University of Fort Hare
Together in Excellence

Prospectus 2020

FACULTY OF EDUCATION
FACULTY OF EDUCATION

VISION

We 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.

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.
FACULTY OFFICE CONTACT DETAILS

Dean:  Prof. V.S Mncube, STD (Eshowe College of Education, DET); BA; B.Ed. (University of Zululand); CLAIT (ICT); IBTII (ICT) (Bourneville TVET College, Birmingham, UK); M.Ed. International Management and Policy; Post-Graduate Certificate in Research -PGCR; PhD (University of Birmingham, UK)

Deputy Dean (Teaching and Learning):  Prof MP Mavuso, SPTD (Bensonvale College), Dip Practical Labour Law (NMMU), BA, BA Hons (History), B. Ed (Hons), M Ed, PhD (UFH)

Deputy Dean (Research & Internationalisation):  Vacant

Faculty Manager:  Mrs N Magocoba, N.Dip in Mngmt Assist (EL College), B Admin PM, B Admin (Hons) Industrial Psychology, M Admin Industrial Psychology (UFH)

Assistant Faculty Manager:  Mrs B Harry, B Admin PA (UFH)

Senior Secretary:  Vacant
Admin Assistant:  Ms NM Nogqwazi

Address all correspondence for Alice Campus to:
The Faculty Manager
Alice Campus
Faculty of Education
Private Bag X 1314
ALICE
5700

Tel. No.  040 602 2412/2410
Fax No.  040 602 2448
Email-fax.  0866216834
E-mail  nmagocoba@ufh.ac.za

Address all correspondence for East London Campus to:
The Assistant Faculty Manager
Faculty of Education
Corner of Fleet and Cambridge Street
P/B X 9083
EAST LONDON
5201

Tel. No.  043 704 7186
Fax No.  043 704 7113
Email:  bharry@ufh.ac.za
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BACKGROUND AND ORGANISATION OF THE FACULTY

The Faculty of Education comprises of two distinct academic schools, namely the School of Further and Continuing Education and the School of General and Continuing Education under the leadership of the Dean. The Faculty is also the home of the Nelson Mandela Institute for Rural Education and Development (NMI), formally launched in 2007.

The Faculty Board, chaired by the Dean, consists of staff members who meet quarterly to consider various matters pertaining to the Faculty and the University at large. All decisions made by the Board of Faculty are taken to Senate for ratification and from there, where appropriate, to the Council, which is the highest decision-making body in the University.

The Dean is appointed by the University Council for a period of five years. The Dean is the Chief Executive Officer of the Faculty and is responsible for the direction of the Faculty—the leadership and management. The Dean reports to the Vice-Chancellor, the Senate and the Council of the University, attends the national Deans’ Forum meetings with the National Department of Education and the Minister of Education and is therefore involved with policy making for teacher education for the country.

The Faculty of Education at Fort Hare, under the Dean’s office (a Faculty Manager and a Senior Secretary), consists of two campuses. They are based in Alice and in East London.

The Dean of Education is based at the East London campus. The Faculty Manager, to a large extent, is responsible for academic matters and operates from the Alice campus in liaison with the Dean. In addition, the Faculty Office has a Deputy Dean Teaching and Learning, a Deputy Dean Research and internationalisation and an Assistant Faculty Manager who is based at the East London campus.
FACULTY STAFF

DEAN’S OFFICE

Dean: Prof. V.S Mncube, STD (Eshowe College of Education, DET); BA; B.Ed. (University of Zululand); CLAIT (ICT); IBTII (ICT) (Bourneville TVET College, Birmingham, UK); M.Ed. International Management and Policy; Post-Graduate Certificate in Research -PGCR; PhD (University of Birmingham, UK)

Deputy Dean (Teaching & Learning): Prof MP Mavuso, SPTD (Bensonvale College), Dip Practical Labour Law (NMMU), BA, BA Hons (History), BEd (Hons), M Ed, PhD (UFH)

Deputy Dean (Research & Internationalisation): Vacant

Faculty Manager: Mrs N Magocoba, N. Dip in Mngmt Assist (EL College), B. Admin HRM, B. Admin (Hons) IPS, M. Admin IPS (UFH)

Assistant Faculty Manager: Mrs B Harry, B Admin PA (UFH)

Senior Secretary: Vacant

Bursary Officer: Ms A Gumenge, BAdmin PA, PGCE (UFH)

Admin Assistant: Ms NM Nogqwazi

SCHOOL OF FURTHER AND CONTINUING EDUCATION

Head of School: Dr WW Hendricks: DEIII (Dower); HDEIV (Dower); BEd Hons (UPE); MEd (NMMU); PhD (NMMU)

Deputy Head of School: Dr N Caga: PST (St Mathew’s college) BA (UFH), BA Hons (Rhodes), PGDE (RAU) MTech (TUT); D. Tech (TUT)

Professor:

Senior Lecturer(s): Mrs NV Mdaka, BA, UED, B Ed Hons, Dip App Ling (UFH), M Ed (Wits)

Mr MAA Macanda, BA, HDE, B Ed (UFH), M Ed (Wits) Certificate in Public Management (Wits)

Dr M Kganedi, B.Ped, BSc (Hon), MEd (UFH), PhD (UFH)
Dr S Luggya, BA. (Makere University), BA Hons Econ (UFH), MBA (Business school Netherlands), HED (Potschefstroom University), PhD (UFH)
Ms PN Tyilo, B.Ped (UFH); B.Ed (Hon), BSoc Sci Hons in Psychology –cumlaude (UFH); PDM (HIV/AIDS), M.Phil (Stellenbosch)
Dr WW Hendricks, DEIII (Dower); HDEIV (Dower); BEd Hons (UPE); MEd (NMMU); PhD (NMMU)
Dr N Caga: BA (UFH), BA Hons (Rhodes), PGDE (RAU) MTech (TUT); D. Tech (TUT)

Lecturer(s):
Mrs M Mdledle, STD (Griffith’s Mxenge College), BA (UNISA), BA (Hons)(Rhodes), MA (Stellenbosch)
Dr X Khalo, STD (Rubusana); FDE (RAU); ACE(UFH); Certificate in School Leadership (Stellenbosch); B.Ed(Hons) (NMU); MEd & PhD(UFH)
Mr M Nkohla, BSc; MSc & PGCE (UFH); MEd (UKZN)
Ms B Kafu-Quvane, CCNA(UFH), BA & HDE(University of Transkei), BEd(Hons) (UP), MEd (UKZN)
Mr M Skhephe, BEd; BEd (Hons), MEd, DEd (WSU)
Ms B Mzilikazi, STD (Butterworth College of Education), ACE (UWC), BEd (RU), BEd Hons, MEd (UWC)

Administrators:
Ms N Nquma, Advanced Certificate in Public Admin (UFH), BAdmin (UFH)
Mr. A Fasi, BAdmin & B. Soc. Sci (Hons) (UFH)

SCHOOL OF GENERAL AND CONTINUING EDUCATION

Head of School: Prof N Duku, B Ped & B Ed (UFH), M Ed (Manchester), PhD (UCT)
Acting Deputy Head of School: Dr S Makeleni BEd Prim (UFH), B Ed Hons, MEd (UFH) PhD (UFH)
**Professor:** Prof EO Adu, BEd (Hons), M Ed, PhD (Ibadan)

**Senior Lecturers:**
- Dr I Roy BA (UWC); HDE (UWC); BA Hon (UNISA) M. Phil (Stell), PhD (UFH)
- Dr M Nela, BSc (UFH); HED (UFH); BEd (UFH); MEd (UFH); PhD (NMU)

**Lecturers:**
- Ms P Maxakato, STD (Cape College), Data Capturing Diploma (Academy of Learning), BA & B Ed Hons (UWC), BA Hons (Rhodes), M Ed (UWC)
- Mr P Shaw, NTD (ELTC), FDE & B Ed Hons (Rhodes), MEd (Rhodes)
- Ms NP Bambiso, HED (Unisa), BSc Hons, MSc (UFH), MSc Hons (NMMU), PGDE (NMMU), MEd (Newcastle University)
- Ms B Williams, JPED (Springfield College), HDE (UNISA), B Ed Hons (UFH), M.Ed (UFH)
- Ms K Hackmack BPrim Ed (RU), B.Ed Hons (RU), MEd (RU)
- Dr H Gangqa SPTD (Rubusana College), BA, ACE (Mathematics GET), B.Ed (Hons), M.Ed, PhD (UFH).
- Dr N Khewu, SED (CUT), Dipl. Psychology (INTEC), BTech: Ed Management (TUT), MPhil: Applied Ethics (Stell. Univ), PhD Ed (UFH)
- Dr S Makeleeni BEd Prim (UFH), B Ed Hons, MEd, PhD (UFH)
- Dr NCP Ngibe STD (Mathematics and Science (Maluti College); BA (IsiXhosa and Psychology) WSU; BEd (Mathematics Education) BEd Hons (Mathematics Education); MEd (Governance and Policy Management WSU); PhD in Education UFH.
- Dr MS Mkhomi SPTD (Soweto College); BA (History and Psychology) UNISA; BEd Hons (Leadership and Management) NWU; MPhil (Conflict Management and Transformation (NMU); PhD in Education UFH.

**Resource Centre Administrators:**
- Mrs S Collins
- Mrs G Kolisi BAdmin (PA) (UFH)

**Senior Administrator:** Mrs N Sibeko
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 2017. The following certificates, diplomas and degrees may be awarded in the Faculty of Education in 2017, depending on availability of staff, student numbers and need.

<table>
<thead>
<tr>
<th>Description</th>
<th>Abbreviation</th>
<th>Qualification Code</th>
<th>NQF Level &amp; Credits</th>
<th>Campus / Site offered</th>
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<td><strong>CERTIFICATES</strong></td>
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<td><strong>Postgraduate Certificate in Education:</strong></td>
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<tr>
<td>Senior Phase or FET Band</td>
<td>PGCE (SP/FET)</td>
<td>52401</td>
<td>7/120</td>
<td>Alice</td>
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<tr>
<td>Foundation, Intermediate &amp; Senior Phase (GET Band)</td>
<td>PGCE (GET Band)</td>
<td>50017 (No new intake)</td>
<td>7/120</td>
<td>East London</td>
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<tr>
<td><strong>Postgraduate Diploma:</strong></td>
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<tr>
<td>in Higher Education and Training</td>
<td>PGDHET</td>
<td>52402</td>
<td>8/120</td>
<td>Alice and East London</td>
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<tr>
<td>School Leadership &amp; Management</td>
<td>ADSML</td>
<td></td>
<td>7/120</td>
<td>Alice and East London</td>
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<td><strong>Advanced Certificate:</strong></td>
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<td></td>
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<tr>
<td>in Foundation Phase Teaching</td>
<td>ACT</td>
<td>50044</td>
<td>6/120</td>
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<td><strong>DEGREES</strong></td>
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<td><strong>Bachelor of Education</strong></td>
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<td>Foundation, Intermediate and Senior Phase (GET Band) (Initial Training)</td>
<td>B Ed (FP/IP/SP)</td>
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<td>Foundation Phase</td>
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<td>Alice &amp; EL</td>
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<tr>
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<tr>
<td>Course</td>
<td>Degree</td>
<td>Course Code</td>
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<td>Supervisor</td>
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<tr>
<td>BEd (Hons) Inclusive Education</td>
<td>BEd (Hons)</td>
<td>8/120</td>
<td>Alice</td>
<td></td>
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<tr>
<td><strong>Master of Education:</strong></td>
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<tr>
<td>By dissertation only</td>
<td>M Ed</td>
<td>51000</td>
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<td>Alice &amp; EL</td>
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<td><strong>Doctor of Philosophy:</strong></td>
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<tr>
<td>Doctor of Philosophy</td>
<td>PhD</td>
<td>51501</td>
<td>10/360</td>
<td>Alice &amp; EL</td>
</tr>
</tbody>
</table>
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 becomes 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 practising 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:

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 though 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.
This is a new programme, 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 specialized 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.

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<th>Year 1 MODULE</th>
<th>NQF</th>
<th>Credit Value</th>
<th>Year 2 MODULE</th>
<th>NQF</th>
<th>Credit Value</th>
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<td>Multi-grade Teaching</td>
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<td>Numeracy 1</td>
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<td>8</td>
<td>Numeracy 2</td>
<td>6</td>
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<tr>
<td>Education and Diversity</td>
<td>6</td>
<td>8</td>
<td>Work Integrated Learning</td>
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<td>8</td>
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<tr>
<td>ICT (optional)</td>
<td>5</td>
<td>12</td>
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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 21st 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

**AFL201E: 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

EFL201E: 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

OR

XFL201E: First Additional Language isiXhosa

Purpose: To familiarize teachers primarily with the content (knowledge, concepts and skills) taught in the Foundation Phase as contained in the isiXhosa 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
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

E.44 Admission
A learner shall not be admitted as a candidate for the Postgraduate Diploma in HET unless the learner –
E.44.1 Has prior or concurrent Higher Education teaching experience.
E.44.2 A discipline-related qualification at NQF Level 7, or a discipline-related qualification at NQF Level 6 and appropriate work experience in teaching in Higher Education.

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. The six compulsory modules incorporate the core unit standards specified by the Standards Generating Body (SGB) for educators in Higher Education and Training HET. The curriculum consists of the following four core modules for in the Alice and East London campus.

Learners need to complete SIX core modules 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 503/HET503E Facilitation of Learning

Year 2
HET 505/HET505E Curriculum Development
HET507/HET507E Technology Enhanced Learning
HET 500/HET500E Portfolio Integration

Learners need to choose ONE elective to satisfy the requirements for the qualification. Learners are permitted to do the elective after completing two core modules. The elective modules are
HET 506/HET50E Management of HET Learning Programmes
HET 509/HET509E Supervision of Postgraduate Research in HET
HET511/HET511E Recognition of Prior Learning

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
POSTGRADUATE DIPLOMA IN HIGHER EDUCATION AND TRAINING
PGDipHET

For the full PGDipHET qualification, there are six compulsory modules, plus one elective. Modules may also be undertaken as individual Continuing Education entities in the form of short courses.

HET 500: 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: 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.
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: 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 503: 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: 45

HET 505: 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 507: 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.
BACHELOR OF EDUCATION (B Ed)
Foundation or Intermediate or Senior Phase (GET Band):
CODE 50024 (No new intake)

This course is offered only in East London

E.52 Purpose
The B. Ed (FP/IP/SP) is for persons wanting to become qualified as professional educators in schooling at Foundation or Intermediate or Senior phase in the GET band.

E.53 Admission
The candidate must fulfill the general rules for admission to a first degree. The B Ed provides access to the B Ed (Hons) degree at NQF Level 7 (Educators in Schooling) and to the ACE Specialization/Re-skilling qualifications.

E.54 Duration
The duration of the programme shall not be less than four years of full-time study.

E.55 Mode of instruction
Approximately one third of notional hours is dedicated to contact sessions with lecturers. The remaining two-thirds are allocated to foundational, practical and reflective tasks in groups, and individually.

E.56 Curriculum
The B Ed is a 480 credit qualification at NQF Level 6 (Educators in Schooling). The total number of credits for the whole degree should not be less than 480 credits and not more than 528 credits.

The curriculum for the degree shall be as follows:

YEAR 1

• English
Either English for Special Purposes (ESP 111E and ESP 122E) or English Studies and Comparative Literature (ECL 110E and ECL 120E)
One of the following (except for those who register from outside South Africa):
  • Afrikaans
Afrikaans Prakties (AFP 111E and AFP 122E) or Afrikaans (AFR 111E and AFR 122E)
  • Xhosa
IsiXhosa (Non-mother tongue) (XNM 111E and XNM 122E) or IsiXhosa (XHS 111E and XHS 122E)
One of the following:
• History 1 (HIS 111E and HIS 122E)
• Social work 1 (SWK 110E and SWK 120E)
• Psychology 1 (PSY 111E and PSY 122E)
• Sociology 1 (SOC 111E and SOC 122E)
• Philosophy (PHL 111E, PHL 112E, PHL 123E, PHL 124, PHL 125E)

NB: Under certain circumstances candidates may be exempted from the language requirements indicated above, subject to alternative modules being approved by the Dean of Education.

“Students may be permitted to continue with additional courses in ANY of the above modules at higher levels in their 2nd, 3rd and 4th years with written permission from the Head of School (HoS) of the BEd programme and the Dean of the Faculty of Education provided the student has obtained a minimum average of 65% in all modules offered by the Education Faculty as part of the BEd programme in the year prior to which the student intends to register for additional modules in the other faculty. The student should fill in a consent form duly approved and signed by the Head of School (HoS) of the BEd programme and the Dean of Education Faculty and the HOD of the relevant department offering the additional course and the Dean of the concerned Faculty.”

FOUNDATION OR INTERMEDIATE OR SENIOR PHASE STUDIES 1

LKA/GP 111E: Life, Knowledge, Action/Grounding Programme

Purpose: The LKA-Grounding Programme is a transdisciplinary teaching and learning experience based on a just, humanizing and collaborative pedagogy that builds on students' knowledge as a way of developing compassionate, socially-engaged, critical and responsible citizens.

Content: The thematic areas include collective futures; democracy, diversity and identity; science, technology, environment and society; poverty, inequality and development.

Instruction: All learning activities are organized to be self-managed, self-directed and self organized on the individual, small group (imizi) and larger group (ekhaya) level. Learning activities will include reading and discussion of relevant material relating to themes. The material (multi-media) is chosen with the intention of invoking thought, debate and reflection. The student will be expected to ‘report back’ on the pedagogical experience by completing a weekly two page journal entry.

Assessment: Formative assessment shall be conducted through attendance and participation in the activities of the programme, the submission of written assignments, and group based activities and projects. This will form the basis of a summative judgement on whether the participant has been successful in the course.

Credits: 16
FPS122E: **Foundation Phase Studies: Mathematics**

**Purpose:** Methodological frameworks will be established in order to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected on in order to develop reflective teachers in Mathematics and Mathematics Education.

**Content:** Reflecting on classroom-based learning and teaching in mathematics and mathematics education. The core content is derived from the students' observation, conceptualization and understanding of schools which the lecturers use to scaffold further understanding in order to develop critical thinking and academic literacy skills for learning and teaching.

**Instruction:** Methods include classroom-based reflective teaching, readings, workshops, discussions, presentations, problem-solving and collaborative learning.

**Assessment:** Continuous formative assessment through participation in class, classroom-based practice is assessed through academic, professional and content-based assignments and class reflections as well as summative examinations in November.

**Pre-requisite:** None

**Credits:** 8

FPS123E: **Foundation Phase Studies: Language**

**Purpose:** The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in language and language education.

**Content:** The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in language and language education.

**Instruction:** Methods include classroom-based reflective teaching, readings, workshops, discussions, presentations, problem-solving and collaborative learning.

**Assessment:** Continuous formative assessment through participation in class, classroom-based practice is assessed through academic, professional and content-based assignments and class reflections as well as summative examinations in November.

**Pre-requisite:** None

**Credits:** 8

IPS123E: **Intermediate Phase Studies: Mathematics**

**Purpose:** The methodological frameworks established in semester 1 during lectures, serve to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in mathematics and mathematics education.

**Content:** The methodological frameworks established in semester 1 during
lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in mathematics and mathematics education.

**Instruction:** Methods include classroom-based reflective teaching, readings, workshops, discussions, presentations, problem-solving and collaborative learning.

**Assessment:** Continuous formative assessment through participation in class, classroom-based practice is assessed through academic, professional and content-based assignments and class reflections as well as summative examinations in November.

**Pre-requisite:** None

**Credits:** 8

**IPS124E: Intermediate Phase Studies: Language**

**Purpose:** The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in language and language education.

**Content:** The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in language and language education.

**Instruction:** Methods include classroom-based reflective teaching, readings, workshops, discussions, presentations, problem-solving and collaborative learning.

**Assessment:** Continuous formative assessment through participation in class, classroom-based practice is assessed through academic, professional and content-based assignments and class reflections as well as summative examinations in November.

**Pre-requisite:** None

**Credits:** 8

**SPS 121E: Senior Phase Studies Reflective Practice**

**Purpose:** The methodological frameworks established in semester 1 during lectures, serve to underpin and support classroom-based experience. Links with classroom experiences and theory are reflected upon in order to develop reflective classroom practitioners in language and mathematics

**Content:** Reflecting on classroom-based learning and teaching in language and mathematics. The core content is derived from the students’ observation and experiences in schools which the lecturers use to scaffold further understanding in order to develop critical thinking and academic literacy skills for learning and teaching

**Instruction:** Methods include classroom-based reflection, readings, workshops, discussions, presentations, problem-solving and collaborative learning

**Assessment:** Continuous, formative, assessment through participation in class,
classroom-based experience is assessed through academic, professional and content-based assignments and class reflections as well as summative examinations in November.

Credits: 16

**PROFESSIONAL STUDIES 1**

**PSL 121E: Media Science**

**Purpose:** The purpose is to further expose the learners to a variety of technologies in education for the creation of classroom media and resources in order to construct essays, power point presentations, posters, worksheets, class lists, reports, rubrics, overheads transparencies and other classroom media.

**Content:** Construction of learning and teaching resources including design, functionality and form; developing computer literacy skills in MSWord, Powerpoint and Excel.

**Instruction:** Instruction methods include lectures and workshops which are activity based. Scaffolding is provided by lecturers. Students participate individually and in groups. Students work on computers in the computer laboratory.

**Assessment:** Diagnostic testing to assess computer skills resulting in additional support, Continuous formative assessment through participation in class and summative assessment of portfolios and media produced.

Credits: 8

**SCHOOL EXPERIENCE 1**

**SCE 112E: SIMULATED SCHOOL EXPERIENCE**

**Purpose:** The purpose of this module is to provide students with knowledge of classroom-based practice through simulated school experience for the respective phases namely, foundation and intermediate phase. This module serves as an introduction to schools as dynamic teaching and learning environments.

**Content:** A first semester module focusing on the transition from school or work to teacher education. Lectures on school-based teaching and learning as dynamic environments will be presented. Observation of simulated classroom-based teaching. Students will observe and reflect on these simulated school and classroom-based practices.

**Assessment:** Group discussions, collaborative learning, contact sessions and reflective writing, form an integral part of the assessment for this module. Evidence-based formative and summative assessment based on students' knowledge and understanding through interactive critical and reflective feedback. Summative assessment is based on the submission of a simulated school experience portfolio.
Pre-requisite: None
Credits: 8

YEAR 2
FOUNDATION OR INTERMEDIATE OR SENIOR PHASE STUDIES 2

FPS212E: Foundation Phase Studies: Mathematics
Purpose: The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in mathematics and mathematics education.
Content: The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in mathematics and mathematics education.
Instruction: Methods include classroom-based reflective teaching, readings, workshops, discussions, presentations, problem-solving and collaborative learning.
Assessment: Continuous formative assessment through participation in class, classroom-based practice is assessed through academic, professional and content-based assignments and class reflections as well as summative examinations in June.
Pre-requisite: FPS122E
Credits: 6

FPS213E: Foundation Phase Studies: Language
Purpose: The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in language and language education.
Content: The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in language and language education.
Instruction: Methods include classroom-based reflective teaching, readings, workshops, discussions, presentations, problem-solving and collaborative learning.
Assessment: Continuous formative assessment through participation in class, classroom-based practice is assessed through academic, professional and content-based assignments and class reflections as well as summative examinations in June.
Pre-requisite: FPS123E
Credits: 6
FPS214E:  **Foundation Phase Studies: Life Skills**  
**Purpose:** The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in life skills education.

**Content:** The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in life skills education.

**Instruction:** Methods include classroom-based reflective teaching, readings, workshops, discussions, presentations, problem-solving and collaborative learning.

**Assessment:** Continuous formative assessment through participation in class, classroom-based practice is assessed through academic, professional and content-based assignments and class reflections as well as summative examinations in June.

**Pre-requisite:** None  
**Credits:** 4

IPS216:  **Intermediate Phase Studies: Mathematics**  
**Purpose:** The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in mathematics and mathematics education.

**Content:** The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in mathematics and mathematics education.

**Instruction:** Methods include classroom-based reflective teaching, readings, workshops, discussions, presentations, problem-solving and collaborative learning.

**Assessment:** Continuous formative assessment through participation in class, classroom-based practice is assessed through academic, professional and content-based assignments and class reflections as well as summative examinations in June.

**Pre-requisite:** IPS123E  
**Credits:** 6

IPS217E:  **Intermediate Phase Studies: Language**  
**Purpose:** The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in mathematics and mathematics education.
IPS218E: Intermediate Phase Studies: Arts & Culture/Life Orientation

Purpose: The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in mathematics and mathematics education.

Content: The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in mathematics and mathematics education.

Instruction: Methods include classroom-based reflective teaching, readings, workshops, discussions, presentations, problem-solving and collaborative learning.

Assessment: Continuous formative assessment through participation in class, classroom-based practice is assessed through academic, professional and content-based assignments and class reflections as well as summative examinations in June.

Pre-requisite: None

Credits: 4

SPS 211E: Senior Phase - Learning and Teaching

Purpose: The first semester course aims to equip the students to become informed, effective and confident classroom practitioners. The focus is to introduce students to pertinent methodological issues and to develop their content knowledge with a view to deepening their understanding and experience.

Content: Exploration of the National Curriculum Statements (NCS) for each of the learning areas, relevant to phase selection; learning and teaching methodologies in relation to the learning outcomes for each learning area, relevant to phase; and developing content knowledge and skills within the learning areas.

Instruction: Methods include lectures, readings, workshops, discussions, demonstrations, presentations, videos, experiments, problem-solving,
collaborative learning and games.

Assessment: Diagnostic tests of content knowledge with accompanying intervention; continuous formative assessment through participation in class, assignments (academic, professional and content-based), tests, reflective writing, structured portfolios, presentations; summative assessment through examinations in June.

Credits: 16

**FPS 222E: Foundation Phase Studies: Mathematics**

**Purpose:** The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in mathematics and mathematics education.

**Content:** The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in mathematics and mathematics education.

**Instruction:** Methods include classroom-based reflective teaching, readings, workshops, discussions, presentations, problem-solving and collaborative learning.

**Assessment:** Continuous formative assessment through participation in class, classroom-based practice is assessed through academic, professional and content-based assignments and class reflections as well as summative examinations in November.

**Pre-requisite:** FPS122E

**Credits:** 6

**FPS223E: Foundation Phase Studies: Language**

**Purpose:** The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in language and language education.

**Content:** The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in language and language education.

**Instruction:** Methods include classroom-based reflective teaching, readings, workshops, discussions, presentations, problem-solving and collaborative learning.

**Assessment:** Continuous formative assessment through participation in class, classroom-based practice is assessed through academic, professional and content-based assignments and class reflections as well as summative examinations in November.

**Pre-requisite:** FPS123E

**Credits:** 6
FPS224E: Foundation Phase Studies: Life Skills
Purpose: The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in life skills and life skills education.
Content: The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in life skills and life skills education.
Instruction: Methods include classroom-based reflective teaching, readings, workshops, discussions, presentations, problem-solving and collaborative learning.
Assessment: Continuous formative assessment through participation in class, classroom-based practice is assessed through academic, professional and content-based assignments and class reflections as well as summative examinations in November.
Pre-requisite: FPS214E
Credits: 4

IPS 226E: Intermediate Phase Studies: Mathematics
Purpose: The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in mathematics and mathematics education.
Content: The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in mathematics and mathematics education.
Instruction: Methods include classroom-based reflective teaching, readings, workshops, discussions, presentations, problem-solving and collaborative learning.
Assessment: Continuous formative assessment through participation in class, classroom-based practice is assessed through academic, professional and content-based assignments and class reflections as well as summative examinations in November.
Pre-requisite: IPS123E
Credits: 6

IPS 227E: Intermediate Phase Studies: Language
Purpose: The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in language and language education.
Content: The methodological frameworks established in semester 1 during
lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in language and language education.

Instruction: Methods include classroom-based reflective teaching, readings, workshops, discussions, presentations, problem-solving and collaborative learning.

Assessment: Continuous formative assessment through participation in class, classroom-based practice is assessed through academic, professional and content-based assignments and class reflections as well as summative examinations in November.

Pre-requisite: IPS124E
Credits: 6

IPS 228E: Intermediate Phase Studies: Social Science

Purpose: The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in social science and social science education.

Content: The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in social science and social science education.

Instruction: Methods include classroom-based reflective teaching, readings, workshops, discussions, presentations, problem-solving and collaborative learning.

Assessment: Continuous formative assessment through participation in class, classroom-based practice is assessed through academic, professional and content-based assignments and class reflections as well as summative examinations in November.

Pre-requisite: None
Credits: 4

SPS 221E: Senior Phase - Reflective Practice

Purpose: The second semester course aims to broaden the students’ practical and theoretical understanding of learning and teaching and to reflect on classroom-based experience in order to develop reflective classroom practitioners.

Content: Reflecting on classroom-based learning and teaching in the selected senior phase learning areas which the lecturers use to scaffold further understanding of teaching methods and approaches.

Instruction: Methods include lectures, readings, discussions, classroom-based reflection, presentations, classroom teaching, problem-solving, and collaborative learning.

Assessment: Continuous formative assessment through participation in class, assignments (academic and professional), structured portfolios,
presentations; summative assessment through examinations in November.

Credits: 16

EDUCATION 1

EDU 211E: Child Development and Learning Theories
Purpose: To introduce the students to aspects of human psychology that will provide a foundation for their professional studies and school experience modules.
Content: Theories of child development; Learning Theories and Multiple Intelligences.
Instruction: Methods include lectures, reading, presentations, collaborative learning, active participation, video material and discussion.
Assessment: Continuous formative assessment through participation in class, academic assignments, reflective writing and presentations. Summative assessment through examinations in June.
Credits: 16

EDU 221E: Motivation and Self-concept
Purpose: To equip the students with theories related to motivation and the development of a positive self-concept to promote an optimal learning environment.
Content: Theories relating to the acquisition of self-concept and self-esteem, the self-fulfilling prophecy; Different theories of motivation including behaviourism, humanism and constructivism; Approaches to inclusion.
Instruction: Methods include lectures, reflection of classroom based learning and teaching, reading, presentations, collaborative learning, active participation, video material and discussion.
Assessment: Continuous formative assessment through participation in class, academic assignments, reflective writing and presentations. Summative assessment through examinations in November.
Credits: 16

PROFESSIONAL STUDIES 2

PSL 211E: General Education Methodologies 1
Purpose: To introduce the students to general teaching strategies and principles that promote the development of authentic learning environments through the creation of effective classroom management and organizational practices.
Content: Introduction to professional studies; the learner in the classroom; principles of good teaching practice; classroom management, organization and discipline, lesson planning; teaching strategies.
Instruction: Methods include lectures, independent learning and research, observations in schools, cooperative learning.
Assessment: Continuous formative assessment through participation in class.
PSL 221E: General Education Methodologies 2

Purpose: To build and reflect on teaching and learning strategies used in South African classrooms in order to deepen the students understanding of the link between theory and practice. To explore the role of the parent in education.

Content: Reflection on the roles of the teacher and the learner in the classroom, including the principles of good teaching, classroom management, organisation and discipline and lesson planning in relation to school experience; the role of the parent in education.

Instruction: Methods include lectures, independent learning and research, observations in schools and cooperative learning.

Assessment: Continuous formative assessment through participation in class, assignments (academic and professional), discussions and presentations; summative assessment through examinations in November.

Credits: 16

SCHOOL EXPERIENCE 2

SCE 201E: SCHOOL EXPERIENCE

Purpose: The purpose of this module is to provide the students with knowledge, skills, attitudes and understanding pertaining to their school experience. The purpose is further to provide an opportunity for students to develop their teaching competence while providing support during praxis. Students are required to develop and extend their competence in individual lesson planning, skills for the production and utilization of teaching and learning resources, and strategies for effective classroom management/ discipline. The students are also required to develop their knowledge and skills through the process of implementing current methodological perspectives in the classroom.

Content: Contact lectures in preparation for School Experience; Observation and reflection of best practice; Micro-teaching sessions; Sessions for guided lesson planning and presentation; School-based experience, supported by a mentor teacher.

Assessment: Contact sessions in preparation for school experience, reflection groups and opportunity for individual support through formative assessment of the School Experience File, Host Teacher’s Assessment and Report, as well as school visits by lecturers during which time student teaching is assessed. Summative assessment comprises of the submission of the School Experience File, Host Teacher’s Assessment and Host Teacher’s Report. Minimum school-based practice of 5 weeks.

Pre-requisite: SCE 111E and all year one phase studies modules

Credits: 32
YEAR 3

FOUNDATION OR INTERMEDIATE OR SENIOR PHASE STUDIES 3

**FPS312E: Foundation Phase Studies: Mathematics**

*Purpose:* The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in mathematics and mathematics education.

*Content:* The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in mathematics and mathematics education.

*Instruction:* Methods include classroom-based reflective teaching, readings, workshops, discussions, presentations, problem-solving and collaborative learning.

*Assessment:* Continuous formative assessment through participation in class, classroom-based practice is assessed through academic, professional and content-based assignments and class reflections as well as summative examinations in June.

*Pre-requisite:* FPS212E

*Credits:* 8

**FPS313E: Foundation Phase Studies: Language**

*Purpose:* The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in language and language education.

*Content:* The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in language and language education.

*Instruction:* Methods include classroom-based reflective teaching, readings, workshops, discussions, presentations, problem-solving and collaborative learning.

*Assessment:* Continuous formative assessment through participation in class, classroom-based practice is assessed through academic, professional and content-based assignments and class reflections as well as summative examinations in June.

*Pre-requisite:* FPS213E

*Credits:* 8

**FPS314E: Foundation Phase Studies: Life Skills**

*Purpose:* The methodological frameworks established in semester 1 during
lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in life skills and life skills education.

Content: The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in life skills and life skills education.

Instruction: Methods include classroom-based reflective teaching, readings, workshops, discussions, presentations, problem-solving and collaborative learning.

Assessment: Continuous formative assessment through participation in class, classroom-based practice is assessed through academic, professional and content-based assignments and class reflections as well as summative examinations in June.

Pre-requisite: FPS214E
Credits: 8

IPS316E: Intermediate Phase Studies: Mathematics

Purpose: The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in mathematics and mathematics education.

Content: The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in mathematics and mathematics education.

Instruction: Methods include classroom-based reflective teaching, readings, workshops, discussions, presentations, problem-solving and collaborative learning.

Assessment: Continuous formative assessment through participation in class, classroom-based practice is assessed through academic, professional and content-based assignments and class reflections as well as summative examinations in June.

Pre-requisite: IPS216E
Credits: 8

IPS317E: Intermediate Phase Studies: Language

Purpose: The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in language and language education.

Content: The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are
reflected up in order to develop reflective teachers in language and language education.

Instruction: Methods include classroom-based reflective teaching, readings, workshops, discussions, presentations, problem-solving and collaborative learning.

Assessment: Continuous formative assessment through participation in class, classroom-based practice is assessed through academic, professional and content-based assignments and class reflections as well as summative examinations in June.

Pre-requisite: IPS217E
Credits: 8

**IPS318E: Intermediate Phase Studies: Natural Science and Technology**

Purpose: The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in Natural Science and Technology education.

Content: The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in Arts/Culture/Life Orientation and Arts/Culture/Life Orientation education.

Instruction: Methods include classroom-based reflective teaching, readings, workshops, discussions, presentations, problem-solving and collaborative learning.

Assessment: Continuous formative assessment through participation in class, classroom-based practice is assessed through academic, professional and content-based assignments and class reflections as well as summative examinations in June.

Pre-requisite: IPS218E

**SPS 311E: Senior Phase - studies in context**

Purpose: The purpose of the first semester course is to develop confident, creative, critical and articulate educators that are capable of promoting learning as a human activity that is accessible to all learners.

Content: Learning and teaching methodologies in relation to the learning outcomes for two specified learning areas; developing opportunities for learning within Southern African contexts; developing content knowledge, skills and attitudes for learning through the exploration of relevant contexts.

Instruction: Methods include lectures, readings, workshops, demonstrations, presentations, videos, experiments, problem-solving, collaborative learning, games and independent research.

Assessment: Continuous formative assessment through participation in class, research assignments, and reflective writing; summative assessment through examinations in June.

Credits: 24
**FPS322E: Foundation Phase Studies: Mathematics**

**Purpose:** The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in mathematics and mathematics education.

**Content:** The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in mathematics and mathematics education.

**Instruction:** Methods include classroom-based reflective teaching, readings, workshops, discussions, presentations, problem-solving and collaborative learning.

**Assessment:** Continuous formative assessment through participation in class, classroom-based practice is assessed through academic, professional and content-based assignments and class reflections as well as summative examinations in November.

**Pre-requisite:** FPS222E

**Credits:** 8

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**FPS323E: Foundation Phase Studies: Language**

**Purpose:** The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in language and language education.

**Content:** The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in language and language education.

**Instruction:** Methods include classroom-based reflective teaching, readings, workshops, discussions, presentations, problem-solving and collaborative learning.

**Assessment:** Continuous formative assessment through participation in class, classroom-based practice is assessed through academic, professional and content-based assignments and class reflections as well as summative examinations in November.

**Pre-requisite:** FPS223E

**Credits:** 8

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**FPS324: Foundation Phase Studies: Life Skills**

**Purpose:** The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in life skills and life skills education.

**Content:** The methodological frameworks established in semester 1 during
lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in life skills and life skills education.

**Instruction:** Methods include classroom-based reflective teaching, readings, workshops, discussions, presentations, problem-solving and collaborative learning.

**Assessment:** Continuous formative assessment through participation in class, classroom-based practice is assessed through academic, professional and content-based assignments and class reflections as well as summative examinations in November

**Pre-requisite:** FPS224E

**Credits:** 8

**IPS326E: Intermediate Phase Studies: Mathematics**

**Purpose:** The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in mathematics and mathematics education.

**Content:** The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in mathematics and mathematics education.

**Instruction:** Methods include classroom-based reflective teaching, readings, workshops, discussions, presentations, problem-solving and collaborative learning.

**Assessment:** Continuous formative assessment through participation in class, classroom-based practice is assessed through academic, professional and content-based assignments and class reflections as well as summative examinations in November.

**Pre-requisite:** IPS226E

**Credits:** 12

**IPS328E: Intermediate Phase Studies: Language**

**Purpose:** The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in language and language education.

**Content:** The methodological frameworks established in semester 1 during lectures, serves to develop an understanding of classroom-based practice. Links with simulated classroom-based practice and theory are reflected up in order to develop reflective teachers in language and language education.

**Instruction:** Methods include classroom-based reflective teaching, readings, workshops, discussions, presentations, problem-solving and collaborative learning.

**Assessment:** Continuous formative assessment through participation in class,
classroom-based practice is assessed through academic, professional and content-based assignments and class reflections as well as summative examinations in November.

Pre-requisite: IPS227E
Credits: 12

**SPS 321E: Senior Phase – Reflective Practice**

**Purpose:** The second semester course focuses on the development of teachers that fulfill the roles and responsibilities of teachers as defined by the Norms and Standards for Teacher Education, and that work towards the development of a democratic and just South Africa.

**Content:** Critical issues in the learning and teaching of the two specified disciplines focusing on perceptions, rights based education, language issues, gender, class and race, inclusion.

**Instruction:** Methods include lectures, classroom-based reflection, readings, discussions, presentations, collaborative learning and independent research.

**Assessment:** Continuous formative assessment through participation in class, research assignments, and reflective writing; summative assessment through examinations in November.

Credits: 24

**EDUCATION 2**

**EDU 311E: Schooling and Society**

**Purpose:** The purpose of this course is to introduce various theoretical perspectives in the sociology of education that will provide a foundation for Professional Studies and School Experience.

**Content:** Social theories in education and curriculum.

**Instruction:** Methods include lectures, readings, presentations, collaborative learning, and discussion.

**Assessment:** Continuous formative assessment through participation in class, assignments, reflective writing and presentations; summative assessment through examinations in June.

Credits: 16

**EDU 321E: Comparative Education and Research**

**Purpose:** To provide an introduction to educational policy and research in preparation for the primary special study in the fourth year.

**Content:** An introduction to Educational Policy and Educational Research. Relevant links are drawn from the field of comparative education.

**Instruction:** Methods include lectures, readings, presentations, collaborative learning and discussion.

**Assessment:** Continuous formative assessment through participation in class, assignments, reflective writing and presentations; summative assessment
through examinations in November.

Credits: 16

PROFESSIONAL STUDIES 3

PSL 311E: Diversity in assessment and education
Purpose: To expose the students to, and critically evaluate, various assessment forms and practices and develop their competence as assessors of learning.
Content: The state and art of assessment; authentic assessment practices; using assessment to inform learning and teaching; critiquing current assessment practices; using assessment to respond to diversity in the classroom; record keeping; providing feedback to learners and parents. Integrating principles of Counseling and Anti-bias education.
Instruction: Methods include lectures, classroom-based reflection, readings, discussions, presentations, collaborative learning; classroom vignettes and case studies of own practice.
Assessment: Continuous formative assessment through participation in class, assignments, and reflective writing; summative assessment through examinations in June.
Credits: 16

SCHOOL EXPERIENCE 3

SCE 301E: SCHOOL EXPERIENCE
Purpose: The purpose of this module is to provide the students with knowledge, skills, attitudes and understanding pertaining to their School Experience. The purpose is further to provide an opportunity for students to develop their teaching competence while providing support during praxis. Students are required to develop and extend their competence in individual lesson planning, skills for the production and utilization of teaching and learning resources, strategies for effective classroom management/discipline, focusing on the importance of learner assessment and cyclical lesson planning. The students are required to further develop their knowledge and skills through the process of implementing current methodological perspectives in the classroom.
Content: Contact lectures in preparation for School Experience; Observation and reflection of best practice; Micro-teaching sessions; Sessions for guided lesson planning and presentation; School-based experience, supported by a mentor teacher.
Assessment: Contact sessions in preparation for school experience, reflection groups and opportunity for individual support through formative assessment of the School Experience File, Host Teacher’s Assessment and Report, as well as school visits by lecturers during which time student teaching is

Pre-requisite: SCE 201E and 2nd year phase studies
Credits: 32

FOUNDATION OR INTERMEDIATE OR SENIOR PHASE STUDIES 4

EDUCATION 3

EDU412E: Education 3: Critical Theories and Research
Purpose: To introduce the learners to aspects of theories of education that will provide a foundation for professional life.
Content: Examining and researching key critical theories and philosophical issues in education within a historical context.
Instruction: Methods include interactive lectures, readings, presentations, independent research, collaborative learning, active participation and discussion.
Assessment: Continuous formative assessment through participation in class, assignments and presentations; summative assessment through examinations in November.
Credits: 16

EDU422E: Education 3: Policy and Philosophy
Purpose: This module aims to introduce students to the basic tenets of key legislation as it applies to education, where to look for particular aspects of law, and to know how the law applies to schools, teachers and learners within a philosophy of Human Rights.
Content: Introduction to law, governance and education law; the bill of rights and education; legal status of the child and teacher responsibility; conditions of service and labour law in education; school discipline.
Instruction: Methods include interactive lectures, readings, case studies, written presentations and plenary discussion
Assessment: Continuous formative assessment through participation in class and assignments; summative assessment through examinations in June.
Credits: 16

PRIMARY STUDIES

PRS 411E: Primary Studies: Negotiated Curriculum
Purpose: This module provides the lecturers and students with an opportunity to identify issues related to education that they feel need to be addressed.
Content: Curriculum planned according to needs assessment.
Instruction: Methods are participatory and reflect the needs of the students.
Assessment: Continuous formative assessment through participation in class,
assignments and presentations; summative assessment through examinations in June.

Credits: 16

PRS 421E: Classroom based Educational Research
Purpose: To equip students with research skills and research experience necessary to be reflexive practitioners; to prepare students for further academic study in the field of education and for their first teaching post through the compilation of a Special Study.
Content: Developing a classroom-based research project in the form of a Special Study. This research project includes all the components of a thesis on a small scale.
Instruction: Contact sessions and individual meetings with supervisors. Methods include workshops, independent study and research, school visits and school experience. For this purpose students will visit the schools where they do School Experience one day per week, preferably during the 1st semester, to collect data related to the research project.
Assessment: Summative assessment of mini-thesis and presentation in October.
Credits: 16

DRAMA IN EDUCATION

DRE 411E: Drama in Education: in the classroom
Purpose: This module develops the students’ knowledge and use of drama as learning and teaching methodology. The emphasis is on examining the work of past and current drama practitioners in relation to their impact on classroom practice. This module aims to provide students with a theoretical basis on which to frame, and conceptualize, their use of drama in the classroom.
Content: Key elements, concepts and strategies in DIE (Drama in Education); drama and the primary school curriculum; from pioneers to current DIE practitioners; DIE in a South African context.
Instruction: Methods include lectures, readings, collaborative learning, lesson demonstrations, presentations, reflective writing, discussions and drama strategies
Assessment: Continuous formative assessment through participation in class, lesson design, reflective writing and assignments; summative assessment through examinations in June.
Credits: 16

DRE 421E: Drama in Education: Participatory theatre forms
Purpose: To extend the students’ drama teaching repertoire to include traditional storytelling practices and participatory theatre forms. Students are encouraged and empowered to utilize the rich and extensive traditional storytelling practices which exist within the South African context.
Content: Theatre in Education (TIE), Forum and Image Theatre, participatory storytelling and the school play.

Instruction: Methods include lectures, readings, collaborative learning, demonstrations, presentations, reflective writing, discussions and theatre techniques.

Assessment: Continuous formative assessment through participation in class, theatre programme design, assignments; summative assessment through examinations in November.

Credits: 16

SCHOOL EXPERIENCE 4

SCE 401E: SCHOOL EXPERIENCE

Purpose: The purpose of this module is to provide the students with knowledge, skills, attitudes and understanding pertaining to their School Experience. Furthermore, the purpose is to provide an opportunity for students to further develop their teaching competence while providing support during praxis. Students are required to develop and extend their competence in individual lesson planning, skills for the production and utilization of teaching and learning resources, and strategies for effective classroom management/discipline. The students are required to further develop their knowledge and skills through the process of implementing current methodological perspectives in the classroom.

Content: Contact lectures in preparation for School Experience; Observation and reflection of best practice; Micro-teaching sessions; Sessions for guided lesson planning and presentation; School-based experience, supported by a mentor teacher.

Assessment: Contact sessions in preparation for school experience, reflection groups and opportunity for individual support through formative assessment of the School Experience File, Host Teacher’s Assessment and Report, as well as school visits by lecturers during which time student teaching is assessed. Summative assessment comprises of the submission of the School Experience File, Host Teachers’ Assessment, Host Teacher’s Report and Lecturers’ Evaluation Reports. Minimum school-based practice of 5 weeks.

Pre-requisite: SCE 301E and year 3 phase studies

Credits: 32

Notes for Senior Phase
E.56.1 Candidates focusing on the Senior Phase will be required to register for two teaching subjects at first year level (see list under the PGCE programme).
E.56.2 Candidates focusing on the Senior Phase will be required to take one of
their teaching subjects into the second year e.g. English 2.

E.56.3 Candidates focusing on the Senior Phase will be required to study one of the following learning areas (Mathematics, Natural Sciences, Technology) in addition to the two teaching subjects that they have chosen.

General notes

E.56.4 The curriculum for the degree shall include not less than three blocks of School Experience periods for a total duration of at least twenty weeks over the programme.

E.57 Assessment
Assessment is multi-dimensional and includes the following:
- Written assignments e.g. reports, records, formal academic essays
- Oral assignments e.g. presentations, seminars, interviews
- Practical assignments e.g. demonstrations, teaching in situ
- Portfolio presentations
- Examinations and tests (written, oral or practical)

Final assessment for the award of the qualification includes external moderators.

E.61.1 The degree certificate of a candidate who obtains 75% or more in any of the following subjects shall be endorsed “with distinction” in that module:
- a. Education 3
- b. Foundation Phase Studies 3 or Intermediate Phase Studies 3 or Senior Phase Studies 3
- c. Primary Special Study
- d. School Experience 3

E.61.2 The award of distinction in School Experience is based on the results achieved over the period of the programme with special reference to the School Experience period conducted in the fourth year of the degree.
BACHELOR OF EDUCATION IN FOUNDATION PHASE TEACHING (GENERAL EDUCATION AND TRAINING, GET BAND)
National Qualifications Framework (NQF) Level 7
COURSE CODE: 50045

PREAMBLE
As this is a new programme, Bachelor of Education in Foundation Phase Teaching, year one will be offered in 2018 with subsequent years being phased in over the periods 2019 onwards.

ADMISSION REQUIREMENTS
Candidates must meet at least ONE of the following requirements for admittance into the programme:
- National Senior Certificate with 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

B Ed FPT Year 1 Curriculum

COMPULSORY MODULES
All B Ed (FPT) Year 1 students must select the following modules:
- Life Knowledge Action
- Academic Development 1
- Foundations of Education 1
- The Professional Teacher
- School-based Work Integrated Learning 1
- Linguistics for Education – English

ELECTIVES
- Students choose ONE Humanities subject, taken over two semesters:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Code</th>
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<tr>
<td>Afrikaans 1</td>
<td>AFR111E; AFR122E</td>
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<tr>
<td>English 1</td>
<td>ECL110E; ECL120E</td>
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<tr>
<td>History 1</td>
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<td>IsiXhosa 1</td>
<td>XHS111E; XHS122E</td>
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<td>Philosophy 1</td>
<td>PHL111E; PHL112E; PHL123E; PHL124E; PHL125E</td>
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<td>Psychology 1</td>
<td>PSY111E; PSY122E</td>
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</table>
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.

<table>
<thead>
<tr>
<th>Module code</th>
<th>Name of the Module</th>
<th>NQF Level</th>
<th>Credits</th>
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<td>ACD111E</td>
<td>Academic Development 1</td>
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<td>FOE111E</td>
<td>Foundations of Education 1</td>
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<td>LEA111E</td>
<td>Linguistics for Education - Afrikaans</td>
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<td>LEX111E</td>
<td>Linguistics for Education - isiXhosa</td>
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<tr>
<td>PRT121E</td>
<td>The Professional Teacher</td>
<td>5</td>
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<tr>
<td>SBW121E</td>
<td>School-Based Work Integrated Learning 1</td>
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<tr>
<td>LEE121E</td>
<td>Linguistics for Education - English</td>
<td>5</td>
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<td>MEE121E</td>
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<tr>
<td>MEX121E</td>
<td>Mathematics Education 1 - isiXhosa-English</td>
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<td>Total</td>
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</table>
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,

**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
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

### B Ed 2 (FOUNDATION PHASE TEACHING)

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<td>Academic Development 2</td>
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<td>FOE212E</td>
<td>Foundations of Education 2</td>
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<td>ECR212E</td>
<td>Early Childhood Development: Introduction to Grade R</td>
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<td>HXE212E</td>
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<td>HEE212E</td>
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<td>MEE212E</td>
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<tr>
<td>CSC222E</td>
<td>Creating successful classrooms</td>
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</table>
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

FOE212E: 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

CSC222E: 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

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**ECR212E: 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

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**SBW222E: 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

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**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.


**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

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**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.

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.
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.
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:** LEA111E  

**Credits:** 12  

**LXE222E:** 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

LSE222E: 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
B Ed FPT Year 3 Curriculum

All qualifying B Ed FPT Year 3 students must select the following modules:
- Afrikaans First Additional Language Education 1
- Assessment and Administration
- Building and Supporting a Professional Learning Community 1
- English First Additional Language Education 2
- Foundations of Education 3
- Home Language Education 2 - isiXhosa OR English OR Afrikaans
- Language of Conversational Competence 1 - Afrikaans
- Language of Conversational Competence 1 - isiXhosa
- Life Skills Education 2 - isiXhosa OR English
- Mathematics Education 3 - isiXhosa-English OR English
- School-Based Work Integrated Learning 3

Mathematics Education 3 (Options)
- Students who envisage teaching isiXhosa medium foundation phase classrooms, should select Mathematics Education – isiXhosa 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
### B Ed YEAR 3 - FOUNDATION PHASE TEACHING

<table>
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<th>Name of the Module</th>
<th>NQF Level</th>
<th>Credits</th>
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<td>MEE313E</td>
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<td>ASA313E</td>
<td>Assessment and Administration</td>
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<tr>
<td>BLC323E</td>
<td>Building and Supporting a Professional Learning Community 1</td>
<td>6</td>
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<td>FOE333E</td>
<td>Foundations of Education 3</td>
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<tr>
<td>LCA323E</td>
<td>Language of Conversational Competence 1 - Afrikaans (Option 1)</td>
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### AFL313E: Afrikaans First Additional Language Education 1

**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 AFL.

**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):** 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 two 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: 0.8

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.
Pre-requisites: 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.

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.


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

**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

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**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

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**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

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**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
Bachelor of Education in Intermediate Phase Teaching  
National Qualification Framework (NQF) Level 7  
Code: 50046

Preamble: As this is a new programme, Bachelor of Education in Intermediate Phase Teaching (B Ed IPT), year one will be offered in 2019 with subsequent years being phase in over the period 2019 onwards.

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: 532

B Ed IPT Curriculum:

Compulsory modules:

Year 1:
- Life Knowledge Action
- Academic Development
- Foundations of Education
- The Professional Teacher
- School-based Work Integrated Learning
- Linguistics for Education-English
- Mathematics Education 1

Electives: Students choose one Humanities subject taken over two semesters:
- Afrikaans 1 (AFR111E, AFR122E): Afrikaanse Taalkunde & Afrikaanse Letterkunde
- English 1 (ECL110E, ECL120E): Introduction to English and Comparative Literature
• History 1 (HIS111E, HIS122E): 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): Understanding of the person in the society and the societal influences

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:

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<thead>
<tr>
<th>Home language of student</th>
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<th>Home language of student</th>
<th>Year</th>
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B Ed 1 Intermediate Phase Teaching

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<td>Humanities Course 1</td>
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<td>PFT121E</td>
<td>The Professional Teacher</td>
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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 assessment.

**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

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

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

**Content:** It focuses 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
Year 2 curriculum

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<th>Name of Module</th>
<th>NQF Level</th>
<th>Credits</th>
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<td>Academic Development</td>
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<td>FDE 211E</td>
<td>Foundations of Education</td>
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<td>CSC 221E</td>
<td>Creating Successful Classrooms</td>
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<td>SBW 221E</td>
<td>School-Based Work Integrated Learning 2</td>
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</table>

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:** CRC 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 221E

**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 121E

**Credits:** 16

**English First Additional Language (EFAL) Education 1**

**B Ed in Foundation Phase Teaching (Year 2) & B Ed in Intermediate Phase Teaching (Year 2)**

**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 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: HEA 212E

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.


Assessment: Continuous, Formative and Summative. Summative assessment can include examinations, portfolios, written and oral presentations.
Pre-requisite(s): LEA 112E

Credits: 12

Code: HEE 212E

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:** HXE 212E

**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:** MME 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 221E
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 221E
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 subjects 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
NELSON MANDELA INSTITUTE FOR EDUCATION AND RURAL DEVELOPMENT (NMI)

Director & Head  
Dr KA Porteus, BA (Dartmouth), M Sc (Wits), PhD (UFH)

Deputy Director  
Mr B Ramadio, BA (Newport), MBA (De Montfort)

After a three year pilot, the University of Fort Hare, together with the Nelson Mandela Institute and Department of Education formally launched the Nelson Mandela Institute in 2007. The Institute was created to formally take forward the work of Mr. Mandela in the area of education and rural development. The Institute is based in the Faculty of Education. It focuses on the work of education and rural development from a trans-disciplinary perspective. The Institute is founded on a belief that the challenges of education may be most effectively addressed through deep partnerships between the University, government, and civil society.

There are five strategic aims of the Institute:

1. Dialogue: To mobilise the public, policy makers, educators, parents and learners to engage more deeply in dialogue and action toward building a dignified educational sector for all children.

2. Building Public Institutions: To support the building of the capacity of sustainable local public institutions to support and innovate in the area of education and rural development, particularly in the governmental, civil society and tertiary sector.

3. Demonstration: School and Community Development: To support and/or create a series of demonstration sites to engender social hope and recommitment to the realisation of educational and human rights for rural learners.

4. Teacher and Leadership Development: To support teachers, and other school and community based leaders to create the conditions for educational quality in their schools, communities and classrooms, with an emphasis on primary phase pedagogy and strategies for bilingual literacy.

5. Applied Research: To build new and trans-disciplinary knowledge in the area of education and rural development, to link new knowledge with action, and to support the development of students in this area.

The Institute works on a range of research, teaching, and social engagement interventions. For further information on the work of the Institute, please contact the NMI.
The University of Fort Hare is well known for its commitment to the National Development Plan which strives to eliminate poverty and reduce inequality by 2030 through uniting South Africans to work together in unleashing the potential of its citizens. To this end, with the support of the Department of Higher Education and Training, the National Development Agency, ELMA Foundation, South Africa Partners and Wheelock College in Boston, USA, and stakeholders that will become involved in the future, the University of Fort Hare has embraced a transdisciplinary approach to Early Childhood Development through the establishment of an Early Childhood Development Centre of Excellence.

The overarching mission of the work of the ECD Centre of Excellence is to advance knowledge of the development of young children in their communities in the region, and to use this knowledge for building capabilities and transforming public childhood provisioning for social justice and achieve meaningful outcomes. The ECD Centre of Excellence has identified three strategic priorities:

**Firstly**, is to undertake and lead transdisciplinary research in childhood studies. The key interlinked strategies it has adopted in this regard are the development of longitudinal research programme, action oriented research and building the ECD Niche Area (RNA) areas identified above are interdependent.

**Secondly**, is to contribute to innovation and development of ECD qualifications as the basis for its human resource development activities and as pathways to professionalization in the field. The strategies to this end include the development of bilingual ECD qualifications and programmes, including a Diploma in ECD (0-4) and B.Ed ECD (0-4) both for pre service and continuing teacher education. The two qualifications will be offered in 2020.

**Thirdly**, is to contribute to enhancing ECD Provisioning through collaborative design and implementation of programmes and services.
E.58.1 General

E.58.1.1 Purpose: The B.Ed. (SP and FET) is for persons wanting to become qualified as professional educators in schooling at the Senior Phase and FET Band levels. The programme covers specialization in the eight main learning areas of the Senior Phase: Languages (English, isiXhosa and Afrikaans); Arts and Culture; Economic and Management Sciences; Social Sciences; Natural Sciences; Mathematics; Life Orientation and Technology, and specialization in eighteen subjects and specializations in the Further Education and Training Band: History; English; isiXhosa; Afrikaans; Music; Visual Arts; Life Orientation; Geography; Accounting; Economics; Business Studies; Life Sciences; Mathematics; Mathematical Literacy; Physical Sciences; Geography; Information Technology and Agricultural Sciences. These are offered within four streams: Social Sciences and Humanities; Economics and Management; Science; Agriculture.

E.58.1.2 Admission: The candidate must fulfill the general rules for admission to a first degree.

E.58.1.3 Duration: The duration of the programme shall not be less than four academic years (480 credits of full time study). The total number of credit for the whole degree should be not less than 480 credits and not more than 512 credits.

E.58.1.4 Progression within the programme: The candidate will not be allowed to proceed to fourth year if he/she still has outstanding Specialization Teaching Subject module/s from an earlier year level.

E.58.1.5 Mode of Instruction: The B.Ed. is a full-time, contact programme. Approximately one third of notional hours are dedicated to contact sessions with lecturers. The remaining two-thirds are allocated to foundational, practical and reflective tasks in groups, and individually.

E.58.2 Curriculum: For the B.Ed. programme, students are required to study Education modules, and then Specialization Teaching Subjects, drawn from the four streams of the programme, and Learning Area and Subject Methods appropriate to these Specialization Teaching Subjects. The Education modules taken by students in all streams are outlined below. The rules for each stream follow.
EDUCATION MODULES FOR ALL STREAMS

YEAR 1

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Core, Fundamental or Elective</th>
<th>Credits</th>
<th>NQF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 112</td>
<td>Educational Foundations</td>
<td>Core</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>EDF 125</td>
<td>Human Development and Learning</td>
<td>Core</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>EDS 111</td>
<td>Language and Communication for Educators 1</td>
<td>Fundamental</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>EDS 122</td>
<td>Language and Communication for Educators 2</td>
<td>Fundamental</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>LKA 121</td>
<td>Life, Knowledge, Action/ Grounding Programme</td>
<td>Fundamental</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>EDW121</td>
<td>Teaching Practice / Learnership 1</td>
<td>Core</td>
<td>4</td>
<td>5</td>
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<tr>
<td>Total Credits to be accumulated</td>
<td>60</td>
<td></td>
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</table>
YEAR 4

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>All Core</th>
<th>Credits</th>
<th>NQF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDB 417</td>
<td>Inclusive Education</td>
<td></td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>EDF 411</td>
<td>Guidance and Counseling for Educators</td>
<td></td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>EDF 421</td>
<td>Teaching Profession &amp; the Development of Professionalism</td>
<td></td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>EDT 401</td>
<td>Basic Classroom Research</td>
<td></td>
<td>16</td>
<td>7</td>
</tr>
<tr>
<td>EDT 421</td>
<td>School Based Project / Community Development</td>
<td></td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>EDW 401</td>
<td>Teaching Practice / Learnership 4</td>
<td></td>
<td>32</td>
<td>7</td>
</tr>
</tbody>
</table>

Total Credits to be accumulated 80

YEAR 4 OPTIONS

At Year 4 level each student chooses 2 of the following options. The School reserves the right not to offer certain of the options, depending on staff and resources. It also reserves the right to add options where staff and resources are available.

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>All Elective</th>
<th>Credits</th>
<th>NQF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 411</td>
<td>Instructional Media for Schools</td>
<td></td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>EDA 413</td>
<td>School Librarianship</td>
<td></td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>EDA 414</td>
<td>Introduction to Sports Education</td>
<td></td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>EDB 412</td>
<td>School Project Management</td>
<td></td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>EDB 415</td>
<td>Environmental Education</td>
<td></td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>EDB 416</td>
<td>Educational Law and Constitution for Educators</td>
<td></td>
<td>8</td>
<td>7</td>
</tr>
</tbody>
</table>

Total Credits to be accumulated 16

B ED (SOCIAL SCIENCES & HUMANITIES) – 50036

E.58.3 Overview: In this stream, the student registers for all of the Modules for All Streams. In First Year, s/he chooses 2 (maximum 3) Specialization Teaching Subjects from the offerings of the Faculty of Social Science and Humanities. 2 subjects are carried forward into Second Year, and 1 may be carried forward into Third Year. In the Second Year, the student chooses a Learning Area Method, which s/he studies for two years (2nd and 3rd). This serves to cater for the needs of the Senior Phase curriculum. The final year is dedicated to Education Modules, and School Experience. The student takes two Subject Methods focusing on the FET Band, and selects two Education Options in Year 4. The
total number of credits for the whole degree should be not less than 480 and not more than 512.

YEAR 1

E.58.3.1 Specialization Teaching Subjects: Choose any 2 (maximum 3) of the following subjects (4 - maximum 6 - semester modules). Exceptions to this are:
Music where Music alone has four sub-modules which will result in 6 or 8 modules in all.
Fine Art has 3 ‘subjects’ from which students can choose 1 (or 2), together with 1 other subject (4 or 6 modules).
(Please take note of the pre-requisites for the Learning Area methods in Year 2, and the Subject Methods in Year 4 when selecting your subjects)

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>All Electives</th>
<th>Credits</th>
<th>NQF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECL 110</td>
<td>Introduction to Study of Language &amp; Literature</td>
<td>16</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>ECL 120</td>
<td>Introduction to Study of Language &amp; Literature</td>
<td>16</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>ADR 111</td>
<td>Object Drawing 1A</td>
<td>16</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>ADR 122</td>
<td>Object Drawing 1B</td>
<td>16</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>FAS 111</td>
<td>Sculpture, Painting etc.</td>
<td>16</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>FAS 121</td>
<td>Sculpture, Painting etc.</td>
<td>16</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>HAR 111</td>
<td>Art of Prehistory and the Med.</td>
<td>16</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>HAR 122</td>
<td>Art of Africa</td>
<td>16</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>XHS 111</td>
<td>IsiXhosa Linguistics</td>
<td>16</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>XHS 122</td>
<td>IsiXhosa Literature</td>
<td>16</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>HIS 111</td>
<td>The Emerging West c. 1300-1870</td>
<td>16</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>HIS 122</td>
<td>Sub-Saharan Africa c. 1870</td>
<td>16</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>HUS111</td>
<td>Foundations of Human Movement Studies</td>
<td>8</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>HUS121</td>
<td>Motor Development</td>
<td>8</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>MUS 111</td>
<td>Introduction to Music Theory and History</td>
<td>8</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>MUS 112</td>
<td>Practical Music</td>
<td>8</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>MUS 121</td>
<td>Music Theory and History</td>
<td>8</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>MUS 122</td>
<td>Practical Music</td>
<td>8</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>PSY 111</td>
<td>Introduction to Psychology</td>
<td>16</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>PSY 122</td>
<td>Introduction to Psychology</td>
<td>16</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>GEG 111</td>
<td>Geomorphology, Economic Geography &amp; Population Geography</td>
<td>16</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>GEG 121</td>
<td>Climatology, Settlement Geography &amp; Regional Geography</td>
<td>16</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
Human Movement Studies may be taken along with Psychology as a preparation for teaching Life Orientation. It can only be taken for one year.

**YEAR 2**

E.58.3.2 **Specialization Teaching Subjects:** Choose any two of the following subjects (4 semester modules). Exceptions to this are Music and IsiXhosa where they have 4 sub-modules which will result in 6/8 modules in all).

You should continue with two of your subjects from Year 1.

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>All Electives</th>
<th>Credits</th>
<th>NQF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECL 210</td>
<td>Intermediate Language and African Literature (pre-requisite ECL 110)</td>
<td>16</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>ECL 220</td>
<td>Intermediate Language and Historical/Creative Literature (pre-requisite ECL 120)</td>
<td>16</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>ADR 211</td>
<td>Object Drawing 2A (pre-requisite ADR 111)</td>
<td>16</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>ADR 222</td>
<td>Experimental Drawing 2B (pre-requisite ADR 122)</td>
<td>16</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>FAS 211</td>
<td>Painting or Sculpture etc 1 (pre-requisite FAS 111)</td>
<td>16</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>FAS 222</td>
<td>Painting or Sculpture etc (pre-requisite FAS 121)</td>
<td>16</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>HAR 211</td>
<td>Christian, Islamic and India Art (pre-requisite HAR 111)</td>
<td>16</td>
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<tr>
<td>HAR 222</td>
<td>Art of China and Japan (pre-requisite HAR 122)</td>
<td>16</td>
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<tr>
<td>XHS 211</td>
<td>IsiXhosa Linguistics (pre-requisite XHS 111)</td>
<td>8</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

1 MAT111 and 121 are recommended for students intending to carry on to Year 2 and 3 in Mathematics. MAT 112 and 123 are recommended if the subject is to be taken for one year only. See Science Stream Year 1 for prerequisites.

2 CSC can be taken for one year only as part of a B.Ed. (Humanities and Social Sciences Option)

3 BIO is only a one-year programme, and cannot be taken on into Year 2.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>XHS 212</td>
<td>Traditional Literature and The Origin of modern isiXhosa Literature (pre-requisite XHS 111)</td>
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<tr>
<td>XHS 223</td>
<td>isiXhosa Literature (pre-requisite XHS 122)</td>
<td>8</td>
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<tr>
<td>XHS 224</td>
<td>Introduction to Historiography of African Linguistics (pre-requisite XHS 122)</td>
<td>8</td>
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<tr>
<td>HIS 211</td>
<td>The Modern West 1870 – 1990 (pre-requisite HIS 111 &amp; HIS 122)</td>
<td>16</td>
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<tr>
<td>HIS 222</td>
<td>Sub-Saharan Africa 1870 – 1990 (pre-requisite HIS 111 &amp; HIS 122)</td>
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<tr>
<td>HMS 211</td>
<td>Movement Psychology (pre-requisite HMS 111)</td>
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<tr>
<td>HMS 212</td>
<td>Sport Skills and Coaching (pre-requisite HMS 112)</td>
<td>6</td>
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<tr>
<td>HMS 221</td>
<td>Coaching Principles (pre-requisite HMS 121)</td>
<td>12</td>
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<tr>
<td>HMS 222</td>
<td>Sport Skills and Coaching (pre-requisite HMS 122)</td>
<td>6</td>
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<tr>
<td>MUS 211</td>
<td>Theory and History (pre-requisite MUS 121)</td>
<td>8</td>
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<tr>
<td>MUS 212</td>
<td>Practical Music (pre-requisite MUS 122)</td>
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<tr>
<td>MUS 221</td>
<td>Music Theory and History (pre-requisite MUS 211)</td>
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<tr>
<td>MUS 222</td>
<td>Practical Music (pre-requisite MUS 212)</td>
<td>8</td>
</tr>
<tr>
<td>PSY 211</td>
<td>Constructions of Self and Social Psychology (pre-requisite PSY 111 &amp; PSY 122)</td>
<td>16</td>
</tr>
<tr>
<td>PSY 222</td>
<td>Developmental Psychology , Research and Assessment (pre-requisite PSY 111 &amp; PSY 122)</td>
<td>16</td>
</tr>
<tr>
<td>GEG 211</td>
<td>Pedology, Population, Climatology, Settlement Geography, Environmental Studies (pre-requisite GEG 111 &amp; GEG 121)</td>
<td>24</td>
</tr>
<tr>
<td>GEG 221</td>
<td>Economic Geography, Geomorphology, Statistics for Geographers, Geographical Information Systems and Remote Sensing (pre-requisite GEG 111 &amp; GEG 121)</td>
<td>24</td>
</tr>
<tr>
<td>ECO 211</td>
<td>Micro-Economics (pre-requisite ECO 111)</td>
<td>16</td>
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<tr>
<td>ECO 221</td>
<td>Macro-Economics (pre-requisite ECO 121)</td>
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<tr>
<td>MAT 211</td>
<td>Advanced Calculus (Compulsory) (pre-requisite MAT 111 &amp; MAT 121 OR at least 60% final mark for MAT 112 (MAT 122) &amp; MAT 123 (MAT 113)</td>
<td>16</td>
</tr>
<tr>
<td>MAT 212</td>
<td>Fundamentals (Compulsory) (pre-requisite MAT 111 &amp; MAT 121 OR at least 60% final mark for MAT 112 (MAT 122) &amp; MAT 123 (MAT 113)</td>
<td>8</td>
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<tr>
<td>MAT 223</td>
<td>Linear Algebra (Compulsory) (pre-requisite MAT 212)</td>
<td>12</td>
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<tr>
<td>MAT 224</td>
<td>Real Analysis (Optional) (pre-requisite MAT 211 &amp; MAT 212)</td>
<td>12</td>
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<tr>
<td>MAT 225</td>
<td>Geometry (Optional) (pre-requisite MAT 212)</td>
<td>12</td>
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<td><strong>Total credits to be accumulated</strong></td>
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<td><strong>64</strong></td>
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</table>
Learning Area Method: Select one subject (2 semester modules) from the following learning area methods. (*Please note the pre-requisites for registering for a learning area*)

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>All Electives</th>
<th>Pre-requisite</th>
<th>Credits</th>
<th>NQF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 212</td>
<td>English Method</td>
<td></td>
<td>English (ECL 110 &amp; 120)</td>
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<td>5</td>
</tr>
<tr>
<td>EDL 222</td>
<td>English Method</td>
<td></td>
<td>English (ECL 110 &amp; 120)</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>EDX 212</td>
<td>IsiXhosa Method</td>
<td></td>
<td>Xhosa (XHS 111, &amp; XHS 122)</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>EDX 222</td>
<td>IsiXhosa Method</td>
<td></td>
<td>Xhosa (XHS 111, &amp; XHS 122)</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>EDH 212</td>
<td>Social Sciences Method</td>
<td></td>
<td>HIS 111 &amp; 122 AND GEG 111 &amp; 121</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>EDH 222</td>
<td>Social Sciences Method</td>
<td></td>
<td>HIS 111 &amp; 122 AND GEG 111 &amp; 121</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>EDO 212</td>
<td>Life Orientation Method</td>
<td></td>
<td>PSY 111 &amp; PSY 122 (HMS or TRS are also useful)</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>EDO 222</td>
<td>Life Orientation Method</td>
<td></td>
<td>PSY 111 &amp; PSY 122 (HMS or TRS are also useful)</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>EDM 212</td>
<td>Mathematics Method</td>
<td></td>
<td>MAT 111 OR 112 and MAT 121 OR 123</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>EDM 222</td>
<td>Mathematics Method</td>
<td></td>
<td>MAT 111 OR 112 and MAT 121 OR 123</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>EDC 212</td>
<td>Arts and Culture Method</td>
<td></td>
<td>MUS 111, MUS 112, MUS 121 &amp; MUS 122, (Fine Arts or HMS are also useful)</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>EDC 222</td>
<td>Arts and Culture Method</td>
<td></td>
<td>MUS 111, MUS 112, MUS 121 &amp; MUS 122, (Fine Arts or HMS are also useful)</td>
<td>8</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total Credits to be accumulated** 16

YEAR 3

Specialization Teaching Subjects: You may choose any one of the following subjects. This may mean 2, 3, 4 or 5 semester modules,
depending on which subject you choose. You are continuing with one major subject from Year 2.

*Note: You do not need to take a Specialization Teaching Subject at Year 3 level if this will cause you to have too many credits.*

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>All Electives</th>
<th>Credits</th>
<th>NQF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECL 310</td>
<td>Advanced Language and General Literature <em>(pre-requisite ECL 210)</em></td>
<td>32</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>ECL 320</td>
<td>Advanced Language, African Literature and Recent or Colonial Literature <em>(pre-requisite ECL 220)</em></td>
<td>32</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>ADR 311</td>
<td>Experimental Drawing 3A <em>(pre-requisite ADR 211)</em></td>
<td>16</td>
<td>6</td>
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</tr>
<tr>
<td>ADR 322</td>
<td>Figure Drawing <em>(pre-requisite ADR 222)</em></td>
<td>16</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>FAS 311</td>
<td>Painting or Sculpture etc. <em>(pre-requisite FAS 211)</em></td>
<td>16</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>FAS 322</td>
<td>Painting or Sculpture etc. <em>(pre-requisite FAS 222)</em></td>
<td>16</td>
<td>6</td>
<td></td>
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<tr>
<td>HAR 311</td>
<td>Themes in Art Composition <em>(pre-requisite HAR 211)</em></td>
<td>32</td>
<td>6</td>
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<tr>
<td>HAR 322</td>
<td>Avant-Garde in Art and Popular Art <em>(pre-requisite HAR 222)</em></td>
<td>32</td>
<td>6</td>
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<tr>
<td>XHS 311</td>
<td>Historiography of African Linguistics etc. IsiXhosa Linguistics <em>(pre-requisite XHS 224)</em></td>
<td>16</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>XHS 312</td>
<td>IsiXhosa Poetry and Drama <em>(pre-requisite XHS 223)</em></td>
<td>16</td>
<td>6</td>
<td></td>
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<tr>
<td>XHS 323</td>
<td>Nguni Linguistics (Advanced) <em>(pre-requisite XHS 211)</em></td>
<td>16</td>
<td>6</td>
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</tr>
<tr>
<td>XHS 324</td>
<td>IsiXhosa Prose <em>(pre-requisite XHS 223)</em></td>
<td>16</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>HIS 311</td>
<td>Introduction to Historiography <em>(pre-requisite HIS 211, HIS 222)</em></td>
<td>16</td>
<td>6</td>
<td></td>
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<tr>
<td>HIS 312</td>
<td>International Relations since 1945 <em>(pre-requisite HIS 211, HIS 222)</em></td>
<td>16</td>
<td>6</td>
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<tr>
<td>HIS 323</td>
<td>The Eastern Cape <em>(pre-requisite HIS 211, HIS 222)</em></td>
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<td>6</td>
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<tr>
<td>HIS 324</td>
<td>South Africa’s Liberation Struggle in the 20th Century <em>(pre-requisite HIS 211, HIS 222)</em></td>
<td>16</td>
<td>6</td>
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<tr>
<td>HMS 311</td>
<td>Motor Learning <em>(pre-requisite HMS 211)</em></td>
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<td>6</td>
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</tr>
<tr>
<td>HMS 312</td>
<td>Sport Skills and Coaching <em>(pre-requisite HMS 212)</em></td>
<td>6</td>
<td>6</td>
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</tr>
<tr>
<td>HMS 313</td>
<td>Exercise Physiology 1 <em>(pre-requisite HMS 212)</em></td>
<td>6</td>
<td>6</td>
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<tr>
<td>HMS 321</td>
<td>Anthropometry <em>(pre-requisite HMS 221)</em></td>
<td>6</td>
<td>6</td>
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</tr>
<tr>
<td>HMS 323</td>
<td>Exercise Physiology 2 <em>(pre-requisite HMS 222)</em></td>
<td>12</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>GEG 312</td>
<td>Economic Geography and Geographical Research *(pre-requisite GEG 211 &amp; GEG 221) <em>(co-requisites GEG 313)</em></td>
<td>16</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>GEG 313</td>
<td>Bio-geography *(pre-requisite GEG 211 &amp; GEG 221) <em>(co-requisites GEG 312)</em></td>
<td>16</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>GEG 322</td>
<td>Climatology and Geomorphology *(pre-requisites GEG 211 &amp; GEG 221) <em>(co-requisites GEG 323)</em></td>
<td>16</td>
<td>6</td>
<td></td>
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</tbody>
</table>
GEG 323 Settlement Geography and Geographical Research (pre-requisites GEG 211 and GEG 221) (co-requisites GEG 322) 16 6
MAT 311 Abstract Algebra (pre-requisite MAT 212 & MAT 223) 22 6
MAT 322 Complex Analysis (pre-requisite MAT 211 & MAT 212) 22 6
MAT 304 History and Fundamental Concepts of Mathematics (pre-requisite MAT 211 & MAT 212) 22 6
MUS 311 Music Theory and History (pre-requisite MUS 221) 16 6
MUS 312 Practical Music (pre-requisite MUS 222) 16 6
MUS 321 Music Theory and History (pre-requisite MUS 311) 16 6
MUS 322 Practical Music (pre-requisite MUS 312) 16 6
PSY 311 Psychopathology and Counseling Psychology (pre-requisite PSY 211) 32 6
PSY 322 Community Psychology and Research (pre-requisite PSY 222) 32 6
ECO 311 Micro and Macro Economic Theory (Compulsory) (pre-requisite ECO 211 & ECO 221) 8 6
ECO 312 Public Finance (pre-requisite ECO 211 & ECO 221) 8 6
ECO 321 International Trade Theory Policy (pre-requisite ECO 211 & ECO 221) 8 6
ECO 326 Money, Banking, and International Finance (pre-requisite ECO 211 & ECO 221) 8 6

Total credits to be accumulated 64

E.58.3.5 Learning Area Method: Select one subject (2 semester modules) from the following learning areas. You must continue with the same Learning Area Method you took in Year 2. (Note pre-requisites.)

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>All Electives</th>
<th>Pre-requisite</th>
<th>Credits</th>
<th>NQF level</th>
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<tbody>
<tr>
<td>EDL 312</td>
<td>English Method</td>
<td></td>
<td>EDL 211</td>
<td>8</td>
<td>6</td>
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<tr>
<td>EDL 322</td>
<td>English Method</td>
<td></td>
<td>EDL 221</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>EDX 312</td>
<td>IsiXhosa Method</td>
<td></td>
<td>EDX 211</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>EDX 322</td>
<td>IsiXhosa Method</td>
<td></td>
<td>EDX 221</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>EDH 312</td>
<td>Social Sciences Method</td>
<td></td>
<td>EDH 211</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>EDH 322</td>
<td>Social Sciences Method</td>
<td></td>
<td>EDH 221</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>EDO 312</td>
<td>Life Orientation Method</td>
<td></td>
<td>EDO 211</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>EDO 322</td>
<td>Life Orientation Method</td>
<td></td>
<td>EDO 221</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>EDC 312</td>
<td>Arts and Culture Method</td>
<td></td>
<td>EDC 211</td>
<td>8</td>
<td>6</td>
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<td>EDC 322</td>
<td>Arts and Culture Method</td>
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<td>EDC 221</td>
<td>8</td>
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<tr>
<td>EDM 312</td>
<td>Mathematics Method</td>
<td></td>
<td>EDM 211</td>
<td>8</td>
<td>6</td>
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<td>EDM 322</td>
<td>Mathematics Method</td>
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<td>EDM 221</td>
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</table>

Credits to be accumulated 16
YEAR 4

Subject Methods (FET Band): Select two from the list below:

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>All Electives</th>
<th>Pre-Requisites</th>
<th>Credits</th>
<th>NQF level</th>
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</thead>
<tbody>
<tr>
<td>MHI 411</td>
<td>History Method</td>
<td>History 2</td>
<td></td>
<td>12</td>
<td>7</td>
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<tr>
<td>MEN 411</td>
<td>English Method</td>
<td>English 2</td>
<td></td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>MXH 411</td>
<td>isiXhosa Method</td>
<td>isiXhosa 2</td>
<td></td>
<td>12</td>
<td>7</td>
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<tr>
<td>MAF 411</td>
<td>Afrikaans Method</td>
<td>Afrikaans 2</td>
<td></td>
<td>12</td>
<td>7</td>
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<tr>
<td>MSM 411</td>
<td>Music Method</td>
<td>Music 2</td>
<td></td>
<td>12</td>
<td>7</td>
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<tr>
<td>MGY 411</td>
<td>Geography Method</td>
<td>Geography 2</td>
<td></td>
<td>12</td>
<td>7</td>
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<tr>
<td>MAT 411</td>
<td>Mathematics Method</td>
<td>Mathematics 2</td>
<td></td>
<td>12</td>
<td>7</td>
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<tr>
<td>MEC 411</td>
<td>Economics Method</td>
<td>Economics 2</td>
<td></td>
<td>12</td>
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<tr>
<td>MVA 411</td>
<td>Visual Arts Method</td>
<td>Two of: Painting, Sculpture or Drawing 2</td>
<td>12</td>
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</tbody>
</table>

Credits to be accumulated 24

B ED (Science) – 50037

E.58.4 Overview: In this stream, the student registers for all of the Education Modules for All Streams. In First Year, s/he chooses 2 (maximum 3) Specialization Teaching Subjects from the offerings of the School of Science. 2 of these are carried forward into Second Year. The student may carry 1 forward into Third Year, depending on credit totals. In the Second Year, the student selects a Learning Area Method, which s/he studies for two years (2nd and 3rd). This serves to cater for the needs of the Senior Phase curriculum. The final year is dedicated to Education Modules, and School Experience. The student takes two Subject Methods focusing on the FET Band, and selects two Education Options in this year. The total number of credits for the whole degree should be not less than 480 and not more than 512.

YEAR 1

E.58.4.1 Specialization Teaching Subjects: Choose any two (maximum three) of the following subjects (4/6 semester modules except in the case of Physical Science; it has 4 sub-modules which will result in 6/8 modules in all). If you have chosen BOT and ZOO as your majors you cannot select BIO as a third subject. (In choosing your subjects, be sure that
you take account of the pre-requisites for Learning Area Methods in Year 2, and Subject Methods in Year 4.)

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>All Electives</th>
<th>Credits</th>
<th>NQF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOT 111</td>
<td>Introduction to Botany</td>
<td></td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>BOT 121</td>
<td>Introduction to Ecology, Physiology &amp; Plant Diversity (prerequisite: a semester mark of at least 40% for BOT 111)</td>
<td></td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>ZOO 111</td>
<td>General Introduction to Animal Biology</td>
<td></td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>ZOO 121</td>
<td>Introduction to Animal Diversity</td>
<td></td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>CSC 113</td>
<td>Introduction to Computing and Programming Concepts</td>
<td></td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>CSC 121</td>
<td>Elementary Computer Programming</td>
<td></td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>GEG 111</td>
<td>Geomorphology, Economic Geography &amp; Population Geography</td>
<td></td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>GEG 121</td>
<td>Climatology, Settlement Geography &amp; Regional Geography</td>
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<tr>
<td>4MAT 112</td>
<td>Practical Approach to Differential Calculus (pre-requisite an E (HG) symbolic in Matric Maths or D (SG) or MAT 011 or MAT 021)</td>
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<td>16</td>
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<tr>
<td>MAT 123</td>
<td>A Practical Approach to Integral Calculus (a minimum final mark of 40% for MAT 112)</td>
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<td>16</td>
<td>5</td>
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<tr>
<td>5MAT 111</td>
<td>A Theoretical Approach to Differential Calculus</td>
<td></td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>MAT 121</td>
<td>A Theoretical Approach to Integral Calculus</td>
<td></td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>PHY 113</td>
<td>Elementary Mechanics (100 level only course)</td>
<td></td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>PHY 114</td>
<td>Heat and Modern Physics (100 level only course)</td>
<td></td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>PHY 123</td>
<td>Electromagnetism (100 level only course)</td>
<td></td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>PHY 124</td>
<td>Waves and Optics (100 level only course)</td>
<td></td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>6PHY 111</td>
<td>Mechanics of a Particle</td>
<td></td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>PHY 112</td>
<td>Properties of Matter &amp; Thermodynamics</td>
<td></td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>PHY 121</td>
<td>Electricity and Magnetism</td>
<td></td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>PHY 122</td>
<td>Waves, Vibrations &amp; Optics</td>
<td></td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>PAC 110</td>
<td>Basic Chemistry</td>
<td></td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>PAC 121</td>
<td>Descriptive Chemistry (pre-requisite PAC 110)</td>
<td></td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>7BIO 111</td>
<td>Plant Biology</td>
<td></td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>BIO 121</td>
<td>Animal Biology</td>
<td></td>
<td>16</td>
<td>5</td>
</tr>
</tbody>
</table>

Credits to be accumulated 64/96

---

4 MAT 112 and 123 are recommended if the subject is to be taken for one year only.
5 MAT 111 and 121 are recommended for students intending to carry on to Year 2 and 3 in Mathematics.
6 Those intending to take Physics further than Year 1 need to take these modules.
7 BIO is a one year programme and cannot be carried on into year two.
YEAR 2

E.58.4.2 Specialization Teaching Subjects: Choose any two of the following courses/subjects, i.e., continue with two subjects from Year 1 (4 semester modules except in the case of Physical Science, Computer Science, Mathematics where they have 4 sub-modules. Chemistry has 5 sub-modules) If you did three subjects in Year 1, you need to make a choice of two in Year 2.

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>All Electives</th>
<th>Credits</th>
<th>NQF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOT 211</td>
<td>Evolutionary Survey of the Plant Kingdom (pre-requisites BOT 111 &amp; BOT 121)</td>
<td>24</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>BOT 221</td>
<td>Genetics, Plant Ecology, Taxonomy &amp; Physiology (prerequisite BOT 111, &amp; BOT 121 and at least 40% for BOT 211)</td>
<td>24</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>ZOO 211</td>
<td>Invertebrata (pre-requisite ZOO 111 &amp; ZOO 121)</td>
<td>24</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>ZOO 221</td>
<td>Vertebrata (pre-requisite ZOO 111 &amp; ZOO 121)</td>
<td>24</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>CSC 211</td>
<td>Advanced Programming (pre-requisite CSC 121)</td>
<td>12</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>CSC 212</td>
<td>Computer Architecture and Organization (pre-requisite CSC 121)</td>
<td>12</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>CSC 223</td>
<td>Data Structures and Algorithms (pre-requisite CSC 211)</td>
<td>12</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>CSC 224</td>
<td>Database Management and Design (pre-requisite CSC 121)</td>
<td>12</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>GEG 211</td>
<td>Pedology, Population, Climatology, Settlement Geography, Environmental Studies (pre-requisite GEG 111 &amp; GEG 121)</td>
<td>24</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>GEG 221</td>
<td>Economic Geography, Geomorphology, Statistics for Geographers, Geographical Information Systems and Remote Sensing (pre-requisite GEG 111 &amp; GEG 121)</td>
<td>24</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>MAT 211</td>
<td>Advanced Calculus (Compulsory) (pre-requisite MAT 111 &amp; MAT 121 OR at least 60% final mark for MAT 112 (MAT 122) &amp; MAT 123 (MAT 113)</td>
<td>16</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>MAT 212</td>
<td>Fundamentals (Compulsory) (pre-requisite MAT 111 &amp; MAT 121 OR at least 60% final mark for MAT 112 (MAT 122) &amp; MAT 123 (MAT 113)</td>
<td>8</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>MAT 223</td>
<td>Linear Algebra (Compulsory) (pre-requisite MAT 212)</td>
<td>12</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>MAT 224</td>
<td>Real Analysis (Optional) (pre-requisite MAT 211 &amp; MAT 212)</td>
<td>12</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>MAT 225</td>
<td>Geometry (Optional) (pre-requisite MAT 212)</td>
<td>12</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>MAP 211</td>
<td>Introduction to Numerical analysis (pre-requisite MAT 100 plus PHY 121/123)</td>
<td>24</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Subject Code</td>
<td>Subject Name</td>
<td>All Electives</td>
<td>Pre-requisite</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------</td>
<td>---------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>MAP 221</td>
<td>Introduction to analytical Methods (pre-requisite MAT 100 plus PHY 121/123)</td>
<td></td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>PHY 211</td>
<td>Mechanics (pre-requisite PHY 111 &amp; MAT 121 OR MAT 123) (co-requisites MAT 211 &amp; MAT 212 OR MAP 211)</td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>PHY 212</td>
<td>Electromagnetism and AC Theory (pre-requisites PHY 121, &amp; MAT 121 or MAT 111 or 60% final mark for MAT 112) (co-requisite MAT 211 &amp; MAT 212 or MAP 211)</td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>PHY 221</td>
<td>Waves, Vibrations and Optics (pre-requisite PHY 122) (co-requisite MAP 223 or MAP 221)</td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>PHY 222</td>
<td>Advanced Electromagnetism (pre-requisite PHY 121 &amp; MAT 121 or MAT 123) (co-requisite MAP 223 or MAP 221)</td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>PAC 211</td>
<td>Inorganic Chemistry (pre-requisites PAC 100, MAT 111/112 &amp; MAT 121/123)</td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>PAC 213</td>
<td>Organic Chemistry 1 (pre-requisites PAC 100, MAT 111/112)</td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>PAC 222</td>
<td>Analytical Chemistry (pre-requisite PAC 211)</td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>PAC 223</td>
<td>Organic Chemistry 2 (pre-requisite PAC 213)</td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>PAC 224</td>
<td>Physical Chemistry 1 (pre-requisite PAC 211 &amp; PAC 213)</td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Credits to be accumulated</td>
<td></td>
<td></td>
<td></td>
<td>96/108/128</td>
</tr>
</tbody>
</table>

**E.58.4.3 Learning Area Method:** Select one subject (2 semester modules) from the following learning areas. *(Please note the pre-requisite for registering for a learning area)*
<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>All Electives</th>
<th>Credits</th>
<th>NQF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOT 312</td>
<td>Plant Anatomy (pre-requisite BOT 211 &amp; BOT 221) (co-requisite BOT 313)</td>
<td>16</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

**YEAR 3**

**E.58.4.4 Specialization Teaching Subjects:** If you did not take 3 subjects in Year 1, choose any one of the following subjects (2 semester modules except in the case of Physical Science, Computer Science, Mathematics where they have 4 sub-modules). This means you are selecting and carrying forward one of your subjects from Year 2. *(Note that you do not have to take a Specialization Teaching Subject at Year 3 level this will cause you to have too many credits).*
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Credits</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOT 313</td>
<td>Plant Ecology (pre-requisite BOT 211 &amp; BOT 221) (co-requisite BOT 312)</td>
<td></td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>BOT 322</td>
<td>Plant Biochemistry (pre-requisite BOT 211 &amp; BOT 221 plus PAC 110 &amp; PAC 121 and a semester mark of at least 40% for BOT 312 &amp; BOT 313) (co-requisite BOT 323)</td>
<td></td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>BOT 323</td>
<td>Plant Systematics (pre-requisite BOT 211 &amp; BOT 221 plus PAC 110 &amp; PAC 121 and a semester mark of at least 40% for BOT 312 &amp; BOT 313) (co-requisite BOT 322)</td>
<td></td>
<td>16</td>
<td>6</td>
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<tr>
<td>ZOO 312</td>
<td>Animal Physiology 1 (pre-requisite ZOO 211 &amp; ZOO 212 &amp; PAC 110 or equivalence)</td>
<td></td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>ZOO 313</td>
<td>Animal Physiology 2 (pre-requisite ZOO 211 &amp; ZOO 212 &amp; PAC 110 or equivalence)</td>
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<td>16</td>
<td>6</td>
</tr>
<tr>
<td>ZOO 322</td>
<td>Animal Ecology 1 (pre-requisite ZOO 211, ZOO 212 &amp; PAC 110 or equivalence)</td>
<td></td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>ZOO 323</td>
<td>Animal Ecology 2 (pre-requisite ZOO 211, ZOO 212 &amp; PAC 110 or equivalence)</td>
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<td>16</td>
<td>6</td>
</tr>
<tr>
<td>CSC 312</td>
<td>Operating Systems (pre-requisites CSC 212)</td>
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<td>16</td>
<td>6</td>
</tr>
<tr>
<td>CSC 313</td>
<td>Object-oriented Programming (pre-requisites CSC 211)</td>
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<td>6</td>
</tr>
<tr>
<td>CSC 323</td>
<td>Introduction to Computer Networks (pre-requisites CSC 212)</td>
<td></td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>CSC 324</td>
<td>Software Engineering (pre-requisites None)</td>
<td></td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>GEG 312</td>
<td>Economic Geography and Geographical Research (pre-requisite GEG 211 &amp; GEG 221) (co-requisites GEG 313)</td>
<td></td>
<td>16</td>
<td>6</td>
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<tr>
<td>GEG 313</td>
<td>Bio-geography (pre-requisite GEG 211 &amp; GEG 221) (co-requisites GEG 312)</td>
<td></td>
<td>16</td>
<td>6</td>
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<tr>
<td>GEG 322</td>
<td>Climatology and Geomorphology (pre-requisites GEG 211 &amp; GEG 221) (co-requisites GEG 323)</td>
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<td>16</td>
<td>6</td>
</tr>
<tr>
<td>GEG 323</td>
<td>Settlement Geography and Geographical Research (pre-requisites GEG 211 and GEG 221) (co-requisites GEG 322)</td>
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<td>16</td>
<td>6</td>
</tr>
<tr>
<td>MAT 311</td>
<td>Abstract Algebra (pre-requisite MAT 212 &amp; MAT 223)</td>
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<td>22</td>
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<tr>
<td>MAT 322</td>
<td>Complex Analysis (pre-requisite MAT 211 &amp; MAT 212)</td>
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<td>22</td>
<td>6</td>
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<tr>
<td>MAT 304</td>
<td>History and Fundamental Concepts of Mathematics (pre-requisite MAT 211 &amp; MAT 212)</td>
<td></td>
<td>22</td>
<td>6</td>
</tr>
<tr>
<td>MAP 311</td>
<td>Special and Orthogonal functions (Pre-requisite MAP 211 &amp; 221)</td>
<td></td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>MAP 312</td>
<td>Advanced Numerical Differentiation and Integration (pre-requisite MAP 211)</td>
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<td>16</td>
<td>6</td>
</tr>
<tr>
<td>Subject Code</td>
<td>Subject Name</td>
<td>All Electives</td>
<td>Pre-requisite</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------------</td>
<td>--------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>MAP 321</td>
<td>Partial Differential Equations; Conformal Mapping; Calculus of Variations (pre-requisite MAP311)</td>
<td></td>
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</tr>
<tr>
<td>MAP 322</td>
<td>Numerical Solutions to Differential Equations (pre-requisite MAP312)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>PHY 311</td>
<td>Modern Physics (pre-requisite PHY 211, PHY 221 &amp; MAT 223 or MAP 221)</td>
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<tr>
<td>PHY 312</td>
<td>Thermal Physics (pre-requisite PHY 211, PHY 221 &amp; MAT 223 or MAP 221)</td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>PHY 321</td>
<td>Quantum Mechanics and Solid State Physics (pre-requisite PHY 211, PHY 221 &amp; MAT 223 or MAP 221)</td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>PHY 322</td>
<td>Mathematical Methods and Statistical Mechanics (pre-requisite PHY 211, PHY 221 &amp; MAT 223 or MAP 221)</td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>PAC 312</td>
<td>Analytical Chemistry 2 (pre-requisites PAC 200, MAT 121/123)</td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>PAC 314</td>
<td>Physical Chemistry 2 (pre-requisites PAC 200, MAT 121/123)</td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>PAC 321</td>
<td>Inorganic Chemistry 2 (pre-requisites PAC 312, PAC 314)</td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>PAC 323</td>
<td>Organic Chemistry 3 (pre-requisites PAC 312, PAC 314)</td>
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<td></td>
<td>16</td>
</tr>
<tr>
<td>PAC 324</td>
<td>Physical Chemistry 3. Surface and Colloid Chemistry (pre-requisites PAC 312, PAC 314)</td>
<td></td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

**Credits to be accumulated:** 64/66/80

**E.58.4.5 Learning Area Method:** Select one subject (2 semester modules) from the following learning areas. You must continue with the same Learning Area Method you studied in Year 2. *(Please note the pre-requisite for registering a learning area.)*

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>All Electives</th>
<th>Pre-requisite</th>
<th>Credits</th>
<th>NQF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN 312</td>
<td>Natural Sciences Method</td>
<td></td>
<td>EDN 211</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>EDN 322</td>
<td>Natural Sciences Method</td>
<td></td>
<td>EDN 221</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>EDI 312</td>
<td>Technology Method</td>
<td></td>
<td>EDI 211</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>EDI 322</td>
<td>Technology Method</td>
<td></td>
<td>EDI 221</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>EDM 312</td>
<td>Mathematics Method</td>
<td></td>
<td>EDM 211</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>EDM 322</td>
<td>Mathematics Method</td>
<td></td>
<td>EDM 221</td>
<td>8</td>
<td>6</td>
</tr>
</tbody>
</table>

**Credits to be accumulated:** 8

**YEAR 4**

**E.58.4.6 Subject Methods (FET Band):** Select two from the list below:
### Subject Code | Subject Name | All Electives | Pre-Requisites | Credits | NQF level
--- | --- | --- | --- | --- | ---
MBI 411 | Life Sciences Method |  | Zoology or Botany 2, and the other to at least year 1 | 12 | 7
MAT 411 | Mathematics Method |  | Mathematics 2 | 12 | 7
MAL 411 | Mathematical Literacy Method |  | Mathematics 2 or Applied Mathematics 2 | 12 | 7
MPS 411 | Physical Sciences Method |  | Physics or Chemistry 2, and the other to at least year 1 | 12 | 7
MGY 411 | Geography Method |  | Geography 2 | 12 | 7
MCT 411 | Information Technology Method |  | Computer Science 2 | 12 | 7

Credits to be accumulated: 24

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**B ED (Agriculture) – 50034**

**E.58.5 Overview:** In this stream, the student registers for all Education Modules for All Streams. In First Year, s/he takes 3 compulsory Specialization Teaching Subjects from the offerings of the School of Agriculture. In Second Year, s/he chooses 2 Specialization Teaching Subjects, of which s/he may carry forward 1 into Third Year. In the Second Year, the student begins with EDN Learning Area Method, which s/he studies for two years (2nd and 3rd). This serves to cater for the needs of the Senior Phase curriculum. The final year is dedicated to Education Modules, and School Experience. The student takes two Subject Methods focusing on the FET Band, and selects two Education Options in this year. **The total number of credits for the whole degree should be not less than 480 and not more than 512.** Students whose credit totals are too low may take one or more Agriculture electives to make up the requisite total.

**YEAR 1**

**E.58.5.1 Specialization Teaching Subjects:** In their first year, Agriculture students should decide which of the three specializations they wish to take in Years 2 and 3 (see below). They should then select **three** of the following four subjects (6 of the 8 modules). Those wishing to **major** (go to Year 3) in Crop Science must take Chemistry. These students should **not** take AGE (Agricultural Economics).
<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Pre-requisite(s)</th>
<th>Credits</th>
<th>NQF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGC 111</td>
<td>Elements of Agro-meteorology</td>
<td>None</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>AGC 122</td>
<td>Introduction to Crop Science</td>
<td>AGC111</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>AGE 111</td>
<td>Introduction to Agricultural Economics</td>
<td>None</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>AGE 121</td>
<td>Marketing of Agricultural Products</td>
<td>AGC111</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>BIO 111</td>
<td>Plant Biology</td>
<td>None</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>BIO 121</td>
<td>Animal Biology</td>
<td>None</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>PAC 119</td>
<td>Basic Chemistry</td>
<td>None</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>PAC 129</td>
<td>Basic Chemistry</td>
<td>None</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td></td>
<td>76 / 88</td>
<td></td>
</tr>
</tbody>
</table>

**YEAR 2**

E.58.5.2 **Specialization Teaching Subjects:** Choose any 2 of the following subjects (4 modules in all, 5 in the case of an Animal Science choice). *(Note: Before selecting modules, check the timetable to make sure there are no clashes, e.g. AGA and AGP may clash):*

### Crop Science

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Pre-requisite(s)</th>
<th>Credits</th>
<th>NQF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGC 211</td>
<td>Elements of Crop Production</td>
<td>AGC 121</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>AGC 221</td>
<td>Elementary Irrigation</td>
<td>AGC 121 &amp; AGS 211</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>AGC222</td>
<td>Principles of crop production</td>
<td></td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td></td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

### Agricultural Economics

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Pre-requisite(s)</th>
<th>Credits</th>
<th>NQF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGE 211</td>
<td>Agricultural Production Economics</td>
<td>AGE 111</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>AGE 221</td>
<td>Farm Management</td>
<td>AGE 111 or AGE 211</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td></td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

### Animal Science

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Pre-requisite(s)</th>
<th>Credits</th>
<th>NQF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGA 211</td>
<td>Introduction to Animal Science</td>
<td>BIO 111 + BIO 121</td>
<td>16</td>
<td>5</td>
</tr>
</tbody>
</table>

108
<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Pre-requisite</th>
<th>Credits</th>
<th>NQF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN 212</td>
<td>Natural Sciences Method</td>
<td>BIO 111 &amp; BIO 121 AND AGRICULTURE COURSES</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>EDN 222</td>
<td>Natural Sciences Method</td>
<td>BIO 111 &amp; BIO 121 AND AGRICULTURE COURSES</td>
<td>8</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Credits to be accumulated: 16

E. 58.5.4 **Agriculture Electives**: Students may take one or more of the following electives in order to make up their total of at least 480 credits (maximum 512 credits) for the B.Ed. degree. An elective may not be used in place of a Specialization Teaching Subject.

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Pre-requisite</th>
<th>Credits</th>
<th>NQF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGE 222</td>
<td>Farm Accounting</td>
<td>AGE 111 OR AGE 211</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>AGC 312</td>
<td>Introduction to Genetics</td>
<td>BIO 111 AND BIO 121</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>AGC 316</td>
<td>Plant Pest Control</td>
<td>AGC 121</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>AGP 211</td>
<td>Introduction to Pasture Ecology</td>
<td>BIO 111 AND BIO 121</td>
<td>12</td>
<td>5</td>
</tr>
</tbody>
</table>

YEAR 3

E.58.5.5 **Specialization Teaching Subjects**: Choose 1 of the following subjects (2 semester modules, except in the case of animal Science). Continue with your subject from Year 2. Students wishing to take 2 Year 3 subjects should demonstrate above average overall achievement in Year 2 of the
B.Ed. **(Note: Before selecting modules, check the timetable to make sure there are no clashes, e.g. AGA and AGP may clash):**

### Crop Science

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Pre-requisite(s)</th>
<th>Credits</th>
<th>NQF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGC 311</td>
<td>Water Relations</td>
<td>AGC 211</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>AGC 321</td>
<td>Principles of Irrigation</td>
<td>AGC 311</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td></td>
<td><strong>24</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Agricultural Economics

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Pre-requisite(s)</th>
<th>Credits</th>
<th>NQF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGE 311</td>
<td>Advanced Farm Business Management</td>
<td>AGE 221</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>AGE 321</td>
<td>Agricultural Development Planning</td>
<td>AGE 211</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td></td>
<td><strong>24</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Animal Science

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Pre-requisite(s)</th>
<th>Credits</th>
<th>NQF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGQ 311</td>
<td>Small Stock Production</td>
<td>AGA 211</td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>AGV321</td>
<td>Elementary Animal</td>
<td>AGA 211</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td></td>
<td><strong>28</strong></td>
<td></td>
</tr>
</tbody>
</table>

**E.58.5.6 Compulsory Learning Area Method:** You must register for the following two modules:

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Pre-requisite(s)</th>
<th>Credits</th>
<th>NQF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN 312</td>
<td>Natural Sciences Method</td>
<td>EDN211</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>EDN 322</td>
<td>Natural Sciences Method</td>
<td>EDN221</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Credits to be accumulated</strong></td>
<td></td>
<td></td>
<td><strong>16</strong></td>
<td></td>
</tr>
</tbody>
</table>

**YEAR 4**

**E.58.5.7 Subject Methods (FET Band):** Register for both of the following modules:

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Pre-Requisites</th>
<th>Credits</th>
<th>NQF level</th>
</tr>
</thead>
</table>
**MAG 411** | Agricultural Sciences Method | One Agric option at Year 3 level and another Agric option at Year 2 level | 12 | 7
---|---|---|---|---
**MBI 411** | Life Sciences Method | BIO 111 & BIO 121 | 12 | 7

**Credits to be accumulated** 24

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**B ED (ECONOMICS AND MANAGEMENT) – 50035**

**E.58.6** | **Overview:** In this stream, the student registers for all of the Modules for All Streams. In First Year, s/he takes 3 Specialization Teaching Subjects from the offerings of the Faculty of Management and Commerce. 2 of these are carried forward into Second Year, and 1 may be carried forward into Third Year. In the Second Year, the student begins with the EMS Learning Area Method, which s/he studies for two years (2nd and 3rd). This serves to cater for the needs of the Senior Phase curriculum. The final year is dedicated to Education Modules, and School Experience. The student takes two Subject Methods focusing on the FET Band, and selects two Education Options in this year. The total number of credits for the whole degree should be not less than 480 and not more than 512.

**YEAR 1**

**E.58.6.1** | **Specialization Teaching Subjects:** Take all three of the following subjects (6 semester modules).

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>All Electives</th>
<th>Credits</th>
<th>NQF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACG 111</td>
<td>Introduction to Accounting</td>
<td></td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>ACG 121</td>
<td>Accounting Procedures (Pre-requisite 40% in ACG 111)</td>
<td></td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>BEC 111</td>
<td>Introduction to Business Management</td>
<td></td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>BEC 121</td>
<td>Introduction to Specialized Business Management (prerequisite: a minimum 40% for BEC 111)</td>
<td></td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>ECO 111</td>
<td>Introduction to Economics (Micro-Economics)</td>
<td></td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>ECO 121</td>
<td>Introduction to Economics (Macro-Economics)</td>
<td></td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Credits to be accumulated</strong></td>
<td></td>
<td></td>
<td><strong>96</strong></td>
<td></td>
</tr>
</tbody>
</table>
E.58.6.2 **Specialization Teaching Subjects:** Choose any two of the following subjects (4 semester modules), i.e., continue with two of your subjects from Year 1.

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>All Electives</th>
<th>Credits</th>
<th>NQF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFA 211</td>
<td>Accounting Systems and Special Applications <em>(pre-requisite ACG 111 &amp; ACG 121)</em></td>
<td>16</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>AFA 221</td>
<td>Financial Reporting <em>(Pre-requisite 40% in AFA 211)</em></td>
<td>16</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>BEC 211</td>
<td>Operations and Purchasing Management <em>(pre-requisite BEC 111 &amp; BEC 121)</em></td>
<td>16</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>BEC 221</td>
<td>Marketing Management <em>(pre-requisite BEC 111, BEC 121 &amp; BEC 211)</em></td>
<td>16</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>ECO 211</td>
<td>Micro-Economics <em>(pre-requisite ECO 111)</em></td>
<td>16</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>ECO 221</td>
<td>Macro-Economics <em>(pre-requisite ECO 121)</em></td>
<td>16</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits to be accumulated:** 64

E.58.6.3 **Compulsory Learning Area:** Students must register for the following modules:

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Pre-requisites</th>
<th>Credits</th>
<th>NQF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMS 212</td>
<td>Economics &amp; Management Sciences Method</td>
<td>ACG 111 &amp; ACG 121 &amp; ECO 111 &amp; ECO 121 &amp; BEC 111 &amp; BEC 121</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>EMS 222</td>
<td>Economics &amp; Management Sciences Method</td>
<td>ACG 111 &amp; ACG 121 &amp; ECO 111 &amp; ECO 121 &amp; BEC 111 &amp; BEC 121</td>
<td>8</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total Credits to be accumulated:** 16

**YEAR 3**

E.58.6.4 **Specialization Teaching Subject:** You may choose any one of the following subjects (2 or 4 modules, of 32 credits in all).
**Note:** You do not need to take a Specialization Teaching Subject at year 3 level if you have enough credits without it.

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>All Electives</th>
<th>Credits</th>
<th>NQF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFA 311</td>
<td>External Financial Reporting (pre-requisite AFA 211 &amp; AFA 221)</td>
<td></td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>AFA 321</td>
<td>Accounting Applications &amp; Developments (Pre-requisite 40% in AFA 311)</td>
<td></td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>BEC 311</td>
<td>Financial Management (pre-requisite BEC 211 &amp; BEC 221)</td>
<td></td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>BEC 312</td>
<td>Selected Topic in Financial Management (pre-requisite minimum of 40% for BEC 211, BEC 221 &amp; BEC 311)</td>
<td></td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>BEC 321</td>
<td>Business Research (pre-requisite STA 111 &amp; STA 122)</td>
<td></td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>BEC 322</td>
<td>General Management (pre-requisite BEC 311 &amp; BEC 312)</td>
<td></td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>ECO 311</td>
<td>Micro and Macro Economic Theory (Compulsory) (pre-requisite ECO 211 &amp; ECO 221)</td>
<td></td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>ECO 312</td>
<td>Public Finance (pre-requisite ECO 211 &amp; ECO 221)</td>
<td></td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>ECO 321</td>
<td>International Trade Theory Policy (pre-requisite ECO 211 &amp; ECO 221)</td>
<td></td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>ECO 326</td>
<td>Money, Banking, and International Finance (pre-requisite ECO 211 &amp; ECO 221)</td>
<td></td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Credits to be accumulated</strong></td>
<td></td>
<td></td>
<td><strong>32</strong></td>
<td></td>
</tr>
</tbody>
</table>

**E.58.6.5** **Compulsory Learning Area:** Students must register for the following modules:

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Electives</th>
<th>Pre-requisite</th>
<th>Credits</th>
<th>NQF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMS 312</td>
<td>Economics &amp; Management Sciences Method</td>
<td>EMS 211</td>
<td>8</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>EMS 322</td>
<td>Economics &amp; Management Sciences Method</td>
<td>EMS 221; EMS311</td>
<td>8</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Credits to be accumulated</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>16</strong></td>
<td></td>
</tr>
</tbody>
</table>

**YEAR 4**

**E.58.6.6** **Subject Methods (FET Band):** Select two from the list below, depending on your specialization subjects *(Note pre-requisites).*
## MODULE BRIEFS FOR ALL EDUCATION MODULES

*(Descriptions of the Specialization Teaching Subjects can be found in the relevant Prospectus.)*

### YEAR 1

**EDUCATIONAL FOUNDATIONS (EDF112)**

**Purpose:** The purpose of this module is to introduce students to philosophical, historical and sociological foundations of education. This will help them to understand the underlying assumptions of key educational practices with particular reference to education in a diverse and developing country like South Africa.

**Content:**
- *Philosophical:* major philosophies (idealism, realism, pragmatism, existentialism), aims of education, educational philosophies (perennialism, essentialism, progressivism, reconstructions),
- *Sociological:* major theoretical perspectives, differential educational attainment, curricular issues, gender issues, language issues and multiculturalism.
- *Historical:* introduction formal education, missionary education, apartheid education

**Strategy:** Lecture, discussion, dialogue, group work, presentation, individual work, video

**Assessment:** There will be formative assessment in the form of tasks, assignments, projects, summative assessment will be in forms of major tests and examinations.

**Credits:** 16

**HUMAN DEVELOPMENT AND LEARNING (EDF 125)**

**Purpose:** The module enables pre-service educators to mediate learning in a manner which is sensitive to the diverse needs of learners in their classrooms and also ensure that they create learning environments that are properly contextualized and encouraging. It provides educators with necessary
knowledge, skills and values that will enable them to understand their learners’ developmental changes and provides an in-depth study and understanding of learning theories.

**Content:** The course content focuses on human development; development of adolescents; stage theories of development and learning theories.

**Strategy:** Attending lectures; open class discussions; classroom based reflection; classroom presentations

**Assessment:** Formative assessment through classroom participation; class tests; assignments and presentations and summative assessment through examinations.

**Credits:** 8

**LANGUAGE AND COMMUNICATION FOR EDUCATORS (EDS111 and 122)**

**Purpose:** The module introduces new B.Ed. students to the academic reading and writing skills in English which will be important in their degree studies and beyond, and an understanding of issues relating to language in education in South Africa.

**Content:**
- Communication skills in English useful for students and teachers, and in particular, academic reading and writing skills, and the oral skills of discussion, debate and presentation.
- South African Language Education Policy issues.

**Strategy:**
- An integrated skills approach will be adopted to the development of skills.
- Students will learn through communicative and co-operative methods and approaches which they can later use in their own classrooms, as well as through lectures and individual work.

**Assessment:** Assessment 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 (X2)

**LKA/GP LKA 121: Life, Knowledge, Action/Grounding Programme**

**Purpose:** The LKA-Grounding Programme is a transdisciplinary teaching and learning experience based on a just, humanizing and collaborative pedagogy that builds on students’ knowledge as a way of developing compassionate, socially-engaged, critical and responsible citizens.

**Content:** The thematic areas include collective futures; democracy, diversity and identity; science, technology, environment and society; poverty, inequality and development.

**Instruction:** All learning activities are organized to be self-managed, self-directed and self-organized on the individual, small group (imizi) and larger group (ekhaya) level. Learning activities will include reading and discussion of relevant material relating to themes. The material (multi-media) is
chosen with the intention of invoking thought, debate and reflection. The student will be expected to ‘report back’ on the pedagogical experience by completing a weekly two page journal entry.

Assessment: Formative assessment shall be conducted through attendance and participation in the activities of the programme, the submission of written assignments, and group based activities and projects. This will form the basis of a summative judgement on whether the participant has been successful in the course.

Credits: 16

TEACHING PRACTICE / LEARNERSHIP 1 (EDW121)

Purpose: The purpose of this module is to introduce new B Ed learners to the components, activities and the outcomes of their four year School Experience (SE) Program. Furthermore it equips them with the skills, knowledge, attitudes, values and procedures relevant to the observation period which is spent in the Senior Phase and FET home schools in January the following year.

Content: SE program, reflective journal writing, developing a portfolio, and observation methods

Instruction: Instructional methods include viewing video-taped lessons, lecture-room dialogue and group discussions, readings, and presentations by invited mentors and other guests.

Strategy: Continuous formative assessment through participation in class, presentations, practical assignments and reflective journal writing.

Credits: 4

YEAR 2

CURRICULUM DESIGN AND MANAGEMENT (EDA211)

Purpose: This module aims to equip students with an understanding of different theories and approaches to curriculum, to make these understandings practical, and to contextualize an understanding of Curriculum 2000 within this broader understanding.

Content: The purposes of education; influences on purposes of education and on curriculum; the nature of curriculum; curriculum in action; Curriculum 2000; critiquing curriculum.

Strategy: Lectures, discussions, debates, practical teaching and reflection on it.

Assessment: Formative: Assignments and reflections on teaching; summative: examinations.

Credits: 8

ASSESSMENT IN EDUCATION (EDF217)

Purpose: This module intends grounding the learners in the skills, knowledge, attitudes, values principles, principles, procedures and policies relevant to educational assessment in Senior Phase and FET classes. Furthermore it
provides learners an opportunity to reflect and to engage in hands-on activities within their fields of expertise in line with the Revised Curriculum Statements and the related assessment policies.

Content: Definition of assessment and other related concepts, purpose of assessment, key concepts in assessment: reliability and validity, plan prepare, conduct and review assessment, aligning assessment to teaching, evaluate and record evidence, provide feedback to relevant stake holders.

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: 12

MANAGING EFFECTIVE LEARNING ENVIRONMENTS (EDF222)

Purpose: The module prepares the learners to mediate and manage learning in an effective manner, which will be sensitive to the diverse needs of learners and construct learning environments that are appropriately contextualized. In addition, the student will demonstrate sound knowledge of educational management principles, appropriate to teaching and learning. The student will learn key discipline and management strategies appropriate for education in a democratic dispensation. Students will finally learn some aspects of conflict and how it is managed within a teaching and learning environment.

Content: The course includes: classroom management, school management and conflict management within a teaching and learning environment.

Instruction: Will be conducted through lectures and activities during the semester, independent and group work based activities.

Assessment: Continuous assessment shall apply through student led seminars, tests, assignments.

Credits: 12

TECHNOLOGY FOR EDUCATORS (EDT 221)

Purpose: The module helps pre-service educators in selecting and preparing suitable textual and visual resources learning. It also enables them to choose; sequence and rate the learning in a manner that is responsive to the differing needs of the subject and learners.

Content: The course content focuses on nature of educational technology; the process of designing instruction and the use of computers in education and training

Strategy: Lecturer demonstrations; self-study; focused group work; practical and short presentations
Assessment: Continuous formative assessment will be done through participation in class; demonstrations and presentations; projects / portfolio and summative assessment through an examination.

Credits: 16

TEACHING PRACTICE / LEARNERSHIP 2 (EDW221)

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 specialization. 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

LEARNING AREA METHOD, YEAR 2

Purpose: These modules prepare students to teach the Senior Phase Learning Areas, following the new Curriculum Statements.

Content:

- Theoretical issues (Foundational Competences) relating to the teaching and learning of the specific Learning Area;
- Practical and Reflexive Competence, developed through the discussion, implementation and reflection on various approaches, methods and lesson plans, in the context of Peer Teaching and School Experience. This includes teacher roles such as Mediator of Learning, Designer of Learning Programmes, Manager, Reflexive Practitioner, etc.
- The adaptation and supplementation of content knowledge, related to the requirements of the Learning Area.

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

YEARS

LIFE SKILLS FOR EDUCATORS (EDF312)
Purpose: The purpose of this module is to build in students some of the skills, attitudes and values they will need for life as a teacher who is committed to transformation, to their own growth, and to respect and responsibility towards those within and beyond the school community. The skills focused on here are not so much those needed in the classroom as those required of teachers personally as they take on the responsibilities of an adult within the context of the school and of society.

Content: Personal Life-skills
• Planning and organizing
• Maintaining a balance various commitments, etc.; time and stress management
• Self-awareness, self-control; mental health and emotional intelligence
• Personal financial management and planning (budgeting)
• Responding to situations requiring ethical responses, such as:
  • relationships
  • finance
  • tolerance: racial, ethnic, cultural, religious

Becoming part of a Professional Community
• Further study; in-service training; acquiring new skills;
• Research and Conferences; participation in associations, reading and contributing to journals, etc.

Strategy: Learning approaches and strategies include lectures, group problem-solving and presentation, discussion of critical situations and practical issues facing the newly qualified teacher.

Assessment: Baseline, Formative and Summative, involving preliminary discussions on all sections, two tasks (major and minor) and a class test, and a final examination.

Credits: 12
DEVELOPING TEACHING AND LEARNING PROGRAMMES (EDT 312)
Purpose: The module prepares students to acquire deep understanding of principles of curriculum, how decisions are made, who makes them, in whose interests they are made. It will further assist students in understanding various approaches to curriculum and programme design, and their relationship to particular kinds of learning required by the discipline, age, race, culture and gender of the learner’s. The Principles and practices of the OBE and the controversies surrounding it.

Content: The Course content focuses on the examination of the main issues in curriculum design, development and evaluation, mainly through philosophical aspects comprising; the aims of schooling, objectives in curriculum planning, the division of knowledge and the relation between theory and practice.

Strategy: Lecturer demonstrations; self-study; focused group work; practical and short presentations

Assessment Methods: Continuous formative assessment will be done through participation in class; demonstrations and presentations; projects / portfolio and summative assessment through an examination.

Credits: 12

HISTORY OF EDUCATION IN SOUTH AFRICA (EDB 321)
Purpose: The purpose of the module is to create a critical understanding 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, as conceived by political and religious interests, and those complying with and in resistance to those interests. In this way, students should gain insight into influences on education in the present day, and the role that education can play in liberating or imprisoning the mind, and in transforming society.

Content: Purposes and philosophies of education
- History of education in outline, over various periods; changing purposes and philosophies
- Pre-colonial education
- Colonial Education
- Mission Education
- Apartheid education: the hidden curriculum
- June 16th 1976: causes of the uprising
- Resistance: Teacher unions
- Education in prison and in exile
- People’s Education
Post-Apartheid Education

Strategy: Group discussion and presentation
- Group work on particular themes, on which assignments will be written
- Presentation and questions on the themes chosen

Assessment: Formative and Summative, including presentations, tasks (one minor and one major, and a test, as well as a final examination.

Credits: 8

TEACHING PRACTICE / LEARNERSHIP 3 (EDW 321)

Purpose: The purpose of this module is to provide an opportunity for students to integrate theory (provided via university based modules) and practice. This is done through collaborative teaching with mentors of Senior Phase classes during the January block in home based schools. Furthermore it equips the learner with skills, knowledge, values, attitudes and procedures of developing and extending their competence (of teaching Senior Phase classes) through the collaborative to the competency phase.

Content: Review of the January SE block with university staff, sharing and learning from the best practices.

Instruction: Instructional methods include viewing video-taped lessons, lecture-room dialogue and group discussions, readings, and presentations by invited mentors and other guests.

Assessment: Continuous formative assessment through participation in class, presentations, practical assignments, observation journal, portfolio and the professional and subject mentors’ reports

Credits: 8

LEARNING AREA METHOD, YEAR 3

Purpose: These modules continue to prepare students to teach the Senior Phase Learning Areas, following the new Curriculum Statements, building on the Year 2 modules.

Content:
- Theoretical issues (Foundational Competences) relating to the teaching and learning of specific aspects of the Learning Area;
- Practical and Reflexive Competence, developed through the discussion, implementation and reflection on various approaches, methods and lesson plans, in the context of Peer Teaching and School Experience. This includes teacher roles such as Mediator of Learning, Designer of Learning Programmes, Manager, Reflexive Practitioner, etc.
- The adaptation and supplementation of content knowledge, related to the requirements of the Learning Area.
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

YEAR 4

INCLUSIVE EDUCATION (EDB417)
Purpose: To provide 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. As such educators need to be equipped with both the development of all learners and an understanding of possible barriers to learning.

Content: This module focuses on:
- Introduction to Inclusive Education.
- Development of Inclusive Education - International Perspective
- Historical Development of Inclusive Education in South Africa
- Inclusion and Inclusive Education, Barriers to learning and development
- Class room management of Specific Disabilities
- Assessment Guidelines for Inclusion

Strategy: A student-centered approach will be adopted. Students are therefore expected to be active in the teaching and learning process facilitated by the lecturer. Class procedures will include class discussions, lectures, self-study, group work and presentations.

Assessment: Continuous formative assessment through participation in class tasks, activities assignments, tests and summative assessment through examinations.

Credits: 8

GUIDANCE AND COUNSELLING FOR EDUCATORS (EDF 411)
Purpose: To equip prospective teachers with the skills of dealing with daily classroom problems and to solve them with conviction; to provide prospective teachers with the relevant skills of guiding learners for the correct future careers choice; to bridge the academic and effective domains in studies lives helping to remove barriers and promote students' learning and harness the prospective teacher's skills and empower them by providing them with the
contemporary ways of dealing with learners and their parent when a need arise.

Content: This module focuses on:
- Vocational guidance and career development
- HIV/AIDS
- Counseling services
- Personal/social development
- Interpersonal skills
- Respect in society
- Safety and survival skills
- Societal contributions
- Negotiation skills

Strategy: Instruction method includes lectures, reading discussions, classroom based reflection and classroom presentations

Assessment: There will be continuous formative assessment through classroom participation, assignments, tests, classroom presentation and summative assessment through examinations.

Credits: 8

THE TEACHING PROFESSION AND THE DEVELOPMENT OF PROFESSIONALISM (EDF421)

Purpose: The module help 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. Promoting the principles of the constitution particularly those related to human rights and the environment.

Content: The course content focuses on nature of teaching as a profession; knowledge of educators unions, the South African Council for Educators and other professional bodies.

Strategy: Lecturer demonstrations; self study; focused group work; practical and short presentations

Assessment: Continuous formative assessment will be done through participation in class; demonstrations and presentations; projects / portfolio and summative assessment through an examination.

Credits: 8

BASIC CLASSROOM RESEARCH (EDT 401)

Purpose: In particular, the module aims at equipping prospective educators with educational research skills and research experience imperative in becoming reflective and reflexive educators as required by the relatively new National Curriculum Statement. In addition, generally,
the module aims at providing prospective educators with some grounding that prepares them for the rigours of further studies in the academe.

Content: What is research, why research, role of teachers in curriculum development, basic notions of quantitative and qualitative research, types of researches/approaches: case studies, evaluative research, and, action research, some research tools/instruments, writing a proposal, and reporting on your research

Instructions: Formal and informal lectures, individual presentations, group and plenary sessions, learning activities and exercises

Assessment: Continuous formative and summative assessment entailing, classroom group and individual presentations, a research proposal and a research report.

Credits: 16

SCHOOL BASED PROJECT / COMMUNITY DEVELOPMENT (EDT 421)

Purpose: This module gives students the experience of planning and engaging in a practical school-based participatory developmental project, based on an understanding of key theoretical concepts.

Content:
- The community, citizenship and pastoral role of the teacher, as well as the teacher as agent of change.
- Theory draws on sources such as Freire and Biko.
- Group work on a needs or resources audit, and a school-community project around an issue relating education to concerns such as poverty, health, the environment, human rights, extramural activities, etc.

Strategy:
- A practice-based and team-based approach to learning.
- Theory supports the planning, implementation and evaluation processes.
- Contact sessions precede each school experience period.
- Support is offered to student teams in the schools.

Assessment:
- Assessment of group reports.
- A written examination.

Credits: 8

TEACHING PRACTICE / LEARNERSHIP 4 (EDW401)

Purpose: 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: Review the SE blocks with university staff, sharing and learning from the best practices.

Strategy: Instructional methods include viewing video-taped lessons, lecture-room dialogue and group discussions, readings, and presentations by invited mentors and other guests.

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 specializations; and summative assessment through an external moderation of the portfolio.

Credits: 32

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 specialization 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: 12

EDUCATION OPTIONS

SCHOOL PROJECT MANAGEMENT (EDB 412)

Purpose: To impact a basic understanding of what is involved in developing and managing school project and personal and professional qualities necessary for effective school project management and organizational
systems for implementation, maintaining and evaluating for the school project management.

Content: knowledge of relevant policies, regulations, applicable legislation. Theory, policy and guidelines on school financial management.

Strategy: Instruction methods include lectures, readings, discussions, collaborative learning and independent research.

Assessment: Continuous formative assessment through participation in class, assignments, oral presentations, tests and summative assessment through examinations.

Credits: 8

ENVIRONMENTAL EDUCATION (EDB415)
Purpose: This module introduces students to the problems of living in a world of finite resources. It equips students with knowledge, skills and values, teaching-learning strategies, techniques and methods to enable them to facilitate meaningful EE learning experiences for learners who participate in EE processes in their schools.

Content:
- The environment and its importance
- The nature and causes of the environmental crisis
- Definition of Environmental Education (EE)
- History, visions, aims and objectives of EE
- Approaches to EE
- Reporting on EE
- Resources in EE

Strategy: Lectures, Student-led seminars, Lecture-room dialogue and group discussions, Library search.

Assessment: Formative assessment will be in the form of group and individual assignments, oral presentations and group discussion. Summative assessment will be in the form of a 3 hour externally moderated examination.

Credits: 8
POSTGRADUATE CERTIFICATE IN
EDUCATION (PGCE) – no intake for 2020
(FET Band): CODE 52401

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 (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 a candidate must fulfill the following admission requirements:

32.1 A candidate must satisfy the Senate that s/he holds an approved university degree.

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

<table>
<thead>
<tr>
<th>Subject A</th>
<th>Subject B</th>
<th>Subject C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1</td>
<td>Up to 300 level courses in teaching subject</td>
<td>Up to 200 level courses in teaching subject</td>
</tr>
<tr>
<td>Option 2</td>
<td>Up to 200 level course in teaching subject</td>
<td>Up to 200 level courses in teaching subject</td>
</tr>
</tbody>
</table>

Explanation of Prerequisites for Method Courses

NB: Each student must take two method courses

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Method Subject</th>
<th>Prerequisites</th>
<th>NQF Level</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAF412</td>
<td>Afrikaans Method</td>
<td>Option 1 OR 2 with Afrikaans as subject A OR B</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>MEN412</td>
<td>English Method</td>
<td>Option 1 OR 2 with English as</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>Course Code</td>
<td>Subject</td>
<td>Method</td>
<td>Option 1 OR 2 with</td>
<td>Credits</td>
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<tr>
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<td>---------</td>
</tr>
<tr>
<td>MXH412</td>
<td>isiXhosa</td>
<td>Method</td>
<td>isiXhosa as subject A OR B</td>
<td>7</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>MVA412</td>
<td>Visual Arts</td>
<td>Method</td>
<td>Option 1 OR 2 with two of the</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>following as subject A OR B:</td>
<td>16</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Painting, Sculpture, OR Drawing</td>
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</tr>
<tr>
<td>MSM412</td>
<td>Music</td>
<td>Method</td>
<td>Option 1 OR 2 with Music as</td>
<td>7</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>subject A OR B</td>
<td>16</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>MAC412</td>
<td>Accounting</td>
<td>Method</td>
<td>Option 1 OR 2 with Accounting</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>as subject A OR B</td>
<td>16</td>
</tr>
<tr>
<td>MBE412</td>
<td>Business Studies</td>
<td>Method</td>
<td>Option 1 OR 2 with Business Studies</td>
<td>7</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>as subject A OR B</td>
<td>16</td>
</tr>
<tr>
<td>MEC412</td>
<td>Economics</td>
<td>Method</td>
<td>Option 1 OR 2 with Economics</td>
<td>7</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>as subject A OR B</td>
<td>16</td>
</tr>
<tr>
<td>MGY412</td>
<td>Geography</td>
<td>Method</td>
<td>Option 1 OR 2 with Geography</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>as subject A OR B</td>
<td>16</td>
</tr>
<tr>
<td>MGE412</td>
<td>Life Orientation</td>
<td>Method</td>
<td>Option 1 OR 2 with two of the</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>following as subject A or B:</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Psychology, Human Movement</td>
<td></td>
</tr>
<tr>
<td>Code</td>
<td>Method</td>
<td>Requirements</td>
<td>Credits</td>
<td>Total Credits</td>
</tr>
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</tr>
<tr>
<td>MHI412</td>
<td>History Method</td>
<td>Option 1 OR 2 with History as subject A OR B</td>
<td>7</td>
<td>16</td>
</tr>
</tbody>
</table>

**Physical, Mathematical Computer, Life and Agricultural Sciences**

<table>
<thead>
<tr>
<th>Code</th>
<th>Method</th>
<th>Requirements</th>
<th>Credits</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAG412</td>
<td>Agricultural Sciences Method</td>
<td>A degree in Bachelor of Agriculture.</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>MPS412</td>
<td>Physical Science Method</td>
<td>Option 1 OR 2 with Physics OR Chemistry as subject A AND the other at a 100 level (however, a subject other than Physics or Chemistry must be chosen for the second teaching method).</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>MAT412</td>
<td>Mathematics Method</td>
<td>Option 1 OR 2 with Mathematics as subject A OR B</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>MCT412</td>
<td>Information Technology Method</td>
<td>Option 1 OR 2 with Computer Science as subject A OR B.</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>MBI412</td>
<td>Life Sciences Method</td>
<td>Option 1 with Botany or Zoology as subject A and the other at 100 level. (A subject other than Botany or Zoology must be chosen for the second teaching</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Option</td>
<td>Credits</td>
<td>Int. Credits</td>
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</tr>
<tr>
<td>MAL412</td>
<td>Mathematical Literacy Method</td>
<td>Option 2 with Mathematics as subject C</td>
<td>7</td>
<td>16</td>
</tr>
</tbody>
</table>

**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 Specialization 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 6 (Educators in Schooling). The curriculum consists of the following modules:

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

---

ELECTIVE MODULES

<table>
<thead>
<tr>
<th>PRINCIPAL TEACHING SUBJECT METHODS</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAF 412 (Afrikaans Method)</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>MEN 412 (English Method)</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>MXH 412 (isiXhosa Method)</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>MGE412 (Life Orientation Method)</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>Arts and Culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MVA 412 (Visual Arts Method)</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>MSM 412 (Music Method)</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>Management and Economic Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAC 412 (Accounting Method)</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>MBE 412 (Business Studies Method)</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>MEC 412 (Economics Method)</td>
<td>7</td>
<td>16</td>
</tr>
</tbody>
</table>

Physical, Mathematical Computer, Life and Agricultural Sciences
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAG 412</td>
<td>Agricultural Sciences Method</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>MBI 412</td>
<td>Life Sciences Method</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>MCT 412</td>
<td>Information Technology Method</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>MPS 412</td>
<td>Physical Science Method</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>MAT 412</td>
<td>Mathematics Method</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>MAL 412</td>
<td>Mathematical Literacy Methodology</td>
<td>7</td>
<td>16</td>
</tr>
</tbody>
</table>

**CORE MODULES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECA 411</td>
<td>Educational Studies 1a Classroom Management, the educational system and school management.</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>ECA 413</td>
<td>Educational Studies 1c Human Development and Learning and Educational Theory</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>ECA 415</td>
<td>Educational Studies 1d Approaches to Teaching, Assessment in Education, Outcomes-Based Education and Educational Technology</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>ECA 422</td>
<td>Education in Context Environmental Education, Life Skills Orientations, Inclusive Education, Multicultural Education.</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>EHV 421</td>
<td>Educational Studies) HIV and AIDS Education</td>
<td>6</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTP 401</td>
<td>School Experience</td>
<td>6</td>
<td>32</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLM 411</td>
<td>Languages in Education – Compulsory for all PGCE students</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>
Purpose: These modules will prepare learners to be well-grounded in the knowledge, skills, values, principles, methods and procedures relevant to the discipline, subject learning area, phase of study, professional or occupational practice. The modules will, among other things, ground participants in reflecting on different approaches to teaching and learning. The participants will have an understanding of the knowledge appropriate to the specialism.

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

ECA 411: Educational Studies
Purpose: The module prepares the learners to mediate and manage learning in a manner, which is sensitive to the diverse needs of learners and construct learning environments that are appropriately contextualized. In addition the learner will demonstrate sound knowledge of educational management principles, professional ethics and strategies appropriate to teaching, especially in the South African context.

Contents: The course content includes; Classroom management, School management and Educational systems

Instruction: Will be conducted through lectures and activities during block sessions, independent and group school / work based activities.

Assessment: Formative assessment will be conducted through student led seminars, tests, practicals, assignments, attendance and participation and summative assessment through externally moderated examinations.

Credits: 8

ECA 413: Educational Studies
Purpose: The module intends grounding learners in the principles and theories of education and prepares them to create and promote a supportive and empowering educational environment. It will further assist students in understanding various theories on human development and education as well as the principles and practices of OBE and the controversies surrounding it.

Content: The course content covers the areas related to human development and
educational theory.

Instruction: Will be conducted through lectures and activities during block sessions, independent and group school / work-based activities.

Assessment: Formative assessment shall be conducted through student led seminars, tests, assignments, attendance and participation and summative assessment through externally-moderated examinations.

Credits: 8

ECA 415: Educational Studies

Purpose: It aims at enabling learners to design instruction in a manner sensitive to the differing needs of diverse and multicultural FET classes. It achieves this by equipping them with appropriate teaching approaches, educational technology and assessment practices. Furthermore it assists learners in understanding various approaches to curriculum and program design as well as the principles and practices of OBE and the controversies surrounding them.

Content: The course content covers the areas related to approaches to teaching, assessment in education, educational technology and outcomes based education.

Instruction: Will be conducted through lectures and activities during block sessions, independent and group school / work-based activities.

Assessment: Formative assessment shall be conducted through student led seminars, tests, assignments, attendance and participation and summative assessment through externally-moderated examinations.

Credits: 16

ECA 422: Education in Context

Purpose: This module introduces students to the problems of living in a world of finite resources. It equips students with knowledge, skills and values, teaching-learning strategies, techniques and methods to enable them to facilitate meaningful EE learning experiences for learners who participate in EE 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 (taking into consideration the psychological, sociological and historical factors) 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 orientations and multicultural education.

Instruction: Will be conducted through lectures and activities during block sessions, independent and group school / work based activities.

Assessment: Formative assessment shall be conducted through student-led seminars, tests, assignments, attendance and participation and summative assessment through externally-moderated examinations.

Credits: 16

**EHV 421 Educational Studies**

Purpose: The module prepares learners to be able to perform and encourage critical, dedicated and principled attitudes towards the development of a sense of respect and responsibility towards others. The participants will also be able to display an ability to develop an encouraging and empowering environment for the learners and respond to the needs of learners and fellow colleagues. They will also develop supportive relations with parents based on a critical understanding of community and environmental issues.

Content: The content will focus on: basic biological facts about HIV/AIDS; gender issues; stigma and discrimination; values; HIV/AIDS impact on schools and on educators; support mechanisms for vulnerable learners.

Instruction: Will be conducted through lectures and activities; independent and group school-based activities, focused classroom discussions.

Assessment: Formative assessment shall be conducted through student-led seminars, school-based projects, tasks, and summative assessment through an externally moderated project and oral presentations.

Credits: 8

**PTP 401: School Experience**

Purpose: This module aims at equipping prospective educators with competencies in teaching and research at FET Band. It sets out to achieve this by locating our School Experience within the constructionist philosophy and situating the research component within the participatory paradigm and action research. Learners are exposed to this teaching and research experience by being placed in FET schools that are around the university. The students are expected to visit schools at least for 10 days during the first semester. In the second semester the students will be placed for 8 to 10 consecutive weeks in schools where they have to teach the subjects of specialization under the guidance of mentor teachers.

Content: Journal writing, observation methods, portfolio organization and development, research paradigms, research methods, proposal writing, writing a teaching philosophy statement.
Instruction: Instructional methods include viewing video-taped lessons, lecture-room
dialogue and group discussions, readings, and presentations by invited
mentors and other guests.

Assessment: Continuous formative assessment through reflective journal, portfolio,
creation of LTSM, professional and subject mentors’ reports, and
lecturers’ reports on the assessment of classroom teaching in the two
subjects of specialization; and summative assessment through an
external moderation of the portfolio.

Credits: 32

FUNDAMENTAL MODULES

PLM411 Languages in Education
Purpose: This module prepares the learner to mediate learning in a manner which
is sensitive to the diverse language needs of school learners including
those with barriers and to communicate effectively using English and
IsiXhosa. It also aims to allow qualifiers to be competent in analyzing
language issues related to teaching practices, particularly in their specialist
learning areas.

Contents: Language issues: language policy, multilingualism, language across the
curriculum and language in the classroom; English and IsiXhosa language
communication

Instruction: Will be conducted through lectures and activities during block sessions,
independent and group school / work based activities.

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

Credits: 8

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  
National Qualifications Framework (NQF), Level 7  
COURSE CODE:  
ADE SML

PREAMBLE
As this is a new programme, Advanced Diploma in Education: School management and Leadership, year one will be offered in 2018 with year 2 being phased-in in 2019.

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

ALL MODULES ARE COMPULSORY

<table>
<thead>
<tr>
<th>Year</th>
<th>Course codes</th>
<th>Module</th>
<th>Credits</th>
<th>HEQSF Level</th>
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</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>LEC111E</td>
<td>Leading and managing extra-curricular and co-curricular activities</td>
<td>9 credits</td>
<td>Level 7</td>
</tr>
<tr>
<td></td>
<td>LMT101E</td>
<td>Leading and managing teaching and learning in the school</td>
<td>18 credits</td>
<td>Level 7</td>
</tr>
<tr>
<td></td>
<td>LSO101E</td>
<td>Leading and managing the school as an organisation</td>
<td>18 credits</td>
<td>Level 7</td>
</tr>
<tr>
<td></td>
<td>WWS101E</td>
<td>Working within and for the school system</td>
<td>18 credits</td>
<td>Level 7</td>
</tr>
</tbody>
</table>
LEC111E: Leading and managing extra-curricular and co-curricular activities

**Purpose:** To complement the leading and managing teaching and learning modules by focussing 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 emphasises 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

**LSO101E: 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

**PPX201E: 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 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 OF EDUCATION (HONOURS) (B Ed) (Hon)  
(Code 50023) no intake for 2020

E.59  Purpose
The B Ed Honours, the first academic postgraduate qualification in the field, provides an introduction to the academic study of education and grounding in educational theory and research. It is designed to provide access to the M.Ed. degree and to prepare students for research-based postgraduate study. The course also promotes practical competence by enhancing insight into and understanding of the theoretical underpinnings of educational practice.

E.59.1  Admission
The entrance requirements for the course are normally as follows, subject to the discretion of the Selection Committee and the maximum number of students accepted per intake. In addition to these requirements it is recommended that a student should have at least two years of practical experience in the education field but this is a recommendation rather than a requirement.
A person shall not be considered as a candidate for a B Ed Honours degree unless he/she:

E.59.1.1 has successfully completed a bachelor’s degree at the University (level 6 on the National Qualifications Framework/ NQF); or
E.59.1.2 has successfully completed an appropriate qualification at level 6 on the NQF which is equivalent to or higher than the examinations prescribed for a degree of bachelor of the university; or
E.59.1.3 has passed the examinations on the grounds of which he/ she will be awarded a bachelor's degree by the University, or on the grounds of which the required status may later be granted to him/her;
E.59.1.4 has passed a proficiency test in English, the language of instruction for the course, if this is deemed necessary by the HOD.

E.59.2  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 HOD, may then be submitted to Senate, which will then take a decision. No further extensions will be allowed.

E.59.3  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.

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 site co-ordinator at the site of instruction. 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.

E.59.4 Curriculum

The B Ed Honours degree is a 120 credit qualification at NQF level 8 (Educators in Schooling). To graduate with this degree, a candidate must obtain credit in six course modules as follows:

E.59.4.1 Foundational Programme (Year 1: 60 credits):

- Education Theory (ETP501) (20 credits)
- Curriculum Development 1 (CUD501) (20 credits)
- Perspectives in Education (PIE501) (20 credits)

E.59.4.2 Elective Programme (Year 2: 60 credits):

- Research Methods (REM501) (Compulsory) (20 credits)

Two elective modules from:

- Curriculum Development 2 (CUD502)
- Early Childhood Development (ECD) Curriculum Studies (ECE501)
- Education Leadership and Management (ELM501)
- Education Law (EDL501)
- Education Literacy (ELT501)
- Technology (TEC501)
- Drama in Education (DIE501)
- Language Education (LGE501)
- Science Education (SCE501)
- Mathematics Education (MIE501)
- (All 20 credits each)

E.59.4.3 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.

Note:

1. The selection and grouping of electives will change from year to year and from campus to campus, depending on student numbers, the availability of lecturing staff, and the student profile. The availability of any one elective in any given year on any given campus cannot be guaranteed.
2. From time to time, certain electives other than Research Methods may also be made compulsory, depending on, again, student numbers, the availability of lecturing staff, and the student profile.
3. 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.

E.60 Assessment

The final mark for each of the six modules will consist of two components: a year mark and an examination mark ('research project' for Research Methods), with each component comprising 50% of the final mark.

E.60.1 Qualification requirements

A candidate for an Honours qualification must obtain

E64.1.1 an aggregate of at least 50% of the marks in all the six modules comprising the course; and
E64.1.2 a sub-minimum of 40% in each module; and
E64.1.3 a sub-minimum of 40% in every examination and in the Research Methods final written/oral presentation

E.60.2 The examination mark

E.60.2.1 Students are required to write a three hour examination for each of the three modules studied at the end of the first year and for two of the three modules studied at the end of the second year of study.

E60.2.2 For Research Methods in the second year, the 'examination' will take the form of an oral presentation and a written research presentation (mini-dissertation).

E.60.3 General

E.60.3.1 A candidate shall normally retain credit for any individual module passed for a period not exceeding three years.
E.60.3.2 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.
E.60.3.3 A candidate will graduate cum laude if he/she obtains an average of 75% or more for all six modules of the course.
E.60.3.4 There is no supplementary examinations for B Ed Honours.
E.60.3.5 Students who score an average of 49% or less for all six of their course modules will not graduate.
E.60.3.6 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.
E.60.3.7 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.

E.65 B Ed Honours Modules

YEAR 1: FOUNDATION MODULES

ETP 501: Education Theory and Practice
Purpose: This course focuses on theory informing practice in education with
particular reference to topics drawn from educational philosophy and
psychology.
Contents: It includes critical thinking, the school as an organization, behaviorism and
social constructivism, development theory, learning theory, intelligence
and learner-centered teaching and learning.
Instruction: 50 contact hours per year and self-study/learning
Assessment: Continuous assessment through participation in class, assignments and
tasks. Summative assessment consists of a three hour examination (See
course assessment policy document).
Credits: 20
Prerequisite: The entrance requirement for the course is a Level 6 qualification on the
National Qualifications Framework (NQF); at least two years of practical
experience in the educational field; successful demonstration of language
competency in the medium of instruction; and approval of the Faculty
Board on the recommendation of the Director of the School of Post-
Graduate Studies. A limited number of students are accepted for each year
of study.

CUD 501: Curriculum Development 1
Purpose: This course provides an introduction to curriculum theory by surveying its
underlying philosophical, psychological, sociological, historical and
practical assumptions with particular reference to the South African
context.
Contents: It includes investigation into issues such as curriculum theory, OBE,
assessment, co-operative learning, the NCS, and the hidden curriculum.
Instruction: 50 contact hours per year and self-study/learning
Assessment: Continuous assessment through participation in class, assignments and
tasks. Summative assessment consists of a three hour examination (See
course assessment policy document).
Credits: 20
Prerequisite: The entrance requirement for the course is a Level 6 qualification on the
National Qualifications Framework (NQF); at least two years of practical
experience in the educational field; successful demonstration of language
competency in the medium of instruction; and approval of the Faculty
Board on the recommendation of the Director of the School of Post-
Graduate Studies. A limited number of students are accepted for each year
of study.
Graduate Studies. A limited number of students are accepted each year for the course.

**PIE 501: Perspectives in Education**

**Purpose:** This course focuses on current, relevant educational issues and links theory to practice by highlighting aspects of learning and teaching as well as focusing on the way in which society impacts on education.

**Contents:** It includes issues such as equity and equality, gender, language, culture, inclusion, diversity, and a special study of the student’s own choosing.

**Instruction:** 50 contact hours per year; self-study/learning

**Assessment:** Continuous assessment through participation in class, assignments and tasks. Summative assessment consists of a three hour examination (See course assessment policy document).

**Credits:** 20

**Prerequisite:** The entrance requirement for the course is a Level 6 qualification on the National Qualifications Framework (NQF); at least two years of practical experience in the educational field; successful demonstration of language competency in the medium of instruction; and approval of the Faculty Board on the recommendation of the Director of the School of Post-Graduate Studies. A limited number of students are accepted for each year of study.

**YEAR 2: ELECTIVE MODULES**

**REM 501: Research Methods (Compulsory)**

**Purpose:** The course has two major aims: an introduction to research in education theory, and an introduction to the practical skills and ideas which are needed to be an effective practitioner, user and interpreter of educational research. Theoretical and practical aspects are closely integrated.

**Contents:** The contents include the nature of research, research traditions and methods, data collection and analysis, critical evaluation, and presentation of research findings.

**Instruction:** 40 contact hours per year and self-study/learning

**Assessment:** Continuous assessment through participation in class, assignments and tasks. Summative assessment consists of an oral and a written presentation of each student’s research project (See course assessment policy document).

**Credits:** 20

**Prerequisite:** None
CUD 502:  Curriculum Development 2
Purpose:  The course will build on the issues explored in the first year so as to provide a means of analyzing the essential impact of the curriculum, and to develop principles of procedure for curricular action.
Contents:  The course focuses on the values, beliefs and some aspects of culture underlying the school curriculum; as well as issues in curriculum design, including a consideration of contrasting models of curriculum design, curriculum evaluation and the rhetoric and reality of curriculum innovation.
Instruction:  40 contact hours per year and self-study/learning
Assessment:  Continuous assessment through participation in class, assignments and tasks. Summative assessment consists of a three hour examination (See course assessment policy document).
Credits:  20
Prerequisite:  None

ECE 501:  ECD Curriculum Studies
Purpose:  The course aims to promote research in ECD curriculum by providing an understanding of curriculum theory in general and ECD curriculum in particular.
Contents:  It includes focusing on the theoretical perspectives on play, development and learning for under fives; examining South African and International policies and practices in ECD; exploring the writing on early education policy and curriculum planning, including comparing a number of models of ECD curriculum; and evaluating ECD policy and practice.
Instruction:  40 contact hours per year and self-study/learning
Assessment:  Continuous assessment through participation in class, assignments and tasks. Summative assessment consists of a three hour examination (See course assessment policy document).
Credits:  20
Prerequisite:  None

ELM 501:  Educational Leadership and Management
Purpose:  The course is designed to introduce students to basic leadership and management principles and models, and their applicability to education in South Africa. It aims to provide a framework within which educationally proven leadership and management may be executed.
Contents:  Emphasis is given to school relationships, the nature of effective schools, change strategies within schools, and the nurturing of schools as learning communities, the role of the school principal, and various aspects of organizational theory and practice. The principles of effective leadership and management thread through all these themes.
Instruction:  40 contact hours per year and self-study/learning
Assessment:  Continuous assessment through participation in class, assignments and tasks. Summative assessment consists of a three hour examination (See
course assessment policy document).

Credits: 20
Prerequisite: None

**TEC 501: Technology**

**Purpose:** This course explores the world of technology from an educational perspective. Although it is principally an academic course, a practical, problem-solving thread runs through it.

**Contents:** The course is presented within a social-constructivist paradigm, and explores technology education in the classroom, OBE, and the NCS and their influence on teaching and learning technology, and professional and academic competence in technology education. The practical components provide the participants with core technical competencies, processes and procedures. The academic competencies lay a theoretical and pedagogical foundation for classroom-based practice.

**Instruction:** 40 contact hours per year and self-study/learning

**Assessment:** Continuous assessment through participation in class, assignments and tasks. Summative assessment consists of a three hour examination (See course assessment policy document).

Credits: 20
Prerequisite: None

**LGE 501: Language Education**

**Purpose:** This course is intended for teachers who wish to reflect on their classroom practice with a view to providing a more supportive language environment for their learners.

**Contents:** The course contents focus on looking at the way language is learned both naturally and in the classroom context; developing a clear understanding of the four modes of language learning so as to provide a balanced approach to literacy learning; examining the challenges that educators face in a multilingual society; developing an understanding of the cultural issues which affect language teaching in South Africa; and on critically examining the Language in Education Policy Document and understanding how educators can facilitate the development of a language policy most suited to the needs of their school.

**Instruction:** 40 contact hours per year and self-study/learning

**Assessment:** Continuous assessment through participation in class, assignments and tasks. Summative assessment consists of a three hour examination (See course assessment policy document).

Credits: 20
Prerequisite: None
MIE 501: Mathematics Education

Purpose: This course is designed to enable teachers and educational managers and planners to reflect upon their experience in the teaching of mathematics, and to engage in current national and international debates in the field of mathematics.

Contents: It includes focusing on mathematics curriculum design; theories of teaching and learning in the field of mathematics; technology and mathematics education; and sociopolitical and cultural aspects of mathematics education. The course incorporates an introduction to, and some initial practice in, mathematics education research.

Instruction: 40 contact hours per year and self-study/learning

Assessment: Continuous assessment through participation in class, assignments and tasks. Summative assessment consists of a three hour examination (See course assessment policy document).

Credits: 20

Prerequisite: Candidates wishing to register for this course will be expected to have taught mathematics at any level of the formal education system for at least two years.

DIE 501: Drama in Education

Purpose: This course is designed to provide students with a theoretical basis on which to frame and conceptualize their own teaching practices and to guide the students towards an understanding of the role of drama in education.

Contents: The course focuses on developing an in-depth understanding of the nature, purpose and function of Arts and Culture in education with particular emphasis on Drama in Education; developing and extending knowledge and practice of the key elements of educational drama as well as other arts and culture forms and processes; equipping the students with knowledge and understanding of the views and practices of some major figures in the field of Drama Education, with the emphasis on examining the work of past and present drama practitioners in relation to their impact on classroom practice; applying a wide range of practical skills necessary for the competent and efficient planning, structuring and facilitating of educational drama and other arts and culture activities; utilizing the rich and extensive traditional storytelling practices which exist within the South African context; and examining Theatre-in-Education and Forum Theatre in order to have access to theatre forms with immense educational potential and which contribute towards extending classroom drama practice.

SCE 501: Science Education

Purpose: The course has a strong environmental education focus. It is designed to explore ways of enabling environmental education processes through
science education, by providing students with a theoretical basis on which to frame and conceptualize their own teaching practices.

Contents: Environmental education has its roots in science education, but the narrow conceptualizing of environmental education within science disciplines is challenged. The relationship between the two disciplines is explored by developing an understanding of conventional (modernist) science and developments in post-modern science, and of environmental education as social processes of change rather than as a static, rule-governed discipline.

Instruction: 40 contact hours per year and self-study/learning
Assessment: Continuous assessment through participation in class, assignments and tasks. Summative assessment consists of a three hour examination (See course assessment policy document).

Credits: 20
Prerequisite: None

ELT501: Education Literacy
Purpose: The course aims to explore ‘literacy’ in the broader context of multiple ‘literacy practices’. It will embrace different literacies – from reading in its narrowest sense to a broader notion of ‘reading the word and the world’ (Freire). It also aims to explore the development of different forms of Mathematical literacy, and Scientific and Technological literacies for schooling and life.

Contents: It will include what we understand by literacy and literacy practices; the literatures we need to celebrate, critique and explore with young learners; Mathematical, Scientific, Graphical and Technological literacy; developing the notion of critical literacy; and the notion of inter-textuality.

Instruction: 40 contact hours per year and self-study/learning
Assessment: Continuous assessment through participation in class, assignments and tasks. Summative assessment consists of a three hour examination (See course assessment policy document).

Credits: 20
Prerequisite: None

EDL 501: Education Law
Purpose: The course aims to introduce educators to the basic tenets of key legislation as it applies to education, where to look for particular aspects of law, and to know how the law applies to schools, teachers and learners.

Contents: The course will deal with the legal position of schools in respect of the constitution, legislation, common law and case law; the legal status of learners; the relationship between learner and educator; the law of delict in the school environment (liability); school rules, codes of conduct and discipline, including the rights of teachers; and an introduction to labour law issues.
Instruction: 40 contact hours per year and self-study/learning
Assessment: Continuous assessment through participation in class, assignments and tasks. Summative assessment consists of a three hour examination (See course assessment policy document).
Credits: 20
Prerequisite: None
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 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

<table>
<thead>
<tr>
<th>CODE</th>
<th>YEAR 1 MODULES</th>
<th>NQF</th>
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</tr>
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<tbody>
<tr>
<td>PYH 501E</td>
<td>Psychology of Education</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>PHH 501E</td>
<td>Philosophy of Education</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>ITP 501E</td>
<td>Inclusive Education: A theoretical and Philosophical grounding</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>ERH 501E</td>
<td>Introduction to Educational Research</td>
<td>8</td>
<td>12</td>
</tr>
</tbody>
</table>

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.
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 501E  
**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 501E  
**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 501E
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
BACHELOR EDUCATION HONS (SCIENCE EDUCATION)

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 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 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.

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<tr>
<td>NSS 501</td>
<td>Nature of Science and Issues in Science Education</td>
<td>8</td>
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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
Bachelor of Education Honours (Science Education) Modules

PSYCHOLOGY OF EDUCATION
Code: PYH 501
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 501  
**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 501  
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
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 which accredits candidates’ capacity to undertake well-founded and independent inquiry in the field of education.

E.69 Admission
A person shall not be admitted as a candidate for the degree unless he/she
i) has been admitted to the degree of Bachelor of Education (Honours) of the University; or
ii) has been admitted to the status of a Bachelor of Education (Honours) of the University, or
iii) possesses some other qualification which in the opinion of the Senate is equivalent to or higher than the degree of Bachelor of Education (Honours) of the University; and
iv) produces evidence to the satisfaction of the Senate of at least two year’s teaching experience; and
v) has obtained a 60% mark in the BEd (Hon) 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 field to undertake the course of study.
(vi) successfully passes a screening interview

E.70 Curriculum
E.70.1 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;
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.71 Examination
The examination of the course will consist of a dissertation on an educational topic approved by the Board of the Faculty.

E.72 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.73 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.
E.74 Admission and Registration
A person shall not be admitted as a candidate for the degree unless he/she
i) has been admitted to the degree of Master of Education of the University; or
ii) has been admitted to the status of a Master of Education of the University, or
iii) possesses some other qualification which in the opinion of the Senate is equivalent to or higher than the degree of Master of Education of the University; and
iv) produces evidence to the satisfaction of the Senate of at least two year’s teaching experience; and
v) has obtained a 60% mark in the Master of Education 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 field to undertake the course of study.
vii) successfully passes a screening interview.

E.75 Examination
The degree shall not be conferred on any person unless he/she either:
i) is a Master of Education of the University of at least four years’ standing; or
ii) is a Master of Education of the University of at least three years’ standing, of which at least one year was devoted full-time to approved research work; or
iii) has been admitted to the status of Master of Education of the University and complies with the further requirements referred to in clause (a) or clause (b) above.

E.76 Thesis
A candidate shall submit for examination a thesis on an approved educational topic.

NOTA BENE:
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.
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