STADIO

HIGHER EDUCATION

SCHOOL OF EDUCATION

POSTGRADUATE CERTIFICATE IN EDUCATION IN SENIOR PHASE AND FURTHER EDUCATION AND TRAINING TEACHING

NQF 7 | 128 CREDITS | SAQA ID: 117852 | MIN. 1 YEAR

MODE: DISTANCE LEARNING

CAREER OPPORTUNITIES

- **SPECIALIST SUBJECT TEACHER IN SENIOR PHASE AND FURTHER EDUCATION AND TRAINING**

DESCRIPTION

The STADIO Postgraduate Certificate in Education in Senior Phase and Further Education and Training Teaching will equip graduates with educational theory and methodology to teach the required subject content knowledge and enable them to demonstrate competence and responsibility as academically and professionally qualified beginner teachers. The PGCE (Senior Phase and Further Education and Training Teaching) accredits a professional teaching programme that 'caps' an undergraduate degree or an approved diploma. It offers entry-level initial professional preparation for undergraduate degree or diploma holders who wish to develop focused knowledge and skills as classroom teachers in one chosen subject in the Senior Phase and one chosen subject in the Further Education and Training (FET). To this end, the qualification requires a specific depth and specialisation of knowledge, together with practical skills and teaching experience to enable successful students to apply their learning as beginner teachers in schools in varying contexts.

The programme will build on subject knowledge content, together with the principles, practices and methods of teaching, and workplace experience, to enable successful students to apply their learning as beginner teachers to implement the National Curriculum Statements. They will have a wide range of theoretical understanding, competencies and practical skills to deal with a diverse range of learners in schools in a wide range of learning situations and contexts. They will reflect critically on their own practice and demonstrate initiative and responsibility in both an academic and professional teaching environment.

The PGCE (Senior Phase and Further Education and Training Teaching) will allow the student who completes the qualification successfully to be registered with the South African Council for Educators (SACE) as a fully qualified educator with sound knowledge and expertise in one subject in the Senior Phase and one in the FET.

ARTICULATION POSSIBILITIES

Once you have passed the Postgraduate Certificate in Education in Senior Phase and Further Education and Training Teaching, you may continue your studies towards a Postgraduate Diploma in Education or pursue a Bachelor of Education Honours degree or an Advanced Diploma in Education. For more information, please contact STADIO.

MODE OF DELIVERY - DISTANCE LEARNING (ONLINE DISTANCE)

The programme is offered in STADIO's **Online Distance** mode of delivery. STADIO's distance-learning programmes offer students excellent, quality education, without the requirement of having to attend compulsory venue-based classes. Distance-learning students study with flexibility wherever they are, on a study schedule that suits their circumstances.

Upon registration, distance-learning students receive access to STADIO's state-of-the-art learning management system (Canvas). Students have access to all learning materials on this platform, including a detailed plan for the semester/year indicating all the learning and assessment activities. Study material and any additional teaching resources will be available online. However, students may also request study guides in printed format, if preferred. Students will access, complete, and submit all formative assessment tasks (assignments and tests) online. Summative assessments will mostly be venue-based.

Distance-learning students may also join and participate in scheduled live lecturing sessions online, at critical points during the semester, to integrate concepts and ask questions. These classes will be presented by either the lecturer or an external professional or industry specialist. Recordings of these sessions will be available online. The schedule for the online classes will be available on the learning management system at the start of the semester.

Students will always have access to a module Question and Answer forum, where they can ask questions on the material. The lecturer will respond to their queries in this forum or during the scheduled consultation engagements. All lecturers will have weekly online consultation meetings, where students can join to ask questions or to discuss aspects of the work.

Distance learning is suited to students who want to study from wherever they are, without having to attend classes in person at a venue. Other than the requirement to submit assessment tasks on time, distance learning offers the student flexibility to plan his/her own study schedule. This option is also ideal for working adults, mature learners, or for school-leavers who enjoy learning at their own pace, live distantly from STADIO's campuses, or who have other commitments to attend to during the day. Even though learning happens at a distance, the student still has access to expert lecturers, up-to-date study material and peer engagement via the virtual learning environment. Studying via distance learning is largely enabled through technology. You need access to a computer, as well as internet connectivity, to access and submit your assessments, and to join live sessions or watch recordings online.

OUTCOMES

1. Knowledge of the curriculum and how to select, determine the sequence and pace of content in accordance with both subject and learner needs.
2. Competence in curriculum differentiation in order to select, use and adjust teaching and learning strategies in ways which meet the diverse needs of the learners and the context.
3. Knowledge of the Senior Phase and FET curriculum to strategically select, design, use, and evaluate learner teacher support material to enhance learning progress and the holistic development of all learners.
4. Knowledge and ability to evaluate and integrate relevant regulatory policies such as the National Curriculum Statements, the Curriculum Assessment Policy Statements and related documents in schooling.
5. Competence in selecting and implementing reliable and varied ways of assessing and monitoring learner progress and achievement to analyse and use the results of assessment to improve teaching and learning.
6. Competence in identifying and addressing barriers to learning and social challenges and working in partnership with professional service providers to address these where appropriate.
7. Competence in planning, leading, managing and administrating in diverse learning contexts.
8. Create and maintain caring, supportive and empowering environments for learners, and supporting learners in ways that are sensitive, stimulating, democratic and well-organised.
9. Competence in communicating accurately, coherently and effectively by means of oral, written, and technological skills when engaging with relevant stakeholders within the school context and community.

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OUTCOMES CONTINUED

10. Ability to reflect critically, in theoretically informed ways and in conjunction with their professional community of colleagues, on their own teaching philosophy and practice.
11. Sound theoretical knowledge and critical understanding of the role of the teacher and schools in society by identifying, explaining, analysing and evaluating the complex relationships between education, the individual and society in the context of local, national and global change.
12. Sound knowledge of educational policy, aims, outcomes and practices within the context of the Constitution of South Africa and its relevance to democratic transformation and participate in critical discourse that can contribute to school policy change and school-related practices.
13. Respect for and commitment to the educator profession and that they can function ethically, responsibly and professionally within the education system, an institution, and the school community.
14. 21st Century skills and beginning research skills that will enable them to pursue life-long learning and post-graduate studies in education.

ADMISSION REQUIREMENTS

- **an appropriate 360 credit National Diploma (NQF 6); OR**
- **an appropriate Bachelor's degree (NQF 6/7).**

An appropriate diploma or degree will include sufficient disciplinary learning in appropriate academic fields to enable the development of subject specialisations. To be eligible for particular school subject specialisations in the Postgraduate Certificate in Education (Senior Phase and Further Education and Training Teaching), students must have passed at least one of the desired school subjects at second year or NQF Level 6 for the Senior Phase and the other desired school subject at third year or NQF Level 7 for the Further Education and Training.

Please note that Technical Vocational Education and Training (TVET) qualifications do not enable entry into the PGCE programme. In addition, a prospective student's conversational competence in an African Language and competence in ICT will be assessed at the outset and, if necessary, students will be required to register for additional modules to reach the required levels of competence.

ADDITIONAL OR SPECIFIC ADMISSION REQUIREMENTS

School-based Teaching Practice
Teaching practice is an integral part of teacher education that provides you with the opportunity to experience the excitement of a classroom environment and contributes to your professional development as a future teacher. Teaching practice is compulsory in the Postgraduate Certificate in Education programme. Various teaching practice assessment methods are used during this time to evaluate the student, including reports from the school, the School of Education (SOE) teaching practice assessor, the school mentors, and your eventual Portfolio of Evidence. In addition, the SOE monitors and verifies the placement of all students at schools.

It is the responsibility of the student to arrange for leave from an employer for the required number of weeks for teaching practice in schools. A student can only commence with teaching practice once the school placement has been verified by the Teaching Practice Department of SOE.

Please note the following:
You have to complete the 10 weeks of TP in a school under the supervision of mentor teachers as part of your study. You are required to attend the school from Monday to Friday for the full duration of the school day and assist with assigned extra curricular activities. Transport costs to and from schools are to the account of the student.

ADDITIONAL OR SPECIFIC ADMISSION REQUIREMENTS CONTINUED

If you are already employed at a school, your school must meet our minimum requirement, if you don't have a suitably qualified mentor teacher(s) in your school who can act as a mentor teacher, you will have to spend your teaching practice weeks in another school. If you are employed in a school you are required to provide a letter of employment from the school to the Teaching Practice Department.

The compulsory ten-week school-based teaching practice component in the **one year full-time** programme consists of the following:
- Five consecutive weeks in a school in semester one
- Five consecutive weeks in a school in semester two

The compulsory ten-week school-based teaching practice component in the **two year part-time** programme consists of the following:
- Five consecutive weeks in a school in semester one of year one
- Five consecutive weeks in a school in semester two of year two

The compulsory ten-week school-based teaching practice component in the **18 month part-time** programme consists of the following:
- Five consecutive weeks in a school in semester two of the programme
- Five consecutive weeks in a school in semester three of the programme

Students are required to teach in all their registered subject specialisations in the Senior Phase (grades 7 – 9) and Further Education and Training Phase (grades 10 – 12).

SPECIFIC REQUIREMENTS

MINIMUM SYSTEM REQUIREMENTS:

- **Wi-Fi: Reliable broadband Internet access (Wi-Fi is available on all of our campuses, but you may prefer access from home as well).**
- **Web browser: Chrome/Safari/Opera/FireFox.**
- **Computer/Laptop: A current Windows or Apple Mac computer/laptop capable of running the Office 365 software (which STADIO provides you as a STADIO student). Office 365 includes Word, Excel, PowerPoint and Outlook.**
- **PDF Viewer: The free Adobe Acrobat software.**
- **Scanning documents: Ability to scan and upload documents (typically from your cellphone or smartphone).**
- **Email/cellphone for notification and communication.**
- **Communication: A cellphone or smartphone for receiving notifications and communication (additionally WhatsApp is recommended for collaborating in student groups).**

ACCESS TO TECHNOLOGY:

STADIO School of Education uses its ONLINE student administration and learning environments to provide students with materials and resources, to conduct online assessments, create discussion opportunities and render a range of administrative services.

Therefore, having continuous access to the ONLINE facilities is essential for efficient communication, learning and success.

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RULES OF PROGRESSION

To complete the qualification the student must successfully complete the following modules:

• Education Studies 1 and 2 – Compulsory

• Teaching Practice PGCE 1 and 2 – Compulsory
  Students must register for Teaching Practice PGCE 1 before Teaching Practice PGCE 2

• Teaching specialisation in the Senior Phase 1 and 2 – Elective
  Students must register for Teaching Specialisation Senior Phase 1 before Teaching Specialisation Senior Phase 2

• Teaching specialisation in the FET 1 and 2 – Elective
  Students must register for Teaching Specialisation FET 1 before Teaching Specialisation FET 2

• Computer literacy endorsement: Students graduating with a PGCE must be computer literate. A student will register for the module End-User Computing EUC152 if he or she does not have proven computer literacy based on:
  - prior study (Senior Certificate subject or Computer Applications Technology or Information Technology or an appropriate ICT module studied as part of a post-schooling qualification or an appropriate official short course); or
  - diagnostic testing (at one of SOE campuses or accredited assessment sites).
  Students can also take the initiative to obtain the necessary computer literacy competence before applying for a PGCE or while registered for the PGCE. Completed certified courses/modules related to computer literacy will be considered.

• Language endorsement: Students graduating with a PGCE must have conversational language competence in an African language. A student will have to register for an African language conversational module if he or she does not have proven language conversational competency based on:
  - prior study (Senior Certificate subject or appropriate language studied as part of a post-schooling qualification); or
  - diagnostic testing (at one of SOE campuses or accredited assessment sites).

Students have a choice of an optional second teaching specialisation in either the Senior Phase or FET Band. Students who choose to register for the optional second teaching specialisation will therefore complete three (3) teaching specialisation modules. Students will also have to teach all three specialisations whilst on teaching practice. The choice of an optional second teaching specialisation will depend on the availability of the modules and the module schedule i.e. no clashes between modules.

Students must pass all modules in order to achieve the Postgraduate Certificate in Education in Senior Phase and Further Education and Training Teaching qualification. The pass mark for each module is 50%.

STUDENT SUPPORT FOR DISTANCE LEARNING STUDENTS

Out of sight does not equal out of mind at STADIO!

C4SS - CENTRE FOR STUDENT SUCCESS
The Centre for Student Success supports students with academic, psychological and financial wellness.

SAS - STUDENT ADMINISTRATION & SUPPORT
Student Administration & Support is the first port of call for all student queries and requests, they can channel your requests to the right individuals.

THE BUDDY PROGRAMME
The Buddy programme exists to help students to adjust to the demands of the programme and studying at STADIO.

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CURRICULUM OUTLINE (1 YEAR STUDY OPTION - FULL-TIME)

YEAR	1st YEAR
Compulsory (All)	Education Studies 1 EDSA700 (24 credits)
	Education Studies 2 EDSB700 (24 credits)
Electives	Language Conversational isiXhosa LCX400 (12 credits) * OR Language Conversational isiZulu LCZ400 (12 credits) * OR Language Conversational Sepedi LCSP400 (12 credits) * OR Language Conversational Setswana LCSW400 (12 credits) *
SEMESTER 1	**1st YEAR**
Compulsory (All)	Teaching Practice PGCE 1 TP701 (16 credits) ***
	Teaching Specialisation SP 1 (12 credits)
	Teaching Specialisation FET 1 (12 credits)
Electives	End-User Computing EUC152 (10 credits) **
SEMESTER 2	**1st YEAR**
Compulsory (All)	Teaching Practice PGCE 2 TP702 (16 credits) ***
	Teaching Specialisation SP 2 (12 credits)
	Teaching Specialisation FET 2 (12 credits)
CREDITS	**128**

* This module is compulsory for students who do not have the relevant competence in an African Language at conversational level. Students who have the relevant competence in an African Language at conversational level will be exempt from taking any one of the above modules at conversational level. Proof of the required competence (through prior learning) in the form of relevant supporting documents must be submitted by the student.

** EUC152 is compulsory for student who do not have proven computer literacy based on prior study or if diagnostic testing demonstrates a need to register for this module. Proof of the required competence (through prior learning) in the form of relevant supporting documents must be submitted by the student. Please note that students who do have the relevant competence and would like to still take this module are welcome to do so.

***The compulsory ten weeks school-based teaching practice component in the one-year programme consists of the following:
  • Five consecutive weeks in a school in semester one
  • Five consecutive weeks in a school in semester two
  Students are required to teach their registered subject specialisations.

The credits for each module in the curriculum outline table is shown in brackets.

NB: Please note the module credits for End-User Computing and the Language Conversational module do not contribute to the total module credits of the programme.

CURRICULUM OUTLINE (2 YEAR STUDY OPTION - PART-TIME)

YEAR	1st YEAR	2nd YEAR
Compulsory (All)	Education Studies 1 EDSA700 (24 credits)	Education Studies 2 EDSB700 (24 credits)
Electives	Language Conversational isiXhosa LCX400 (12 credits) * OR Language Conversational isiZulu LCZ400 (12 credits) * OR Language Conversational Sepedi LCSP400 (12 credits) * OR Language Conversational Setswana LCSW400 (12 credits) *	
SEMESTER 1	**1st YEAR**	
Compulsory (All)	Teaching Practice PGCE 1 TP701 (16 credits) ***	Teaching Specialisation FET 1 OR SP 1 (12 credits)
	Teaching Specialisation SP 1 OR FET 1 (12 credits)	
Electives	End-User Computing EUC152 (10 credits) **	
SEMESTER 2	**1st YEAR**	
Compulsory (All)	Teaching Specialisation SP 2 OR FET 2 (12 credits)	Teaching Specialisation FET 2 OR SP 2 (12 credits)
		Teaching Practice PGCE 2 TP702 (16 credits) ***
CREDITS P/YEAR	64	64

* This is compulsory for students who do not have the relevant competence in an African Language at conversational level. Students who have the relevant competence in an African Language at conversational level will be exempt from taking any one of the above modules at conversational level. Proof of the required competence (through prior learning) in the form of relevant supporting documents will need to be submitted by the student.

** EUC152 is compulsory for student who do not have proven computer literacy based on prior study or if diagnostic testing demonstrates a need to register for this module. Proof of the required competence (through prior learning) in the form of relevant supporting documents must be submitted by the student. Please note that students who do have the relevant competence and would like to still take this module are welcome to do so.

***The compulsory ten weeks school-based teaching practice component in the two-year programme consists of the following:
- Five consecutive weeks in a school in semester one of year one
- Five consecutive weeks in a school in semester two of year two

Students are required to teach their registered subject specialisations.

The credits for each module in the curriculum outline table is shown in brackets.

NB: Please note the module credits for End-User Computing and the Language Conversational module do not contribute to the total module credits of the programme.

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CURRICULUM OUTLINE (18 MONTH STUDY OPTION - PART-TIME)

	1st SEMESTER	2nd SEMESTER	3rd SEMESTER
Compulsory (All)	Education Studies 1 EDSA700 (12 credits)	Education Studies 1 EDSA700 (12 credits)	
	Education Studies 2 EDSB700 (12 credits)	Education Studies 2 EDSB700 (12 credits)	
		Teaching Specialisation SP 1 (12 credits)	Teaching Specialisation SP 2 (12 credits)
		Teaching Specialisation FET 1 (12 credits)	Teaching Specialisation FET 2 (12 credits)
		Teaching Practice PGCE 1 TP701 (16 credits) ***	Teaching Practice PGCE 2 TP702 (16 credits) ***
Electives	End-User Computing EUC152 (10 credits) **		
	Language Conversational isiXhosa LCX400 (12 credits) * OR Language Conversational isiZulu LCZ400 (12 credits) * OR Language Conversational Sepedi LCSP400 (12 credits) * OR Language Conversational Setswana LCSW400 (12 credits) *		
CREDITS P/SEMESTER	24	64	40

* This is compulsory for students who do not have the relevant competence in an African Language at conversational level. Students who have the relevant competence in an African Language at conversational level will be exempt from taking any one of the above modules at conversational level. Proof of the required competence (through prior learning) in the form of relevant supporting documents will need to be submitted by the student.

** EUC152 is compulsory for student who do not have proven computer literacy based on prior study or if diagnostic testing demonstrates a need to register for this module. Proof of the required competence (through prior learning) in the form of relevant supporting documents must be submitted by the student. Please note that students who do have the relevant competence and would like to still take this module are welcome to do so.

***The compulsory ten weeks school-based teaching practice component in the 18 month programme consists of the following:
  • Five consecutive weeks in a school in semester two of the programme
  • Five consecutive weeks in a school in semester three of the programme
  Students are required to teach their registered subject specialisations.

The credits for each module in the curriculum outline table is shown in brackets.

NB: Please note the module credits for End-User Computing and the Language Conversational module do not contribute to the total module credits of the programme.

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CURRICULUM OUTLINE CONTINUED

Teaching Specialisations in the Senior Phase (SP):
- Teaching Afrikaans First Additional Language SP 1 - TAFS701
- Teaching Afrikaans First Additional Language SP 2 - TAFS702
- Teaching Afrikaans Home Language SP 1 - TAHS701
- Teaching Afrikaans Home Language SP 2 - TAHS702
- Teaching Creative Arts SP 1 - TCAS701
- Teaching Creative Arts SP 2 - TCAS702
- Teaching Economic and Management Sciences SP 1 - TEMS701
- Teaching Economic and Management Sciences SP 2 - TEMS702
- Teaching English First Additional Language SP 1 - TEFS701
- Teaching English First Additional Language SP 2 - TEFS702
- Teaching English Home Language SP 1 - TEHS701
- Teaching English Home Language SP 2 - TEHS702
- Teaching isiZulu First Additional Language SP 1 - TZFS701
- Teaching isiZulu First Additional Language SP 2 - TZFS702
- Teaching isiZulu Home Language SP 1 - TZHS701
- Teaching isiZulu Home Language SP 2 - TZHS702
- Teaching Life Orientation SP 1 - TLOS701
- Teaching Life Orientation SP 2 - TLOS702
- Teaching Mathematics SP 1 - TMAS701
- Teaching Mathematics SP 2 - TMAS702
- Teaching Natural Sciences SP 1 - TNSS701
- Teaching Natural Sciences SP 2 - TNSS702
- Teaching Sepedi Home Language SP 1 - TSHS701
- Teaching Sepedi Home Language SP 2 - TSHS702
- Teaching Social Sciences SP 1 - TSSS701
- Teaching Social Sciences SP 2 - TSSS702
- Teaching Technology SP 1 - TTCS701
- Teaching Technology SP 2 - TTCS702

Teaching Specialisations in the Further Education and Training (FET):
- Teaching Accounting FET 1 - TACF701
- Teaching Accounting FET 2 - TACF702
- Teaching Afrikaans First Additional Language FET 1 - TAFF701
- Teaching Afrikaans First Additional Language FET 2 - TAFF702
- Teaching Afrikaans Home Language FET 1 - TAHF701
- Teaching Afrikaans Home Language FET 2 - TAHF702
- Teaching Agricultural Science FET 1 - TASF701
- Teaching Agricultural Science FET 2 - TASF702
- Teaching Business Studies FET 1 - TBSF701
- Teaching Business Studies FET 2 - TBSF702
- Teaching Computer Applications Technology FET 1 - TCAF701
- Teaching Computer Applications Technology FET 2 - TCAF702
- Teaching Dramatic Arts FET 1 - TDAF701
- Teaching Dramatic Arts FET 2 - TDAF702
- Teaching Engineering Graphics and Design FET 1 - TEGF701
- Teaching Engineering Graphics and Design FET 2 - TEGF702
- Teaching English First Additional Language FET 1 - TEFF701
- Teaching English First Additional Language FET 2 - TEFF702
- Teaching English Home Language FET 1 - TEHF701
- Teaching English Home Language FET 2 - TEHF702
- Teaching Geography FET 1 - TGEF701
- Teaching Geography FET 2 - TGEF702
- Teaching History FET 1 - THSF701
- Teaching History FET 2 - THSF702
- Teaching Information Technology FET 1 - TITF701
- Teaching Information Technology FET 2 - TITF702
- Teaching isiZulu First Additional Language FET 1 - TZFF701
- Teaching isiZulu First Additional Language FET 2 - TZFF702
- Teaching isiZulu Home Language FET 1 - TZHF701
- Teaching isiZulu Home Language FET 2 - TZHF702
- Teaching Life Orientation FET 1 - TLOF701
- Teaching Life Orientation FET 2 - TLOF702
- Teaching Life Sciences FET 1 - TLSF701
- Teaching Life Sciences FET 2 - TLSF702
- Teaching Mathematics FET 1 - TMAF701
- Teaching Mathematics FET 2 - TMAF702
- Teaching Maths Literacy FET 1 - TMLF701
- Teaching Maths Literacy FET 2 - TMLF702
- Teaching Music FET 1 - TMUF701
- Teaching Music FET 2 - TMUF702
- Teaching Physical Science FET 1 - TPSF701
- Teaching Physical Science FET 2 - TPSF702
- Teaching Sepedi Home Language FET 1 - TSHF701
- Teaching Sepedi Home Language FET 2 - TSHF702
- Teaching Tourism FET 1 - TTOF701
- Teaching Tourism FET 2 - TTOF702
- Teaching Visual Arts FET 1 - TVAF701
- Teaching Visual Arts FET 2 - TVAF702

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MODULE DESCRIPTIONS

EDUCATION STUDIES 1

The purpose of this module is to provide students with a broad overview of a number of topics related to teaching, learning and the curriculum within the greater South African school context. Students will critically discuss the historical underpinnings and development of the South African Education System and how it transformed into the Curriculum Assessment Policy Statement (CAPS) of today. The basic tenets of the pedagogy outlined in CAPS and its implications for teaching will be examined. Students will critically evaluate a number of psychological theories of child development and learning in order to appreciate their roles as educators. Finally, students will critically analyse a number of philosophical views of education as a means to understand how learners construct knowledge in a modern South African ethos.

EDUCATION STUDIES 2

The purpose of this module is to develop the conceptual understanding of identifying and evaluating education policies and to engage with current issues drawing on evidence from theory, policy, research and practice in order to develop critical appraisal of contemporary social trends. The module examines key areas such as: issues surrounding barriers to learning and development, a focus on disability, and the theory of Inclusive Education. Students will engage with language as a central component of te

END-USER COMPUTING

Students entering Higher Education come from a variety of backgrounds, and some may have had limited opportunities to develop the computer literacy skills they will need to cope with tertiary studies. This module includes an online training component which allows student to practice simulated MS Office tasks at their own pace, supported by integrated feedback which helps them to identify and remedy their mistakes; and an assessment component which will count towards their overall module result. Students will also complete several assignments in which they will be expected to apply the MS Office tools that they have practiced in the online environment.

LANGUAGE CONVERSATIONAL ISIXHOSA

The purpose of this module is to equip students with the necessary skills enabling them to successfully converse in basic isiXhosa in informal and classroom situations, study and read elementary texts and practice reading children's stories aloud. It will empower students to use elementary isiXhosa with confidence, and speak with clarity and meaning.

LANGUAGE CONVERSATIONAL ISIZULU

The purpose of this module is to equip students with the necessary skills enabling them to successfully converse in basic isiZulu in informal and classroom situations, study and read elementary texts and practice reading children's stories aloud. It will empower students to use elementary isiZulu with confidence, and speak with clarity and meaning.

LANGUAGE CONVERSATIONAL SEPEDI

The purpose of this module is to equip students with the necessary skills enabling them to successfully converse in basic Sepedi in informal and classroom situations, study and read elementary texts and practice reading children's stories aloud. It will empower students to use elementary Sepedi with confidence, and speak with clarity and meaning.

LANGUAGE CONVERSATIONAL SETSWANA

The purpose of this module is to equip students with the necessary skills enabling them to successfully converse in basic Setswana in informal and classroom situations, study and read elementary texts and practice reading children's stories aloud. It will empower students to use elementary Setswana with confidence, and speak with clarity and meaning.

TEACHING ACCOUNTING FET 1

This is the first of two modules, the purpose of which is to develop the necessary knowledge, values, skills and attitudes that are required to master the teaching and learning of Accounting as beginner teachers at the Further Education and Training (FET) level, in the South African context. The module will provide students with valuable insight into curriculum development in South Africa, as well as specific knowledge of the Curriculum and Assessment Policy (CAPS) document as well as CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 as it applies to Accounting at a Further Education and Training level. Students will investigate the aims, objectives and value of teaching Accounting and will be able to plan, design and evaluate appropriate teaching, learning and assessment tools and strategies.

MODULE DESCRIPTIONS CONTINUED

TEACHING ACCOUNTING FET 2

This is the second of two modules, the purpose of which is to develop the necessary knowledge, values, skills and attitudes for effective teaching and learning of Accounting as beginner teachers, at the Further Education and Training level, in the South African context. The module will provide students with valuable insight into curriculum development in South Africa, as well as specific knowledge of the Curriculum and Assessment Policy (CAPS) document as well as CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 as it applies to Accounting at a Further Education and Training level.

TEACHING AFRIKAANS FIRST ADDITIONAL LANGUAGE FET 1

This is the first of two modules, the purpose of which is to introduce students to theories, methodologies and concepts pertaining to the successful teaching of Afrikaans Home Language in the Senior Phase. They will use theories, practical examples, the CAPS document and online resources in order to analyse and critically engage with effective teaching strategies to use to teach communicative ability and reading skills in the Afrikaans Home Language classroom.

TEACHING AFRIKAANS FIRST ADDITIONAL LANGUAGE FET 2

This is the second of two modules the purpose of which is to equip students with the necessary skills to work successfully with First Additional Language Afrikaans learners in the FET Phase. The module is designed to equip students with the basic knowledge, skills, attitudes and values needed to teach the Afrikaans First Additional Language effectively and competently. It will further develop the students' understanding of the Curriculum and Assessment Policy (CAPS) document as well as CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12.

TEACHING AFRIKAANS FIRST ADDITIONAL LANGUAGE SP 1

This is the first of two modules, the purpose of which is to introduce students to theories, methodologies and concepts pertaining to the successful teaching of Afrikaans First Additional Language in the Senior Phase. They will use theories, practical examples, the CAPS document and online resources in order to analyse and critically engage with effective teaching strategies to use to teach communicative ability and reading skills in the Afrikaans First Additional Language classroom.

TEACHING AFRIKAANS FIRST ADDITIONAL LANGUAGE SP 2

This is the second of two modules the purpose of which is to equip students with the necessary skills to work successfully with First Additional Language Afrikaans learners in the Senior Phase. The module is designed to equip students with the basic knowledge, skills, attitudes and values needed to teach the Afrikaans First Additional Language effectively and competently. It will further develop the students' understanding of the Curriculum and Assessment Policy (CAPS) document as well as CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12.

TEACHING AFRIKAANS HOME LANGUAGE FET 1

This is the first of two modules, the purpose of which is to introduce students to theories, methodologies and concepts pertaining to the successful teaching of Afrikaans Home Language in the Further Education and Training Phase. They will use theories, practical examples, the CAPS document and online resources in order to analyse and critically engage with effective teaching strategies to use to teach communicative ability and reading skills in the Afrikaans Home Language classroom.

TEACHING AFRIKAANS HOME LANGUAGE FET 2

This is the second of two modules the purpose of which is to equip students with the necessary skills to work successfully with Home Language Afrikaans learners in Further Education and Training Phase. The module is designed to equip students with the basic knowledge, skills, attitudes and values needed to teach the Afrikaans Home Language effectively and competently. It will further develop the students' understanding of the Curriculum and Assessment Policy (CAPS) document as well as CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12.

TEACHING AFRIKAANS HOME LANGUAGE SP 1

This is the first of two modules, the purpose of which is to introduce students to theories, methodologies and concepts pertaining to the successful teaching of Afrikaans Home Language in the Senior Phase. They will use theories, practical examples, the CAPS document and online resources in order to analyse and critically engage with effective teaching strategies to use to teach communicative ability and reading skills in the Afrikaans Home Language classroom.

TEACHING AFRIKAANS HOME LANGUAGE SP 2

This is the second of two modules the purpose of which is to equip students with the necessary skills to work successfully with Home Language Afrikaans learners in the Senior Phase. The module is designed to equip students with the basic knowledge, skills, attitudes and values needed to teach the Afrikaans Home Language effectively and competently. It will further develop the students' understanding of the Curriculum and Assessment Policy (CAPS) document as well as CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12.

TEACHING AGRICULTURAL SCIENCE FET 1

This is the first of two modules, the purpose of which is to develop the necessary knowledge, values, skills and attitudes for the effective teaching and learning of Agricultural Science, at the Further Education and Training level, in the South African context. The module will provide students with valuable insight into the Curriculum and Assessment Policy (CAPS) document in South Africa, as well as specific knowledge of CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 as it applies to Agricultural Science at a Further Education and Training level. Students will investigate the aims, objectives and value of teaching Agricultural Science and will be able to plan, design and evaluate appropriate teaching, learning and assessment tools and strategies.

TEACHING AGRICULTURAL SCIENCE FET 2

This is the second of two modules, the purpose of which is to develop the necessary knowledge, values, skills and attitudes for effective teaching and learning of Agricultural Science as beginner teachers, at the Further Education and Training level, in the South African context. Students will investigate the aims, objectives and value of teaching Agricultural Science, and interrogate the Curriculum and Assessment Policy (CAPS) document as well as CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 as it applies to Agricultural Science at a Further Education and Training level to inform the planning, design and evaluation of appropriate teaching, learning and assessment tools and strategies.

TEACHING BUSINESS STUDIES FET 1

This is the first of two modules, the purpose of which is to develop the necessary knowledge, values, skills and attitudes for the effective teaching and learning of Business Studies, at the Further Education and Training level, in the South African context. The module will provide students with valuable insight into curriculum development in South Africa, as well as specific knowledge of the Curriculum and Assessment Policy (CAPS) document as well as CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 as it applies to Business Studies at a Further Education and Training level. Students will investigate the aims, objectives and value of teaching Business Studies and will be able to plan, design and evaluate appropriate teaching, learning and assessment tools and strategies.

TEACHING BUSINESS STUDIES FET 2

This is the second of two modules, the purpose of which is to develop the necessary knowledge, values, skills and attitudes for the effective teaching and learning of Business Studies, at the Further Education and Training level, in the South African context. The module will provide students with valuable insight into curriculum development in South Africa, as well as specific knowledge of the Curriculum and Assessment Policy (CAPS) document as well as CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 as it applies to Business Studies at a Further Education and Training level. Students will investigate the aims, objectives and value of teaching Business Studies and will be able to plan, design and evaluate appropriate teaching, learning and assessment tools and strategies.

TEACHING COMPUTER APPLICATIONS TECHNOLOGY FET 1

This is the first of two modules, the purpose of which is to develop the necessary knowledge, values, skills and attitudes for the effective teaching and learning of Computer Applications Technology, at the Further Education and Training level, in the South African context. The module will provide students with valuable insight into the Curriculum and Assessment Policy (CAPS) document in South Africa, as well as specific knowledge of CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 as it applies to Computer Applications Technology at a Further Education and Training level. Students will investigate the aims, objectives and value of teaching Computer Applications Technology and will be able to plan, design and evaluate appropriate teaching, learning and assessment tools and strategies.

TEACHING COMPUTER APPLICATIONS TECHNOLOGY FET 2

This is the second of two modules, the purpose of which is to develop the necessary knowledge, values, skills and attitudes for effective teaching and learning of Computer Applications Technology as beginner teachers, at the Further Education and Training level, in the South African context. Students will investigate the aims, objectives and value of teaching Computer Applications Technology, and interrogate the Curriculum and Assessment Policy (CAPS) document as well as CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 as it applies to Computer Applications Technology at a Further Education and Training level to inform the planning, design and evaluation of appropriate teaching, learning and assessment tools and strategies.

TEACHING CREATIVE ARTS SP 1

This is the first of two modules, the purpose of which is to develop the necessary knowledge, values, skills and attitudes for the effective teaching and learning of Creative Arts, at the Senior Phase level, in the South African context. The module will provide students with valuable insight into the Curriculum and Assessment Policy (CAPS) document in South Africa, as well as specific knowledge of CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 as it applies to Creative Arts at a Senior Phase level. Students will investigate the aims, objectives and value of teaching Creative Arts and will be able to plan, design and evaluate appropriate teaching, learning and assessment tools and strategies.

TEACHING CREATIVE ARTS SP 2

This is the second of two modules, the purpose of which is to develop the necessary knowledge, values, skills and attitudes for effective teaching and learning of Creative Arts as beginner teachers, at the Senior Phase level, in the South African context. Students will investigate the aims, objectives and value of teaching Creative Arts, and interrogate the Curriculum and Assessment Policy (CAPS) document as well as CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 as it applies to Creative Arts at a Senior Phase level to inform the planning, design and evaluation of appropriate teaching, learning and assessment tools and strategies.

TEACHING DRAMATIC ARTS FET 1

This is the first of two modules, the purpose of which is to develop the necessary knowledge, values, skills and attitudes for the effective teaching and learning of Dramatic Arts, at the Further Education and Training level, in the South African context. The module will provide students with valuable insight into the Curriculum and Assessment Policy (CAPS) document in South Africa, as well as specific knowledge of CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 as it applies to Dramatic Arts at a Further Education and Training level. Students will investigate the aims, objectives and value of teaching Dramatic Arts and will be able to plan, design and evaluate appropriate teaching, learning and assessment tools and strategies.

TEACHING DRAMATIC ARTS FET 2

This is the second of two modules, the purpose of which is to develop the necessary knowledge, values, skills and attitudes for effective teaching and learning of Dramatic Arts as beginner teachers, at the Further Education and Training level, in the South African context. Students will investigate the aims, objectives and value of teaching Dramatic Arts, and interrogate the Curriculum and Assessment Policy (CAPS) document as well as CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 as it applies to Dramatic Arts at a Further Education and Training level to inform the planning, design and evaluation of appropriate teaching, learning and assessment tools and strategies.

TEACHING ECONOMIC AND MANAGEMENT SCIENCES SP 1

This is the first of two modules, the purpose of which is to develop the necessary knowledge, values, skills and attitudes for the effective teaching and learning of Economic and Management Sciences (EMS), at the Senior Phase level, in the South African context. The module will provide students with valuable insight into curriculum development in South Africa, as well as specific knowledge of the Curriculum and Assessment Policy (CAPS) document as well as CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 as it applies to Economic and Management Sciences at a Senior Phase level. Students will investigate the aims, objectives and value of teaching Economic and Management Sciences and will be able to plan, design and evaluate appropriate teaching, learning and assessment tools and strategies.

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MODULE DESCRIPTIONS CONTINUED

TEACHING ECONOMIC AND MANAGEMENT SCIENCES SP 2

This is the second of two modules, the purpose of which is to develop the necessary knowledge, values, skills and attitudes for the effective teaching and learning of Economic and Management Sciences (EMS), at the Senior Phase level, in the South African context. The module will provide students with valuable insight into curriculum development in South Africa, as well as specific knowledge of the Curriculum and Assessment Policy (CAPS) document as well as CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 as it applies to Economic and Management Sciences at a Senior Phase level. Students will investigate the aims, objectives and value of teaching Economic and Management Sciences and will be able to plan, design and evaluate appropriate teaching, learning and assessment tools and strategies.

TEACHING ENGINEERING GRAPHICS AND DESIGN FET 1

The main purpose of this module is to provide pre-service teachers with the necessary knowledge, skills, values, and attitudes required to teach Engineering Graphics and Design at the FET Phase. The module focuses on the National Curriculum and Assessment Statement Policy (CAPS) for Engineering Graphics and Design Grades 10-12, the teaching approaches and strategies used in Engineering Graphics and Design classroom teaching, the teaching media and resources used in Engineering Graphics and Design classroom teaching and assessment in Engineering Graphics and Design, specifically SBA, PAT and Examinations.

TEACHING ENGINEERING GRAPHICS AND DESIGN FET 2

The main purpose of this module is to provide pre-service teachers with the necessary knowledge, skills, values, and attitudes required to teach Engineering Graphics and Design at the FET Phase. The module focuses on the National Curriculum and Assessment Statement Policy (CAPS) for Engineering Graphics and Design Grades 10-12, the teaching approaches and strategies used in Engineering Graphics and Design classroom teaching, the teaching media and resources used in Engineering Graphics and Design classroom teaching, and assessment in Engineering Graphics and Design, specifically SBA, PAT and Examinations.

TEACHING ENGLISH FIRST ADDITIONAL LANGUAGE FET 1

This is the first of two modules, the purpose of which is to introduce students to theories, methodologies and concepts pertaining to the successful teaching of English First Additional Language in the FET Phase. They will use theories, practical examples, the CAPS document and online resources in order to analyse and critically engage with effective teaching strategies to use to teach communicative ability and reading skills in the English First Additional Language classroom.

TEACHING ENGLISH FIRST ADDITIONAL LANGUAGE FET 2

This is the second of two modules the purpose of which is to equip students with the necessary skills to work successfully with First Additional Language learners in the Further Education and Training (FET) Phase. The module is designed to equip students with the basic knowledge, skills, attitudes and values needed to teach the First Additional Language effectively and competently. It will further develop the students' understanding of the Curriculum and Assessment Policy (CAPS) document as well as CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12.

TEACHING ENGLISH FIRST ADDITIONAL LANGUAGE SP 1

This is the first of two modules, the purpose of which is to introduce students to theories, methodologies and concepts pertaining to the successful teaching of English First Additional Language in the Senior Phase. They will use theories, practical examples, the CAPS document and online resources in order to analyse and critically engage with effective teaching strategies to use to teach communicative ability and reading skills in the English First Additional Language classroom.

TEACHING ENGLISH FIRST ADDITIONAL LANGUAGE SP 2

This is the second of two modules the purpose of which is to equip students with the necessary skills to work successfully with First Additional Language learners in the Senior Phase. The module is designed to equip students with the basic knowledge, skills, attitudes and values needed to teach the First Additional Language effectively and competently. It will further develop the students' understanding of the Curriculum and Assessment Policy (CAPS) document as well as CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12.

TEACHING ENGLISH HOME LANGUAGE FET 1

This is the first of two modules, the purpose of which is to introduce students to theories, methodologies and concepts pertaining to the successful teaching of English Home Language in the Further Education and Training Phase. They will use theories, practical examples, the CAPS document and online resources in order to analyse and critically engage with effective teaching strategies to use to teach communicative ability and reading skills in the English Home Language classroom.

TEACHING ENGLISH HOME LANGUAGE FET 2

This is the second of two modules the purpose of which is to equip students with the necessary skills to work successfully with Home Language learners in the Further Education and Training Phase (FET). The module is designed to equip students with the basic knowledge, skills, attitudes and values needed to teach the Home Language effectively and competently. It will further develop the students' understanding of the Curriculum and Assessment Policy (CAPS) document as well as CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12.

TEACHING ENGLISH HOME LANGUAGE SP 1

This is the first of two modules, the purpose of which is to introduce students to theories, methodologies and concepts pertaining to the successful teaching of English Home Language in the Senior Phase. They will use theories, practical examples, the CAPS document and online resources in order to analyse and critically engage with effective teaching strategies to use to teach communicative ability and reading skills in the English Home Language classroom.

TEACHING ENGLISH HOME LANGUAGE SP 2

This is the second of two modules the purpose of which is to equip students with the necessary skills to work successfully with Home Language learners in the Senior Phase. The module is designed to equip students with the basic knowledge, skills, attitudes and values needed to teach the Home language effectively and competently. It will further develop the students' understanding of the Curriculum and Assessment Policy (CAPS) document as well as CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12.

TEACHING GEOGRAPHY FET 1

This is the first of two modules the purpose of which is to instill a passion for teaching Geography not only in the context of South Africa, but moreover in the context of a growing environmentally conscious society that adheres to principles of sustainable development and community involvement. In essence, the module is designed to develop and empower students with the necessary knowledge, values, skills and attitudes that are required to master the teaching and learning of Geography as beginner teachers, at the Further Education and Training level, within the South African context. The module will provide students with valuable insight into the Curriculum and Assessment Policy in South Africa, as well as specific knowledge of CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 as it applies to the subject of Geography at a Further Education and Training level.

TEACHING GEOGRAPHY FET 2

This is the second of two modules, the purpose which is to explore the subject matter of Geography and instill a passion for teaching the subject not only in the context of South Africa, but moreover in the context of a growing environmentally conscious society that adheres to principles of sustainable development at local, regional, national and international level. The module will further develop and empower students with the necessary knowledge, values, skills and attitudes that are required to master the teaching and learning of Geography as beginner teachers, at the Further Education and Training level, in the South African context. The module will provide students with valuable insight into curriculum development in South Africa, as well as specific knowledge of the Curriculum and Assessment Policy (CAPS) document as well as CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 as it applies to the subject of Geography at a Further Education and Training level. Students will investigate the aims, objectives and value of teaching the integral components of Geography, and will be able to plan, design and evaluate appropriate teaching, learning and assessment strategies.

MODULE DESCRIPTIONS CONTINUED

TEACHING HISTORY FET 1

This module focuses on a number of key issues in the teaching and learning of history. Historical study is crucial to the promotion of the well-informed citizen because it provides basic factual information about the background of political institutions and about the values and problems that affect social well-being. It also contributes to the student's capacity to use evidence, assess interpretations, and analyse change and continuities. The skills that history imparts are critical for the intellectual development of society, building experience in dealing with and assessing various kinds of evidence and helping to form the capacity to distinguish between the objective and the self-serving among statements made by public figures.

TEACHING HISTORY FET 2

This is the second of two modules, the purpose which is to explore the subject matter of History and instill a passion for teaching the subject not only in the context of South Africa, but moreover in the context of power relations that existed between people and nations in the past and the influence of these on the present. The module will further develop and empower students with the necessary knowledge, values, skills and attitudes that are required to master the teaching and learning of History as beginner teachers, at the Further Education and Training level, in the South African context. The module will provide students with valuable insight into curriculum development in South Africa, as well as specific knowledge of the Curriculum and Assessment Policy (CAPS) document as well as CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 as it applies to the subject of History at a Further Education and Training level.

TEACHING INFORMATION TECHNOLOG FET 1

Teaching Information Technology 1 is the first of two modules that will develop student teachers by providing the necessary knowledge and skills, and developing aptitude required to master the teaching and learning of Information Technology, at the Further Education and Training Phase within the South African context. The principle aim of this module is to equip student teachers with the ability to become rational, methodical, real-world thinkers and problem solvers.

TEACHING INFORMATION TECHNOLOG FET 2

Teaching Information Technology 2 is the second of two modules that will further develop student teachers by providing the necessary knowledge and skills, and developing an aptitude required to master the teaching and learning of Information Technology, at the Further Education and Training Phase within the South African context. The principle aim of this module is to equip student teachers to innovatively present information via their instruction and to keep abreast of the ever-expanding global Information Technology field. It is important to enable learners to acquire the necessary theoretical knowledge while keeping them engaged by using up-to-date contexts. It is therefore incumbent on the student to read widely and reflect on the role of IT in different national and global contexts.

TEACHING ISIZULU FIRST ADDITIONAL LANGUAGE FET 1

This is the first of two modules, the purpose of which is to introduce students to theories, methodologies and concepts pertaining to the successful teaching of isiZulu First Additional Language in the FET Phase. They will use theories, practical examples, the CAPS document and online resources in order to analyse and critically engage with effective teaching strategies to use to teach communicative ability and reading skills in the isiZulu First Additional Language classroom.

TEACHING ISIZULU FIRST ADDITIONAL LANGUAGE FET 2

This is the second of two modules the purpose of which is to equip students with the necessary skills to work successfully with First Additional Language learners in the Further Education and Training (FET) Phase. The module is designed to equip students with the basic knowledge, skills, attitudes and values needed to teach the First Additional Language effectively and competently. It will further develop the students' understanding of the Curriculum and Assessment Policy (CAPS) document as well as CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12.

TEACHING ISIZULU FIRST ADDITIONAL LANGUAGE SP 1

This is the first of two modules, the purpose of which is to introduce students to theories, methodologies and concepts pertaining to the successful teaching of isiZulu First Additional Language in the Senior Phase. They will use theories, practical examples, the CAPS document and online resources in order to analyse and critically engage with effective teaching strategies to use to teach communicative ability and reading skills in the isiZulu First Additional Language classroom.

TEACHING ISIZULU FIRST ADDITIONAL LANGUAGE SP 2

This is the second of two modules the purpose of which is to equip students with the necessary skills to work successfully with First Additional Language learners in the Senior Phase. The module is designed to equip students with the basic knowledge, skills, attitudes and values needed to teach the First Additional Language effectively and competently. It will further develop the students' understanding of the Curriculum and Assessment Policy (CAPS) document as well as CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12.

TEACHING ISIZULU HOME LANGUAGE FET 1

This is the first of two modules, the purpose of which is to introduce students to theories, methodologies and concepts pertaining to the successful teaching of isiZulu Home Language in the Further Education and Training Phase. They will use theories, practical examples, the CAPS document and online resources in order to analyse and critically engage with effective teaching strategies to use to teach communicative ability and reading skills in the isiZulu Home Language classroom.

TEACHING ISIZULU HOME LANGUAGE FET 2

This is the second of two modules the purpose of which is to equip students with the necessary skills to work successfully with Home Language learners in the Further Education and Training Phase (FET). The module is designed to equip students with the basic knowledge, skills, attitudes and values needed to teach the Home Language effectively and competently. It will further develop the students' understanding of the Curriculum and Assessment Policy (CAPS) document as well as CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12.

TEACHING ISIZULU HOME LANGUAGE SP 1

This is the first of two modules, the purpose of which is to introduce students to theories, methodologies and concepts pertaining to the successful teaching of isiZulu Home Language in the Senior Phase. They will use theories, practical examples, the CAPS document and online resources in order to analyse and critically engage with effective teaching strategies to use to teach communicative ability and reading skills in the isiZulu Home Language classroom.

TEACHING ISIZULU HOME LANGUAGE SP 2

This is the second of two modules the purpose of which is to equip students with the necessary skills to work successfully with Home Language learners in the Senior Phase. The module is designed to equip students with the basic knowledge, skills, attitudes and values needed to teach the Home language effectively and competently. It will further develop the students' understanding of the Curriculum and Assessment Policy (CAPS) document as well as CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12.

TEACHING LIFE ORIENTATION FET 1

This is the first of two modules the purpose of which is to instill a desire for teaching Life Orientation within the local context of the country, and to prepare leaners for a global setting. This module is designed to develop and empower students with the necessary knowledge, values, skills and attitudes that are required to master the teaching and learning of Life Orientation as beginner teachers, at the Further Education and Training level, within the South African context. The module will provide students with valuable insight into the Curriculum and Assessment Policy (CAPS) in South Africa, as well as other related National Curriculum Statement policy documents, pertaining to teaching, learning and assessment of learners from Grades R-12 as it applies to the subject of Life Orientation at a Further Education and Training level.

TEACHING LIFE ORIENTATION FET 2

This is the second of two modules, the purpose of which is to explore the student's content knowledge of the Life Orientation curriculum within the context of the learner, the school, the community, the country and globally. The inter-relatedness of the topics in terms of skills knowledge and values about the self, the environment, responsible citizenship, a healthy and productive life, social engagement, recreation and physical activity, careers and career choices will also be explored.

MODULE DESCRIPTIONS CONTINUED

TEACHING LIFE ORIENTATION SP 1

This is the first of two modules, the purpose of which is to develop and empower students with the necessary skills, knowledge, values, and attitudes that are required to master the teaching and learning of Life Orientation as beginner teachers, at the Senior Phase level, in the South African context. The module will provide students with valuable insight into the Curriculum and Assessment Policy (CAPS) in South Africa, as well as specific knowledge of CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 as it applies to Life Orientation at a Senior Phase level.

TEACHING LIFE ORIENTATION SP 2

This is the second of two modules, the purpose of which is to develop and empower students with the necessary skills, knowledge, values, and attitudes that are required to master the teaching and learning as beginner teachers, at the Senior Phase level, in the South African context. The module builds on insight and knowledge gained previously of the Curriculum and Assessment Policy Statement (CAPS) in South Africa, as well as specific knowledge of related documents, pertaining to the National Curriculum Statement Grades R-12 as it applies to Life Orientation at a Senior Phase level. Students will be able to investigate the aims, objectives and value of teaching the inter-related topics in Life Orientation and they will be able to plan, design and evaluate appropriate teaching, learning and assessment tools and strategies.

TEACHING LIFE SCIENCES FET 1

This is the first of two modules, the purpose of which is to develop the necessary knowledge, values, skills, and attitudes that are required to master the teaching and learning of Life Sciences as beginner teachers, at the Further Education and Training level, in the South African context. The module will provide students with valuable insight into the Curriculum and Assessment Policy Statement (CAPS) in South Africa, as well as specific knowledge of CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 as it applies to Life Sciences at the Further Education and Training level.

TEACHING LIFE SCIENCES FET 2

This is the second of two modules, the purpose of which is to develop the necessary knowledge, values, skills, and attitudes for effective teaching and learning of Life Sciences as beginner teachers, at the Further Education and Training level, in the South African context. The module will provide students with valuable insight into the Curriculum and Assessment Policy Statement (CAPS) in South Africa, as well as specific knowledge of CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 as it applies to Life Sciences at a Further Education and Training level. Students will investigate the aims, objectives, and value of teaching Life Sciences, and will be able to plan, design and evaluate appropriate teaching, learning and assessment tools and strategies. This module also aims to provide students with an integrated approach to the teaching of Life Sciences in the Further Education and Training phase and with a comprehensive understanding of the background theory, issues and practice relating to the current teaching of Life Sciences in the Further Education and Training Phase curriculum.

TEACHING MATHEMATICS FET 1

This is the first of two modules, the purpose of which is to develop the necessary knowledge, values, skills and attitudes that are required to master the teaching and learning of Mathematics as beginner teachers, at the Further Education and Training (FET) Phase, in the South African context. The module will provide students with valuable insight into the Curriculum and Assessment Policy in South Africa, as well as specific knowledge of CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 as it applies to Mathematics at a Further Education and Training level.

TEACHING MATHEMATICS FET 2

This is the second of two modules, the purpose of which is to develop the necessary knowledge, values, skills and attitudes for effective teaching and learning of Mathematics as beginner teachers, at the Further Education and Training (FET) level, in the South African context. The module will provide students with valuable insight into the Curriculum and Assessment Policy (CAPS) in South Africa, as well as specific knowledge of CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 as it applies to Mathematics at a Further Education and Training level. This module also aims to provide students with the opportunity to develop a variety of teaching approaches to become an effective and confident teacher of Mathematics in the FET Phase. This module aims to provide students with the opportunity to develop their competency in Mathematics education through engagement with subject knowledge, to develop a good understanding of learning in Mathematics and to develop a good understanding of barriers to children's progress in Mathematics.

MODULE DESCRIPTIONS CONTINUED

TEACHING MATHEMATICS SP 1

This is the first of two modules, the purpose of which is to develop within beginning teachers the necessary knowledge, values, skills and attitudes that are required to master the teaching and learning of Mathematics, at the Senior Phase level, in the South African context. The principal aims of the module are to equip students with a comprehensive understanding of the background issues and practice of the current teaching of Mathematics in the Senior Phase, to nurture reflective and autonomous professional teachers who are able to identify strengths and areas for development in their subject knowledge and pedagogy, through evaluating current professional practice in relationship to developments in research and curriculum theory. Further, the module aims to equip students with pedagogical skills, knowledge, competences and technologies required for effective teaching and assessment.

TEACHING MATHEMATICS SP 2

This is the second of two modules, the purpose of which is, as in its accompanying Module 1, to develop within beginning teachers the necessary knowledge, values, skills and attitudes that are required to master the teaching and learning of Mathematics, at the Senior Phase level, in the South African context. This module will focus the modules learning goals to the more spatial aspects of the Mathematics to be experienced and learned in the Senior Phase. This will be set against the background of curriculum development in South Africa and more specifically related to the specific knowledge of the Curriculum and Assessment Policy (CAPS) document as well as CAPS related documents pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 as it applies to Mathematics at a Senior Phase level.

TEACHING MATHS LITERACY FET 1

This is the first of two modules, the purpose of which is to develop the necessary knowledge, values, skills and attitudes for the effective teaching and learning of Mathematical Literacy, at the Further Education and Training level, in the South African context. The module will provide students with valuable insight into the Curriculum and Assessment Policy (CAPS) document in South Africa, as well as specific knowledge of CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 as it applies to Mathematical Literacy at a Further Education and Training level. Students will investigate the aims, objectives and value of teaching Mathematical Literacy and will be able to plan, design and evaluate appropriate teaching, learning and assessment tools and strategies.

TEACHING MATHS LITERACY FET 2

This is the second of two modules, the purpose of which is to develop the necessary knowledge, values, skills and attitudes for effective teaching and learning of Mathematical Literacy as beginner teachers, at the Further Education and Training level, in the South African context. Students will investigate the aims, objectives and value of teaching Mathematical Literacy, and interrogate the Curriculum and Assessment Policy (CAPS) document as well as CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 as it applies to Mathematical Literacy at a Further Education and Training level to inform the planning, design and evaluation of appropriate teaching, learning and assessment tools and strategies.

TEACHING MUSIC FET 1

This is the first of two modules, the purpose of which is to develop the necessary knowledge, values, skills and attitudes for the effective teaching and learning of Music, at the Further Education and Training level, in the South African context. The module will provide students with valuable insight into the Curriculum and Assessment Policy (CAPS) document in South Africa, as well as specific knowledge of CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 as it applies to Music at a Further Education and Training level. Students will investigate the aims, objectives and value of teaching Music and will be able to plan, design and evaluate appropriate teaching, learning and assessment tools and strategies.

TEACHING MUSIC FET 2

This is the second of two modules, the purpose of which is to develop the necessary knowledge, values, skills and attitudes for effective teaching and learning of Music as beginner teachers, at the Further Education and Training level, in the South African context. Students will investigate the aims, objectives and value of teaching Music, and interrogate the Curriculum and Assessment Policy (CAPS) document as well as CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 as it applies to Music at a Further Education and Training level to inform the planning, design and evaluation of appropriate teaching, learning and assessment tools and strategies.

MODULE DESCRIPTIONS CONTINUED

TEACHING NATURAL SCIENCES SP 1

This is the first of two modules, the purpose of which is to develop the necessary knowledge, values, skills and attitudes for the effective teaching and learning of Natural Sciences, at the Senior Phase level, in the South African context. The module will provide students with valuable insight into the Curriculum and Assessment Policy (CAPS) document in South Africa, as well as specific knowledge of CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 as it applies to Natural Sciences at a Senior Phase level. Students will investigate the aims, objectives and value of teaching Natural Sciences and will be able to plan, design and evaluate appropriate teaching, learning and assessment tools and strategies.

TEACHING NATURAL SCIENCES SP 2

This is the second of two modules, the purpose of which is to develop the necessary knowledge, values, skills and attitudes for effective teaching and learning of Natural Sciences as beginner teachers, at the Senior Phase level, in the South African context. Students will investigate the aims, objectives and value of teaching Natural Sciences, and interrogate the Curriculum and Assessment Policy (CAPS) document as well as CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 as it applies to Natural Sciences at a Senior Phase level to inform the planning, design and evaluation of appropriate teaching, learning and assessment tools and strategies.

TEACHING PHYSICAL SCIENCES FET 1

This is the first of two modules, the purpose of which is to develop the necessary knowledge, values, skills and attitudes that are required to master the teaching and learning of Physical Sciences as beginner teachers, at the Further Education and Training level, in the South African context. The module will provide students with valuable insight into the Curriculum and Assessment Policy (CAPS) in South Africa, as well as specific knowledge of CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 as it applies to Physical Sciences at the Further Education and Training level.

TEACHING PHYSICAL SCIENCES FET 2

This is the second of two modules, the purpose of which is to develop the necessary knowledge, values, skills and attitudes for effective teaching and learning of Physical Sciences as beginner teachers, at the Further Education and Training level, in the South African context. The module will provide students with valuable insight into the Curriculum and Assessment Policy (CAPS) in South Africa, as well as specific knowledge of CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 as it applies to Physical Sciences at a Further Education and Training level. This module also aims to provide students with an integrated approach to the teaching of Physical Sciences in the Further Education and Training phase and with a comprehensive understanding of the background theory, issues and practice relating to current teaching of Physical Science in the Further Education and Training Phase curriculum.

TEACHING PRACTICE PGCE 1

This is the first of two teaching practice modules, the purpose of which is to equip the student with the necessary knowledge and skills to facilitate the curriculum for their subject specialisation and to design phase and age appropriate lessons. The module aims to produce teachers who display a positive attitude towards teaching in a culturally diverse society, whilst managing themselves effectively both personally and professionally. The module consists of a self-study institutional teaching practice component and a school-based component. The self-study institutional teaching practice component provides the opportunity for students to plan, present and create lesson plans and resources for teaching in school-based settings taking into account diversity of learner context and needs. The module also focuses on classroom management, being a reflective teacher, roles of a competent teacher and teaching approaches. The school-based teaching practice component allows students to experience the rigor of thorough planning and researching of lessons, presenting successful lessons, critically reflecting on them, marking learners work, implementing effective classroom management processes and practices in a school setting and engaging in extra-mural activities as required by the school. The school-based component requires a student to complete teaching practice in a suitable school that offers the registered PGCE subjects. Students are required to complete a minimum of 5 weeks of teaching practice in a school (25 consecutive days) in SP and FET Grades.

MODULE DESCRIPTIONS CONTINUED

TEACHING PRACTICE PGCE 2

This is the second of two teaching practice modules, the purpose of which is to equip the student with the necessary knowledge and skills to design and facilitate the curriculum for their subject specialisation and design phase and age appropriate lessons. It is intent on producing teachers who display leadership and a positive attitude towards teaching in a culturally diverse society, while managing themselves effectively both personally and professionally. The module consists of a self-study institutional teaching practice component and a school-based teaching practice component. The self-study institutional teaching practice component provides the opportunity for students to plan, present and create lesson plans and resources for teaching in school-based settings taking into account diversity of learner context and needs. The module focuses on the development of novice teacher identity. The school-based teaching practice component allows students to experience the rigor of thorough planning and researching of lessons, presenting successful lessons, critically reflecting on them, marking learners work, implementing effective classroom management processes and practices and engaging in extra-mural activities as required by the school. The school-based component requires a student to complete teaching practice in a suitable school that offers the registered PGCE subjects. Students are required to complete a minimum of 5 weeks of teaching practice in a school (25 consecutive days) in SP and FET grades.

TEACHING SEPEDI HOME LANGUAGE FET 1

This is the first of two modules, the purpose of which is to introduce students to theories, methodologies and concepts pertaining to the successful teaching of Sepedi Home Language in the Further Education and Training Phase. They will use theories, practical examples, the CAPS document and online resources in order to analyse and critically engage with effective teaching strategies to use to teach communicative ability and reading skills in the Sepedi Home Language classroom.

TEACHING SEPEDI HOME LANGUAGE FET 2

This is the second of two modules the purpose of which is to equip students with the necessary skills to work successfully with Home Language learners in the Further Education and Training Phase (FET). The module is designed to equip students with the basic knowledge, skills, attitudes and values needed to teach the Home Language effectively and competently. It will further develop the students' understanding of the Curriculum and Assessment Policy (CAPS) document as well as CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12.

TEACHING SEPEDI HOME LANGUAGE SP 1

This is the first of two modules, the purpose of which is to introduce students to theories, methodologies and concepts pertaining to the successful teaching of Sepedi Home Language in the Senior Phase. They will use theories, practical examples, the CAPS document and online resources in order to analyse and critically engage with effective teaching strategies to use to teach communicative ability and reading skills in the Sepedi Home Language classroom.

TEACHING SEPEDI HOME LANGUAGE SP 2

This is the second of two modules the purpose of which is to equip students with the necessary skills to work successfully with Home Language learners in the Senior Phase. The module is designed to equip students with the basic knowledge, skills, attitudes and values needed to teach the Home language effectively and competently. It will further develop the students' understanding of the Curriculum and Assessment Policy (CAPS) document as well as CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12.

TEACHING SOCIAL SCIENCES SP 1

This is the first of two modules the purpose of which is to develop and empower students with the necessary knowledge, values, skills and attitudes that are required to master the teaching and learning of Social Sciences as beginner teachers, at the Senior Phase level, in the South African context. The module will provide students with valuable insight into the in South Africa, as well as specific knowledge of CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 as it applies to Social Sciences at a Senior Phase level.

TEACHING SOCIAL SCIENCES SP 2

This is the second of two modules, the purpose of which is to develop and empower students with the necessary knowledge, values, skills and attitudes that are required to master the teaching and learning as beginner teachers, at the Senior Phase level, in the South African context. The module will provide students with valuable insight into the Curriculum and Assessment Policy (CAPS) in South Africa, as well as specific knowledge of CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 as it applies to Social Sciences at a Senior Phase level.

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TEACHING TECHNOLOGY SP 1

The main purpose of this module is to provide pre-service Technology teachers with the necessary knowledge, skills, values, and attitudes required to teach of Technology at the Senior Phase. The module focuses on the National Curriculum and Assessment Statement Policy (CAPS) for Technology Grades 7-9, the teaching approaches and strategies used in Technology classroom teaching, the teaching media and resources used in Technology classroom teaching, and assessment in Technology.

TEACHING TECHNOLOGY SP 2

The main purpose of this module is to provide pre-service Technology teachers with the necessary knowledge, skills, values, and attitudes required to teach of Technology at the Senior Phase. The module focuses on organising and managing Technology Learning Activities, teaching Technology in the Digital Age and teaching with digital technologies.

TEACHING TOURISM FET 1

This is the first of two modules, the purpose of which is to develop the necessary knowledge, values, skills and attitudes for the effective teaching and learning of Tourism, at the Further Education and Training level, in the South African context. The module will provide students with valuable insight into the Curriculum and Assessment Policy (CAPS) document in South Africa, as well as specific knowledge of CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 as it applies to Tourism at a Further Education and Training level. Students will investigate the aims, objectives and value of teaching Tourism and will be able to plan, design and evaluate appropriate teaching, learning and assessment tools and strategies.

TEACHING TOURISM FET 2

This is the second of two modules, the purpose of which is to develop the necessary knowledge, values, skills and attitudes for effective teaching and learning of Tourism as beginner teachers, at the Further Education and Training level, in the South African context. Students will investigate the aims, objectives and value of teaching Tourism, and interrogate the Curriculum and Assessment Policy (CAPS) document as well as CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 as it applies to Tourism at a Further Education and Training level to inform the planning, design and evaluation of appropriate teaching, learning and assessment tools and strategies.

TEACHING VISUAL ARTS FET 1

This is the first of two modules, the purpose of which is to develop the necessary knowledge, values, skills and attitudes for the effective teaching and learning of Visual Arts, at the Further Education and Training level, in the South African context. The module will provide students with valuable insight into the Curriculum and Assessment Policy (CAPS) document in South Africa, as well as specific knowledge of CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 as it applies to Visual Arts at a Further Education and Training level. Students will investigate the aims, objectives and value of teaching Visual Arts and will be able to plan, design and evaluate appropriate teaching, learning and assessment tools and strategies.

TEACHING VISUAL ARTS FET 2

This is the second of two modules, the purpose of which is to develop the necessary knowledge, values, skills and attitudes for effective teaching and learning of Visual Arts as beginner teachers, at the Further Education and Training level, in the South African context. Students will investigate the aims, objectives and value of teaching Visual Arts, and interrogate the Curriculum and Assessment Policy (CAPS) document as well as CAPS related documents, pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 as it applies to Visual Arts at a Further Education and Training level to inform the planning, design and evaluation of appropriate teaching, learning and assessment tools and strategies.

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