life Orientation inclusion in the Senior Phase curriculum,
- National Curriculum policies in Life orientation (Senior Phase)
- Content specifications in Grade 7 and 8 Life orientation as suggested in CAPS document
- Blended approaches and methods of teaching Life orientation in senior phase classes (Grade 7 and 8)
- Planning, designing and organizing teaching and learning, including resources and assessment of learning.

**Strategy:** Lectures, discussions, debates, practical teaching and reflection on it.

**Assessment:** Formative: Assignments and reflections on teaching. Summative: examinations.

**Credits:** 16

## **ISIXHOSA LANGUAGE, LITERACY AND COMMUNICATION METHODOLOGY**

### **CODE: MMX 211**

**Purpose Statement:** The purpose of this module is to contribute to the professional development and recognition for initial educator competence in the area of isiXhosa language teaching and learning methodology. It aims to allow the B. Ed 2 learner to unpack the basic theoretical writings on the key issues and current debates surrounding the teaching and learning of African languages in South African classrooms (Senior Phase). Furthermore, the qualifier will develop lessons on language structures and be able to analyse the language curriculum issues with the purpose of contributing to the transformation of teaching and learning of IsiXhosa home language in line with

Curriculum Assessment Policy Statements (CAPS).

**Content:**

- The nature, role, challenges and impact of home languages in the curriculum.
- Language in Education Policy and its impact to the teaching, learning and development of African languages including (isiXhosa).
- Understanding the Curriculum policy: IsiXhosa Home Language

- Principles and approaches to language teaching and learning- an introduction.
- Principles of language lesson development: an introduction
- Preparing and developing grammar lessons.
- Micro-teaching

**Strategy:** Lectures, discussions, debates, practical teaching and reflection on it.

**Assessment:** Formative: Assignments and reflections on teaching; summative: examinations.

**Credits:** 16

## ENGLISH METHOD

**CODE:** MME 221

**Purpose Statement:** The purpose of the modules is to expose prospective educators to necessary, relevant and current theory, knowledge, values, skills, and teaching-learning approaches pertinent to English Language in an effective, vibrant, and stimulating manner, in line with national curriculum policies with reference to Senior Phase topics.

### Content:

- The English language skills in FET Band classrooms focuses on Language skills.
- Approaches to the development of speaking, listening, reading (viewing), writing and language skills in an integrated fashion, based on various kinds of texts, and, at this level, particularly on literary texts.
- Relating the teaching of these approaches to the Curriculum and Assessment Policy Statement for FET Band and to design Lesson Plans consistent with these documents
- Classroom management approaches for the language classroom
- Strategies for teaching language skills in context.
- Strategies for teaching writing skills (specifically essays, reports, business letters, advertisements, interviews, meeting procedures and correspondences).
- Strategies for teaching reading (viewing) skills in the context of literature (poetry and short stories).
- Assessment methods and strategies.
- Micro- teaching

**Strategy:** Lectures, discussions, debates, practical teaching and reflection on it.

**Assessment:** Formative: Assignments and reflections on teaching; summative: examinations.

**Credits:** 16

## **ECONOMICS AND MANAGEMENT SCIENCES METHOD (2)**

**CODE:** MMS 211

**Purpose Statement:** The student teacher will be exposed to necessary, relevant and current theory, knowledge, values, skills, and teaching-learning approaches pertinent to Economic and Management Sciences in an effective, vibrant and stimulating manner, in line with the current National Curriculum Policies.

**Content:**

- Curriculum and Assessment Policy Statement- CAPS – how it influences the teaching and learning of EMS in the senior phase.
- Purpose of EMS in the curriculum and its unique features and the barriers to teaching and learning EMS.
- Methods / Strategies of teaching and learning MMS.
- Assessment Theory & Practice (Rubrics, Portfolios, etc.)
- Planning, designing (Lesson Plans & Annual Teaching Plan and organizing teaching and learning activities, including resources.
- Didactical application of EMS content, grades (7-9) e.g. Economic Systems, Financial Literacy, Market Dynamics, etc. to the needs of teaching and learning EMS.
- Micro Teaching.

**Strategy:** Lectures, discussions, debates, practical teaching and reflection on it.

**Assessment:** Formative: Assignments and reflections on teaching; summative: examinations.

**Credits:** 16

## **AFRIKAANS METHOD (1)**

**CODE:** MAA 211

**Purpose :** To introduce the students to South African language policies and implications to Afrikaans as a language. It also intends to give prospective educators opportunities to unpack and critically interrogate the Senior Phase CAPS document in Senior Phase. It also intends to give the students the opportunity to experience key approaches to teaching and learning reading, writing, listening, speaking and Language skills in an integrated fashion, gain insight into the intentions and

understandings which underpin them, and integrate this with an understanding of w to plan lessons, making critical use of the CAPS for Afrikaans in the Senior Phase and textbook material as applied to Grade 7.

**Content :** Curriculum and Assessment Policy Statements for Language: Senior Phase Content specifications for Grade 7 & 8 Afrikaans as suggested in the CAPS document. Approaches for the Afrikaans language classroom in Grade 7 and 8 Strategies for teaching critical language awareness (advertisements and political propaganda). Strategies for teaching reading (viewing) skills in the context of literature (poetry and short stories). Strategies for teaching writing skills (specifically essays, reports, reviews). Strategies for teaching language structures and conventions in context. Strategies for teaching listening and viewing skills (visual literacy). Strategies for integrating skills around texts

**Strategy:** Lectures, discussions, debates, practical teaching and reflection on it.

**Assessment:** Formative: Assignments and reflections on teaching; summative: examinations.

**Credits:** 8

## **AFRIKAANS METHOD (2)**

**CODE:** MAA 221

**Purpose :** To give prospective educators further opportunities to experience key approaches to teaching and learning reading, writing, listening, speaking and language skills in an integrated fashion, gain insight into the intentions and understandings which underpin them, and integrate this with an understanding of how to plan lessons, making critical use of the CAPS for Afrikaans in the Senior Phase and textbook material with specific reference to Grade 8.

**Content:** Content specifications for Grade 8 Afrikaans as suggested in the CAPS document. Teaching approaches for the Afrikaans language classroom in Grade 7, 8 & 9

Lesson plans and Lesson planning for Grade 7,8 and 9 incorporating the following:

- Strategies for teaching critical language awareness (advertisements and political propaganda)
- Strategies for teaching reading (viewing) skills in the context of literature (poetry and short stories)
- Strategies for teaching writing skills (specifically essays, reports, reviews)
- Strategies for teaching language structures and conventions in context.

- Strategies for teaching listening and viewing skills (visual literacy)
- Strategies for integrating skills around texts

**Strategy:** Lectures, discussions, debates, practical teaching and reflection on it.

**Assessment:** Formative: Assignments and reflections on teaching; summative: examinations.

**Credits:** 8

## **CREATIVE ARTS (1)**

**CODE:** MCA 211

**Purpose Statement:** The module aims to expose prospective educators to necessary, relevant and current theory, knowledge, values, skills, and teaching-learning approaches pertinent to Arts and Culture in an effective, vibrant, and stimulating manner, in line with national curriculum policies. For Senior Phase. The emphasis in this module is the content in Arts and Culture in Grade 7 & 8 and its teaching.

**Content :** Arts and Culture as a Senior Phase school subject and its nature. Rationale for its inclusion in the curriculum, National Curriculum policies: CAPS in Arts and Culture Content specifications in Grade 7 & 8 Arts and Culture as suggested in CAPS document Approaches and methods of teaching Arts and Culture at Grade 7 & 8

**Strategy:** Lectures, group work and individual study assignments; Activities such as designing and reflecting on teaching materials and experiences.

**Assessment:** Assignments; Reflection on materials and practical work; Tests and a final examination.

**Credits:** 8

## **CREATIVE ARTS (2)**

**CODE:** MCA 221

**Purpose Statement:** The module aims to expose prospective educators to necessary, relevant and current theory, knowledge, values, skills, and teaching-learning approaches pertinent to Arts and Culture in an effective, vibrant, and stimulating manner, in line with national curriculum policies for Senior Phase, especially for Grade 9.

**Content :** Content specifications in Grade 8 Arts and Culture as suggested in CAPS document

Approaches and methods of teaching at Grade 9. Planning, designing and organising teaching and learning, including resources and assessment of learning, etc. at Grades 9.

**Strategy:** Lectures, group work and individual study assignments; Activities such as designing

and reflecting on teaching materials and experiences.

**Assessment:** Assignments; Reflection on materials and practical work; Tests and a final examination.

**Credits:** 8

### **YEAR LEVEL 3**

#### **DIVERSITY AND INCLUSIVE EDUCATION**

**CODE: (DIE 311)**

**Purpose Statement:** To provide students with an understanding of the concept 'Inclusive Education', as well as the manner in which it is being implemented in the South African educational context. Students are equipped with knowledge and understanding of issues of diversity, and barriers to learning.

**Content:** The concept, 'Inclusive Education' Historic view of and management of issues of diversity in the SA schooling system. Inclusion and Inclusive Education in SA at present, with reference to the Constitution and policy (White Paper 6). Barriers to learning. Management of the teaching/ learning situation with regard to specific barriers to learning, including assessment for inclusion

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Continuous assessment including tasks, tests, presentations, assignments used to compile the semester mark and one assessment task that is internally moderated.

**Pre-requisite(s):** N/A

**Credits:** 8

#### **HIV AND AIDS IN EDUCATION**

**CODE: (HAE 311)**

**Purpose Statement:** The purpose of this module is to enable prospective teachers to understand and relate to knowledge and skills and competence in the context of HIV and AIDS in Education. The students should be able to display an ability to develop an encouraging and empowering environment for the learners and respond to their needs. They should develop

supporting relations with parents based on the critical understanding of community and environmental issues affecting learners because of HIV and AIDS.

**Content:** An introduction to HIV and AIDS, the role of education and in HIV and AIDS, HIV and AIDS related stigma and discrimination, gender and HIV and AIDS, HIV and AIDS prevention and psychosocial support, impact of HIV and AIDS

**Instruction:** Blended learning including: face-to-face and online tasks, individual and group work.

**Assessment:** Continuous assessment including tasks, tests, presentations, assignments that are used to compile the semester mark and one final task that is internally moderated.

**Pre-requisite (s):** N/A

**Credit:** 8

## **CURRICULUM THEORY AND DESIGN**

**CODE:** (CTD 311)

**Purpose Statement:** This module provides an introduction to curriculum theory by surveying its underlying philosophical, psychological, sociological, historical and practical assumptions concerning curriculum design with particular reference to the South African context..

**Content:** Major philosophical theories underpinning curriculum design and development; Major components and approaches to curriculum. Importance of Assessment in curriculum design Teaching Methods. Strategies and Resources. Curriculum and programme design and lesson planning

**Instruction:** Face to face contact and online teaching

**Assessment:** Continuous assessment including tasks, tests, presentations, assignments used to compile the semester mark and one final task that is internally moderated.

**Pre-requisite(s):** N/A

**Credits:** 16

## **LEARNING FOR SOCIO – ECOLOGICAL CHANGE**

**CODE:** LSC 311

**Purpose Statement:** This module aims to enable students to understand the basic ecological concepts which underpin the life support systems of planet earth. It further explores the interlinked nature of social, political, economic and ecological issues, as well as how the future of all life forms on the planet is affected by the actions of humans.



This module aims to enable students to understand how people and communities are challenged in different ways by diverse environmental issues and risks in different contexts

**Content:**

- (i) Development of sound subject knowledge in environmental education.
- (ii) Understanding of the diversity in the South African context in order to teach in a manner that includes all learners.
- (iii) Ability to identify learning and social problems and work in partnership with professional service providers.
- (iii) Develop positive work ethic, display appropriate values and conduct themselves in a manner that benefits, enhances and develops the teaching profession.

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Continuous assessment. Test, small task and assignment(s) that are used to compile the semester mark. The students are also subjected to summative assessment through final task that is internally moderated.

**Pre-requisite(s):** N/A

**Credits:** 8

## **PSYCHOLOGY OF EDUCATION**

### **CODE: POE 321**

**Purpose Statement:** The module aims to equip prospective educators with knowledge and understanding the learners needs and how they learn. Prospective teachers will have an understanding of their learners' developmental stages and mediate learning by creating learning environments that are conducive for learning to take place despite the diverse challenges that learners are faced with.

**Content:** Introduction to psychology of education, theories of child development, self, social and moral development, cognitive development, social cognitive views, individual difference, motivation in learning

**Instruction:** Face to face contact and online teaching

**Assessment:** Continuous assessment. Formative assessment which consists of projects, assignments, practicals, tests. Summative assessment which consists of one task that will be internally moderated task.

**Pre-requisite (s):** N/A

**Credit:** 16

## **PRACTICAL LEARNING AND TEACHING (PLT 321)**

**Purpose Statement:** The purpose of this module is to provide an opportunity for learners to become conversant with the workings of the whole school (Senior and FET) through observation. This is done through observation of the general practices in a school including the observation of teachers teaching subjects of specialisation. In some cases they may even be allowed to practice collaborative teaching with mentors of Senior Phase classes during the January block in home based schools. Furthermore it equips the learners with skills, knowledge, attitudes, values, procedures of learning to teach in collaboration with mentors and being involved in other school activities beyond the classroom.

**Content:** Review of the January SE block with university staff, negotiating a professional development strategy, learning the seven roles of educators in collaborative teaching, developing a teaching portfolio and reflective teaching

**Instruction:** Blended learning including portfolio development

**Assessment:** Continuous formative assessment through portfolio and the professional mentor's report.

**Pre-requisite(s):** PLT 221

**Credits:** 8

## **TEACHING AND LEARNING MEDIA AND MATERIAL**

### **TLM 321**

**Purpose Statement:** To enable prospective educators to translate principles of teaching and learning into plans for instructional materials and activities. This entails deciding on suitable materials for the subject content, lesson aims, and needs of learners, and selecting, preparing, or making such resources.

- (i) **Content:** Selecting, preparing or making visual and audio-visual material, suited to the lesson aims, subject content and needs of learners.
- (ii) Selecting, preparing and making textual materials, suited to the lesson aims, subject content and needs of learners.
- (iii) Designing a lesson in which visual and textual materials are used in appropriate ways and moments in the lesson progression, to enhance the teaching and learning experience.
- (iv) Selecting and using textbooks for teaching and learning
- (v) Copyright issues with regard to using materials
- (vi) Setting up, using and caring for educational media and equipment

**Pre-requisite(s)**

**Credits:** 16

## **MODULE BRIEFS FOR METHOD MODULES**

### **AFRIKAANS METHOD (3)**

**CODE:** MAA 311

**Purpose Statement:** To introduce the students to South African language policies and implications to Afrikaans as a language. It also intends to give prospective educators opportunities to unpack and critically interrogate the Senior Phase CAPS document in Senior Phase. It also intends to give the students the opportunity to experience key approaches to teaching and learning reading, writing, listening, speaking and Language skills in an integrated fashion, gain insight into the intentions and understandings which underpin them, and integrate this with an understanding of how to plan lessons, making critical use of the CAPS for Afrikaans in the Senior Phase and textbook material as applied to Grade 7.

**Content:** Curriculum and Assessment Policy Statements for Language: Senior Phase Content specifications for Grade 7 & 8 Afrikaans as suggested in the CAPS document. Approaches for the Afrikaans language classroom in Grade 7 and 8 Strategies for teaching critical language awareness (advertisements and political propaganda). Strategies for teaching reading (viewing) skills in the context of literature (poetry and short stories). Strategies for teaching writing skills (specifically essays, reports, reviews). Strategies for teaching language structures and conventions in context. Strategies for teaching listening and viewing skills (visual literacy). Strategies for integrating skills around texts

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Continuous assessment. Test, assignments and presentations. One task will be internally moderated

**Pre-requisite(s):** MAA 211 & MAA 221

**Credits:** 8

### **AFRIKAANS METHOD (4)**

**CODE:** MAA 321

**Purpose Statement:** To give prospective educators further opportunities to experience key approaches to teaching and learning reading, writing, listening, speaking and language skills in an integrated fashion, gain insight into the intentions and understandings which underpin them, and integrate this with an understanding of how to plan lessons, making critical use of the CAPS for Afrikaans in the Senior Phase and textbook material with specific reference to Grade 8.

**Content:** Content specifications for Grade 8 Afrikaans as suggested in the CAPS document. Teaching approaches for the Afrikaans language classroom in Grade 7, 8 & 9

Lesson plans and Lesson planning for Grade 7, 8 and 9 incorporating the following:

- Strategies for teaching critical language awareness (advertisements and political propaganda)
- Strategies for teaching reading (viewing) skills in the context of literature (poetry and short stories)
- Strategies for teaching writing skills (specifically essays, reports, reviews)
- Strategies for teaching language structures and conventions in context.
- Strategies for teaching listening and viewing skills (visual literacy)
- Strategies for integrating skills around texts

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Continuous assessment: Assignments, test and presentations. One task will be internally moderated

**Pre-requisite(s):** MAA 211 & MAA 221

**Credits:** 8

### **CREATIVE ARTS METHOD (3)**

**CODE:** MCA 311

**Purpose Statement:** The module aims to expose prospective educators to necessary, relevant and current theory, knowledge, values, skills, and teaching-learning approaches pertinent to Arts and Culture in an effective, vibrant, and stimulating manner, in line with national curriculum policies at Senior Phase. This module also intends to give the educators the assessment requirements in Arts and Culture in the Senior phase.

**Content:** Nature, purpose and function of Drama in the curriculum. Presentational and Representational theatre. The rules of the game – play staging. Methods of teaching drama. Lesson planning for teaching drama. Assessment methods and strategies.

**Instruction:** Face to face contact and online learning including, group work and assignments.

**Assessment:** Continuous assessment which consists of projects, assignments, practicals, and one assessment which will be internally moderated task.

**Pre-requisite(s):** MCA 221 & MCA 221

**Credits:**8

#### **CREATIVE ARTS METHOD (4)**

**CODE:** MCA 321

**Purpose Statement:** The module aims to expose prospective educators to necessary, relevant and current theory, knowledge, values, skills, and teaching-learning approaches pertinent to Arts and Culture in an effective, vibrant, and stimulating manner, in line with national curriculum policies for Senior Phase, especially for Grade 9.

**Content:**

- The purpose of including dance in Arts and Culture curriculum.
- The nature of dance and application.
- The methods of teaching Dance in Senior Phase.
- The planning of lessons focusing on the teaching of drama in Grade 9.
- Assessment of Dance practices.

**Instruction:** Face to face contact and online learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Continuous assessment. Formative assessment which consists of projects, assignments, practicals, tests. Summative assessment which consists of one task that will be internally moderated task

**Pre-requisite(s):** MCA 211 & MCA 221

**Credits:** 8

#### **ECONOMICS AND MANAGEMENT SCIENCES METHOD (3)**

**CODE:** MES 311

**Purpose Statement:** The module aims to expose prospective educators to necessary, relevant and current theory, knowledge, values, skills, and teaching-learning approaches pertinent to Economic and Management Sciences (Senior Phase) in an effective, vibrant, and stimulating manner, in line with national curriculum policies.

**Content:** National Curriculum policies, e.g. CAPS. Nature of the subject. Rationale for its inclusion in the curriculum, Approaches and methods of teaching; Adapting and customising content knowledge gained in EMS to the needs to teaching and learning; Planning, designing and organising teaching and learning, including resources and assessment of learning, etc.

Action Research related to issues in the teaching and learning of the subject.

**Instruction:** Blended learning including, discussions, debates, practical teaching and reflections

**Assessment:** Continuous assessment. Assignments, test and presentations. One task that will be internally moderated.

**Pre-requisite(s):** MES 211 & MES 221

**Credits:** 8

## **ECONOMICS AND MANAGEMENT SCIENCES METHOD (4)**

**CODE:** MES 321

**Purpose Statement:** The module aims to expose prospective educators to necessary, relevant and current theory, knowledge, values, skills, and teaching-learning approaches pertinent to Economic and Management Sciences (Senior Phase) in an effective, vibrant, and stimulating manner, in line with national curriculum policies.

**Content:** National Curriculum policies, e.g. CAPS. Nature of the subject. Rationale for its inclusion in the curriculum, Approaches and methods of teaching; Adapting and customising content knowledge gained in EMS to the needs to teaching and learning. Planning, designing and organising teaching and learning, including resources and assessment of learning, etc.

Action Research related to issues in the teaching and learning of the subject.

**Instruction:** Blended learning including, individual and group work, discussions, debates, and presentations.

**Assessment:** Continuous assessment. Assignments, test and presentations. One task that will be internally moderated.

**Pre-requisite(s):** MES 211 & MES 221

**Credits:** 8

## **ENGLISH METHOD (3)**

**CODE:** MEE 311

### **Purpose Statement:**

The module aims to give prospective educators opportunities to experience key approaches to teaching, learning and assessment listening, thinking and writing skills, integrated with reading and speaking skills, gain insight into the intentions and understandings which underpin them, and integrate this with an understanding of how to plan and present lessons, making critical use of the CAPS for Senior Phase.

**Content:** Free writing: Dialogue and media Journals. Curriculum and Assessment Policy Statements for Language (GET Band). Strategies for teaching listening skills. Thinking skills: Different levels of questioning. Strategies for teaching writing skills (Genre and Process Approaches). Strategies for integrating skills around texts. Classroom management approaches for the language classroom.

**Instruction:** Blended learning including tasks, individual and group work, discussions, and debates.

**Assessment:** Continuous assessment which consists of projects, test, assignments, and one final task that will be internally moderated

**Pre-requisite(s):** MEE 211 & MEE 221

**Credits:** 8

## **ENGLISH METHOD (4)**

**CODE:** MEE 321

**Purpose Statement:** The module aims to give prospective educators opportunities to experience key approaches to the teaching and learning of language structures contextualized within the teaching of reading (viewing), writing, listening and speaking skills, to gain insight into the intentions and understandings which underpin them, and integrate this with an understanding of how to plan lessons, making critical use of the CAPS for Senior Phase and other material.

**Content:** Free reading and writing. Curriculum and Assessment Policy Statements for Language (GET Band). Contextualizing the teaching of language structures in a reading lesson, or a writing Lesson. Form and function. Presentation, practice and use at Grade 9 level. Planning, presenting and reflecting on lessons on language structures at Grade 9 level.

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Continuous assessment which will consists of projects, assignments, and test. One final task will be internally moderated.

**Pre-requisite(s):** MEE 211 & MEE 221

**Credits:** 8

## **SOCIAL SCIENCES METHOD (3)**

**CODE:** MSS 311

**Purpose Statement:** The module aims to expose prospective educators to necessary, relevant and current theory, knowledge, values, skills, and teaching-learning approaches pertinent to the teaching of Social Sciences in secondary schools in an effective, vibrant, and stimulating manner, in line with national curriculum policies for Senior Phase. The module also intends to give the students the necessary knowledge in the learning area in the Senior Phase as suggested in the CAPS document with focus on Grade 7 topics.

**Content:**

- (i) Nature of Nature of Social Sciences as a discipline (a focus on History)
- (ii) Rationale for inclusion of Social Sciences in the national curriculum.
- (iii) National Curriculum policies: CAPS in Human and Social Sciences
- (iv) Content specifications in Grade 7 & 8 Human and Social Sciences as suggested in CAPS
- (v) Approaches and methods of teaching Social Sciences in Grade 7 & 8
- (vi) Adapting and customising Plan history content gained to the needs and requirements for teaching and learning Grade 7&8

**Instruction:** Blended learning including discussions, debates, practical teaching and presentations.

**Assessment:** Continuous assessment. Formative assessment which consists of projects, assignments, tests. Summative assessment which consists of one task that will be internally moderated task

**Prerequisite(s):** MSS 211 & MSS 221

**Credits:** 8

## **SOCIAL SCIENCES METHOD (4)**

**CODE:** MSS 321

**Purpose Statement:** The module aims to expose prospective educators to necessary, relevant and current theory, knowledge, values, skills, and teaching-learning approaches pertinent to the Human and Social Science in an effective, vibrant, and stimulating manner, in line with national curriculum policies for Senior Phase. This module focuses on topics to be taught in Grade 9.

**Content:** Content specifications in Grade 8 Human and Social Sciences as suggested in CAPS. Approaches and methods of teaching Social Sciences in Grade 9. Designing



and organising programmes for teaching and learning, including sources and resources.in Grade 9.

**Instruction:** Blended learning including discussions, debates, practical teaching and presentations.

**Assessment:** Continuous assessment. Formative assessment which consists of projects, assignments, practicals, tests. Summative assessment which consists of one task that will be internally moderated task

**Prerequisite(s):** MSS 211 & MSS 221

**Credits:** 8

### **ISIXHOSA METHOD (3)**

**CODE:** MIX 311

**Purpose Statement:** This module aims at equipping the B Ed 3 students with the necessary, relevant and current theory, knowledge, values, skills, and teaching-learning approaches pertinent to the writing and presenting skills to Senior Phase IsiXhosa Home language learners. The teaching of this module will be located within the constructionist philosophy as this paradigm offers the required latitude to present the content in an effective, vibrant, and stimulating manner. Furthermore, the teaching of this module will take into cognisance the national curriculum policies related to language learning and teaching.

**Content:** The purpose of teaching writing and presenting skills. Process writing

Planning / Pre-writing

- Drafting
- Revising
- Editing
- Proofreading
- Presenting

Genre Approach

- Writing essays, CV, different types of letters, reports, reviews posters etc.
- Approaches and teaching methods (brainstorming, questioning, discussions, role play, dramatization, etc.).
- Media resources for teaching and learning (written, visual and multimedia texts)
- Assessment strategies and tools.
- Developing, presenting, reflecting and evaluating lessons

**Instruction:** Face to Face and online teaching

**Assessment:** Continuous assessment. Assignments, and test. One task will be internally moderated.

**Prerequisite(s):** MIX 211 & MIX 221

**Credits:** 8

## **ISIXHOSA METHOD (4)**

**CODE:** MIX 321

**Purpose Statement:** This module is intended to provide professional development and recognition for initial educator competence in the area of isiXhosa home language teaching and learning (GET Band). It allows the students to unpack basic theoretical writings on reading and viewing skills with the purpose of making them the agents of change. Students plan, design, implement and evaluate isiXhosa lessons, programmes and teaching and learning material. Furthermore, it provides learners an opportunity to reflect and to engage in hands-on activities within the field of language teaching and learning, in line with CAPS and the related assessment policies.

**Content:** Reading process.

- Pre-reading
- Reading
- Post reading

Techniques and strategies used during the reading process. Vocabulary development and language use. Sentence construction and the organisation of texts. Analysis of literary genres (poetry, novels, drama, short stories etc.) Approaches and methods (critical language awareness, discussion, role play, dramatization etc.). Classroom management, Media and material written, visual and multimedia texts). Assessment strategies and tools. Developing, presenting, reflecting and evaluating lessons and programmes

**Instruction:** Face to Face and online teaching

**Assessment:** Continuous assessment. Assignments, and test. One task will be internally moderated.

**Prerequisite(s):** MIX 211 & MIX 221

**Credits:** 8

### **NATURAL SCIENCE METHOD (3)**

**CODE: MNS 311**

**Purpose Statement:** The module aims to further the students' understanding about Natural Science content and methods of teaching the content at Grade 8 level. It also intends to revise the content in the streams Life and Living and Earth and Beyond

**Content:**

- (i) National Curriculum policies in Natural Sciences (Senior Phase), e.g. CAPS; Content Specifics in strands Life and Living, Earth and Beyond.
- (ii) Nature of Natural Sciences and scientific processes:
- (iii) Approaches and methods of teaching Natural Sciences in Grades 8 classes: Inquiry based teaching.
- (iv) Planning, designing and organizing teaching and learning, including resources and assessment of learning, etc. in Grade 8 Natural Sciences using topics in Earth and Beyond and Life and Living

**Instruction:** Blended learning including lectures, group work and individual study assignments.

**Assessment:** Continuous assessment. Assignments, and test. One task will be internally moderated.

**Pre-requisite(s):** MNS 211 & MNS 221

**Credits:** 8

### **NATURAL SCIENCE METHOD (4)**

**CODE: MNS 321**

**Purpose Statement:** The module aims to expose prospective educators to necessary, relevant and current theory, knowledge, values, skills, and teaching-learning approaches pertinent to the Natural Sciences in Senior phase in an effective, vibrant, and stimulating manner, in line with national curriculum policies. The module focuses on strands Energy and Change and Matter and Materials

**Content:** National Curriculum policies in Natural Sciences (Senior Phase), e.g. CAPS  
Nature of Natural Sciences and scientific processes  
Approaches and methods of teaching Natural Sciences in Grades 9 classes

## Use of ICT in the teaching of Natural Sciences

Planning, designing and organizing teaching and learning, including resources and assessment of learning, etc. in Grade 9 using topics in Energy and Change and Matter and Materials. Designing assessment tools for Grades 7 – 9 Natural Sciences

**Instruction:** Blended learning including lectures, group work and assignments.

**Assessment:** Continuous assessment. Assignments, and test. One task will be internally moderated.

**Pre-requisite(s):** MNS 211 & MNS 221

**Credits:** 8

## MATHEMATICS METHOD (3)

**CODE:** MAM 311

**Purpose Statement:** The module aims to enable prospective educators wishing to teach mathematics in Senior Phase to further their understanding of the necessary, relevant and current theory, knowledge, values, skills, and teaching-learning approaches pertinent to Mathematics in Senior Phase in an effective, vibrant, and stimulating manner, in line with national curriculum policies. The module also intends to revise the content in Data Handling in Senior Phase.

**Content:** Nature and scope of Mathematics in Grades 7, 8 and 9, rationale for inclusion of Mathematics in the Senior Phase curriculum, approaches and methods of teaching Mathematics with specific emphasis on Data Handling to be taught in Grades 8 – 9, adapting and customizing content and pedagogical knowledge gained in Mathematics to the needs to teaching and learning in the context of the school, planning, designing and organizing teaching and learning, resources, assessment of learning, etc. in Mathematics for Grades 8 and 9 with particular emphasis on Data Handling.

**Instruction:** Blended learning including group work and assignments.

**Assessment:** Continuous assessment. Assignments, and test. One task will be internally moderated.

**Pre-requisite(s):** MAM 211 & MAM 221

**Credits:** 8

## MATHEMATICS METHOD (4)

**CODE:** MAM 321

**Purpose Statement:** The module aims to provide prospective educators with the necessary theoretical knowledge and skills related to the teaching-learning and assessment approaches in Mathematics in Senior Phase in line with CAPS. It also involves teaching topics in Space and Shape and Measurement in Senior Phase.

**Content:** National Curriculum policies in Mathematics (Senior Phase), e.g. CAPS with special emphasis on Assessment in Mathematics in Senior Phase, approaches and methods of teaching Mathematics with specific emphasis on Space and Shape and Measurement in Grade 8 and 9, adapting and customizing content and pedagogical knowledge gained in Mathematics to the teaching and learning of the subject in the context of the school, planning, designing and organizing teaching and learning, resources, assessment of learning, etc. in Mathematics for Grades 8 and 9 with particular emphasis on Geometry topics.

**Instruction:** Blended learning including Lectures, group work and assignments.

**Assessment:** Continuous assessment. Assignments, and test. One task will be internally

Moderated.

**Pre-requisite(s):** MAM 211 & MAM 221

**Credits:** 8

### **LIFE ORIENTATION METHOD (3)**

**CODE:** MLO 311

**Purpose Statement:** The module aims to expose prospective educators to necessary, relevant and current theory, knowledge, values, skills, and teaching-learning approaches pertinent to Life Orientation in an effective, vibrant, and stimulating manner, in line with national curriculum policies. The module intends to focus on the general curriculum of Life Orientation in Senior Phase focusing on the Grade 7 teaching.

**Content:** Life orientation as a subject in Senior Phase, rationale for Life Orientation inclusion in the curriculum, National curriculum policies of Life Orientation. Content specifications in Grade 8 Life Orientation. Approaches and methods of teaching Life orientation in Grade 8. Planning, designing and organising teaching and learning, including resources and assessment of learning.

**Instruction:** Blended learning including Lectures, group work and individual study assignments.

**Assessment:** Continuous assessment. Assignments, and test. One task will be internally moderated.

**Pre-requisite (s):** MLO 211 & MLO 221

**Credit:** 8

#### **LIFE ORIENTATION METHOD (4)**

**CODE:** MLO 321

**Purpose Statement:** The module aims to expose prospective educators to necessary, relevant and current theory, knowledge, values, skills, and teaching-learning approaches pertinent to Life Orientation in an effective, vibrant, and stimulating manner, in line with national curriculum policies. The module intends to focus on the general curriculum of Life Orientation in Senior Phase focusing on the Grade 7 teaching.

**Content:** Life orientation as a subject in Senior Phase, rationale for Life Orientation inclusion in the curriculum, National curriculum policies of Life Orientation. Content specifications in Grade 9 Life Orientation. Approaches and methods of teaching Life orientation in Grade 9. Planning, designing and organising teaching and learning, including resources and assessment of learning.

**Instruction:** Blended learning including Lectures, group work and individual study assignments.

**Assessment:** Continuous assessment. Assignments, and test. One task will be internally moderated.

**Pre-requisite (s):** MLO 211 & MLO 221

**Credit:** 8

### **MODULE BRIEFS FOR EDUCATION MODULES AND PRACTICAL LEARNING**

#### **EDUCATIONAL LAW AND POLICY**

**CODE:** (ELP 411)

**Purpose Statement:** To provide a sound knowledge base of South African educational policy and legal principles from different sources of educational law and how those apply in areas of school governance, discipline, employment of educators, care and safety of learners,

administrative matters, and accountability. This will also help newly qualified teachers to adopt a proactive approach in dealing with problems in the context of South African school.

**Content:**

- Educational Law & Policy as a field of study.
- Policy models.
- Sources of Educational Law.
- School Governance.
- School Discipline.
- Employment of Educators/ Labour Law for Educators.
- Care and safety of learners.
- Teaching as profession.
- Accountability in school.
- Administrative facets of school management.

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Continuous assessment including tasks, tests, presentations, assignments used to compile the semester mark and one assessment task that is internally moderated.

**Pre-requisite(s):** N/A

**Credits:** 8

## **PHILOSOPHY OF EDUCATION 2**

### **CODE: (PED 411)**

**Purpose Statement:** This module seeks to develop in students a sound understanding of the role played by philosophy, and educational philosophy in particular, in interpreting and understanding a range of important educational issues, and to develop students' ability to critically think about such issues in relation to some of the selected ancient and modern philosophers. The module also seeks to get students started on the road to developing their own philosophy of education, related to the South African context.

**Content:**

- (i) Philosophical racism and Ubuntu-some ancient (Western) and modern African philosophers (Plato, Aristotle, Dewy, Friere, Biko, Mandela, Ramose etc.)
- (ii) Critical thinking and a critical approach to education: Developing your own philosophy of education. How alternative curriculum orientations see education, its nature and point: Passing on the best of the cultural heritage, the development of cognitive processes, self-actualisation (progressivism), social adaptation, social reconstructionism, technicism.
- (iii) Philosophical questions in education: Knowledge and the acquisition of knowledge, The teacher and the learner, Authority and freedom, Schooling and indoctrination.
- (iv) A philosophical perspective on topical issues: The current South African curriculum

module (NCS/CAPS) – knowledge, learning theories, learners' and teachers' roles, Multiculturalism and multilingualism, Gender in education Moral/values education, Democracy in education.

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Continuous assessment including tasks, tests, presentations, assignments used to compile the semester mark and one assessment task that is internally moderated.

**Pre-requisite(s):** N/A

**Credits:** 8

## **SOCIOLOGY OF EDUCATION**

**PCODE:** (SOE 411)

**Purpose Statement:** The purpose of this module is to examine the institutional role of education in society. That is, to focus on education in terms of the purpose served by this institution in relation to the overall social/institutional structure of society. It also familiarizes students with contemporary and contentious issues and concepts in education

**Content:** The course content focuses on:

- (i) Sociology of education: concept and origin, Schooling as a Formal Organization, sociological theories as explanations of schooling
- (ii) Education and Social Change: Social reproduction, Structural functionalism and conflict theory, Interactionist theory and concept of cultural capital
- (iii) Contentious issues in Sociology of Education: Language and power, Gender and Equality, Race and inequality, Ideology, Globalisation, Family structure, Cultural and Diversity

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Continuous assessment including tasks, tests, presentations, assignments used to compile the semester mark and one assessment task that is internally moderated.

**Pre-requisite(s):** N/A

**Credits:** 16

## **PROFESSIONALISM AND ETHICS IN EDUCATION**

**CODE:** (PEE 411)

**Purpose Statement:** The module helps educators acquire a deeper understanding of teaching as a profession and what it means to be an effective teacher. It provides educators with the necessary knowledge, values and skills that will enable them to construct a classroom



atmosphere which is democratic but disciplined, and which is sensitive to culture, race and gender differences. It promotes the principles of the constitution, particularly those related to human rights and the environment

**Content:** The course content focuses on:

- (i) The nature of teaching as a profession,
- (ii) Educators' unions in South Africa
- (iii) South African Council for Educators (SACE) and other professional bodies,
- (iv) Code of Conduct for Educators.

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Continuous assessment including tasks, tests, presentations, assignments used to compile the semester mark and one assessment task that is internally moderated.

**Pre-requisite(s):** N/A

**Credits:** 8

## **SCHOOL – BASED-COMMUNITY PROJECT**

**CODE: (SBC421)**

**Purpose Statement:** The purpose of this module is to give B. Ed students the experience of planning and engaging in a practical school-based participatory developmental project, together with others from various stakeholder groups, e.g. student teachers, learners, staff, the parent community, based on an understanding of key theoretical concepts which need to underpin such a project.

**Content:** The course content focuses on

- (i) The community, citizenship and pastoral role of the teacher
- (ii) the teacher as an agent of change, related theory according to Friere and Biko.
- (iii) Group work on a needs and resource audit,
- (iv) School community project around an issue relating to education: poverty, health, environment, human rights, extramural activities, etc

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Continuous assessment including tasks, tests, presentations, assignments used to compile the semester mark and one assessment task that is internally moderated.

**Pre-requisite(s):** N/A

**Credits:** 8

## **SCHOOL GUIDANCE AND COUNSELLING**

**CODE: (SGC 411)**

**Purpose Statement:** This module equips prospective teachers with skills and knowledge to enable them to guide learners to make informed, conscious and responsible decisions regarding their future career choices. Its further equips them with skills and knowledge and introduce the values and attitudes needed to enable them to respond to the needs of learners who are experiencing real life problems

**Content:**

- i) Introduction to school guidance and counselling
- ii) The school's role in guidance and counselling
- iii) The teacher 's role as a counsellor
- iv) Intervene in a crisis situation
- v) (v)Assess and refer serious cases
- vi) (vi)The problems faced by the learners in schools – dealing with learner challenges.
- vii) Basic Counselling Skills
- viii) Conduct an initial interview

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Continuous assessment including tasks, tests, presentations, assignments used to compile the semester mark and one assessment task that is internally moderated.

**Pre-requisite(s):** N/A

**Credits:** 8

**PRACTICAL TEACHING AND LEARNING****CODE: (PLT 401)**

**Purpose Statement:** The purpose of this module is to equip the students with knowledge, attitudes and understanding in relation to their work place experience in schools. Furthermore, it provides an opportunity for learners to demonstrate their competencies to teach Senior Phase and FET classes in home schools and those that are around the university. This is achieved through a minimum of two staggered SE blocks, the first in January when the schools reopen and the second in the third school term (August to September).

**Content:**

- (i) Observation techniques
- (ii) Journal writing
- (iii) Writing a teaching philosophy statement
- (iv) Setting School Experience goals
- (v) Reflecting on lessons presented by others and self

- (vi) Lesson preparation and presentation
- (vii) Portfolio organization and development
- (viii) Community Engagement
- (ix) The educator's code of professional ethics (emphasizing student's professional conduct while in schools)

**Instruction:** Blended learning including: face-to-face, online tasks, individual and group work.

**Assessment:** Continuous formative assessment through reflective journal, portfolio, exhibition of LTSM, professional and subject mentors' reports, and lecturers' reports of assessment of classroom teaching by the student in the two subject specialisations; and summative assessment through an external moderation of the portfolio.

**Pre-requisite(s):** N/A

**Credits:** 24

## MODULE BRIEFS FOR ALL METHOD MODULES

### SUBJECT METHOD MODULES, YEAR 4 (*Each student selects two*)

**Purpose:** The modules aim to expose prospective educators to necessary, relevant and current theory, knowledge, values, skills, and teaching-learning approaches pertinent to the teaching of the specific subject in an effective, vibrant, and stimulating manner, in line with the new curriculum statements.

**Content:**

- National Curriculum Statements;
- Relevant theory relating to the nature of the subject, motivation for its inclusion in the curriculum, and approaches and methods of teaching;
- Adaptation of knowledge gained in specialisation subjects to the needs to teaching and learning;
- Teaching resources and sources, lesson preparation and planning.

**Strategy:**

Lectures, readings, individual projects and assignments;

Group tasks and presentations;

Presentation and reflection on lessons, presented to peers and during school experience;

**Assessment:** Continuous formative and summative assessment entailing classroom presentation, tests, assignment, examination, and school experience

**Credits:** 16

**POSTGRADUATE CERTIFICATE IN EDUCATION IN FURTHER EDUCATION AND  
TRAINING -PGCE (FURTHER EDUCATION AND TRAINING TEACHING)  
QUALIFICATION CODE 52403  
SAQA ID 112985**

- 3.1.1 The PGCE is a capping qualification for persons wanting to become qualified as professional educators in schooling after having completed an appropriate Bachelor's degree or equivalent qualification (at least 360 credits) other than a B Ed.
- 3.1.2 This certificate, following an approved degree, is recognized by Statute and employing authorities as equivalent to a Bachelor of Education (FET Band) degree.

**E.32 Admission**

In order to be admitted to the course of study for the Postgraduate Certificate in Education

candidate must fulfill the following admission requirements:

- A candidate must satisfy the Senate that s/he holds an approved degree/ diploma
- It is required that all students should have at least two degree/ diploma courses in teaching subjects, one at 300 level and the other at 200 level. This should be in line with the Faculty of Education specialisations.
- A minimum 60% pass in teaching subjects.

Subject A	Subject B
Up to 300 level courses in the teaching subject	Up to 200 level courses in teaching subject

**NOTE:** From time to time, other courses may be accepted as prerequisites, in accordance with the recommendations from the Department of Education.

- 32.2 a) A learner who has completed three courses in either Botany or Zoology must have completed at least one course in the other Biology as a principal teaching subject.
- b) A student who has completed three courses in either Physics or Chemistry must have completed one course in the other in order to offer Physical Science as a principal teaching subject. Physics and Chemistry are not recognized as separate teaching subjects.
- 32.3 A candidate will not receive the certificate until all the requirements of the degree

have been fulfilled.

- 32.4 The approved degree referred to in E.32.6 below shall comply with the requirements as laid down from time to time by the Council for Higher Education (CHE), or shall comply with specific requirements prescribed by other employing authorities for whom the candidate intends to work.
- 32.5 The PGCE provides access to the B Ed (Hons) degree at NQF Level 7 (Educators in Schooling), and to the ACE Specialisation qualifications.
- 32.6 In the case of the FET Phase, except in the case of degrees where the majors are Mathematics, or Zoology and Botany, or Physics and Chemistry, a degree approved for purposes of the certificate shall contain credits in at least five modules deemed by the CHE to be related to school education. Please consult the Dean of Education for the latest information in this respect.
- 32.7 Some students may be able to fulfill language endorsements or be exempted from Basic Computer Literacy through RPL or diagnostic tests, if they have done equivalent courses elsewhere.

### **E.33 Duration**

The duration of the programme shall not be less than one academic year (128 credits of full-time study).

### **E.34 Mode of instruction**

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

### **E.35 Curriculum**

The PGCE is a 128-credit qualification at NQF Level 7 (Educators in Schooling). The curriculum consists of the following modules:

- a) Core Modules
- b) Elective Modules

MODULE	MODULE CODE	NQF LEVEL	CREDITS
<b>Core compulsory modules</b>			
Sociological Foundation, Educational Management & Leadership	SML 412	7	16
History and philosophy of education	EHP 411	7	16
Understanding Teaching Profession	ECT 411	7	16
School Experience 1 (Study of Practice)	ECW 411	7	8
Education in context	ECC 422	7	8
School Experience 2 (Work-Based WIL)	ECW 422	7	24

Language and academic Literacy	ECL 411	5	8
<b>Electives modules</b> <b>Method modules (choose any two electives)</b>			
Accounting method	ACM412	7	16
Afrikaans method	AFM 412	7	16
Agricultural Sciences Method	AGM 412	7	16
Business Studies Method	BSM 412	7	16
Economics Method	ECM 412	7	16
English Method	ENM 412	7	16
Geography Method	GEM 412	7	16
History Method	HIM 412	7	16
IsiXhosa Method	XHM 412	7	16
Life Orientation Method	LOM 412	7	16
Life Sciences Method	LSM 412	7	16
Mathematics Method	MTM412	7	16
Music Method	MUM 412	7	16
Physical Science Method	MUM 412	7	16
Visual Arts Method	VAM 412	7	16
<b>TOTAL CREDITS</b>			<b>128</b>

## FUNDAMENTAL MODULES

Some students, who have taken Computer Science, or other Foundational modules, may be able to fulfill Language Endorsements or be exempted from Basic Computer Literacy through RPL or diagnostic tests.

### Elective modules

- Purpose:** These are subject method modules which prepare students to be well-grounded in the knowledge, skills, values, principles, methods and procedures relevant to the discipline, subject learning area, phase of study, professional or occupational practice. The modules will, among other things, ground participants in reflecting on different approaches to teaching and learning. The participants will have an understanding of the knowledge appropriate to the specialism.
- Content:** Learning and teaching methodologies in relation to the learning outcomes for each FET subject within the context of South Africa.

Reflecting on classroom-based learning and teaching relevant to each FET subject. (See specific learning guides for detailed information).

**Instruction:** Will be conducted through lectures and activities during block sessions, independent and group school / work-based activities.

**Assessment:** Formative assessment through assignments, tests, journals, practical, and long essays and summative assessment through externally moderated examinations will be used in these modules.

**Credits:** 16 (per principal teaching subject method – FET Band)

## **CORE MODULES**

### **UTP421: Understanding Teaching Profession**

**Purpose:** This module aims to equip prospective educators with knowledge and understanding the learners' needs and how they learn. Prospective teachers will understand their learners' developmental stages and mediate learning by creating learning environments that are conducive for learning to take place despite the diverse challenges that learners are faced with. It also helps educators acquire a deeper understanding of teaching as a profession and what it means to be an effective teacher. It provides educators with the necessary knowledge, values and skills that will enable them to construct a classroom atmosphere which is democratic but disciplined, and which is sensitive to culture, race and gender differences. It promotes the principles of the constitution, particularly those related to human rights and the environment.

#### **Content:**

##### Section A:

- Introduction to psychology of education
- Theories of child development
- Self, social and moral development
- Cognitive development
- Social cognitive views
- Individual difference

##### Motivation in learning

##### Section B

- The nature of teaching as a profession
- Roles of a teacher
- Classroom management
- The South African Council for Educators (SACE) and other professional bodies, and The Code of Conduct for Educators.
- Educational Law.

**Instruction:** Case studies, interactive lectures, plenary discussion session, Constructivist co-operative learning and interactive group work; Individual work; presentations by students.

**Assessment:** Formative assessment: written and oral assignments, practical tasks, observations, Class and tutorial attendance, participation and tests.

Summative assessment: Final Examination.

**Credits:** 16

## **EHP411: History and Philosophy of Education**

**Purpose:** This module will provide a deep, intellectual and systematic understanding of current thinking in students of how education has developed and changed over time in South Africa, and how these changes are related to the purpose of education and values of the different governments. In this way, students will have a critical understanding the foundation and forces that shaped the current education dispensation and get insights on how to transform the education system and society. It also seeks to develop in students a sound understanding of the role played by philosophy, and educational philosophy in particular, in interpreting and understanding a range of important educational issues, and to develop students' ability to critically think about such issues in relation to some of the selected ancient and modern philosophers.

Content:

### **Section A:**

- Introduction to history of education
- Origins of segregated schooling
- Education under apartheid
- Resistance in education
- 1976 Soweto learners' uprising
- Mass democratic movement and education (1980-1993)
- Strategies for a post-apartheid South Africa
- Post 1994 educational developments

### **Section B:**

- (i) Some ancient and modern philosophers (Plato, Aristotle, Dewy, Friere, Biko, Mandela etc.)
- (ii) Critical thinking and a critical approach to education.
- (iii) Developing your own philosophy of education. How alternative curriculum orientations see education, its nature and point:
  - passing on the best of the cultural heritage
  - the development of cognitive processes
  - self-actualisation (progressivism)
  - social adaptation
  - social reconstructionism
  - technicism.
- (iv) Philosophical questions in education:
  - Knowledge and the acquisition of knowledge
  - The teacher and the learner
  - Authority and freedom
  - Schooling and indoctrination.
- (v) A philosophical perspective on topical issues:
  - The current South African curriculum module (NCS/CAPS) – knowledge, learning theories, learners' and teachers' roles
  - Multiculturalism and multilingualism
  - Gender in education
  - Moral/values education
  - Democracy in education.



**Instruction:** Case studies, interactive lectures, plenary discussion session, Constructivist co-operative learning and interactive group work; Individual work; presentations by students.

**Assessment:**Formative assessment: written and oral assignments, practical tasks, observations, Class and tutorial attendance, participation and tests. Summative assessment: Final Examination.

**Credits:** 16

## **SML412: Sociological Foundations, Educational Management and Leadership**

**Purpose:** This module looks at how institutions of higher learning function in society. It specifically emphasizes education in connection to the function that these institutions fulfil within the larger social/institutional framework of society. Students are also exposed to current, contentious educational issues and ideas. Additionally, it offers a foundation in law for education and the delivery of excellent teaching and learning experiences in settings that are safe, secure, and consistent with law and policy.

### **Content:**

The content is divided into two parts, that is, sociology of education and educational leadership and management.

### **PART A**

#### (i) Sociology of education: concept and origin

- What is sociology?
- What is Education?
- Relationship between sociology and education
- Schooling as a Formal Organization
- Sociological Theories as explanations of schooling

#### (ii) Education and Social Change

- Social reproduction
- Structural functionalism and Social Reproduction
- Conflict theory and Social Reproduction
- Interactionist Theory and Social Reproduction
- Concept of Cultural Capital

#### (iii) Contentious issues in Sociology of Education

- Language and power
- Gender and equality

- Race and inequality
- Ideology
- Globalisation
- Family structure
- Cultural Diversity

## **PART B**

The South African schooling policy context.

Effective management of policy, planning, school development and governance.

Develop and communicate school values, vision, mission, policies and plans.

Cooperative governance: Building positive working relationships with all stakeholders

**Instruction:** Case studies, interactive lectures, plenary discussion session, Constructivist co-operative learning and interactive group work; Individual work; presentations by students.

**Assessment:** Formative assessment: written and oral assignments, practical tasks, observations, Class and tutorial attendance, participation and tests.

Summative assessment: Final Examination.

**Credits:** 16

## **ECC 422: Education in context**

**Purpose:** The purpose of the module is to introduce the prospective students to the problem solving of living in a world of finite resources. It equips students with knowledge, skills and values, teaching and learning strategies, techniques and methods to enable them to facilitate meaningful learning experiences to learners who participate in Educational studies processes in their schools. It also provides an inclusive approach to education in the sense that all learners are entitled to education emphasized by the new constitution of South Africa, respect for all and with particular emphasis on the recognition of diversity. Furthermore, the participants will be able to demonstrate an ability to develop a supportive and empowering environment for school learners and respond to the educational needs of learners and fellow educators. Lastly,

it also empowers learners by providing them with contemporary ways of dealing with learners in a dynamic society.

**Content:** The content covers aspects related to the following themes; environmental education, inclusive education, life skills orientation and multicultural education.

**Instruction:** Case studies, interactive lectures, plenary discussion session, Constructivist co-operative learning and interactive group work; Individual work; presentations by students.

**Assessment:**Formative assessment: written and oral assignments, practical tasks, observations, Class and tutorial attendance, participation and tests.

Summative assessment: Final Examination.

**Credits:** 8

### **ECW 411: School Experience 1 (Study of practice)**

**Purpose:** This module aims at equipping prospective educators with competencies in teaching FET Phase classes. It sets out to achieve this by locating the Practical Learning Programme within the constructionist philosophy and by providing students with an opportunity to learn and teach in and from authentic classroom situations. Furthermore, students will be exposed to teaching in simulated FET Phase classroom environments through micro-teaching sessions where they will present and reflect on lessons taught by others and self. This module will also provide opportunity for students to study practice by using various resources, such as case studies, video recorded lessons, lesson observation etc., to analyse different practices across a variety of contexts.

**Content:** Observation techniques; Journal writing; Writing a teaching philosophy statement; Setting School Experience goals; Reflecting on lessons presented by others and self; Lesson preparation and presentation; Portfolio organization and development; Community Engagement; The educator's code of professional ethics (emphasizing student's professional conduct while in schools)

**Instruction:** Face to face contact, Group discussions, classroom based observation and report writing.

**Assessment:** Formative assessment in the form of tasks related to school based learning and summative assessment- portfolio assessment.

**Pre-requisite(s):** None

**Credits:** 8

## **ECW 422: School Experience 2**

**Purpose:** This module aims at equipping prospective educators with competencies in teaching FET Phase classes. It sets out to achieve this by locating the Practical Learning Programme within the constructionist philosophy and by providing students with an opportunity to learn and teach in and from authentic classroom situations during placement in schools where they will teach for a minimum of 8 weeks. Furthermore, students will be exposed to teaching in simulated FET Phase classroom environments through micro-teaching sessions where they will present and reflect on lessons taught by others and self. This module will also provide opportunity for students to study practice by using various resources, such as case studies, video recorded lessons, lesson observation etc., to analyze different practices across a variety of contexts. Students are required to become involved in, or initiate community engagement activities during their Practical Learning experience.

**Content:** Observation techniques; Journal writing; Writing a teaching philosophy statement; Setting School Experience goals; Reflecting on lessons presented by others and self; Lesson preparation and presentation; Portfolio organization and development; Community Engagement; The educator's code of professional ethics (emphasizing student's professional conduct while in schools)

**Instruction:** Classroom based teaching, Supervision, mentoring and monitoring, and Consultation

**Assessment:** Assessment of teaching in the class and teaching portfolio

**Pre-requisite(s):** School Experience 1

**Credits:** 24

## **FUNDAMENTAL MODULES**

**ECL 411: Language and academic literacy**

**Purpose:** This module prepares the learner to transform the mediation of learning in a manner, which is sensitive to the diverse language needs of learners, including those with language barriers. It also allows the qualifiers to be competent in analysing language issues related to teaching practices, particularly in their specialist learning areas. Furthermore, the educator's language and communication skills in English and in isiXhosa are extended so that s/he can use these languages to enhance learning and to promote multilingualism.

**Content:** Reading, writing, listening and speaking in the context of the following language and learning issues in a Changing South Africa: Languages of Learning and Teaching in South African schools; The SA Language in Education Policy of Additive Multilingualism; Language across the Curriculum; The Multilingual Classroom; Code-switching; Learning basic isiXhosa conversational skills.

**Instruction:** Lectures; Reciprocal teaching through student-led seminars; Lecture-room dialogue and group discussions; Presentations and demonstrations

**Assessment:** Continuous assessment: through participation in class, assignments, presentations, class reflections, test and examinations.

**Credits:** 8

#### **ECL 421: Advanced Studies/ Specialised Research Study**

**Purpose:** To equip prospective educators with educational research skills and experience relevant to their area of specialisation as required by the Minimum Requirements for Teacher Education Qualifications (2011). The module also aims at providing prospective educators with grounded knowledge that will prepare them for further research when advancing their studies.

**Content:** What is research? Why research? Research methods; Challenges in the teaching of the specialisation subject; Research proposal on a teaching and learning issue in the subject of specialisation; Research report

**Instruction:** Face to face contact, group work, self-study, research

**Assessment:** Formative assessment: tasks, assignments, research proposal, etc.  
Summative assessment: Research report

**Credits:** 20

#### **E.36 Assessment**

Continuous formative assessment through assignments, tests, portfolios,

teaching journals, practical, long essays/research paper presentations, and summative assessment through examinations and take home tasks will be used in the program. Summative examination and tasks will be externally moderated.

**ADVANCED DIPLOMA IN EDUCATION: SCHOOL MANAGEMENT AND  
LEADERSHIP -50502**  
**National Qualifications Framework (NQF), Level 7**  
**SAQA ID 99579**

## **PREAMBLE**

Advanced Diploma in Education School Management and Leadership abbreviated as AdvDip (School Leadership and Management) is a two-year part-time programme.

## **ADMISSION REQUIREMENTS**

The admission requirements will be adhered to for this programme:

- 4-year B Ed
- General first degree/diploma + an Advanced Diploma in Teaching
- PGCE
- HDE PG
- ACE Level 6 + HDE&FDE
- ACE (interim measure only)
- Specialisation in a subject must follow cognate studies in that subject at Level 6 in the entry qualification
- ICT competent. If not, required to take additional 12 credits @ Level 5 in ICT (12 credits over and above 120 credits)
- Advanced Diploma (SP & FET) University studies @ Level 6 + some appropriate Level 7 studies, allowing specialisation in at least 2 subjects, one SP, one FET.
- Advanced Diploma (FET) University Studies @ Level 7, allowing specialisation in at least one FET subject
- ACT (interim determination)
- Diploma + ADT

## **DURATION**

This programme is offered on a part-time basis for in-service students and extended over a minimum period of 2 years. The maximum period of study on this particular programme is N+2

## **50502 ACADEMIC STRUCTURE**

<b>STUDY LEVEL ONE</b>				
<b>MODULE</b>	<b>COURSE CODES</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>	<b>PRE-REQUISITE</b>
Leading and managing extra-curricular and co-curricular activities	LEC111E	7	9	
Professional portfolio and workplace project	PPP101E	7	30	
Leading and managing teaching and learning in the school	LMT101E	7	18	
Working within and for the school system	WWS101E	7	18	
<b>TOTAL CREDITS ACADEMIC YEAR ONE</b>			<b>75</b>	
<b>STUDY LEVEL ONE</b>				

MODULE	COURSE CODES	NQF LEVEL	CREDITS	PRE-REQUISITE
Leading and managing the school as an organisation	LSO201E	7	18	
Leading and managing people and change	LMC201E	7	18	
Working with and for the wider community	WWC211E	7	9	
<b>TOTAL CREDITS ACADEMIC YEAR ONE</b>			<b>45</b>	
<b>TOTAL CREDITS FOR THE QUALIFICATION</b>			<b>120</b>	

### **LEC111E: Leading and managing extra-curricular and co-curricular activities**

**Purpose:** To complement the leading and managing teaching and learning modules by focusing on supporting effective leadership and managing of extra- and co-curricular activities as integral to the development of well-rounded individuals.

**Content:** Theory and research on the role of extra- and co-curricular activities in supporting learner success and contributing to the development of well-rounded individuals. Define extra-curricular activities and identify extra-curricular activities that would be appropriate in the context of the particular school. Define co-curricular activities and identify co-curricular activities that would be appropriate in the context of the particular school. Conducting a needs analysis. Planning a new intervention based on a sound contextual understanding of what is possible. Budgeting and fundraising. Coordination and monitoring implementation. Evaluating impact. Establishing an ongoing action research cycle with respect to extra- and co-curricular activities (the range of options should change with changing needs and opportunities).

**Instruction:** To include, face-to-face instruction, group presentations, etc.

**Assessment:** Formative & Summative: To include, tests, assignments, examinations, etc.

**Credits:** 9

### **LMT101E: Leading and managing teaching and learning in the school**

**Purpose:** The module emphasizes that schools exist to provide systematic, quality opportunities for children and therefore that effective leadership and management of teaching and learning is a critical role for the school principal. It helps student-principals to see that all other leadership and management roles and functions of the school must serve and support this primary purpose of the school. It will equip them with the necessary competences to lead quality teaching, manage curriculum implementation effectively and track and support improved learning.

**Content:** Curriculum theories; teaching, learning and assessment theories; reflective practice; different interpretation of quality in education; professional expectations of teachers and managers; school culture and ethos; evaluating school context and implications for practice; curriculum as an evolving construct and the implementation for practice; theory and practice of assessment; data collection and management; curriculum, teaching, learning and assessment policies.



**Instruction:** To include e.g face-to-face, presentations, group work, etc.

**Assessment:** To include formative and summative assessment

**Credits:** 18

### **LSO201E: Leading and managing the school as an organisation**

**Purpose:** To understand the school as an organisation, to manage organisational systems holistically in the context and to lead and manage the use of ICT, physical and financial resources. It also addresses issues related to building and enhancing the school as a safe, disciplined and caring environment conducive to effective teaching and learning.

**Content:** Knowledge of policies, regulations and legislation; communication media, technology and systems; theory, policy and guidelines on school financial management – make visible institutional context as well as the broader structure in which the school operates; departmental and other usable guidelines and information; codes of conduct for teachers and learners.

**Instruction:** To include, e.g. face-to-face, group work, independent self-study, etc.

**Assessment:** To include formative and summative assessment

**Credits:** 18

### **WWS101E: Working within and for the school system**

**Purpose:** To locate the school and its practices within the wider context of the education system. To address issues such as law, policy, governance, school planning and school development.,

**Content:** The origin of policy. All policies and legislation pertaining to schools. Exploring contemporary literature, such a SA Standard for principalship. Establish links between values, vision, mission, policy and planning. Formulation of a description of policy. Cooperative governance. Challenges and problems dealing with conflict over policy. Planning for school development. Application of co-operative governance for planning.

**Instruction:** To include face-to-face, group presentations, text-based assignments, etc.

**Assessment:** To include, assignments, presentations, examinations, tests, etc.

**Credits:** 18

## **PPP101E: Professional Portfolio and workplace project**

**Purpose:** This module provides a record of evidence of growing applied competence across the programme in an integrated way: it is the glue that binds the whole together.

**Content:** In the course of their engagement with the first generic module of the programme, candidates will initiate the development of a portfolio of evidence that will run throughout and across the programme and hopefully be a tool for their professional reflection and development throughout their subsequent careers. The portfolio will include a workplace project that will provide evidence, in an integrated way, of candidates' ability to undertake evidence-based inquiry, making appropriate use of data and ICT, make evidence-based decisions, implement changed practices as a result of these decisions, evaluate the impact thereof and make changes or amendments as indicated by the findings. The portfolio and project will provide evidence of commitment and ability to shape the direction and development of the school. Therefore this module will also address the following:

**Assessment:** Formative assessment, e.g. tests, summative assessment, e.g. portfolio

**Instruction:** To include face-to-face sessions, individual tasks, group tasks. Etc.

**Credits:** 30

## **LMC201E: Leading and Managing People and Change**

**Purpose:** To demonstrate a sound understanding of the theories and models for leading and managing self and others.

**Content:** Change management; Qualities of transformational leadership; Human resource management; Professional leadership and management skills development; Quality management system; personal development; managing the external environment; National legislation and policy; Develop school policies and understand Conditions of Service etc.

**Instruction:** To include face-to-face, group discussions, text-based assignments, etc.

**Assessment:** To include formative and summative assessment

**Credits:** 18

## **WWC211E: Working with and for the wider community**

**Purpose:** The module proceeds from the understanding that schools exist within particular social and economic communities that have an influence on and maybe influenced by the school, and the school's leadership and management staff and structures. The wider community that the school serves can provide a source of

support and resources for the school. In turn, the school itself can play an important role in the wellbeing and development of the community.

**Content:** The school as a community within a community; contemporary social issues; approaches to building and maintaining partnerships; building and sustaining communities of practice; recent and prominent court cases and reported case law on education with a wider community focus; diversity of resources available in the wider community; sources and patterns of influence in the wider community; engagement with parent community, education official and stakeholders.

**Instruction:** To include, e.g. Face-to-face, oral presentations, group work, pair work, etc.

**Assessment:** To include formative and summative assessment

**Credits:** 9

## **BACHELOR EDUCATION HONS (INCLUSIVE EDUCATION)**

**50047**

**SAQA ID 110833**

### **Purpose**

The Bachelor of Education Honours (Inclusive Education) is the first postgraduate degree in education. It is intended to prepare students for research-based postgraduate studies in a particular field of education. It serves to consolidate and deepen a student's knowledge of the field and to develop research capacity in the methodology and techniques of that field. This qualification demands a high level of theoretical engagement and intellectual independence.

### **Minimum Admission**

The entrance requirements for the course are subject to the discretion of the Selection Committee and the maximum number of students accepted per intake. However, the minimum admission requirements for the Bachelor of Education Honours degree, is a four-year professional teaching degree OR an appropriate Bachelor's degree and a recognised professional teaching qualification or (a) four-year professional teaching qualification(s) as well as an Advanced Diploma in a cognate sub-field of Education.

### **Duration**

The course is offered on a part time basis, the duration of which shall not be less than two and no more than three consecutive years of study. If this period of time needs to be exceeded, a student may submit a written motivated application which, on the recommendation of the HOS, may then be submitted to Senate, which will then take a decision.

### **Mode of Instruction**

Approximately one quarter of notional hours is dedicated to on-site contact sessions with lecturers. The remaining three quarters are allocated to foundational, practical and reflective group work and particularly, individual tasks. This Bachelor of Education Honours (Inclusive Education) degree includes conducting and reporting on research under supervision.

**Note:** Attendance at all contact sessions is compulsory. If a student does not attend a contact session day, a leave of absence form must be completed and given to the administrator responsible for the course. At the discretion of the HOD, a student may be denied the right to sit for the end of year examinations for non-attendance at contact sessions.

### **Curriculum**

<b>CODE</b>	<b>MODULES</b>	<b>NQF</b>	<b>Credits</b>
<b>Year 1</b>			
PYH 521E	Psychology of Education	8	10
PHH 511E	Philosophy of Education	8	10
ITP 501E	Inclusive Education: A theoretical and Philosophical grounding	8	24
ERH 511E	Introduction to Educational Research	8	12
<b>Year 2</b>			
ITP 502E	Issues in Inclusive Education	8	24

SOH 512E	Sociology of Education	8	10
ERH 502E	Research Projects	8	30

For each of the modules the students will be required to submit a number of assignments and tasks which will vary in nature from module to module but, given the academic nature of the course, the major emphasis in assignments will be on academic reading, writing and oral presentation. Assignments will have less weighting than individual tests.

All B Ed Honours assignments must be completed and handed in by the required time and date or else the student will receive 0% for that assignment. If there are extraordinary circumstances that need to be considered, the student may negotiate an extension with the lecturer concerned prior to the hand in date. Such an extension is granted entirely at the discretion of the individual lecturer.

### **Assessment**

- The final mark for each of the modules will consist of two components: a year mark and an examination mark, with each component comprising 50% of the final mark.

### **Qualification requirements**

- A candidate for an Honours qualification must obtain
- an aggregate of at least 50% of the marks in all the six modules comprising the course; and
- a sub-minimum of 40% in each module; and
- a sub-minimum of 40% in every examination
- The examination mark
- Students are required to write a three hour examination for each of the modules .
- For Research Project in the second year, the 'examination' will take the form of an oral presentation and a written research presentation (mini-dissertation).

### **General**

- A candidate shall normally retain credit for any individual module passed for a period not exceeding three years.
  - A candidate shall be awarded a pass with a distinction in a module if, at the first attempt, a final mark of at least 75% was obtained.
  - A candidate will graduate cum laude if he/she obtains an average of 75% or more for all six modules of the course.
  - There is no supplementary examinations for B Ed Honours.
  - Students who score an average of 49% or less for all six of their course modules will not graduate.

- Students who, by reason of exceptional circumstances, are unable to write the prescribed examinations at the end of a year may, subject to the permission of Senate, be permitted to write the examinations at a later date to be decided upon by the University.
- Students who do not present themselves for an examination without prior permission for such absence from the HOD may be deemed to have failed that examination and may be excluded from the course.

Note: In addition to the above regulations, the attention of students is also drawn to the general regulations governing assessment as published in the General Prospectus of the University of Fort Hare.

## **Bachelor of Education Honours (Inclusive Education) Modules**

### **PSYCHOLOGY OF EDUCATION**

**Code: PYH 511E**

**Purpose:** To equip students with a scope of knowledge and critical understanding of educational psychology in respect of learning theories; and learning instruction that form the basis for evidence-based reasoning and creative problem identification and problem solving.

**Content:**

This module will focus on the psychology of learning and instruction; applications of psychology to learning and instruction; learning theories (Vygotsky), cognition and the role played by teachers and significant others and the implication these have for classroom practice; Motivation, Cognition and Metacognition in learning. Students' questions, ideas and observation in relation to different theories and concepts will be placed at the centre of their understanding and learning. Open-ended investigations into questions and/or problems will require students to engage in evidence-based reasoning and creative problem finding' and problem solving. A range of teaching methods, which include questions or problems case studies; complex, ill-structured, open-ended real-world problems and problem-based learning will be used to provide contexts for learning

Instruction: Lecturers (face to face), using stimulating enquiry strategies, collaborative learning, critical, engagement with literature, research, independent self-study, and technologically mediated learning.

**Assessment**

**Formative (50%)**

Students will be expected to do assignments; write tests; take part in discussions and do oral presentations on a continuous basis.

**Summative (50%)**

The marks for continuous assessment component and a three (3) hour examination at the end of the academic year will be combined to get a final mark.

**Credits: 10**

### **PHILOSOPHY EDUCATION**

**Code: PHH 511E**

**Purpose:** This module will focus on major philosophies (Idealism, realism, pragmatism, existentialism) aims of education; educational philosophies (perennialism, essentialism, progressivism, reconstructions); the role and value of philosophy in education; a critical evaluation and analysis of current educational issues.

**Content:** These major philosophies will be used to theorise, analyse, critique, raise questions about, and /or pose problems to be investigated. Philosophical inquiries, which will be either used to integrate and give synoptic meaning to knowledge about problems associated with educational institutions. A range of teaching methods which include questions or problems, case studies, complex, ill-structured, open ended real-world problems and problem-based learning will be used to provide contexts for learning.

**Instruction:** Lecturers (face-face), using stimulating enquiry strategies, collaborative learning, critical engagement with literature, research independent self-study and technologically mediated learning.

**Assessment:**

**Formative (50%)**

Students will be expected to do assignments; write tests; take part in discussions and do oral presentations on a continuous basis. Assignments and tests will be marked on a continuous basis.

**Summative (50%)**

The marks for continuous assessment component and a three (3) hour examination at the end of the academic year will be combined to get a final mark.

**Credits:** 10

## **INCLUSIVE EDUCATION: A THEORETICAL AND PHILOSOPHICAL GROUNDING**

**Code:** ITP 501 E

**Purpose:**

This module aims to explore literature in the broader context of Inclusive Education and to provide students with a theoretical basis on which to frame and conceptualize research. It also aims to equip professionals and students with a sophisticated understanding of Inclusive Education that will enable them to monitor and evaluate changes through research and enquiry. Thus, this degree aims to engage student with critical reflective research on issues in Inclusive Education and the Inclusive Education curriculum in particular. The critical analysis of contemporary national and international policies on Inclusive Education will inform students how certain global discourses overlay national educational practices. Analysis of these policies using modes of interpretive and/or critical inquiry will enable students analyse Inclusive Education from the perspective of the interlinked, dynamic relationship between international neo-liberal movements and national policies and practices.

**Instruction:**

A range of teaching methods which include questions or problems ;case studies; complex, ill-structured, open-ended real-world problems and problem-based learning will be used to provide contexts for learning to highlight and underline the theoretical

and philosophical grounding of Inclusive Education. Technologically mediated learning through blended learning and flipped classrooms.

**Assessment:**

**Formative (50%)**

Students will be expected to do assignments; write tests; take part in discussions and do oral presentations on a continuous basis.

**Summative (50%)**

A three hour examination paper will be written at the end of the academic year.

**Contact hours:** 60 hrs

**Pre-requisite(s):** N/A

**Credits:** 24

**Co-prerequisites:** N/A

**Practical Work:** N/A

## **INTRODUCTION TO EDUCATIONAL RESEARCH**

**Code:** ERH 511E

**Purpose:** The aim of the module is to provide foundations for the research project in the second year.

**Content:** This module will focus on the introductory aspects of the principles and practice of educational research. It will also focus on the conceptualization and contextualisation of education problems (specifically in the areas of specialisation) with appropriate research objects and research questions including research paradigm; approaches and epistemology in research concept.

**Instruction:** Lecturers (face-face), using stimulating enquiry strategies, collaborative learning, critical engagement with literature, research independent self-study and technologically mediated learning.

**Assessment:**

**Formative (50%)**

Assignments, projects, tests, oral presentations

**Summative (50%)**

The marks for continuous assessment component and a three (3) hour examination at the end of the academic year will be combined to get a final mark.

**Credits:** 12

## **Issues in Inclusive Education**

**CODE:** ITP502E

**Purpose of the module:** The purpose of this module is to create a critical understanding and knowledge of diverse learning needs that will inform research towards identifying and addressing learning barriers. This module will therefore, enable



learners to discover ideas, analyse information and make informed decisions about practice, adapting their behaviour according to information received and looking to improve and adapt to modern demands. It also aims to equip professionals and students with a sophisticated understanding of Inclusive Education, enabling them to monitor and evaluate changes through research and enquiry.

**Content description of the module:** Dealing with diverse learning needs as a result of issues such as language, race, gender, social class, religion, ability, illness, issues of labeling, stereotyping, and categorisation. Dealing with barriers to learning and development (intrinsic and extrinsic, medical model vs. social model, remediation vs. learning support, identification of barriers to learning (intrinsic and extrinsic, assessment of learners who experience barriers to learning (curriculum-based and diagnostic, learning support processes, procedures and strategies and collaboration between role-players within an eco- biological framework.

**Instruction:** Lecturers (face-to-face), using stimulating enquiry strategies, collaborative learning, critical engagement with literature, research independent self-study and technologically mediated learning.

**Pre-requisite:** ITP501

**Assessment:**

**Formative:** Students will be expected to do assignments, write tests, take part in discussions and do oral presentations on a continuous basis.

**Summative:** Students will write a 3-hour examination at the end of the academic year. The marks for continuous assessment component and a three (3) hour examination at the end of the academic year will be combined to get a final mark.

**Credits:** 24

## **SOCIOLOGY OF EDUCATION**

**CODE:** SOH 512E

**Purpose of the module:** To equip students with a scope of knowledge and critical understanding of different issues pertaining to Sociology of Education and their implication for educational provision and attainment

**Content description of the module:** This module will focus on major differential educational attainment; curricular issues; gender issues; language issues and multiculturalism. The focus will also fall upon a number of issues in terms of their implications for educational provision and attainment, inter alia, social class, ethnicity, curriculum and teacher socialization, the link between education and the workplace and the link between education and development. The questioning mode of sociological inquiry will help to identify the fundamental problems from all perspectives (sociology, economics, psychology, gender, curriculum, social class, ethnicity, community, family, school, etc.) that will help to identify fundamental problems in education and on qualitative thinking to bring these difficulties into the form of questions and problems that can be researched. A range of teaching methods which include questions or problems; case studies; complex, ill-structured, open-ended real-world problems and problem- based learning will be used to provide contexts for learning.

**Instruction:** Lectures (face to face), using stimulating enquiry strategies, collaborative learning, critical engagement with literature, research, independent self- study, and technologically mediated learning.

**Assessment:**

**Formative (50%):** Students will be expected to do assignments; write tests; take part in discussions and do oral presentations on a continuous basis. Assignments and tests

will be marked on a continuous basis. Summative (50%) The marks for the continuous assessment component and a 3-hour examination at the end of the academic year will be combined to get a final mark.

**Credits: 10**

## **RESEARCH PROJECT**

**CODE: ERH 502E**

**Purpose:** To conduct and submit an independent supervised research project in different areas of specialisation, namely, Early Childhood Education, Environmental Education, Inclusive Education, Education Leadership and Management and Science Education

**Content:** Revise and strengthen research proposal developed in Year 1; identify and construct data collection tools relevant for the study; data collection; data analysis and presentation; discussion of data and producing a research report.

**Instruction:** Critical engagement with literature, research, independent self- study, and technologically mediated learning. Lectures (face to face) for discussions with peers in seminars and with supervisor.

**Assessment:** Lecturer assessment in form of assignments, and oral presentation.

**Credits: 30**

**BACHELOR EDUCATION HONS (SCIENCE EDUCATION)**  
**QUALIFICATION CODE 50048**  
**SAQA ID 110819**

**Purpose**

The Bachelor of Education Honours (Science Education) is the first postgraduate degree in education. It is intended to prepare students for research-based postgraduate studies in a particular field of education. It serves to consolidate and deepen a student's knowledge of the field and to develop research capacity in the methodology and techniques of that field. This qualification demands a high level of theoretical engagement and intellectual independence.

**Minimum Admission**

The minimum admission requirements for the Bachelor of Education Honours degree, is a four-year professional teaching degree in Science Education OR an appropriate Bachelor's degree and a recognised professional teaching qualification or (a) four-year professional teaching qualification(s) as well as an Advanced Diploma in a cognate sub-field of Education.

**Duration**

The course is offered on a part time basis, the duration of which shall not be less than two and no more than three consecutive years of study. If this period of time needs to be exceeded, a student may submit a written motivated application which, on the recommendation of the HOS, may then be submitted to Senate, which will then take a decision.

**Mode of Instruction**

Approximately on quarter of notional hours is dedicated to on-site contact sessions with lecturers. The remaining three quarters are allocated to foundational, practical and reflective group work and particularly, individual tasks. This Bachelor of Education Honours (Inclusive Education) degree includes conducting and reporting on research under supervision.

**Note:** Attendance at all contact sessions is compulsory. If a student does not attend a contact session day, a leave of absence form must be completed and given to the administrator for responsible for the course. At the discretion of the HOD, a student may be denied the right to sit for the end of year examinations for non-attendance at contact sessions.

**Curriculum**

CODE	YEAR 1 MODULES	NQF	Credits
PYH 521	Psychology of Education	8	10
PHH 511	Philosophy of Education	8	10
NSS 501	Nature of Science and Issues in Science Education	8	24
ERH 511	Introduction to Educational Research	8	12
SOH 511	Sociology of education	8	10
SEC 502	Science education curriculum	8	24
ERH 502	Research Project	8	30

For each of the modules the students will be required to submit a number of assignments and tasks which will vary in nature from module to module but, given the academic nature of the course, the major emphasis in assignments will be on academic reading, writing and oral presentation. Assignments will have less weighting than individual tests.

All B Ed Honours assignments must be completed and handed in by the required time and date or else the student will receive 0% for that assignment. If there are extraordinary circumstances that need to be considered, the student may negotiate an extension with the lecturer concerned prior to the hand in date. Such an extension is granted entirely at the discretion of the individual lecturer.

### **Assessment**

- The final mark for each of the modules will consist of two components: a year mark and an examination mark, with each component comprising 50% of the final mark.

### **Qualification requirements**

- A candidate for an Honours qualification must obtain
- an aggregate of at least 50% of the marks in all the six modules comprising the course; and
- a sub-minimum of 40% in each module; and
- a sub-minimum of 40% in every examination
- The examination mark
- Students are required to write a three hour examination for each of the modules
- For Research Project in the second year, the 'examination' will take the form of an oral presentation and a written research presentation (mini-dissertation).

### **General**

- A candidate shall normally retain credit for any individual module passed for a period not exceeding three years.
  - A candidate shall be awarded a pass with a distinction in a module if, at the first attempt, a final mark of at least 75% was obtained.
  - A candidate will graduate cum laude if he/she obtains an average of 75% or more for all six modules of the course.
  - There is no supplementary examinations for B Ed Honours.
  - Students who score an average of 49% or less for all six of their course modules will not graduate.
  - Students who, by reason of exceptional circumstances, are unable to write the prescribed examinations at the end of a year may, subject to the permission of Senate, be permitted to write the examinations at a later date to be decided upon by the University.

- Students who do not present themselves for an examination without prior permission for such absence from the HOD may be deemed to have failed that examination and may be excluded from the course.

Note: In addition to the above regulations, the attention of students is also drawn to the general regulations governing assessment as published in the General Prospectus of the University of Fort Hare.

## **Bachelor of Education Honours (Science Education) Modules**

### **PSYCHOLOGY OF EDUCATION**

**Code: PYH 521**

**Purpose:** To equip students with a scope of knowledge and critical understanding of educational psychology in respect of learning theories; and learning instruction that form the basis for evidence-based reasoning and creative problem identification and problem solving.

**Content:**

This module will focus on the psychology of learning and instruction; applications of psychology to learning and instruction; learning theories (Vygotsky), cognition and the role played by teachers and significant others and the implication these have for classroom practice; Motivation, Cognition and Metacognition in learning. Students' questions, ideas and observation in relation to different theories and concepts will be placed at the centre of their understanding and learning. Open-ended investigations into questions and/or problems will require students to engage in evidence-based reasoning and creative problem finding' and problem solving. A range of teaching methods, which include questions or problems case studies; complex, ill-structured, open-ended real-world problems and problem-based learning will be used to provide contexts for learning

Instruction: Lecturers (face to face), using stimulating enquiry strategies, collaborative learning, critical, engagement with literature, research, independent self-study, and technologically mediated learning.

**Assessment**

**Formative (50%)**

Students will be expected to do assignments; write tests; take part in discussions and do oral presentations on a continuous basis.

**Summative (50%)**

The marks for continuous assessment component and a three (3) hour examination at the end of the academic year will be combined to get a final mark.

**Credits: 10**

## **PHILOSOPHY EDUCATION**

**Code: PHH 511**

**Purpose:** This module will focus on major philosophies (Idealism, realism, pragmatism, existentialism) aims of education; educational philosophies (perennialism, essentialism, progressivism, reconstructions); the role and value of philosophy in education; a critical evaluation and analysis of current educational issues.

**Content:** These major philosophies will be used to theorise, analyse, critique, raise questions about, and /or pose problems to be investigated. Philosophical inquiries, which will be either used to integrate and give synoptic meaning to knowledge about problems associated with educational institutions. A range of teaching methods which include questions or problems, case studies, complex, ill-structured, open ended real-world problems and problem-based learning will be used to provide contexts for learning.

**Instruction:** Lecturers (face-face), using stimulating enquiry strategies, collaborative learning, critical engagement with literature, research independent self-study and technologically mediated learning.

**Assessment:**

**Formative (50%)**

Students will be expected to do assignments; write tests; take part in discussions and do oral presentations on a continuous basis. Assignments and tests will be marked on a continuous basis.

**Summative (50%)**

The marks for continuous assessment component and a three (3) hour examination at the end of the academic year will be combined to get a final mark.

**Credits: 10**

## **NATURE OF SCIENCE AND ISSUES IN SCIENCE EDUCATION**

**Code: NSS 501**

**Purpose:** The purpose of this module is to introduce the students to the on ongoing debates about epistemological and ontological issues related to the nature of science and the development of scientific knowledge. In addition the module will also look at the issues of language, gender and culture in science and their impacts on science

**Content:** Epistemological and ontological issues related to the nature of science and the development of scientific knowledge; Scientific method; Language issue in science education and its impacts on science; Gender issue in science education and its impacts: Cultural issues in science and their impacts on science

**Instruction:** Lectures (face to face), using stimulating enquiry strategies, collaborative learning, critical engagement with literature, research, independent self-study, and technologically mediated learning through blended learning and flipped classrooms.

**Assessment**

**Formative assessment (50%):**

Comprising assignments; oral presentations; discussions; and tests.

**Summative assessment (50%):**

A 3-hour examination at the end of the academic year.

**Pre-requisite(s):** Undergraduate Degree in Science or equivalent.

**Credits:** 24

## INTRODUCTION TO EDUCATIONAL RESEARCH

**Code:** ERH 511

**Purpose:** The aim of the module is to provide foundations for the research project in the second year.

**Content:** This module will focus on the introductory aspects of the principles and practice of educational research. It will also focus on the conceptualization and contextualisation of education problems (specifically in the areas of specialisation) with appropriate research objects and research questions including research paradigm; approaches and epistemology in research concept.

**Instruction:** Lecturers (face-face), using stimulating enquiry strategies, collaborative learning, critical engagement with literature, research independent self-study and technologically mediated learning.

**Assessment:****Formative (50%)**

Assignments, projects, tests, oral presentations

**Summative (50%)**

The marks for continuous assessment component and a three (3) hour examination at the end of the academic year will be combined to get a final mark.

**Credits:** 12

## YEAR 2 MODULES

### SOCIOLOGY OF EDUCATION

**CODE:** SOH 511

**Purpose of the module:** To equip students with a scope of knowledge and critical understanding of different issues pertaining to Sociology of Education and their implication for educational provision and attainment

**Content description of the module:** This module will focus on major differential educational attainment; curricular issues; gender issues; language issues and multiculturalism. The focus will also fall upon a number of issues in terms of their implications for educational provision and attainment, inter alia, social class, ethnicity, curriculum and teacher socialization, the link between education and the workplace and the link between education and development. The questioning mode of sociological inquiry will help to identify the fundamental problems from all perspectives (sociology, economics, psychology, gender, curriculum, social class, ethnicity, community, family, school, etc.) that will help to identify fundamental problems in education and on qualitative thinking to bring these difficulties into the form of questions

and problems that can be researched. A range of teaching methods which include questions or problems; case studies; complex, ill-structured, open-ended real-world problems and problem-based learning will be used to provide contexts for learning.

**Instruction:** Lectures (face to face), using stimulating enquiry strategies, collaborative learning, critical engagement with literature, research, independent self-study, and technologically mediated learning.

**Assessment:**

Formative (50%): Students will be expected to do assignments; write tests; take part in discussions and do oral presentations on a continuous basis. Assignments and tests will be marked on a continuous basis. Summative (50%) The marks for the continuous assessment component and a 3-hour examination at the end of the academic year will be combined to get a final mark.

**Credits: 10**

## **SCIENCE EDUCATION CURRICULUM**

**CODE: SEC 502**

**Purpose of the module:**

This module will briefly examine the science curricula offered in South African schools to have a critical look at the challenges faced by South African teachers in teaching science as a practical subject. This module also intends to critically examine the different approaches to inquiry-based teaching and learning in science and to enable the students to develop informed understandings of the characteristics of nature of science and scientific inquiry with regard to the challenges in teaching science subjects in South African classrooms

**Content description of the module:**

- An introduction to the concept "curriculum" including open and hidden curriculum
- An overview of different curriculum models
- A brief general view of Physical Science curriculum in South African schools: A historical perspective
- Complexities and challenges in the design and implementation of Physical Science curriculum in South African schools
- Physical Science as a practical subject
- Teaching Physical Sciences through inquiry (Theoretical underpinnings and the different models)

**Instruction:** Lectures (face to face), using stimulating enquiry strategies, collaborative learning, critical engagement with literature, research, independent self-study, and technologically mediated learning.

**Assessment:** Formative assessment in the form of assignments and summative assessment in the form of examination

**Credits: 24**

## **RESEARCH PROJECT**

**CODE: ERH 502**

**Purpose:** To conduct and submit an independent supervised research project in different areas of specialisation, namely, Early Childhood Education, Environmental Education, Inclusive Education, Education Leadership and Management and Science Education



**Content:** Revise and strengthen research proposal developed in Year 1; identify and construct data collection tools relevant for the study; data collection; data analysis and presentation; discussion of data and producing a research report.

**Instruction:** Critical engagement with literature, research, independent self- study, and technologically mediated learning. Lectures (face to face) for discussions with peers in seminars and with supervisor.

**Assessment:** Lecturer assessment in form of assignments, and oral presentation.

**Credits:** 30

## **MASTER OF EDUCATION (M Ed)** **(By Dissertation): CODE 51000**

*See also General Rules of the University of Fort Hare.*

### **E.64 Purpose**

The M Ed is a postgraduate qualification that accredits candidates' capacity to undertake well-founded and independent inquiry in the field of education.

### **E.65 Admission**

A person shall not be admitted as a candidate for the degree unless he/she

i) is in possession of a Bachelor of Education Honours degree or another relevant Bachelor Honours degree or a Postgraduate Diploma in a cognate field of specialisation.

ii) has obtained a 60% mark in the previous Honours Qualification examination in the discipline or subject which he elects as his field or research or satisfies Senate that he has sufficient knowledge or experience in such a field to undertake the course of study.

Any foreign qualification must be submitted to SAQA for evaluation.

### **E.66 Curriculum**

**E.66.1** The research, in the form of a dissertation, must show that the candidate:

- a. is sufficiently acquainted with the appropriate methods of research;
- b. is sufficiently acquainted with the appropriate literature; and
- c. has satisfactorily presented the results of independent research for the award of the degree.
- d. In addition, such dissertation must be satisfactory as to literary style and presentation.
- e. Save for exceptional circumstances approved by the Senate, the upper limit for a dissertation in the case of a Master's degree by research only will be 50 000 words of text (approximately 150 A4 pages of double-spaced typing, excluding footnotes, illustrative material and appendices).
- f. A dissertation shall contain a summary of its contents not exceeding 300 words in length.

### **E.67 Examination**

The degree shall be conferred on any person who has either:

- i) been registered for the degree of Master of Education not less than two and no more than six consecutive semesters of full-time study, or
- ii) has been registered for the Master of Education degree for not less than four and no more than eight consecutive semesters of part-time study,

and

- iii) where these maximum periods are exceeded, the candidate shall be excluded. However, the candidate can submit a motivated application to be readmitted, and the Faculty Research and Higher Degrees Committee may then recommend an extension of the period to Senate, which will then make a final determination.

The examination of the course will consist of a dissertation on an educational topic approved by Faculty Board.

**E.68 Requirements to Pass**

A pass may be recommended by the Faculty Board for the award of the degree to a candidate who, in the opinion of the examiners, has attained the desired standard.

**E.69 Pass with distinction**

A pass with distinction may be awarded to a candidate who, in the opinion of the examiners, has attained the desired standard.

## **DOCTOR OF PHILOSOPHY (PhD)**

### **(CODE 51501)**

#### **E.70 Admission and Registration**

A person shall not be admitted as a candidate for the degree unless he/she:

- i) is in possession of a Master of Education degree or another appropriate Master's degree (NQF Level 9), and
- ii) has obtained a minimum 60% mark in the Master of Education or any other appropriate Master's degree examination, or satisfies the Senate that he has sufficient knowledge or experience in such a field to undertake doctoral studies in education.

Any foreign qualification must be submitted to SAQA for evaluation.

#### **E.71 Examination**

The degree shall be conferred on any person who has:

- i) been registered for the degree of Doctor of Philosophy in Education for not less than four and no more than eight consecutive semesters of full-time study, or
- ii) been registered for the degree of Doctor of Philosophy in Education for less than six and no more than ten consecutive semesters of part-time study, and
- iii) where these maximum periods are exceeded, the candidate shall be excluded. However, the candidate can submit a motivated application to be readmitted, and the Faculty Research and Higher Degrees Committee may then recommend an extension of the period to Senate, which will then make a final determination.

#### **E.72 Thesis**

A candidate shall submit a thesis for examination on a topic approved by Faculty Board.

#### **NOTA BENE:**

*These rules must be read in conjunction with the University of Fort Hare General Prospectus.*

*The information listed in this publication was correct at the time of publication but may change without prior notice. Please contact the Faculty Office or the relevant directorate for more information*

MINIMUM ENTRY REQUIREMENTS FOR BACHELOR'S DEGREE					
Programme Name*	Prog. Code (ITS)	SAQA ID	Subject Requirements	Minimum Level of Achievement	Minimum APS Score
Bachelor of Education Senior and FET Phase (Agriculture specialisation)	50049	112523	English - Home language OR English - First additional language	4 (50-59%)	28 (29 with ML)
			Mathematics OR Mathematics Literacy	4 (50-59%) 5 (60-69%)	
			Agricultural Science	4 (50-59%)	
			Life Sciences	4 (50-59%)	
			Other Subjects (2)	2X4 (50%-59%)	
			Life Orientation	4 (50-59%)	
Bachelor of Education Senior and FET Phase (Commerce specialisation)	50049	112523	English - Home language OR English - First additional language	4 (50-59%)	28 (27 with Maths)
			Mathematics OR Mathematics Literacy	3 (40-49%) 4 (50-59%)	
			Any two of the following: Accounting OR Economics OR Business management	2X4(50%-59%)	
			Other Subjects (2)	2X4 (50%-59%)	
			Life Orientation	4 (50-59%)	
Bachelor of Education Senior and FET Phase (Science specialisation)	50049	112523	English - Home language OR English - First additional language	4 (50-59%)	28
			Mathematics	4 (50-59%)	
			Physical Science OR Life Science OR Geography OR Computer Application Technology	4 (50-59%)	
			Other Subjects (3)	3X4 (50%-59%)	
			Life Orientation	4 (50-59%)	
Bachelor of Education Senior and FET Phase (Social Science specialisation)	50049	112523	English - Home language OR English - First additional language	4 (50-59%)	28
			isiXhosa – Home or First additional language OR Afrikaans - Home or First additional language	4 (50%-59%)	
			History OR Geography	4 (50%-59%)	
			Other Subjects (3)	3X4 (50%-59%)	
			Life Orientation	4 (50-59%)	
Bachelor of Education in Foundation Phase Teaching	50045	103090	English - Home language OR English - First additional language	4 (50%-59%)	28 (29 with ML)
			Mathematics Mathematic Literacy	4 (50%-59%) 5 (60%-69%)	
			isiXhosa – Home or First additional language OR Afrikaans - Home or First additional language	4 (50%-59%)	
			Other Subjects (3)	3X4 (50%-59%)	

			Life Orientation	4 (50-59%)	
Bachelor of Education in Intermediate Phase Teaching	50046	99690	English - Home language OR English - First additional language	4 (50%-59%)	28 (29 with ML)
			Mathematics Mathematic Literacy	4 (50%-59%) 5 (60%-69%)	
			isiXhosa – Home or First additional language OR Afrikaans - Home or First additional language	4 (50%-59%)	
			Other Subjects (3)	3X4 (50%-59%)	
			Life Orientation	4 (50-59%)	

### **Alice (Main) Campus**

Private Bag X1314,  
King William's Town Road, Alice, 5700, RSA  
Tel: +27 (0) 40 602 2531 / 2518 / 2037

### **East London Campus**

Private Bag X9083,  
50 Church Street, East London, 5201, RSA  
Tel: +27 (0) 43 704 7299 / 7298 / 7117

### **Bhisho Campus**

P.O Box 1153,  
Independence Avenue, Bhisho, 5600, RSA  
Tel: +27 (0) 40 608 3407

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