

**FORM 2**

**PGCE**

**JUNE 2014**

## SECTION 1: INFORMATION REQUIRED FOR SAQA REGISTRATION

### 1.1 Provide a rationale for this programme, taking into account the envisaged student intake and stakeholder needs

South Africa is facing huge challenges educationally (Chisholm, 2004; Human Sciences Research Council, 2006; Spaul, 2012; Wilkinson & Rademeyer, 2013). These backlogs are also highlighted in the international PIRLS 2006 Literacy Report (Mullis, Martin, Kennedy & Foy, 2007) and the TIMSS 2003 Report on Mathematical- and Science Knowledge and Skills (Gonzales, Williams, Jocelyn, Kastberg, & Brenwald, 2009) as well as in our annual grade 12 exit exam. As a result of the legacy of apartheid, the majority of schools face major infra-structural and resource related challenges, including well equipped teachers (Fleisch, 2008; Taylor, Fleisch & Shindler, 2008). It is therefore necessary to restore social justice and to contribute to the academic enhancement of learners so that they are able to succeed both nationally and internationally. It is of paramount importance to ensure that teachers in the SP and FET phases are empowered with the requisite skills, knowledge, values and attitudes to make this possible. South Africa needs more teachers who are responsible, accountable and highly motivated to teach their subjects - teachers that are empowered to not only apply theory to practice but to critically reflect on the suitability and appropriateness of specific approaches, strategies and techniques within diverse learning contexts – teachers who can educate the 21<sup>st</sup> Century Learner.

In addition, the *Report on the National Review of Academic and Professional Programmes in Education* (Soudien & Menon, 2010) highlighted that there is a need for the re-design of the PGCE programmes, as many of the reviewed PGCE qualifications seem to comply with national policy documents and/or do not go beyond what has to be included in the programme. The report further states that it seems as if modules lack organising themes, that staff work in isolation and that there is a disjunction between what is taught and what happens during school-based professional learning. The report also alludes to the time allocated to school-based professional learning. The MRTEQ (2011) addresses these and other issues through stipulated competences and roles for teachers that require the re-design of current Post Graduate Certificate in Education (PGCE) as an initial teacher education programme.

The newly articulated PGCE programme will replace the current PGCE (31830) on the NMMU PQM and will aim to address the increasing need for properly qualified FET Phase teachers, as is evident in the past and expected annual increases in applications and admissions (see Table 1).

**Table 1: Enrolment of PGCE students**

YEAR & LOCATION	2008	2009	2010	2011	2012	2013	2014	2015 envisaged	2016 envisaged
PORT ELIZABETH	61	79	89	72	80	66	80	80	80
GEORGE	-	-	-	-	-	-	7	15	20

**NOTE: PGCE has been introduced in George for the first time in 2014.**

The one-year PGCE qualification provides an entry path into the teaching profession and is relevant for beginning professionals with no teaching experience as well as for persons who have teaching experience, but who are not in possession of a professional educational qualification. Furthermore, the PGCE qualification also makes provision for a career change over a short period of time. The PGCE also serves as an alternative entry path into teaching compared to the four year BEd FET programme. It will extend the envisaged NMMU BEd FET programme since it includes additional Method Subjects not offered as part of the BEd FET programme such as Visual Arts, Computer Application Technology (CAT), Information Technology, Tourism, Electrical Technology, Agricultural Management Practice and Agricultural Sciences.

According to the Department of Basic Education (2011) in their publication, *Action Plan to 2014: Towards the Realisation of Schooling 2025*, there is a great need for new teachers to be nurtured at university level, as there is a real need for well qualified young teachers to enter into teaching in the school sector. As such, the PGCE will play an important role to realise this need of the Department of Basic Education.

**The Programmes fit with the mission and vision of the NMMU:** It is also important that the PGCE as programme is in line with the institution’s mission and vision, its graduate attributes as well as with the Faculty of Education’s mission and vision. The appointment of Prof Derek Swartz as Vice Chancellor in 2007 started a new era as a new vision, Vision 2020, was drafted in consultation with NMMU staff. In addition, student graduate attributes were also generated. Shortly after the above-mentioned process commenced, Prof Denise Zinn was appointed as executive dean of the NMMU Faculty of Education in July 2009 and under her guidance the faculty created collaboratively a new Faculty of Education vision and mission. The Faculty then embarked on a re-curriculation process for all programmes in order to re-conceptualise the current programmes, including the PGCE, to ensure that all programmes adhere to and align with:

- the NMMU’s vision, mission and graduate attributes;
- the Faculty of Education’s mission, vision and curriculum renewal guiding principles;
- the recommendations of the HEQC; and
- the guidelines and required competences included in the MRTEQ (2011),

The re-conceptualised PGCE is aligned with the faculty’s mission, as the new PGCE strives and is committed to develop as its purpose, *“passionate, engaged, knowledgeable, effective, and compassionate teachers and leaders who are critical thinkers, and who are agents of hope, change, and social justice through practising humanising pedagogies, establishing collaborative partnerships with relevant stakeholders, particularly students, schools, communities, alumni, and governments, using future-oriented technologies creatively, and bringing the classroom into the world and the world into the classroom” (Faculty Mission).*

In addition, the envisaged PGCE is also aligned with the institution’s mission, as it seeks to provide quality teachers for all schools, strive towards equity, address national and local needs and address past imbalances (See Table 2).

**Table 2: Visions and Missions of the Institution and Faculty of Education**

	<b>Nelson Mandela Metropolitan University</b>	<b>Faculty of Education</b>
<b>VISION</b>	To be a dynamic African university, recognised for its leadership in generating cutting-edge knowledge for a sustainable future.	To be a dynamic community of teachers, leaders and scholars in education, committed to creating a vibrant, socially just and democratic society.
<b>MISSION</b>	<p>To offer a diverse range of quality educational opportunities that will make a critical and constructive contribution to regional, national and global sustainability.</p> <p>To achieve our vision and mission, we will ensure that:</p> <ul style="list-style-type: none"> <li>• Our values inform and define our institutional ethos and distinctive educational purpose and philosophy.</li> <li>• We are committed to promoting equity of access and opportunities so as to give students the best chance of success in their pursuit of lifelong learning and diverse educational goals.</li> <li>• We provide a vibrant, stimulating and richly diverse environment that enables staff and students to reach their full potential</li> <li>• We develop graduates and diplomates to be responsible global citizens capable of critical reasoning, innovation, and adaptability.</li> <li>• We create and sustain an environment that encourages and supports a vibrant research, scholarship and innovation culture.</li> <li>• We engage in mutually beneficial partnerships locally, nationally and globally to enhance social, economic, and ecological</li> </ul>	<p><b>We are committed to cultivating</b></p> <ul style="list-style-type: none"> <li>• Passionate, engaged, knowledgeable, effective, and compassionate teachers, researchers, and leaders who are <ul style="list-style-type: none"> <li>○ Critical thinkers, and</li> <li>○ Agents of hope, change, and social justice</li> </ul> </li> </ul> <p><b>Through</b></p> <ul style="list-style-type: none"> <li>• Practicing humanizing pedagogies,</li> <li>• Establishing collaborative partnerships with relevant stakeholders, particularly students, schools, communities, alumni, and governments</li> <li>• Using future-oriented technologies creatively, and</li> <li>• Bringing the classroom into the world and the world into the classroom</li> </ul>

By being aligned with the NMMU's institutional mission, the PGCE will address future students' and stakeholders' (schools and their communities) needs. The NMMU's mission states that the institution is:

- Preparing responsible global citizens capable of critical reasoning, innovation, and adaptability;
- Committed to promoting equity of access and opportunities so as to give students the best chance of success in their pursuit of lifelong learning and diverse educational goals;
- Engaging in mutually beneficial partnerships locally, nationally and globally to enhance social sustainability;
- Committed to promoting equity of access and opportunities so as to give students the best chance of success in their pursuit of lifelong learning and diverse educational goals;
- Providing a vibrant, stimulating and richly diverse environment that enables staff and students to reach their full potential

The highlighted sections in the table below indicate the links between the PGCE's purpose and the NMMU's graduate attributes that stem from the NMMU mission (See Table 3). The Exit Level Outcomes of the programme (presented in section 1.2) embody the highlighted yellow aspects in Table 3.

**Table 3: NMMU Graduate Attributes**

<p>Through benefitting from a life-changing educational experience, NMMU graduates and diplomates will be known for demonstrating:</p> <ul style="list-style-type: none"> <li>• <b>In-depth disciplinary/interdisciplinary knowledge</b> <ul style="list-style-type: none"> <li>○ The ability to engage in the <b>expanding knowledge base</b> of their disciplines/ professions.</li> <li>○ Excellence in both <b>the art and science of their disciplines/professions</b>.</li> <li>○ Awareness of the <b>latest advances in and technical competencies required</b> by their disciplines/professions.</li> <li>○ Leadership in the production of new knowledge and understanding through <b>inquiry, critique and synthesis</b>.</li> <li>○ An appreciation of the interdisciplinary nature of knowledge that combines <b>breadth</b> and depth of understanding.</li> <li>○ An awareness of the global context of their disciplines/professions.</li> </ul> </li> <li>• <b>Social awareness and responsible citizenship</b> <ul style="list-style-type: none"> <li>○ Commitment to <b>ethical conduct, social awareness and responsible citizenship</b>.</li> <li>○ An acknowledgment of and <b>respect for constitutional principles and values such as equality, equity, quality, humanity, diversity and social justice</b>.</li> <li>○ Respect for and awareness of the environment in all its manifestations.</li> <li>○ A commitment to improving local, national and global environmental sustainability.</li> </ul> </li> <li>• <b>Adaptive expertise</b> <ul style="list-style-type: none"> <li>○ The ability to <b>apply knowledge and skills</b> in a range of contextual and conceptual frameworks.</li> <li>○ <b>Ability to anticipate and accommodate change</b>, ambiguity and differing views.</li> <li>○ <b>Self-management</b> including the ability to work autonomously, exercise initiative, and apply time management and organisational skills</li> <li>○ The capacity to sustain intellectual curiosity and a <b>willingness to improve personal performance through self-reflection</b>, the pursuit of <b>lifelong learning, and building networks</b>.</li> </ul> </li> <li>• <b>Creativity and innovation</b> <ul style="list-style-type: none"> <li>○ Ability to think creatively and to <b>generate a range of innovative ideas</b> that are appropriate to the particular context</li> <li>○ <b>Innovation</b> in their approach to and solution of complex problems.</li> <li>○ Commitment to innovative thinking to advance scholarly excellence.</li> </ul> </li> </ul>
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- **Critical thinking**
    - Openness to new ideas.
    - The ability to understand, interrogate and apply a variety of theoretical and philosophical positions and objectively assess the merits of competing and alternative perspectives.
    - The capacity for critical reflection.
  - **Intra-and interpersonal skills**
    - Self-awareness.
    - The ability to relate to and collaborate with others, individually or in teams, to exchange views and ideas and to achieve desired outcomes.
    - The ability to function in a multicultural and multilingual context.
  - **Communication skills**
    - The ability to articulate ideas and information confidently and coherently in visual, verbal, written and electronic forms to audiences of different sizes in a range of situations.
- Respect for the multitude of voices, stories, perspectives and knowledge systems.

The PGCE intends to assist with the development and enablement of well-rounded students that are well prepared to undertake teaching and learning within a wide range of school contexts nationally and beyond, demonstrating competence, commitment, responsibility and professionalism towards education.

## 1.2 Specify the programme purpose and indicate how the proposed curriculum will contribute towards the intended outcomes:

The PGCE will provide an entry path into the teaching profession for beginning teacher professionals with no teaching experience as well as for persons who have teaching experience, but who are not in possession of a professional educational qualification, to become subject specialists in schools in two subjects in the FET phase.

Concisely the purpose and rationale for the PGCE is [**NOTE:** Please note that there are two page numbers on the MRTEQ of 15 July 2011. Page reference used in the document pertaining to the MRTEQ refers to the BOTTOM page number]:

- To prepare students to become competent and professional high school teachers.
- To provide a one year professional teacher qualification that “caps” an undergraduate degree or an approved diploma (MRTEQ, 2011, p. 22)
- To create an opportunity at entry-level to obtain professional preparation over one year for graduates and diplomats who wish to become subject specialists in two subjects in the FET phase or one subject in the FET phase and one subject in the SP phase.

Against the backdrop of all of the above, the following aims, as derived from the Faculty’s mission and vision, will assist and enable the fulfilling of the purpose of the PGCE, namely:

- To enable the on-going development of a dynamic community of teachers, leaders and scholars in education, committed to creating a vibrant, socially just and democratic society.

- To develop passionate, engaged, knowledgeable, effective, and compassionate teachers, researchers, and leaders who are critical thinkers, and agents of hope, change, and social justice through reflection and being reflexive
- To develop the practicing of humanizing pedagogies within different social contexts
- To establish collaborative partnerships with relevant stakeholders, particularly students, schools, communities, alumni, and governments
- To expose students to using future-oriented technologies creatively, and
- To bring the classroom into the world and the world into the classroom within different social contexts

In addition, the PGCE programme also fits the NMMU's institutional mission, as in terms of its operation, it seeks to:

- Provide quality teachers for ALL schools [Responsible global citizens capable of critical reasoning, innovation, and adaptability]<sup>1</sup>
- Strive towards equity [Committed to promoting equity of access and opportunities so as to give students the best chance of success in their pursuit of lifelong learning and diverse educational goals]
- Address national and local needs [Engage in mutually beneficial partnerships locally, nationally and globally to enhance social sustainability]
- Address past imbalances [Committed to promoting equity of access and opportunities so as to give students the best chance of success in their pursuit of lifelong learning and diverse educational goals]; [Provide a vibrant, stimulating and richly diverse environment that enables staff and students to reach their full potential]

At the same time, the PGCE also have to consider the basic competencies of a beginner teacher, as stipulated by the MRTEQ (2011, p. 53). These competencies are:

1. Sound subject knowledge (Acquired during their degree or diploma prior to the PGCE)
2. Teaching strategies, selection and determination of sequence and pacing of content by taking the needs of their subject and learners into consideration
3. Know their learners and their needs: who their learners are, how they learn, their individual needs and adapting/tailoring their teaching accordingly
4. Communicate effectively in general and to mediate learning
5. Highly developed ICT skills
6. Knowledgeable about school curriculum
7. Understand diversity, identify and address social problems in collaboration with social services
8. Manage classrooms effectively across diverse contexts in order to ensure a conducive learning environment

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<sup>1</sup> NMMU mission related aspects within squared brackets  
Form 2\_New formal learning programme (Phase 2)

9. Assess in reliable and varied ways – assessment should improve teaching and learning
10. Professionalism: Positive work ethic, display appropriate values and be ambassadors for teaching profession
11. Reflect critically as individuals by infusing theory and reflect in conjunction with their professional community of colleagues in order to continuously improve and adapt to evolving circumstances

As a result of the above, the PGCE students should, at the exit level of the programme, embody the following Exit Level Outcomes (ELOs) (as collaboratively defined and generated by the PGCE colleagues of the NMMU) below. The Basic Competences of a Beginner Teacher (MRTEQ, 2011, p. 53) have been indicated by referring to them as numbers (as indicated by the same numbers in the MRTEQ) below each of the ELOs. This will indicate how the ELOs embrace these basic competences:

- ELO 1: Demonstrate a critically reflective humanising pedagogy framed in social justice.  
MRTEQ: 2, 3, 4, 6, 7, 8, 9, 10, 11
- ELO 2: Demonstrate a deep understanding of subject/disciplinary knowledge/s and be able to engage with these using a variety of teaching strategies, approaches, competencies, skills, dispositions, values and digital, information and communication technologies that reflect a critical understanding of curriculum development, education theory, and schooling context as an individual and collaboratively.  
MRTEQ: 1 – 11
- ELO 3: Apply curriculum development theory to implement, assess, manage and adapt the school curriculum in competent, innovative, resourceful, critical, inclusive and humanising ways in order to foster enabling teaching and learning.  
MRTEQ: 6, 7, 8 and 9
- ELO 4: Demonstrate the development of critical, analytical, reflective and reflexive pedagogical practices.  
MRTEQ: 11.
- ELO 5: Demonstrate a professional independence and a sense of responsibility that are informed by a socially just, human, environmental and professional ethical framework.  
MRTEQ: 10, 11
- ELO 6: Engage in affirming management and leadership role/s within the classroom community, learner communities, school community, teaching community and professional community individual and collaboratively.  
MRTEQ: 10, 11



- ELO 7: Contribute to the role of a lifelong learner in the teaching profession by working in and with communities of practice.  
MRTEQ: 11
- ELO 8: Demonstrate an ability to teach effectively in English [LOLT] and/or Afrikaans [LOLT]  
MRTEQ: 4 and 5
- ELO 9: Demonstrate conversational competence in Xhosa and/or Afrikaans  
MRTEQ: 4

In order to align the purpose of the programme and indicate how the proposed curriculum will contribute towards the intended ELOs, the PGCE has been conceptualised within the parameters presented in Table 3.

By taking cognizance of the NMMU vision and mission, the Faculty of Education's mission and vision, the NMMU graduate attributes as well as all the national imperatives (including the requirements of the HEQC and MRTEQ), the PGCE is conceptualized to prepare students NOT only for the current requirements, but also to prepare them with dispositions to and resilience towards an unknown future. This conceptualization based on the different theoretical perspectives of Darling-Hammond & Bransford (2005), Darling-Hammond (2005, 2006, 2012), Hawkins (2002) and Vali (1993) as adapted and depicted in Figure 1. This process culminated in a conceptual framework for the new PGCE titled '*Preparing Teachers for a Changing World*' (Darling-Hammond & Bransford, 2005, p. 12; Darling-Hammond, 2005, 2006, 2012; Hawkins, 2002; Vali, 1993) as presented in Figure 1.

During the curriculum renewal period the PGCE team consulted contemporary literature on teacher education and curriculum development, and analysed feedback collected from current students, alumni, staff, schools and stakeholders.

The PGCE Conceptual Framework depicted by Figure 1, suggests that in order to prepare teachers for a changing world, it is important to include aspects related to:

- Teaching as profession and
- Learning in a democracy.

Pertinent aspects that have to be addressed and which are related to each of these aspects have been indicated below each of these headings in Figure 1.

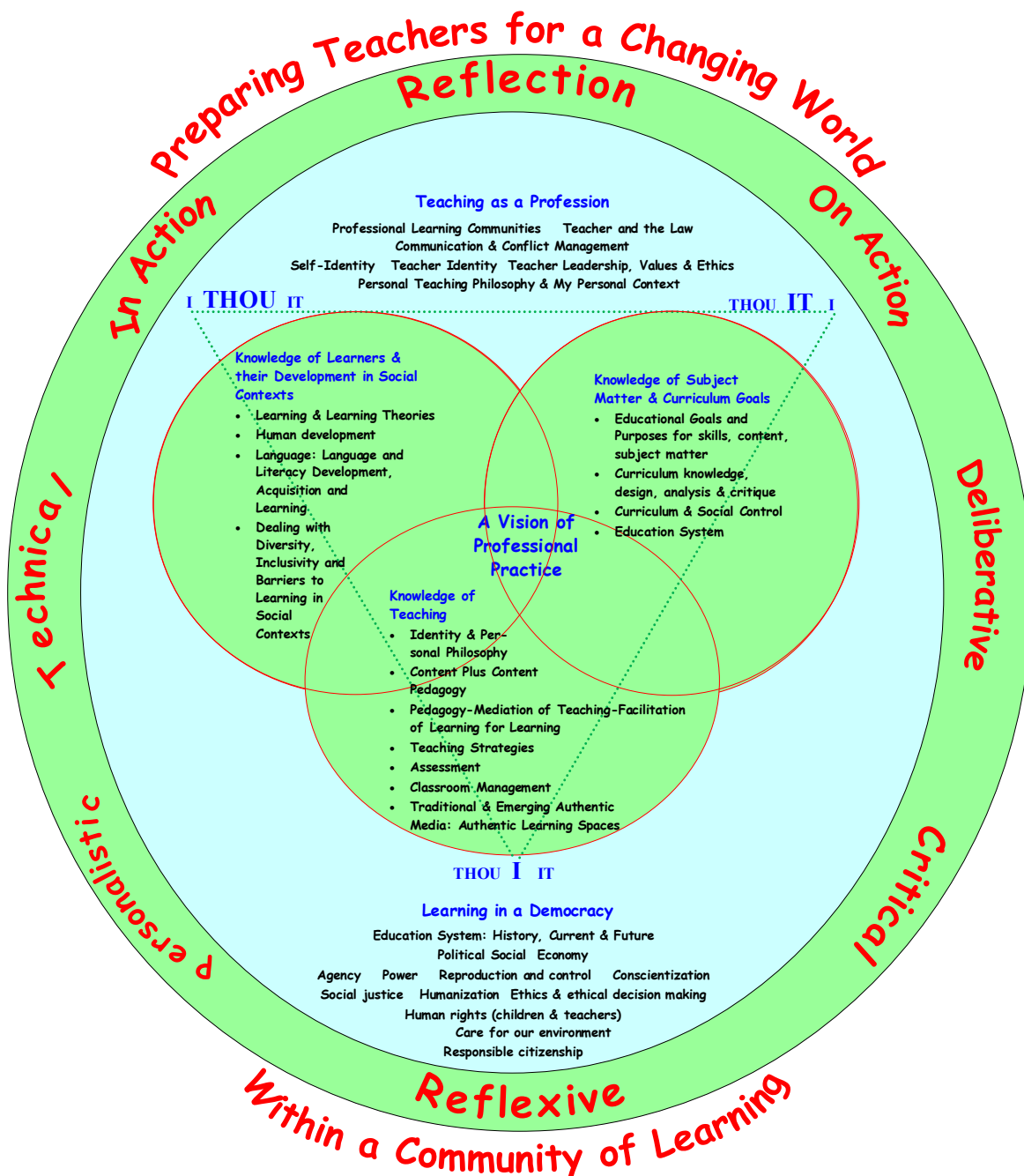
In order to develop and enable the envisaged NMMU vision for professional teacher practice, it is vital to address three key knowledge aspects, each with sub-aspects, namely:

- Knowledge of Learners and their Development in Social Contexts
- Knowledge of Teaching

- Knowledge of Subject Matter & Curriculum Goals

These above-mentioned three key knowledge aspects, also relate to the perspective of 'I-Thou-It' as posited by Hawkins (2002) in his publication, 'The Informed Vision: Essays on Learning and Human Nature'. The *I* refer to the teacher, the *Thou* to the learner and the *It* to aspects outside the realm of the *I* and *thou*. However, it is important to note that the 'I-Thou-It' is not viewed as separate from one another, as they inform one another. For example, at certain points, the *Thou* might be the central focus, but this does not negate the influence, role or impact of the *I* and *It* at the same time.

Figure 1: Conceptual framework of PGCE (Adapted from Darling-Hammond & Bransford, 2005, p. 12; Darling-Hammond, 2005, 2006, 2012; Hawkins, 2002; Vali, 1993)



In addition, Figure 1 also highlights that the PGCE student progresses and develops from starting as a 'New Beginner' to 'Starting to Teach' and being 'Reflective and Reflexive' in order to become a 'Proficient and competent beginner teacher'. Personal self-reflection, being reflexive, acting professionally and the development of agency are regarded as key in assisting with the development of the future teacher. The reflective perspective is based on Vali (1993) which suggests a reflective practice framework based upon technical reflection, deliberative reflection, reflection in action, reflection on action, personalistic reflection and critical reflection.

In order to enact the purpose of the PGCE programme and achieved the intended outcomes the following PGCE curriculum structure, based on the guidelines provided by the MRTEQ, was developed (See Table 4). ALL PGCE modules will be year-modules, hence, allowing more time for student development over a longer sustained period of time. The PGCE consists of a minimum of 120 credits, excluding Fundamental Learning credits. Table 4 provides a short depiction of how the PGCE is structured. The NMMU PGCE will constitute 128 credits, excluding Fundamental Learning and 146 credits including fundamental learning. Table 5 indicates the possible method modules.

**TABLE 4: PGCE knowledge mix**

TYPES OF LEARNING	Disciplinary Learning (MRTEQ allocation = 32)		Pedagogic Learning (MRTEQ allocation = 48)		Practical Learning (MRTEQ allocation = 32)	Fundamental Learning (MRTEQ allocation = 0)	Fundamental Learning (MRTEQ allocation = 0)	Situational Learning (MRTEQ allocation = 8)	MINIMUM CREDITS (MRTEQ allocation = 120)
	Study of Education & its Foundations	Subject Knowledge	General Pedagogic Knowledge	Specialized Pedagogic Content Knowledge					
Module Name	NQF LEVEL 7	NQF LEVEL 7	NQF LEVEL 7	NQF LEVEL 7	NQF LEVEL 7	NQF LEVEL 5	NQF LEVEL 7	NQF LEVEL 7	
<b>Educational Foundations</b>	<b>32</b>		<b>8</b>					<b>4</b>	
<b>Teaching<sup>1</sup> Method 1</b>		<b>4</b>		<b>20</b>	<b>4</b>				
<b>Teaching Method 2</b>		<b>4</b>		<b>20</b>	<b>4</b>				
<b>Professional Learning (Work Integrated Learning or Teaching Practice)</b>					<b>24</b>			<b>4</b>	
<b>Endorsements<sup>2</sup> Conversational Competencies<sup>3</sup> (Fundamentals)</b>									
IsiXhosa Conversational						<b>6</b>			
Afrikaans Conversational						<b>6</b>			
Computer Literacy						<b>0</b>			
Media and ICT for teaching and learning						<b>6</b>			
<b>Language of Learning and Teaching LOLT<sup>4</sup> (Fundamentals)</b>									
English LOLT							<b>0</b>		
Afrikaans LOLT							<b>0</b>		
<b>TOTAL CREDITS</b>	<b>32</b>	<b>8</b>	<b>8</b>	<b>40</b>	<b>32</b>	<b>18</b>	<b>0</b>	<b>8</b>	<b>146</b>
<b>TOTAL CREDITS</b>	<b>40</b>		<b>48</b>		<b>32</b>	<b>18</b>	<b>0</b>	<b>8</b>	<b>146<sup>5</sup></b>

**NOTES:**

1: The possible FET and SP teaching method modules are indicated in Table 5. The entry requirements for these teaching method modules are according to guidelines spelled out in Government Gazette No 34467.

2, 3 & 4: No credits have been allocated to Fundamental Learning (as defined in the MRTEQ). However, students have to show competency in language and computer literacy (Information and Communication Technology - ICT). In order to qualify as computer literate, a student has to provide proof that he/she has passed a recognised computer literacy module at university level or an equivalent computer literacy course that is relevant in the current context, hence preferably, not older than 8 years. The faculty of education will ascertain whether an equivalent will be accepted as appropriate through ascertaining the outcomes and core content of the equivalent and/or by involving the Computer Science department's Computer Literacy section. Should a student not be in possession of a recent or equivalent computer literacy course/module, the student could either complete a computer literacy test from the university related or linked to such a module. If the student is successful, the student will receive recognition for this module. If the student is not successful or does not have a computer literacy qualification, the student will have to enroll for such a module at the university or obtain a recognized equivalent from the university.

Regarding conversational Xhosa, English and Afrikaans: The MRTEQ (2011, p. 8) states that *"in the case of students whose language of choice (or first language) is English, this needs to be one of the nine other official languages or South African Sign Language"*. Students will be assessed for language competency before the PGCE commences or within the first week. Students, who do not demonstrate the competencies in computer literacy and/or conversational languages, will have to complete the Fundamental conversational modules required and/or a computer literacy module. The Fundamental learning module, Media and ICT for teaching and learning, has been added in order to equip students with ICT skills for teaching, learning and administration that go beyond basic computer literacy. However, the credits allocated to conversational competences and to Media and ICT for teaching and learning, do not form part of the 120 minimum credits allocated for the PGCE (Post Graduate Certificate in Education) Teaching qualification.

The PGCE students' LOLT competence will initially be assessed during the first four weeks of the first block of School-based Professional Learning, and the final assessment will be conducted during the last block. Should a student not demonstrate the required competence after the initial assessment, a support programme will be provided.

5: The minimum total credits for the PGCE is 120 credits (MRTEQ, 2011, p. 22) excluding Fundamental Learning. Fundamental Learning does not form part of the 120 minimum credits for the PGCE.

=====END OF NOTES =====

Table 5 indicates the methods in the FET-SP PGCE.

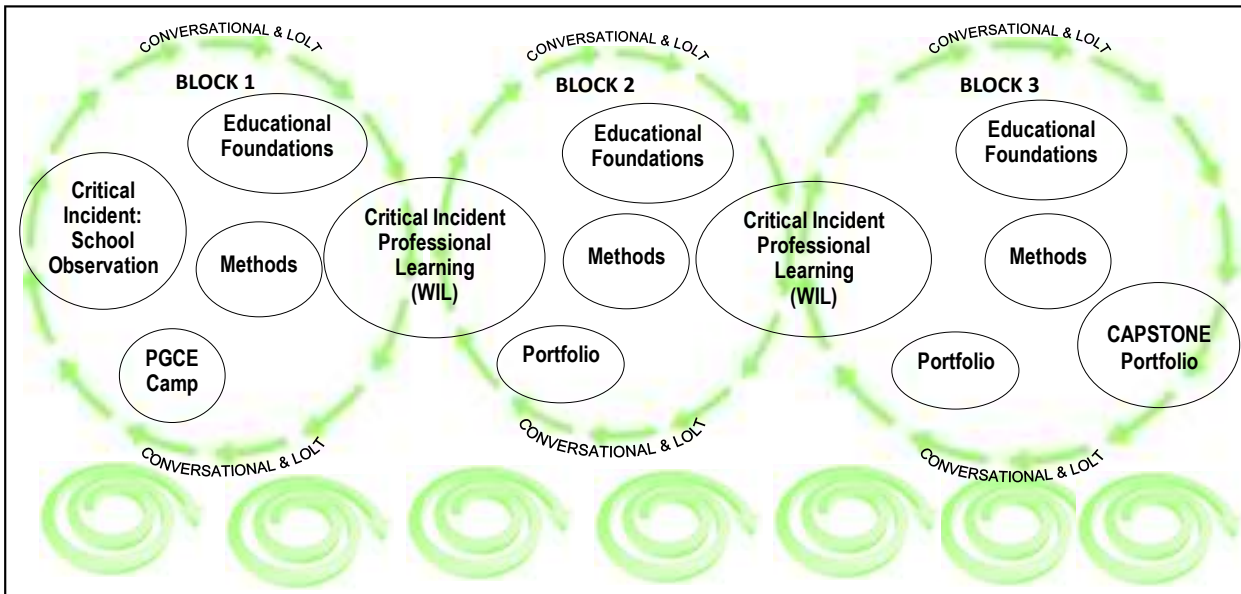
**Table 5: Method modules – FET and SP**

<p>STUDENTS SELECT <b>ONE</b> OF THE FET METHOD SUBJECTS BELOW</p> <ul style="list-style-type: none"><li>• Method of FET Accounting</li><li>• Method of FET Afrikaans Home Language</li><li>• Method of FET Afrikaans First Additional Language</li><li>• Method of FET Agriculture Management Practices</li><li>• Method of FET Agriculture Science</li><li>• Method of FET Business Studies</li><li>• Method of FET Computer Applications Technology</li><li>• Method of FET Economics</li><li>• Method of FET Electrical Technology</li><li>• Method of FET English First Additional Language</li><li>• Method of FET English Home Language</li><li>• Method of FET Geography</li><li>• Method of FET History</li><li>• Method of FET Information Technology</li><li>• Method of FET Life Orientation</li><li>• Method of FET Life Sciences</li><li>• Method of FET Mathematical Literacy</li><li>• Method of FET Mathematics</li><li>• Method of FET Physical Sciences</li><li>• Method of FET Tourism</li><li>• Method of FET Visual Arts</li><li>• Method of FET isiXhosa Home Language</li><li>• Method of FET isiXhosa First Additional Language</li></ul> <p>STUDENTS ALSO SELECT <b>ONE</b> OF THE SP METHOD SUBJECTS BELOW</p> <ul style="list-style-type: none"><li>• Method of SP Creative Arts</li><li>• Method of SP Economic and Management Sciences</li><li>• Method of SP Afrikaans Home language</li><li>• Method of SP Afrikaans First Additional Language</li><li>• Method of SP English Home Language</li><li>• Method of SP English First Additional Language</li><li>• Method of SP isiXhosa Home Language</li><li>• Method of SP isiXhosa First Additional Language</li><li>• Method of GET: SP Life Orientation</li><li>• Method of GET: SP Mathematics</li><li>• Method of GET: SP Natural Sciences</li><li>• Method of GET: SP Social Studies</li></ul>
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The curriculum design for the PGCE is based on the ‘three knowledge domains’ [I-Thou-It] conceptual framework that embraces ‘Knowledge of Learners and their Development in Social Contexts’, ‘Knowledge of Teaching’ and ‘Knowledge of Subject Matter & Curriculum Goals’. In addition to these three domains, aspects pertaining to ‘Teaching as profession’ and ‘Learning in a democracy’ have been included as presented in Figure 1. Professional School Based Learning forms an integral part of the PGCE and has been named as critical events. Critical events, in the context of the PGCE design can be described as a series of learning opportunities (or disciplined frameworks) that will impact on students’ attitude towards becoming a professional teacher, self-discovery, self-evaluation (reflection), and learning about others – within a community of learning. The critical events in the PGCE’s design include observation opportunities, the PGCE camp, contact sessions based on flipped learning, blended learning activities and WIL. The series of critical events will be grouped in three blocks of approximately 6-8 weeks

each. The Critical Event flow of the envisaged PGCE is shown in Figure 2. The methods as institutional based offering in conjunction with Educational Foundations, prepare students for the critical events.

**Figure 2: Critical Event Flow of the PGCE Programme**



The PGCE has been conceptualised and planned as a 3 block programme. An overview of what each block entails, has been provided in Figure 3. A comprehensive and extended version of Educational Foundations are presented in Appendix A.

**Figure 3: PGCE's three block phases and the critical event elements of each phase**

<b>BLOCK 1</b>
<u>Critical event 1: Observation (1 week)</u>
<u>PGCE CAMP (3 to 5 days)</u>
<u>Education and Its Foundations</u>
<i>Knowledge of the 21<sup>st</sup> century learners and their Development in Social Contexts</i>
<ul style="list-style-type: none"> <li>• Learner/Child /Human Development:</li> </ul>
<i>Knowledge of Teaching for the 21<sup>st</sup> century teacher</i>
<ul style="list-style-type: none"> <li>• The Power of Identity and Pedagogical Reasoning</li> </ul>
<i>Knowledge of Curriculum Goals and the Education System for the 21<sup>st</sup> century School in society</i>
<ul style="list-style-type: none"> <li>• South African Education System: Current aspects</li> <li>• Curriculum: Education as Social Control and Empowerment</li> </ul>
<u>Methodology Modules</u>
<u>Method Lesson Portfolio A (due end of Block 1)</u>
<u>Critical event 2: First 2 (of 4) weeks - School Placement and Alternative experiences</u>
<b>BLOCK 2</b>
<u>Critical event 2: Last 2 (of 4) weeks - School Placement and Alternative experiences</u>
<u>Education and its foundations</u>

*Knowledge of the 21<sup>st</sup> century learners and their Development in Social Contexts*

- Education as Agency: Moving Beyond Contextual and other Barriers in Education by Dealing with Diversity, Inclusivity and Barriers to Learning in Social Contexts

*Knowledge of Teaching for the 21<sup>st</sup> century teacher*

- Pedagogy-Mediation of Teaching-Facilitation of Learning for Learning
- Traditional & Emerging Authentic Media: Authentic Learning Experience Spaces

*Knowledge of Curriculum Goals and the Education System for the 21<sup>st</sup> century School in society*

- South African Education System: History of Education and Schools in South Africa & the Future

Methodology Modules

Method Lesson Portfolio B (due end of Block 2)

Critical event 3: First 5 (of 10) weeks: School Placement and Alternative experiences

### **BLOCK 3**

Critical event 3: Last 5 (of 10) weeks: School Placement and Alternative experiences

Education and its foundations

*Knowledge of the 21<sup>st</sup> century learners and their Development in Social Contexts*

- Language and Literacy Acquisition and Learning

*Knowledge of Teaching for the 21<sup>st</sup> century teacher*

- Teacher and Teaching for Social Justice learning in a democracy
- Teacher and the Profession

*Knowledge of Curriculum Goals and the Education System for the 21<sup>st</sup> century school in society*

- Curriculum Development and Design

Methodology Modules

Method Lesson Portfolio B (due end of Block 2)

PGCE conference

PGCE Capstone assessments

Table 6 indicates how the programme's purpose (bearing in mind what the MRTEQ requires as the purpose of the PGCE), the modules and their purpose links and how all of the aforementioned links with the intended outcomes of the programme, i.e. the intended outcomes and the beginner competences of a beginner teacher as stipulated in the MRTEQ (2011).



**TABLE 6: Programme’s purpose contributing to the realisation of the intended outcomes**

	PROGRAMME’S PURPOSE	MODULE NAME	MODULE PURPOSE	INTENDED EXIT OUTCOMES AT EXIT LEVEL OF PROGRAMME AND WHICH OF THESE RELATES TO WHICH OUTCOMES OF THE MRTEQ
<b>FOUNDATIONAL, PRACTICAL &amp; REFLEXIVE</b>	<ul style="list-style-type: none"> <li>• To prepare students to become competent and professional high school teachers.</li> <li>• To provide a one year professional teacher qualification that “caps” an undergraduate degree or an approved diploma (MRTEQ, 2011, p. 22)</li> <li>• To create an opportunity at entry-level to obtain professional preparation over one year for graduates and diplomats who wish to become subject specialists in two subjects in the FET phase <u>or</u> one subject in the FET phase and one subject in the SP phase.</li> <li>• To develop</li> </ul>	<p>EDUCATIONAL FOUNDATIONS</p>	<p>This module, Education as a professional discipline, has the purpose to develop the foundational knowledge, skills, attitudes and awareness’s that will promote and engage graduate student teachers to be passionate, engaged, knowledgeable, effective, and compassionate teachers, researchers, and leaders who are members of a community of practice, critical thinkers, agents of hope and change, and are socially just.</p>	<ul style="list-style-type: none"> <li>• ELO 1: Demonstrate a critically reflective humanising pedagogy framed in social justice. MRTEQ: 2, 3, 4, 6, 7, 8, 9, 10, 11</li> <li>• ELO 2: Demonstrate a deep understanding of subject/disciplinary knowledge/s and be able to engage with these using a variety of teaching strategies, approaches, competencies, skills, dispositions, values and digital, information and communication technologies that reflect a critical understanding of curriculum development, education theory, and schooling context as an individual and collaboratively. MRTEQ: 1 – 11</li> <li>• ELO 3: Apply curriculum development theory to implement, assess, manage and adapt the school curriculum in competent, innovative, resourceful, critical, inclusive and humanising ways in order to foster enabling teaching and learning. MRTEQ: 6, 7, 8 and 9</li> <li>• ELO 4: Demonstrate the development of critical, analytical, reflective and reflexive pedagogical practices. MRTEQ: 11.</li> <li>• ELO 5: Demonstrate a professional independence and a sense of responsibility that are informed by a socially just, human, environmental and professional ethical framework. MRTEQ: 10, 11</li> </ul>
		<p>PROFESSIONAL LEARNING</p>	<p>The purpose of this school-based module is to provide an opportunity for students to apply and demonstrated how to organise systematic relevant and socially meaningful learning by facilitating effective humanising teaching, learning and assessment by coherently integrating educational theory, subject discipline knowledge, teaching strategies and their self-identity towards the subject by framing the curriculum within the school context and at classroom level at school as part of their work integrated learning. This module also links with the method modules and with the educational foundation module, as it affords students with opportunities to integrate, apply and demonstrate theoretical and methodological aspects into practice, including reflection, in order to become reflexive pertaining to theory and</p>	

<b>FOUNDATIONAL, PRACTICAL &amp; REFLEXIVE</b>	specialisation of knowledge, practical skills and workplace experience as beginner teacher in different contexts		practice and learner contexts.	<ul style="list-style-type: none"> <li>ELO 6: Engage in affirming management and leadership role/s within the classroom community, learner communities, school community, teaching community and professional community individual and collaboratively. MRTEQ: 10, 11</li> <li>ELO 7: Contribute to the role of a lifelong learner in the teaching profession by working in and with communities of practice. MRTEQ: 11</li> </ul>	
		<b>METHOD MODULES</b>	The purpose of this institution-based module is to enable students to organise systematic relevant and socially meaningful learning by facilitating effective humanising teaching, learning and assessment in [subject + phase] by coherently integrating educational theory, subject discipline knowledge, teaching strategies and their self-identity towards the subject by framing the curriculum within the school context and at classroom level.		
		<b>LANGUAGE OF TEACHING AND LEARNING MODULE</b>	The purpose of this module is to ascertain whether a student has the ability to teach in LOLT		<ul style="list-style-type: none"> <li>ELO 8: Demonstrate an ability to teach effectively in English [LOLT] and/or Afrikaans [LOLT] MRTEQ: 4 and 5</li> </ul>
		<b>LANGUAGE COMPETENCY MODULE</b>	The purpose of this module is to ensure that the student can converse in a language		<ul style="list-style-type: none"> <li>ELO 9: Demonstrate conversational competence in Xhosa and/or Afrikaans MRTEQ: 4</li> </ul>

### 1.3 Indicate the Exit-Level Outcomes and Associated Assessment Criteria

The PGCE students should, at the exit level of the programme, embody the following Exit Level Outcomes (as collaboratively defined and generated by the PGCE colleagues of the NMMU) below. Table 6 in section 1.2, has already indicated the required aspects. The Basic Competences of a Beginner Teacher (MRTEQ, 2011, p. 53) have been indicated by referring them as numbers (as indicated by the same numbers in the MRTEQ) below each of the exit level outcomes to indicate that the exit level outcomes embrace these basic competences in the MRTEQ:

- ELO 1: Demonstrate a critically reflective humanising pedagogy framed in social justice.  
MRTEQ: 2, 3, 4, 6, 7, 8, 9, 10, 11
- ELO 2: Demonstrate a deep understanding of subject/disciplinary knowledge/s and be able to engage with these using a variety of teaching strategies, approaches, competencies, skills, dispositions, values and digital, information and communication technologies that reflect a critical understanding of curriculum development, education theory, and schooling context as an individual and collaboratively.  
MRTEQ: 1 – 11
- ELO 3: Apply curriculum development theory to implement, assess, manage and adapt the school curriculum in competent, innovative, resourceful, critical, inclusive and humanising ways in order to foster enabling teaching and learning.  
MRTEQ: 6, 7, 8 and 9
- ELO 4: Demonstrate the development of critical, analytical, reflective and reflexive pedagogical practices.  
MRTEQ: 11.
- ELO 5: Demonstrate a professional independence and a sense of responsibility that are informed by a socially just, human, environmental and professional ethical framework.  
MRTEQ: 10, 11
- ELO 6: Engage in affirming management and leadership role/s within the classroom community, learner communities, school community, teaching community and professional community individual and collaboratively.  
MRTEQ: 10, 11
- ELO 7: Contribute to the role of a lifelong learner in the teaching profession by working in and with communities of practice.  
MRTEQ: 11

- ELO 8: Demonstrate an ability to teach effectively in English [LOLT] and/or Afrikaans [LOLT]  
MRTEQ: 4 and 5
- ELO 9: Demonstrate conversational competence in Xhosa and/or Afrikaans  
MRTEQ: 4

In order to realize these exit level outcomes, the following assessment opportunities will be provided, as stipulated in Table 7. In Table 7, the possible assessment opportunities are presented adjacent to each module. Assessment may include (but which are not limited to):

- Assignments,
- Tests,
- Projects,
- Reflections,
- Presentations,
- Case studies,
- Portfolio(s)
- Online assessments and
- Formal final assessment

**TABLE 7: Exit Level Outcomes and Associated Assessment Criteria linked to modules**

Module Name	Exit Level Outcomes	Assessment Criteria based on Competences of the MRTEQ (2011, p. 53)
<b>Educational Foundations</b>	<ul style="list-style-type: none"> <li>• Demonstrate a deep understanding of subject/disciplinary knowledge/s and be able to engage with these using a variety of teaching strategies, approaches, competencies, skills, dispositions, values and digital, information and communication technologies that reflect a critical understanding of curriculum development, education theory, and schooling context.</li> <li>• Apply curriculum development theory to implement, assess, manage and adapt the school curriculum in competent, innovative, resourceful, critical, inclusive and humanising ways in order to foster enabling teaching and learning.</li> <li>• Demonstrate the development of critical, analytical, reflective and reflexive pedagogical practices.</li> <li>• Demonstrate a professional independence and a sense of responsibility that are informed by a socially just, human, environmental and professional ethical framework.</li> <li>• Engage in affirming management and leadership role/s within the classroom community, learner communities, school community, teaching community and professional community.</li> <li>• Contribute to the role of a lifelong learner in the teaching profession by working in and with communities of practice.</li> </ul>	<p>3. Know their learners and their needs: Who their learners are, how they learn, their individual needs and adapting/tailoring their teaching accordingly</p> <p>7. Understand diversity, identify and address social problems. Identify learning and social problems and work in partnerships collaboratively to address these issues</p>

Module Name	Exit Level Outcomes	Assessment Criteria based on Competences of the MRTEQ (2011, p. 53)
<b>Teaching Method 1</b> <b>&amp;</b> <b>Teaching Method 2</b>	<ul style="list-style-type: none"> <li>• Demonstrate a critically reflective humanising pedagogy framed in social justice.</li> <li>• Demonstrate a deep understanding of subject/disciplinary knowledge/s and be able to engage with these using a variety of teaching strategies, approaches, competencies, skills, dispositions, values and digital, information and communication technologies that reflect a critical understanding of curriculum development, education theory, and schooling context.</li> <li>• Apply curriculum development theory to implement, assess, manage and adapt the school curriculum in competent, innovative, resourceful, critical, inclusive and humanising ways in order to foster enabling teaching and learning.</li> <li>• Demonstrate the development of critical, analytical, reflective and reflexive pedagogical practices.</li> <li>• Demonstrate a professional independence and a sense of responsibility that are informed by a socially just, human, environmental and professional ethical framework.</li> <li>• Engage in affirming management and leadership role/s within the classroom community, learner communities, school community, teaching community and professional community.</li> <li>• Contribute to the role of a lifelong learner in the teaching profession by working in and with communities of practice.</li> <li>• Demonstrate an ability to teach effectively in English [LOLT] or Afrikaans [LOLT]</li> </ul>	<ol style="list-style-type: none"> <li>1. Subject knowledge</li> <li>2. Select appropriate teaching strategies, determining sequencing and pace according to learners' needs</li> <li>3. Know their learners and their needs: Who their learners are, how they learn, their individual needs and adapting/tailoring their teaching accordingly</li> <li>4. Communicate effectively in general and to mediate learning</li> <li>5. Highly developed ICT and literacy skills</li> <li>6. Knowledgeable about school curriculum, unpack and analyse, plan, design and implement teaching and learning programmes/lessons</li> <li>7. Understand diversity, identify and address social problems. Identify learning and social problems and work in partnerships collaboratively to address these issues</li> <li>8. Manage classrooms effectively across diverse contexts to ensure conducive learning environment</li> <li>9. Assess in reliable and varied ways, analyse assessment as assessment should improve teaching and learning</li> <li>10. Professionalism: Positive work ethic, display appropriate values and be ambassadors for teaching profession</li> <li>11. Reflect critically as individuals (and collaboratively in teams/groups/communities) and in conjunction with their professional community of colleagues in order to continuously improve and adapt to evolving circumstances</li> </ol>

Module Name	Exit Level Outcomes	Assessment Criteria based on Competences of the MRTEQ (2011, p. 53)
<b>Professional Learning</b>	<ul style="list-style-type: none"> <li>• Demonstrate a critically reflective humanising pedagogy framed in social justice.</li> <li>• Demonstrate a deep understanding of subject/disciplinary knowledge/s and be able to engage with these using a variety of teaching strategies, approaches, competencies, skills, dispositions, values and digital, information and communication technologies that reflect a critical understanding of curriculum development, education theory, and schooling context.</li> <li>• Apply curriculum development theory to implement, assess, manage and adapt the school curriculum in competent, innovative, resourceful, critical, inclusive and humanising ways in order to foster enabling teaching and learning.</li> <li>• Demonstrate the development of critical, analytical, reflective and reflexive pedagogical practices.</li> <li>• Demonstrate a professional independence and a sense of responsibility that are informed by a socially just, human, environmental and professional ethical framework.</li> <li>• Engage in affirming management and leadership role/s within the classroom community, learner communities, school community, teaching community and professional community.</li> <li>• Contribute to the role of a lifelong learner in the teaching profession by working in and with communities of practice.</li> <li>• Demonstrate an ability to teach effectively in English [LOLT] or Afrikaans [LOLT]</li> </ul>	<ol style="list-style-type: none"> <li>1. Subject knowledge</li> <li>2. Select appropriate teaching strategies, determining sequencing and pace according to learners' needs</li> <li>3. Know their learners and their needs: Who their learners are, how they learn, their individual needs and adapting/tailoring their teaching accordingly</li> <li>4. Communicate effectively in general and to mediate learning</li> <li>5. Highly developed ICT and literacy skills</li> <li>6. Knowledgeable about school curriculum, unpack and analyse, plan, design and implement teaching and learning programmes/lessons</li> <li>7. Understand diversity, identify and address social problems. Identify learning and social problems and work in partnerships collaboratively to address these issues</li> <li>8. Manage classrooms effectively across diverse contexts to ensure conducive learning environment</li> <li>9. Assess in reliable and varied ways, analyse assessment as assessment should improve teaching and learning</li> <li>10. Professionalism: Positive work ethic, display appropriate values and be ambassadors for teaching profession</li> <li>11. Reflect critically as individuals (and collaboratively in teams/groups/communities) and in conjunction with their professional community of colleagues in order to continuously improve and adapt to evolving circumstances</li> </ol>

Module Name	Exit Level Outcomes	Assessment Criteria based on Competences of the MRTEQ (2011, p. 53)
<b>Endorsements of Conversational Competencies (Fundamentals)<sup>1</sup></b>		
<b>IsiXhosa Conversational<sup>2</sup></b>	General basic conversational communication competence	4. Communicate effectively to mediate learning
<b>Afrikaans Conversational<sup>3</sup></b>	General basic conversational communication competence	4. Communicate effectively in general
<b>Computer Literacy<sup>4</sup></b>	Basic ICT knowledge and skills: Demonstrate a deep understanding of subject/ disciplinary knowledge/s and be able to engage with these using a variety of teaching strategies, approaches, competencies, skills, dispositions, values and digital, information and communication technologies that reflect a critical understanding of curriculum development, education theory, and schooling context.	5. Highly developed ICT skills
<b>Media &amp; ICT for Teaching &amp; Learning<sup>4</sup></b>	Extended ICT knowledge and skills: Demonstrate a deep understanding of subject/ disciplinary knowledge/s and be able to engage with these using a variety of teaching strategies, approaches, competencies, skills, dispositions, values and digital, information and communication technologies that reflect a critical understanding of curriculum development, education theory, and schooling context.	5. Highly developed ICT skills

**NOTES:**

1 to 7: No credits have been allocated to Fundamental Learning in the MRTEQ. However, students have to show competency in language and Computer Literacy (Information and Communication Technology - ICT). In order to qualify as computer literate, a student has to provide proof that he/she has passed a recognized computer literacy module at university level or an equivalent computer literacy course that is relevant in the current context, hence preferably, not older than 8 years. The faculty of education will ascertain whether an equivalent will be accepted as appropriate through ascertaining the outcomes and core content of the equivalent and/or by involving the Computer Science department's Computer Literacy section. Should a student not be in possession of a recent or equivalent computer literacy course/module, the student could either complete a computer literacy test from the university related or linked to such a module. If the student is successful, the student will receive recognition for this module. If the student is not successful or does not have a computer literacy qualification, the student will have to enroll for such a module at the university or obtain a recognized equivalent.



The Fundamental learning module, Media and ICT for teaching and learning, has been added in order to equip students with ICT skills for teaching, learning and administration that go beyond basic computer literacy. However, the credits allocated to Conversational competences and to Media and ICT for teaching and learning, do not form part of the 120 minimum credits allocated for the PGCE (Post Graduate Certificate in Education) Teaching qualification.

Regarding conversational Xhosa, English and Afrikaans: The MRTEQ (2011, p. 8) states that *“in the case of students whose language of choice (or first language) is English, this needs to be one of the nine other official languages or South African Sign Language”*. Students will be assessed for language competency before the PGCE commences or within the first week. Students, who do not demonstrate the competencies in computer literacy and/or conversational languages, will have to complete the Fundamental conversational modules required and/or a computer literacy module. The Fundamental learning module, Media and ICT for teaching and learning, has been added in order to equip students with ICT skills for teaching, learning and administration that go beyond basic computer literacy. However, the credits allocated to Conversational competences and to Media and ICT for teaching and learning, do not form part of the 120 minimum credits allocated for the PGCE (Post Graduate Certificate in Education) Teaching qualification.

LOLT will be assessed as part of Work Integrated Learning while in schools. Support will be provided to students who seems not proficient during Professional Learning (WIL) and they will be re-assessed during the course of the PGCE year.

=====END OF NOTES=====

Module Name	Exit Level Outcomes	Assessment Criteria based on Competences of the MRTEQ (2011, p. 53)
<b>Language of Learning and Teaching LOLT (Fundamentals)</b>		
<b>English LOL<sup>5</sup></b>	Demonstrate an ability to teach effectively in English [LOLT] or Afrikaans [LOLT]	Communicate effectively to mediate learning
<b>Afrikaans LOLT<sup>6</sup></b>	Demonstrate an ability to teach effectively in English [LOLT] or Afrikaans [LOLT]	Communicate effectively to mediate learning
<b>Xhosa LOLT<sup>7</sup> [Optional]</b>	Demonstrate an ability to teach effectively in English [LOLT] or Afrikaans [LOLT] AND XHOSA as LOLT as additional option	Communicate effectively to mediate learning

Table 8 below, and continuing on the following pages, indicates how the linking between the SAQA Critical Cross-Field Outcomes to the Exit Level Outcomes and the Competences required from the MRTEQ.

**TABLE 8: Linking the SAQA Critical Cross-Field Outcomes to the Exit Level Outcomes and the Competences required from the MRTEQ**

Equivalent Exit Level Outcome	SAQA Critical Cross-Field Outcomes
<p>ELO 1: Demonstrate a critically reflective humanising pedagogy framed in social justice. MRTEQ # 2, 3, 4, 6, 7, 8, 9, 10, 11</p> <p>ELO 2: Demonstrate a deep understanding of subject/disciplinary knowledge/s and be able to engage with these using a variety of teaching strategies, approaches, competencies, skills, dispositions, values and digital, information and communication technologies that reflect a critical understanding of curriculum development, education theory, and schooling context as an individual and collaboratively. MRTEQ # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</p> <p>ELO 3: Apply curriculum development theory to implement, assess, manage and adapt the school curriculum in competent, innovative, resourceful, critical, inclusive and humanising ways in order to foster enabling teaching and learning. MRTEQ# 6, 7, 8, 9</p> <p>ELO 4: Demonstrate the development of critical, analytical, reflective and reflexive pedagogical practices. MRTEQ # 11</p> <p>ELO 5: Demonstrate a professional independence and a sense of responsibility that are informed by a socially just, human, environmental and professional ethical framework. MRTEQ# 10, 11</p>	<p>Identifying and solving problems in which responses display that responsible decisions using critical thinking have been made.</p>
<p>ELO 2: Demonstrate a deep understanding of subject/disciplinary knowledge/s and be able to engage with these using a variety of teaching strategies, approaches, competencies, skills, dispositions, values and digital, information and communication technologies that reflect a critical understanding of curriculum development, education theory, and schooling context as an individual and collaboratively. MRTEQ # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</p> <p>ELO 6: Engage in affirming management and leadership role/s within the classroom community, learner communities, school community, teaching community and professional community individual and collaboratively. MRTEQ# 10, 11</p>	<p>Working effectively with others as a member of a team, group, organisation and community.</p>

Equivalent Exit Level Outcome	SAQA Critical Cross-Field Outcomes
<p>ELO 1: Demonstrate a critically reflective humanising pedagogy framed in social justice. MRTEQ # 2, 3, 4, 6, 7, 8, 9 , 10, 11</p> <p>ELO 2: Demonstrate a deep understanding of subject/disciplinary knowledge/s and be able to engage with these using a variety of teaching strategies, approaches, competencies, skills, dispositions, values and digital, information and communication technologies that reflect a critical understanding of curriculum development, education theory, and schooling context as an individual and collaboratively. MRTEQ # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</p> <p>ELO 3: Apply curriculum development theory to implement, assess, manage and adapt the school curriculum in competent, innovative, resourceful, critical, inclusive and humanising ways in order to foster enabling teaching and learning. MRTEQ# 6, 7, 8, 9</p> <p>ELO 4: Demonstrate the development of critical, analytical, reflective and reflexive pedagogical practices. MRTEQ # 11</p> <p>ELO 5: Demonstrate a professional independence and a sense of responsibility that are informed by a socially just, human, environmental and professional ethical framework. MRTEQ# 10, 11</p> <p>ELO 6: Engage in affirming management and leadership role/s within the classroom community, learner communities, school community, teaching community and professional community individual and collaboratively. MRTEQ# 10, 11</p> <p>ELO 7: Contribute to the role of a lifelong learner in the teaching profession by working in and with communities of practice. MRTEQ# 11</p>	<p>Organising and managing oneself and one's activities responsibly and effectively</p>

Equivalent Exit Level Outcome	SAQA Critical Cross-Field Outcomes
<p>ELO 2: Demonstrate a deep understanding of subject/disciplinary knowledge/s and be able to engage with these using a variety of teaching strategies, approaches, competencies, skills, dispositions, values and digital, information and communication technologies that reflect a critical understanding of curriculum development, education theory, and schooling context as an individual and collaboratively. MRTEQ # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</p> <p>ELO 3: Apply curriculum development theory to implement, assess, manage and adapt the school curriculum in competent, innovative, resourceful, critical, inclusive and humanising ways in order to foster enabling teaching and learning. MRTEQ# 6, 7, 8, 9</p> <p>ELO 4: Demonstrate the development of critical, analytical, reflective and reflexive pedagogical practices. MRTEQ # 11</p> <p>ELO 5: Demonstrate a professional independence and a sense of responsibility that are informed by a socially just, human, environmental and professional ethical framework. MRTEQ# 10, 11</p>	<p>Collecting, analysing, organising and critically evaluating information.</p>
<p>ELO 8: Demonstrate an ability to teach effectively in English [LOLT] or Afrikaans [LOLT] MRTEQ# 4, 5</p> <p>ELO 9: Demonstrate conversational competence in Xhosa and Afrikaans MRTEQ# 4</p>	<p>Communicating effectively using visual, mathematical and/or language skills</p>
<p>ELO 8: Demonstrate an ability to teach effectively in English [LOLT] or Afrikaans [LOLT] MRTEQ# 4, 5</p>	<p>Using science and technology effectively and critically, showing responsibility toward the environment and health of others</p>

Equivalent Exit Level Outcome	SAQA Critical Cross-Field Outcomes
<p>ELO 1: Demonstrate a critically reflective humanising pedagogy framed in social justice. MRTEQ # 2, 3, 4, 6, 7, 8, 9, 10, 11</p> <p>ELO 2: Demonstrate a deep understanding of subject/disciplinary knowledge/s and be able to engage with these using a variety of teaching strategies, approaches, competencies, skills, dispositions, values and digital, information and communication technologies that reflect a critical understanding of curriculum development, education theory, and schooling context as an individual and collaboratively. MRTEQ # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</p> <p>ELO 3: Apply curriculum development theory to implement, assess, manage and adapt the school curriculum in competent, innovative, resourceful, critical, inclusive and humanising ways in order to foster enabling teaching and learning. MRTEQ# 6, 7, 8, 9</p> <p>ELO 4: Demonstrate the development of critical, analytical, reflective and reflexive pedagogical practices. MRTEQ # 11</p> <p>ELO 5: Demonstrate a professional independence and a sense of responsibility that are informed by a socially just, human, environmental and professional ethical framework. MRTEQ# 10, 11</p> <p>ELO 6: Engage in affirming management and leadership role/s within the classroom community, learner communities, school community, teaching community and professional community individual and collaboratively. MRTEQ# 10, 11</p> <p>ELO 7: Contribute to the role of a lifelong learner in the teaching profession by working in and with communities of practice. MRTEQ# 11</p>	<p>Demonstrating an understanding of the world as a set of related systems by recognising that problem context do not exist in isolation</p>
<p>ELO 1: Demonstrate a critically reflective humanising pedagogy framed in social justice. MRTEQ # 2, 3, 4, 6, 7, 8, 9, 10, 11</p> <p>ELO 2: Demonstrate a deep understanding of subject/disciplinary knowledge/s and be able to engage with these using a variety of teaching strategies, approaches, competencies, skills, dispositions, values and digital, information and communication technologies that reflect a critical understanding of curriculum development, education theory, and schooling context as an individual and collaboratively. MRTEQ # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</p> <p>ELO 3: Apply curriculum development theory to implement, assess, manage and adapt the school curriculum in competent, innovative, resourceful, critical, inclusive and humanising ways in order to foster enabling teaching and learning. MRTEQ# 6, 7, 8, 9</p> <p>ELO 4: Demonstrate the development of critical, analytical, reflective and reflexive pedagogical practices. MRTEQ # 11</p> <p>ELO 5: Demonstrate a professional independence and a sense of</p>	<p>Contributing to the full personal development of each learner and the social and economic development of society at large, by making it an underlying intention of the programme of learning to make an individual aware of:</p> <ul style="list-style-type: none"> <li>• reflecting on and exploring a variety of strategies to learn more effectively</li> <li>• participating as responsible citizens in the life of local, national and global communities</li> <li>• being culturally and aesthetically sensitive across a range of contexts</li> </ul> <p>exploring education and career opportunities developing entrepreneurial opportunities</p>

<p>responsibility that are informed by a socially just, human, environmental and professional ethical framework. MRTEQ# 10, 11</p> <p>ELO 6: Engage in affirming management and leadership role/s within the classroom community, learner communities, school community, teaching community and professional community individual and collaboratively. MRTEQ# 10, 11</p>	
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**1.4 Provide a brief explanation of how competences developed in the programme are aligned with the appropriate NQF level**

The PGCE is a one-year certificate with a minimum of 120 credits, excluding Fundamental Learning, at NQF level 7 (MRTEQ, 2011). The NMMU PGCE consists of 128 credits. The outcomes of all the modules are at NQF-level 7. Additional to the 128 credits, two Fundamental Learning modules (Afrikaans Conversational and Xhosa Conversational) are offered at NQF-level 5. Tables 6, 7 and 8 indicate how the programme’s purposes are aligned with the intended outcomes, the exit level outcomes and associated assessment criteria, as well as linking the SAQA critical cross-field outcomes to the exit level outcomes and the competences required from the MRTEQ. Table 9 below indicates how the NQF Level 7 descriptors align with the competences of the PGCE programme.

The PGCE is grounded in the understanding that teaching is a composite activity. As such, the student-teacher enrolled for the programme needs to acquire, integrate and apply diverse learnings or knowledges practices. The PGCE therefore captures disciplinary, pedagogical, practical, fundamental and situational learning in an integrated manner. It reflects current and progressive thinking, practice, theory and methodology in FET-SP teaching. Not only will the student acquire new knowledges, but also be enabled and expected to analyse, apply, synthesise and evaluate the new information. The PGCE is furthermore underpinned by an acute awareness of the variety of school contexts in the South African society, hence the PGCE aims to conscientise students, develop their adaptive expertise, resilience and sense of agency.

**Table 9: Linking the NQF Level 7 descriptors to the competences**

NQF LEVEL 7 DESCRIPTORS	COMPETENCES IN PROGRAMME ALIGNED TO NQF LEVEL 7 DESCRIPTORS
Provides intellectual enrichment	<p>ELO 2: Demonstrate a deep understanding of subject/disciplinary knowledge/s and be able to engage with these using a variety of teaching strategies, approaches, competencies, skills, dispositions, values and digital, information and communication technologies that reflect a critical understanding of curriculum development, education theory, and schooling context as an individual and collaboratively. MRTEQ # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</p> <p>ELO 3: Apply curriculum development theory to implement, assess, manage and adapt the school curriculum in competent, innovative, resourceful, critical, inclusive and humanising ways in order to foster enabling teaching and learning. MRTEQ# 6, 7, 8, 9</p> <p>ELO 4: Demonstrate the development of critical, analytical, reflective and reflexive pedagogical practices. MRTEQ # 11</p>
Enhances flexibility in changing circumstances	<p>ELO 2: Demonstrate a deep understanding of subject/disciplinary knowledge/s and be able to engage with these using a variety of teaching strategies, approaches, competencies, skills, dispositions, values and digital, information and communication technologies that reflect a critical understanding of curriculum development, education theory, and schooling context as an individual and collaboratively. MRTEQ # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</p> <p>ELO 3: Apply curriculum development theory to implement, assess, manage and adapt the school curriculum in competent, innovative, resourceful, critical, inclusive and humanising ways in order to foster enabling teaching and learning. MRTEQ# 6, 7, 8, 9</p> <p>ELO 4: Demonstrate the development of critical, analytical, reflective and reflexive pedagogical practices. MRTEQ # 11</p>
Intensive, focused and applied specialisation required for a specific niche I the labour market	<p>ELO 2: Demonstrate a deep understanding of subject/disciplinary knowledge/s and be able to engage with these using a variety of teaching strategies, approaches, competencies, skills, dispositions, values and digital, information and communication technologies that reflect a critical understanding of curriculum development, education theory, and schooling context as an individual and collaboratively. MRTEQ # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</p> <p>ELO 3: Apply curriculum development theory to implement, assess, manage and adapt the school curriculum in competent, innovative, resourceful, critical, inclusive and humanising ways in order to foster enabling teaching and learning. MRTEQ# 6, 7, 8, 9</p> <p>ELO 4: Demonstrate the development of critical, analytical, reflective and reflexive pedagogical practices. MRTEQ # 11</p>

<p>Provides for deep and systematic understanding of current thinking, practice, theory and methodology in an area of specialization</p> <p>Well-rounded, broad education, which provides a knowledge base, theory and methodology of a discipline</p>	<p>ELO 2: Demonstrate a deep understanding of subject/disciplinary knowledge/s and be able to engage with these using a variety of teaching strategies, approaches, competencies, skills, dispositions, values and digital, information and communication technologies that reflect a critical understanding of curriculum development, education theory, and schooling context as an individual and collaboratively. MRTEQ # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</p> <p>ELO 3: Apply curriculum development theory to implement, assess, manage and adapt the school curriculum in competent, innovative, resourceful, critical, inclusive and humanising ways in order to foster enabling teaching and learning. MRTEQ# 6, 7, 8, 9</p> <p>ELO 4: Demonstrate the development of critical, analytical, reflective and reflexive pedagogical practices. MRTEQ # 11</p> <p>ELO 5: Demonstrate a professional independence and a sense of responsibility that are informed by a socially just, human, environmental and professional ethical framework. MRTEQ# 10, 11</p>
<p>Demonstrates initiative and responsibility in an academic and professional context</p>	<p>ELO 4: Demonstrate the development of critical, analytical, reflective and reflexive pedagogical practices. MRTEQ # 11</p> <p>ELO 5: Demonstrate a professional independence and a sense of responsibility that are informed by a socially just, human, environmental and professional ethical framework. MRTEQ# 10, 11</p>
<p>Principles and theories are emphasized as a basis for entry into the labour market, professional training, post graduate studies or professional practice in a wide range of careers</p>	<p>ELO 4: Demonstrate the development of critical, analytical, reflective and reflexive pedagogical practices. MRTEQ # 11</p> <p>ELO 5: Demonstrate a professional independence and a sense of responsibility that are informed by a socially just, human, environmental and professional ethical framework. MRTEQ# 10, 11</p> <p>ELO 7: Contribute to the role of a lifelong learner in the teaching profession by working in and with communities of practice. MRTEQ# 11</p> <p>ELO 8: Demonstrate an ability to teach effectively in English [LOLT] or Afrikaans [LOLT] MRTEQ# 4, 5</p>
<p>Prepares for a change in career paths</p>	<p>ELO 6: Engage in affirming management and leadership role/s within the classroom community, learner communities, school community, teaching community and professional community individual and collaboratively. MRTEQ# 10, 11</p> <p>ELO 8: Demonstrate an ability to teach effectively in English [LOLT] or</p>



	<p>Afrikaans [LOLT] MRTEQ# 4, 5</p> <p>ELO 7: Contribute to the role of a lifelong learner in the teaching profession by working in and with communities of practice. MRTEQ# 11</p>
Provides for continuing professional development	<p>ELO 1: Demonstrate a critically reflective humanising pedagogy framed in social justice. MRTEQ # 2, 3, 4, 6, 7, 8, 9, 10, 11</p> <p>ELO 6: Engage in affirming management and leadership role/s within the classroom community, learner communities, school community, teaching community and professional community individual and collaboratively. MRTEQ# 10, 11</p> <p>ELO 7: Contribute to the role of a lifelong learner in the teaching profession by working in and with communities of practice. MRTEQ# 11</p>

**1.5 International Comparability:** provide information on the international comparability of a qualification in terms of specific qualifications offered internationally

This PGCE has been developed in accordance with the *Minimum Requirements for Teacher Education Qualifications* as promulgated in the Government Gazette Vol 553 No. 34467 on 15 July 2011. As such, the programme is aligned with the standards and requirements set out in the Higher Education Qualifications Sub-Framework (HEQSF).

This programme is comparable with the PGCE offered internationally. The Postgraduate Certificate in Education conforms to the specifications for an Advanced Diploma at NQF level 7, and the admission requirements, purpose and characteristics and progression opportunities for the PGCE are the same as those of the Advanced Diploma. However, Due to the familiarity of the PGCE in international teacher education circles, the qualification will continue to be denoted by this title.

**1.6 Access to the Qualification:** (i) provide information on admission requirements and any additional requirements (e.g. selection criteria) required for entry into the learning programme, and (ii) also explain how the widening of access to higher education will be promoted

There are two entry options into the PGCE:

- Option 1: An approved undergraduate Bachelor's degree (NQF Level 7 or 8), which includes appropriate and sufficient academic subject content knowledge to teach school subjects for a particular phase of schooling.
- Option 2: An approved 360 credit Level 6 diploma (see MRTEQ, 2011, p. 56) with senate discretion.

The appropriate undergraduate diploma or degree has to include sufficient disciplinary learning in appropriate academic fields to enable the development of teaching subjects relevant to the FET phase teaching, approved by the Department of Basic Education and offered in this qualification. These fields not only have to include the school content, but have to go beyond the school knowledge content. It is also important that these fields are field that are approved by the Department of Basic Education. The implications are then that the student must pass at least two teaching subjects at NQF level 7 for FET teaching subject as approved by the Department of Basic Education.

**NOTE:** A student shall not be admitted as a candidate (except by permission of Senate) for the PGCE (SP & FET teaching) unless the student has completed a degree containing two school subjects from the list of the subject method courses indicated in Table 5. Each of the subjects must have been studied in a degree for two years (two whole year courses or two semester courses per year each), comprising a minimum of 60 credits each; with the exception of Life Skills (for which three years of Psychology and a minimum of 120 credits is required) and Mathematics. With reference to Mathematics, one year of Mathematics and a minimum of 30 credits is required.

The Faculty may call candidates for admission interviews before final acceptance into the programme, especially in cases where undergraduate qualifications were not obtained in recent years. It is envisaged that a 60% final mark in the school specialisation subjects (related to the two PGCE method modules for teaching at school level) on 2<sup>nd</sup> and 3<sup>rd</sup> year level school will be required.

In addition, the completion of this qualification could lead to students furthering their Higher Education access by registering for at Honours degree or Advanced Diploma in Education.

#### 1.7 Indicate the Academic Field and Sub-Field of the Qualification:

FLORENCE & TEMBISA TO INSERT & COMPLETE

**Form 1**  
**Ask Tembisa / Florence**

#### 1.8 If the proposed programme is a professional qualification, has approval been applied for from the relevant professional body? If yes, please attach the letter of application or approval.

DHET: FLORENCE & TEMBISA TO INSERT & COMPLETE

**Obtain letter from Martiens via Tembisa.**

**1.9 Learning Assumed to be in Place:** specify the actual knowledge and skills base the learner will need to have to be able to enroll for this learning programme

In order to enroll/register for the PGCE, a student has to have an approved undergraduate Bachelor's degree (NQF Level 7 or 8), which includes appropriate and sufficient academic subject content knowledge to teach school subjects for a particular phase of schooling OR an approved 360 credit Level 6 diploma with senate's discretion (see MRTEQ, 2011, p. 56) which includes sufficient academic subject content knowledge to teach school subjects for a particular phase at NQF Level 7 or 8.

**NOTE:** A student shall not be admitted as a candidate (except by permission of Senate) for the PGCE (SP & FET teaching) unless the student has completed a degree containing two school subjects from the list of the subject method courses indicated in Table 5. Each of the subjects must have been studied in a degree for two years (two whole year courses or two semester courses per year each), comprising a minimum of 60 credits each; with the exception of Life Skills (for which three years of Psychology and a minimum of 120 credits is required) and Mathematics. With reference to Mathematics, one year of Mathematics and a minimum of 30 credits is required.

As English is the medium of instruction in the PGCE and English [Main LOLT] and Afrikaans [Optional LOLT] are the two LOLTs (Language of Teaching and Learning in the FET/FET-SP teaching phases) that are required, students have to be proficient in at least English. Furthermore the student has to be computer literate and has to be able to converse English for LOLT and be able to have conversational competency in Xhosa and Afrikaans.

In order to qualify as computer literate, a student has to provide proof that he/she has passed a recognised computer literacy module at university level or an equivalent computer literacy course that is relevant in the current context (e.g. Computer Applications Technology FET), not older than 8 years. The faculty of education will ascertain whether an equivalent will be accepted as appropriate through ascertaining the outcomes and core content of the equivalent and/or by involving the NMMU Computer Science department's Computer Literacy section. Should a student not be in possession of a recent or equivalent computer literacy course/module, the student could either complete a computer literacy test from the university related or linked to such a module. If the student is successful, the student will receive recognition for this module. If the student is not successful or does not have a computer literacy qualification, the student will have to enroll for such a module at the university.

Regarding conversational Xhosa, English and Afrikaans: The MRTEQ (2011, p. 8) states that "in the case of students whose language of choice (or first language) is English, this needs to be one of the nine other official languages or South African Sign Language. Students will be assessed for language competency before the PGCE commences or within the first week. Students, who do not demonstrate the competencies in computer literacy and/or conversational languages, will have to complete the Fundamental conversational modules required and/or a computer literacy module. However, these credits do not form part of the 120 minimum credits allocated for the Advanced Diploma in teaching qualification. LOLT will be

assessed as part of School-based Professional Learning. Support will be provided to students who seem not proficient in Professional Learning (School Based Learning) and they will be re-assessed during the course of the PGCE year.

**1.10 Integrated Assessment:** describe the range of formative and summative assessment methods to be used

Assessment in the PGCE serves a variety of functions which are distributed over four broader areas: diagnostic, formative, summative and evaluative.

Each of these is divided into more specific purposes.

- Diagnostic assessment: identifies PGCE students' strengths and weaknesses that can be applied for RPL, selection, specialisations and admission.
- Formative assessment: aids to enhance learning by giving PGCE students the opportunity to develop the curriculum's knowledge, skills, attitudes and awareness's linked to the profession. It is acknowledged that critical to successful formative assessment is feedback which forms the basis for reflexive professional development. Further, formative assessment assists to ascertain whether students have a solid understanding and in instances where this is not the case, to assist to plan for interventions in order to serve a remediation purpose.
- Summative assessment: serves the purpose to inform decisions about PGCE students' achievements for purposes of, for example, promotion and graduation.
- Evaluative assessment: serves to inform judgments about the quality of a PGCE module or the PGCE programme for purposes of, for example, PGCE programme accreditation and Faculty reviews.
- Integrated assessment: The professional Learning module (school based learning) includes integrated assessment as students are required to development evidence-based portfolio that reflects the student's professional engagement in educational contexts. A student could be required to present and defend their portfolio through either a presentation and/or interview, including in the presence of the external moderator. The requirements for this portfolio will be stipulated in the Professional Learning Guide.

Each module has specific assessment strategies that adhere to the NMMU institutional policy regarding assessment and examination. As the PGCE modules are continuous based assessment modules, a wide range of assessment activities will be used, for example:

- Assignments,
- Tests,
- Projects,

- Reflections,
- Presentations,
- Case studies,
- Role play
- Posters
- Electronic projects
- Reflections
- Journal writing
- Lesson planning
- Group assignments
- Online assessments
- School based lesson presentations
- Formal final assessment
- Capstone portfolio

The assessment to be implemented will be based on the nature of the modules, including what the lecturer(s) facilitating the module, deemed as the most appropriate assessment FOR, AS and OF learning. Assessment implies assessing not only knowledge, but includes skills, values and attitudes too. The procedures and requirements as stipulated in the NMMU assessment policy will be followed.

In order to ensure quality, fairness, reliability and consistency, assessment tasks of students will be moderated internally on a continuous basis by a module coordinator. An external moderator will also be used to further enhance the quality process. External moderators are appointed for a period of three years for a specific module and after the three year cycle, a new external moderator is appointed.

**1.11 Provide details of how Recognition of Prior Learning (RPL) will be applied:**

Not applicable to PGCE

**1.12 Articulation Possibilities with Related Qualifications:** indicate horizontal as well as vertical articulation (progression) with specific qualifications internally as well as externally (other institutions)

The PGCE articulates with related qualifications as follows:

**Horizontally:** On successful completion of the PGCE, graduates are eligible to enroll for the Advanced Diploma in Education at NQF Level 7, should they wish to further strengthen and enhance their existing specialisation, or want to develop a new role of practice to support teaching and learning in a school or in education more broadly.

**Vertically:** On successful completion of the PGCE, graduates are eligible to apply for the B Ed Hons or the Postgraduate Diploma (NQF Level 8)

### 1.13 Moderation-Registration of Assessors:

All respective modules in the programme are moderated in terms of outcomes, content, assessment (formative and summative) internally. So-called 'core' modules, as well as exit level modules are moderated internally as well as externally. External moderators are appointed for a period of three years for a specific module and after the three year cycle, a new external moderator is appointed.

Eligibility and suitability of internal as well as external moderators is considered, approved and appointed by the Faculty Management Committee.

### 1.14 Level, Credits and Learning Components (Core/Fundamental/Electives) Assigned to the Qualification

Provide the names of the modules which constitute the programme - and for each module specify the following, separately for each academic year:

Module name	Module Code	Credits	NQF Level
<b>Fundamental:</b>			
English LOLT (Language of Learning and Teaching)	PLOTE40	0	7
<b>Core:</b>			
Educational Foundations for PGCE Students	PGCET40	44	7
Professional Learning	PGCPL40	28	7
<b>Electives<sup>2</sup>:</b> Please note: A PGCE student registers for TWO School Based Method subjects <sup>1</sup>			
<b>Method 1</b>	See codes following the table. One FET method module	28	7
<b>Method 2</b>	See codes following the table. One SP method module	28	7
<b>Total credits per year</b>		<b>128</b>	
Module name	Module Code	Credits	NQF Level
<b>Fundamental:</b> <b>Additional Fundamental Learning Modules that are not part of the 128 credits, but that has to be completed</b>			

<sup>2</sup> A PGCE student registers for TWO School Based Method subjects  
Form 2\_New formal learning programme (Phase 2)

Afrikaans LOLT (Language of Learning and Teaching) for Afrikaans speaking teachers who want to teach in Afrikaans Medium Schools [Optional]	PLOTA40	0	7
Xhosa (Language of Learning and Teaching) [Optional]	PLOTX40	0	7
Afrikaans Conversational	PCONA40	6	5
Xhosa Conversational	PCONX40	6	5
Media & ICT for Teaching & Learning	PMED40	6	5
<b>Total Credits for Conversational</b> (Please note: Afrikaans & Xhosa Conversational do not form part of the 120 minimum credits of the PGCE as stipulated by the MRTEQ (2011, p. 8, 25))		<b>18</b>	

**NOTE: Electives**

**1. The following methods are electives. A student select as follows:**

STUDENTS SELECT **ONE** OF THE FET METHOD SUBJECTS BELOW

Method of FET Accounting	PMACC40
Method of FET Afrikaans Home Language	PMAFH40
Method of FET Afrikaans First Additional Language	PMAFF40
Method of FET Agriculture Management Practices	PMAGM40
Method of FET Agriculture Science	PMAGC40
Method of FET Business Studies	PMBST40
Method of FET Computer Applications Technology	PMCAT40
Method of FET Economics Method	PMECO40
Method of FET Electrical Technology	PMELT40
Method of FET English First Additional Language	PMENF40
Method of FET English Home Language	PMENH40
Method of FET Geography	PMGEO40
Method of FET History	PMHIT40
Method of FET Information Technology	PMIFT40
Method of FET Life Orientation	PMLOR40
Method of FET Life Sciences	PMLSC40
Method of FET Mathematical Literacy	PMMLT40
Method of FET Mathematics	PMMAT40
Method of FET Physical Sciences	PMPHY40
Method of FET Tourism	PMTOU40
Method of FET Visual Arts	PMVAR40
Method of FET isiXhosa Home Language	PMXHH40
Method of FET isiXhosa First Additional Language	PMXHF40

STUDENTS SELECT **ONE** OF THE SP METHOD SUBJECTS BELOW

Method of SP Creative Arts	PMCAS40
Method of SP Economic and Management Sciences	PMEMS40
Method of SP Afrikaans Home language	PMAHS40
Method of SP Afrikaans First Additional Language	PMAFS40
Method of SP English Home Language	PMEHS40
Method of SP English First Additional Language	PMEFS40

Method of SP isiXhosa Home Language	PMXHS40
Method of SP isiXhosa First Additional Language	PMXFS40
Method of GET: SP Life Orientation	PMLOS40
Method of GET: SP Mathematics	PMMAS40
Method of GET: SP Natural Sciences	PMNSS40
Method of GET: SP Social Studies	PMSSS40

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## SECTION 2: INFORMATION REGARDING RESOURCE IMPLICATIONS

### 2.1 STAFFING

2.1.1 The qualifications and expertise of the academic staff responsible for the programme are sufficient and relevant for the level and focus of the programme:

Name & title (Prof/Dr/Mr/Ms)	Relevant Qualifications	Expertise	Module codes to present	Module Name	No. of years of tertiary teaching experience
<b>Dr Dave Edley</b>	B A, BA Hons, HDE, MA, PhD	Curriculum, work- integrated learning, Leadership	PGCET40	Educational Foundations for PGCE Students	8
<b>Prof Alet Delpont</b>	B Mus Ed, B Mus Hons, M Mus, D Ed, UVLM	Arts Education for the Non- specialist Teacher, Music education, Cultural Identity, Educational Transformation			27
<b>Dr Sylvan Blignaut</b>	STD, BA, BA Hons (History), B Ed Hons, M Ed, D Ed	Curriculum Theory			16
<b>Dr Kathija Adam</b>	BSc Hon, BEd, Med, DEd	Education Leadership, Mathematics and Science Education, Content and Language Integrated Learning			10
<b>Prof Patrick Bean</b>	BCom (Ed), BEd (UPE), MEd (Rhodes)	Teaching the Economic and Management Sciences; Teaching and Learning; Service learning			21
<b>Dr Chris Dali</b>	BA (UFH); UED (UFH); BAHons (UWC); BEd (UCT); MEd (Manchester University, UK); DEd (NMMU)	Andragogy; Education and social justice and transformation, Qualitative research, Teaching critical thinking skills, Emotional Intelligence, School leadership			23

		work-integrated learning competencies			
<b>Prof Johanna Geldenhuys</b>	B Sc, HDE, B Ed Hons, M Ed, D Ed	Educational Psychology, Special Needs Education, Inclusive Education, Child Development (adolescence), Children at risk, Mathematics Education			26
<b>Dr Andre du Plessis</b>	HDE, BA, M Ed ICT, PhD ICT	Mathematics Education: Intermediate Phase, ICT implementation and integration in schools, ICT and teacher development. Afrikaans Intermediate Phase			7
<b>Dr Christina Jordaan</b>	B Ed SW 4; D Ed	Life Orientation, HIV/AIDS, Sexuality Education, Social problems in societies, Child Development			14
<b>Dr Les Meiring</b>	B Sc, B Ed Hons, M Ed, PhD	Science Education, Education theory			19
<b>Dr Shervani Pillay</b>	HDE, B A Hons, M Ed, PhD	Curriculum Policy, Development & Management, Curriculum Transformation in Higher Education			19
<b>Dr Christo Pienaar</b>	HDE, BA, B Ed Hons, M Ed, D Ed	Educational Psychology, Special Educational Needs, Learner support, Parent guidance, Teacher guidance, Emotional & behaviour problems,			18

		Learning problems, Inclusive education			
<b>Dr Matabo Khau</b>	B Sc, B Ed Hons, PGDE, M Ed, D Ed	Gender, Sexuality, HIV and AIDS in Education; Sexuality Education, Biology and Chemistry teaching, Rural education, Social Justice in Education, Participatory visual methodologies in research and pedagogy			7
<b>Dr Dave Edley</b>	Curriculum, work-integrated learning, Leadership	Curriculum, work-integrated learning, Leadership	PGCPL40	Professional Learning	8
<b>Mr Skura Nofemele</b>	STD, B Sc, B Ed Hons, PGD (Labour Law)	Values in education, Site based learning			4
<b>Prof Patrick Bean</b>	BCom (Ed), BEd (UPE), MEd (Rhodes)	Teaching the Economic and Management Sciences; Teaching and Learning; Service learning			21
<b>Dr Andre du Plessis</b>	HDE, BA, M Ed ICT, PhD ICT	Mathematics Education: Intermediate Phase, ICT implementation and integration in schools, ICT and teacher development. Afrikaans Intermediate Phase	PMED40	Media & ICT for Teaching & Learning	7
<b>Me Joy Turyangenda</b>	B Ed; B Ed Hons, M Ed ICT	Computer literacy, Geography education			4
<b>Me Helena Oosthuizen</b>	B Sc, B S Hons (Zool), B Sc Hons (ICT), M Sc, HDE	Life Sciences, ICT, IT in Education			20
<b>Dr Logan Athiemoolam</b>	B Paed, B Ed Hons, DSE, M Ed, D Ed, BA Hons (Eng); B Ed Hons Psych	Multicultural Education, English Language Teaching, Drama-in-	PLOTE40	English LOLT (Language of Learning and Teaching)	17

		Education			
<b>Dr Cosi Rasana</b>	PTD, BA, BA Hons, PGD, Dip Lang, PhD	English FAL teaching, isiXhosa communication			14
<b>Dr Eileen Scheckle</b>	BA Ed; BA Hons (English); BEd; MPhil; PhD	TESOL (Teaching English to Speakers of Other Languages), CALL, Academic Literacy and situated reading, Teaching in Multilingual Contexts			21
<b>Dr Margie Childs</b>	HDE, BA, M Phil, D Ed	Curriculum, Literacy, Communication			16
<b>Dr Cosi Rasana</b>	PTD, BA, BA Hons, PGD, Dip Lang, PhD	English FAL teaching, isiXhosa communication			14
<b>Me Carmel Mahomed</b>	B PAED (UDW), B Ed (Unisa), PDE Adult Education (Stell), M Ed (NMMU)	Language education; Didactics			19
<b>Dr Logan Athiemoolam</b>	B Paed, B Ed Hons, DSE, M Ed, D Ed, BA Hons (Eng); B Ed Hons Psych	Multicultural Education, English Language Teaching, Drama-in-Education			17
<b>Dr Andre du Plessis</b>	HDE, BA, M Ed ICT, PhD ICT	Mathematics Education: Intermediate Phase, ICT implementation and integration in schools, ICT and teacher development. Afrikaans Intermediate Phase			7
<b>Me Darrilyn Bradley</b>	HPED; BA (Hons.)	Afrikaans Language Methodology (Intermediate Phase)			10
<b>Me Carmel Mahomed</b>	B PAED (UDW), B Ed (Unisa), PDE Adult Education (Stell), M Ed (NMMU)	Language education; Didactics			19
<b>Dr Sindi Mbokodi</b>	BA, B Ed Hons, M	Educational	PLOTX40	Xhosa	21

	Ed, PhD	Leadership, isiXhosa teaching		Conversational	
<b>Dr Vukile Tshazibana</b>	JSTC, BA, B.Ed Hons, MEd, PhD	Educational management and leadership, School improvement; isiXhosa teaching			15
<b>Mr Skura Nofemele</b>	STD, B Sc, B Ed Hons, PGD (Labour Law)	Values in education, Site based learning			4
<b>Dr Logan Athiemoolam</b>	B Paed, B Ed Hons, DSE, M Ed, D Ed, BA Hons (Eng); B Ed Hons Psych	Multicultural Education, English Language Teaching, Drama-in-Education			17
<b>Dr Andre du Plessis</b>	HDE, BA, M Ed ICT, PhD ICT	Mathematics Education: Intermediate Phase, ICT implementation and integration in schools, ICT and teacher development. Afrikaans Intermediate Phase			7
<b>Me Darrilyn Bradley</b>	HPED; BA (Hons.)	Afrikaans Language Methodology (Intermediate Phase)			10
<b>Me Carmel Mahomed</b>	B PAED (UDW), B Ed (Unisa), PDE Adult Education (Stell), M Ed (NMMU)	Language education; Didactics			19
<b>Dr Sindi Mbokodi</b>	BA, B Ed Hons, M Ed, PhD	Educational Leadership, isiXhosa teaching	PLOTX40	Xhosa LOLT (Language of Learning and Teaching) [Optional]	21
<b>Dr Vukile Tshazibana</b>	JSTC, BA, B.Ed Hons, MEd, PhD	Educational management and leadership, School improvement; isiXhosa teaching			15
<b>Mr Skura Nofemele</b>	STD, B Sc, B Ed Hons, PGD (Labour Law)	Values in education, Site based learning			4
<b>Dr Matabo Khau</b>	B Sc, B Ed Hons, PGDE, M Ed, D Ed	Gender, Sexuality, HIV and AIDS in Education;			7

		Sexuality Education, Biology and Chemistry teaching, Rural education, Social Justice in Education, Participatory visual methodologies in research and pedagogy			
<b>Me Heloise Sathorar</b>	B Com, HDE, B Ed Hons, MBA	Accounting Education, Economics Education and Business Studies Education	PMACC40	Method of FET Accounting	6
<b>To be advertised</b>			PMAFH40	Method of FET Afrikaans Home Language	
<b>To be advertised</b>			PMAFF40	Method of FET Afrikaans First Additional Language	
<b>To be advertised</b>			PMAGM40	Method of FET Agriculture Management Practices	
<b>To be advertised</b>			PMAGC40	Method of FET Agriculture Science	
<b>Prof Patrick Bean</b>	BCom (Ed), BEd (UPE), MEd (Rhodes)	Teaching the Economic and Management Sciences; Teaching and Learning; Service learning	PMBST40	Method of FET Business Studies	21
<b>Dr Issa Badenhorst</b>	B Com, B Com Hons(Econ), M Ed, D Ed	Educational Management, Economics Education			25
<b>Me Joy Turyangenda</b>	B Ed; B Ed Hons, M Ed ICT	Computer literacy, Geography education	PMCAT40	Method of FET Computer Applications Technology	4
<b>Me Helena Oosthuizen</b>	B Sc, B S Hons (Zool), B Sc Hons (ICT), M Sc, HDE	Life Sciences, ICT, IT in Education			20
<b>Dr Issa Badenhorst</b>	B Com, B Com Hons(Econ), M Ed, D Ed	Educational Management, Economics Education	PMECO40	Method of FET Economics Method	25
<b>Prof Patrick Bean</b>	BCom (Ed), BEd (UPE), MEd (Rhodes)	Teaching the Economic and Management Sciences;			21

		Teaching and Learning; Service learning			
<b>To be advertised</b>			PMELT40	Method of FET Electrical Technology	
<b>Dr Cosi Rasana</b>	PTD, BA, BA Hons, PGD, Dip Lang, PhD	English FAL teaching, isiXhosa communication	PMENF40	Method of FET English First Additional Language	14
<b>Dr Logan Athiemoolam</b>	B Paed, B Ed Hons, DSE, M Ed, D Ed, BA Hons (Eng); B Ed Hons Psych	Multicultural Education, English Language Teaching, Drama-in-Education			17
<b>Dr Eileen Scheckle</b>	BA Ed; BA Hons (English); BEd; MPhil; PhD	TESOL (Teaching English to Speakers of Other Languages), CALL, Academic Literacy and situated reading, Teaching in Multilingual Contexts			21
<b>Dr Cosi Rasana</b>	PTD, BA, BA Hons, PGD, Dip Lang, PhD	English FAL teaching, isiXhosa communication	PMENH40	Method of FET English Home Language	14
<b>Dr Logan Athiemoolam</b>	B Paed, B Ed Hons, DSE, M Ed, D Ed, BA Hons (Eng); B Ed Hons Psych	Multicultural Education, English Language Teaching, Drama-in-Education			17
<b>Dr Eileen Scheckle</b>	BA Ed; BA Hons (English); BEd; MPhil; PhD	TESOL (Teaching English to Speakers of Other Languages), CALL, Academic Literacy and situated reading, Teaching in Multilingual Contexts			21
<b>Me Joy Turyangenda</b>	B Ed; B Ed Hons, M Ed ICT	Computer literacy, Geography education	PMGEO40	Method of FET Geography	4
<b>Dr Dave Edley</b>	B A, BA Hons, HDE, MA, PhD	Curriculum, work-integrated	PMHIT40	Method of FET History	8



		learning, Leadership			
<b>To be advertised</b>			PMIFT40	Method of FET Information Technology	
<b>Dr Christina Jordaan</b>	B Ed SW 4; D Ed	Life Orientation, HIV/AIDS, Sexuality Education, Social problems in societies, Child Development	PMLOR40	Method of FET Life Orientation	14
<b>Dr Matabo Khau</b>	B Sc, B Ed Hons, PGDE, M Ed, D Ed	Gender, Sexuality, HIV and AIDS in Education; Sexuality Education, Biology and Chemistry teaching, Rural education, Social Justice in Education, Participatory visual methodologies in research and pedagogy			7
<b>Dr Raj Kurup</b>	B Sc, B Ed Hons, M Sc, PhD	Science Education	PMLSC40	Method of FET Life Sciences	25
<b>Me Elsa Lombard</b>	B Sc, HDE, B Ed Hons, M Tech	Science/physics education			21
<b>Me Helena Oosthuizen</b>	B Sc, B S Hons (Zool), B Sc Hons (ICT), M Sc, HDE	Life Sciences, ICT, IT in Education			20
<b>Me Marilyn Gibbs</b>	B Sc, B Sc Hons, HDE, M Sc. MBA	Physical Science education			6
<b>Dr Clyde Felix</b>	B Sc, HDE, B Ed Hons, M Ed, PhD	Mathematics Education, Mathematical Literacy	PMMLT40	Method of FET Mathematical Literacy	16
<b>Prof Hugh Glover</b>	BSc, BScHon, MSc, PGCE	Mathematics Education, Mathematical Literacy			30
<b>Dr Lyn Webb</b>	BA; UED; FDE; BEd Hons; MEd; PhD	Mathematics Education; language diversity; Mathematical Literacy			11
<b>Dr Clyde Felix</b>	B Sc, HDE, B Ed Hons, M Ed, PhD	Mathematics Education, Mathematical Literacy	PMMAT40	Method of FET Mathematics	16
<b>Prof Hugh Glover</b>	BSc, BScHon, MSc, PGCE	Mathematics Education,			30

		Mathematical Literacy			
<b>Dr Lyn Webb</b>	BA; UED; FDE; BEd Hons; MEd; PhD	Mathematics Education; language diversity; Mathematical Literacy			11
<b>Mr Vuyani Matsha</b>	B Sc, HDE, B Ed Hons, M Ed	Maths Education, Mathematical literacy			3
<b>Dr Raj Kurup</b>	B Sc, B Ed Hons, M Sc, PhD	Science Education	PMPHY40	Method of FET Physical Sciences	25
<b>Me Elsa Lombard</b>	B Sc, HDE, B Ed Hons, M Tech	Science/physics education			21
<b>Me Helena Oosthuizen</b>	B Sc, B S Hons (Zool), B Sc Hons (ICT), M Sc, HDE	Life Sciences, ICT, IT in Education			20
<b>Me Marilyn Gibbs</b>	B Sc, B Sc Hons, HDE, M Sc. MBA	Physical Science education			6
<b>To be advertised</b>			PMTOU40	Method of FET Tourism	
<b>To be advertised</b>			PMVAR40	Method of FET Visual Arts	
<b>Dr Vukile Tshazibana</b>	JSTC, BA, B.Ed Hons, MEd, PhD	Educational management and leadership, School improvement; isiXhosa teaching	PMXHH40	Method of FET isiXhosa Home Language	15
<b>Dr Sindi Mbokodi</b>	BA, B Ed Hons, M Ed, PhD	Educational Leadership, isiXhosa teaching			21
<b>Dr Vukile Tshazibana</b>	JSTC, BA, B.Ed Hons, MEd, PhD	Educational management and leadership, School improvement; isiXhosa teaching	PMXHF40	Method of FET isiXhosa First Additional Language	15
<b>Dr Sindi Mbokodi</b>	BA, B Ed Hons, M Ed, PhD	Educational Leadership, isiXhosa teaching			21
<b>Prof Alet Delpport</b>	B Mus Ed, B Mus Hons, M Mus, D Ed, UVLM	Arts Education for the Non-specialist Teacher, Music education, Cultural Identity, Educational Transformation			27
<b>Prof Patrick Bean</b>	BCom (Ed), BEd (UPE), MEd (Rhodes)	Teaching the Economic and Management Sciences;	PMEMS40	Method of SP Economic and Management Sciences	21

		Teaching and Learning; Service learning			
<b>Dr Issa Badenhorst</b>	B Com, B Com Hons(Econ), M Ed, D Ed	Educational Management, Economics Education			25
<b>To be advertised</b>			PMAHS40	Method of SP Afrikaans Home language	
<b>To be advertised</b>			PMAFS40	Method of SP Afrikaans First Additional Language	
<b>Dr Logan Athiemoolam</b>	B Paed, B Ed Hons, DSE, M Ed, D Ed, BA Hons (Eng); B Ed Hons Psych	Multicultural Education, English Language Teaching, Drama-in-Education	PMEHS40	Method of SP English Home Language	17
<b>Dr Cosi Rasana</b>	PTD, BA, BA Hons, PGD, Dip Lang, PhD	English FAL teaching, isiXhosa communication			14
<b>Dr Eileen Scheckle</b>	BA Ed; BA Hons (English); BEd; MPhil; PhD	TESOL (Teaching English to Speakers of Other Languages), CALL, Academic Literacy and situated reading, Teaching in Multilingual Contexts			21
<b>Dr Margie Childs</b>	HDE, BA, M Phil, D Ed	Curriculum, Literacy, Communication			16
<b>Dr Cosi Rasana</b>	PTD, BA, BA Hons, PGD, Dip Lang, PhD	English FAL teaching, isiXhosa communication			PMEFS40
<b>Dr Logan Athiemoolam</b>	B Paed, B Ed Hons, DSE, M Ed, D Ed, BA Hons (Eng); B Ed Hons Psych	Multicultural Education, English Language Teaching, Drama-in-Education	17		
<b>Dr Eileen Scheckle</b>	BA Ed; BA Hons (English); BEd; MPhil; PhD	TESOL (Teaching English to Speakers of Other Languages), CALL, Academic Literacy and	21		

		situated reading, Teaching in Multilingual Contexts			
<b>Dr Margie Childs</b>	HDE, BA, M Phil, D Ed	Curriculum, Literacy, Communication			16
<b>Dr Vukile Tshazibana</b>	JSTC, BA, B.Ed Hons, MEd, PhD	Educational management and leadership, School improvement; isiXhosa teaching	PMXHS40	Method of SP isiXhosa Home Language	15
<b>Dr Sindi Mbokodi</b>	BA, B Ed Hons, M Ed, PhD	Educational Leadership, isiXhosa teaching			21
<b>Dr Vukile Tshazibana</b>	JSTC, BA, B.Ed Hons, MEd, PhD	Educational management and leadership, School improvement; isiXhosa teaching	PMXFS40	Method of SP isiXhosa First Additional Language	15
<b>Dr Sindi Mbokodi</b>	BA, B Ed Hons, M Ed, PhD	Educational Leadership, isiXhosa teaching			21
<b>Dr Christina Jordaan</b>	B Ed SW 4; D Ed	Life Orientation, HIV/AIDS, Sexuality Education, Social problems in societies, Child Development	PMLOS40	Method of GET: SP Life Orientation	14
<b>Dr Matabo Khau</b>	B Sc, B Ed Hons, PGDE, M Ed, D Ed	Gender, Sexuality, HIV and AIDS in Education; Sexuality Education, Biology and Chemistry teaching, Rural education, Social Justice in Education, Participatory visual methodologies in research and pedagogy			7
<b>Dr Clyde Felix</b>	B Sc, HDE, B Ed Hons, M Ed, PhD	Mathematics Education, Mathematical Literacy	PMMAS40	Method of GET: SP Mathematics	16
<b>Prof Hugh Glover</b>	BSc, BScHon,	Mathematics			30

	MSc, PGCE	Education, Mathematical Literacy			
<b>Dr Lyn Webb</b>	BA; UED; FDE; BEd Hons; MEd; PhD	Mathematics Education; language diversity; Mathematical Literacy			11
<b>Dr Raj Kurup</b>	B Sc, B Ed Hons, M Sc, PhD	Science Education	PMNSS40	Method of GET: SP Natural Sciences	25
<b>Me Elsa Lombard</b>	B Sc, HDE, B Ed Hons, M Tech	Science/physics education			21
<b>Me Helena Oosthuizen</b>	B Sc, B S Hons (Zool), B Sc Hons (ICT), M Sc, HDE	Life Sciences, ICT, IT in Education			20
<b>Me Marilyn Gibbs</b>	B Sc, B Sc Hons, HDE, M Sc. MBA	Physical Science education			6
<b>Me Joy Turyangenda</b>	B Ed; B Ed Hons, M Ed ICT	Computer literacy, Geography education	PMSSS40	Method of GET: SP Social Studies	4

### 2.1.2 What kind of teaching and assessment competence does the academic staff attached to the programme have?

All the academics involved have substantial experience as facilitators of teaching and learning, both at school and tertiary level.

The preparation of future teachers to facilitate quality teaching, learning and assessment constitutes the core focus of the faculty's activities. Hence, academic staff are encouraged and enabled to enhance their competence by attending workshops / seminars / programmes presented by national and international experts and offered through the institution.

Within the faculty, excellence in teaching and assessment within the faculty is monitored and promoted through the faculty's Teaching and Learning Committee. Regular workshops on topical issues are presented and critical engagement with scholarly literature stimulated.

Continuous development of academics in relation to progressive teaching and assessment strategies suitable for HE that would address authentic assessment *for, as and of* learning happen on an ongoing basis and additional induction and guidance is given to new staff.

Communities of practice are evolving which further stimulate and promote reflexivity and enhancement of these competences.

## 2.2 VENUES

<b>LECTURE HALLS</b>				
<b>Module</b>	<b>Code<sup>3</sup></b>	<b>Venue</b>	<b>Weekdays 1-6 (or block dates)</b>	<b>Duration in HRS per week over a block of 19 weeks</b>
Educational Foundations for PGCE Students	PGCET40	11-0111	Weekdays 1 to 5 during the 19 period block for PGCE students	6.7
Professional Learning	PGCPL40	11-0111	School based during Professional Learning at school (5 to 8 occasional lectures when there is a need)	0
English LOLT (Language of Learning and Teaching)	PLOTE40	When required as arranged	School based during Professional Learning at school	1.2
Afrikaans LOLT (Language of Learning and Teaching) for Afrikaans speaking teachers who want to teach in Afrikaans Medium Schools [Optional]	PLOTA40	When required as arranged	School based during Professional Learning at school	0
Xhosa (Language of Learning and Teaching) [Optional]	PLOTX40	When required as arranged	School based during Professional Learning at school	1.2
Afrikaans Conversational	PCONA40	11-0113	Weekdays 1 to 5 during the 19 period block for PGCE students	1.2
Xhosa Conversational	PCONX40	60121	Weekdays 1 to 5 during the 19 period block for PGCE students	0
Method of FET Accounting	PMACC40	11-0122	Weekdays 1 to 5 during the 19 period block for PGCE students	3.7
Method of FET Afrikaans Home Language	PMAFH40	11-0122	Weekdays 1 to 5 during the 19 period block for PGCE students	3.7
Method of FET Afrikaans First Additional Language	PMAFF40	11-0122	Weekdays 1 to 5 during the 19 period block for PGCE students	3.7

<sup>3</sup> Provide only if module code already exists.

Method of FET Agriculture Management Practices	PMAGM40	GEORGE VENUE	Weekdays 1 to 5 during the 19 period block for PGCE students	3.7
Method of FET Agriculture Science	PMAGC40	GEORGE VENUE	Weekdays 1 to 5 during the 19 period block for PGCE students	3.7
Method of FET Business Studies	PMBST40	11-0119	Weekdays 1 to 5 during the 19 period block for PGCE students	3.7
Method of FET Computer Applications Technology	PMCAT40	Education ICT Lab 11-00-01	Weekdays 1 to 5 during the 19 period block for PGCE students	3.7
Method of FET Economics Method	PMECO40	60119	Weekdays 1 to 5 during the 19 period block for PGCE students	3.7
Method of FET Electrical Technology	PMELT40	11-0003	Weekdays 1 to 5 during the 19 period block for PGCE students	3.7
Method of FET English First Additional Language	PMENF40	11-0003	Weekdays 1 to 5 during the 19 period block for PGCE students	3.7
Method of FET English Home Language	PMENH40	60119	Weekdays 1 to 5 during the 19 period block for PGCE students	3.7
Method of FET Geography	PMGEO40	11-0119	Weekdays 1 to 5 during the 19 period block for PGCE students	3.7
Method of FET History	PMHIT40	11-0122	Weekdays 1 to 5 during the 19 period block for PGCE students	3.7
Method of FET Information Technology	PMIFT40	Education ICT Lab 11-00-01	Weekdays 1 to 5 during the 19 period block for PGCE students	3.7
Method of FET Life Orientation	PMLOR40	11-0122	Weekdays 1 to 5 during the 19 period block for PGCE students	3.7
Method of FET Life Sciences	PMLSC40	Science Lab 11-0129	Weekdays 1 to 5 during the 19 period block for PGCE students	3.7
Method of FET Mathematical Literacy	PMMLT40	11-0119	Weekdays 1 to 5 during the 19	3.7

			period block for PGCE students	
Method of FET Mathematics	PMMAT40	11-0003	Weekdays 1 to 5 during the 19 period block for PGCE students	3.7
Method of FET Physical Sciences	PMPHY40	Science Lab 11-0129	Weekdays 1 to 5 during the 19 period block for PGCE students	3.7
Method of FET Tourism	PMTOU40	11-0121	Weekdays 1 to 5 during the 19 period block for PGCE students	3.7
Method of FET Visual Arts	PMVAR40	11-0122	Weekdays 1 to 5 during the 19 period block for PGCE students	3.7
Method of FET isiXhosa Home Language	PMXHH40	60128	Weekdays 1 to 5 during the 19 period block for PGCE students	3.7
Method of FET isiXhosa First Additional Language	PMXHF40	60128	Weekdays 1 to 5 during the 19 period block for PGCE students	3.7
Method of SP Creative Arts	PMCAS40	11-0122	Weekdays 1 to 5 during the 19 period block for PGCE students	3.7
Method of SP Economic and Management Sciences	PMEMS40	60119	Weekdays 1 to 5 during the 19 period block for PGCE students	3.7
Method of SP Afrikaans Home language	PMAHS40	60119	Weekdays 1 to 5 during the 19 period block for PGCE students	3.7
Method of SP Afrikaans First Additional Language	PMAFS40	60119	Weekdays 1 to 5 during the 19 period block for PGCE students	3.7
Method of SP English Home Language	PMEHS40	60119	Weekdays 1 to 5 during the 19 period block for PGCE students	3.7
Method of SP English First Additional Language	PMEFS40	11-0003	Weekdays 1 to 5 during the 19 period block for PGCE students	3.7
Method of SP isiXhosa Home Language	PMXHS40	11-0003	Weekdays 1 to 5 during the 19 period block for PGCE students	3.7



Method of SP isiXhosa First Additional Language	PMXFS40	60128	Weekdays 1 to 5 during the 19 period block for PGCE students	3.7
Method of GET: SP Life Orientation	PMLOS40	11-0121	Weekdays 1 to 5 during the 19 period block for PGCE students	3.7
Method of GET: SP Mathematics	PMMAS40	11-0122	Weekdays 1 to 5 during the 19 period block for PGCE students	3.7
Method of GET: SP Natural Sciences	PMNSS40	Science Lab 11-0129	Weekdays 1 to 5 during the 19 period block for PGCE students	3.7
Method of GET: SP Social Studies	PMSSS40	11-0119	Weekdays 1 to 5 during the 19 period block for PGCE students	3.7

<b>LABORATORIES</b>				
<b>Module</b>	<b>Code</b>	<b>Venue</b>	<b>Weekdays 1- 6 (or block dates)</b>	<b>Duration</b>
Method of FET Life Sciences	PMLSC40	Science Lab 11-0129	Weekdays, but not every week due to the block nature of the PGCE	3.7 hours per week in a block of 19 weeks
Method of FET Physical Sciences	PMPHY40	Science Lab 11-0129	Weekdays, but not every week due to the block nature of the PGCE	3.7 hours per week in a block of 19 weeks
Method of SP Natural Sciences	PMNSS40	Science Lab 11-0129	Weekdays, but not every week due to the block nature of the PGCE	3.7 hours per week in a block of 19 weeks

<b>SPECIALISED VENUES (specify type i.e., computer laboratories)</b>				
<b>Module</b>	<b>Code</b>	<b>Venue</b>	<b>Weekdays 1 - 6 (or block dates)</b>	<b>Duration</b>
Method of FET Computer Applications Technology	PMCAT40	Education ICT Lab 11-00-01	Weekdays, but not every week due to the block nature of the PGCE	3.7 hours per week in a block of 19 weeks
Method of FET Information Technology	PMIFT40	Education ICT Lab 11-00-01	Weekdays, but not every week due to the block nature of the PGCE	3.7 hours per week in a block of 19 weeks
Media & ICT for Teaching & Learning	PMED40	Education ICT Lab 11-00-01	Weekdays, but not every week due to the block nature of the PGCE	3.7 hours per week in a block of 19 weeks

**2.2.2 If adequate venues are not currently available, what strategies will be used to address this need?**

The Faculty of Education has required new venues, extra to what it had in 2014 as a result of the Human Movement Sciences Department relocating to a new building. The Foundation Phase students and lecturers are also relocating in 2016 to the Missionvale Campus; hence, there will be many more venues will be available in 2016.

**2.2.3 Have the venue needs been discussed and verified with the Timetable Manager? YES/ NO**

<p><b>If yes:</b>  <b>Name:</b> Dr Tulsi Morar</p> <p><b>Date consulted:</b> ??????</p> <p><b>Comments by Timetable Manager/ outcome:</b> ??????</p>
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## 2.3 LIBRARY AND INFORMATION REQUIREMENTS

### 3.3.1 What are the requirements for each module in terms of library holdings and information retrieval systems? Specify material to be used i.e., prescribed books, handouts, books made available in short loan collections, study guides, etc.

The HEQC-online institutional administrator of the NMMU will sign a declaration regarding the minimum standards/requirements regarding this.

The Faculty of Education receives an allocated budget for library resources each year and will continue to use this budget for resources. The PGCE will also be using flipped learning principles and online resources with links to online articles on the NMMU Moodle Blended Learning system, iLEARN

(<http://learn.nmmu.ac.za>).

PRINT RESOURCES (BOOKS, JOURNALS)		
Module Code	Resources	Expected no. students

NON-PRINT RESOURCES (Databases, e-books, etc)		
Module Code	Resources	Expected no. students

### 2.3.2 Have these requirements been discussed with the librarian and accommodated in the planning? YES/ NO

The HEQC-online institutional administrator of the NMMU will sign a declaration regarding the minimum standards/requirements regarding this.

If yes:  
Name:  
Date consulted:  
Comments by librarian / outcome:

## 2.4 ICT

### 2.4.1 What steps have been taken to ensure that the needs of the modules have been accommodated by the ICT infrastructure?

The PGCE will be using flipped learning principles and online resources with links to online articles on the NMMU Moodle Blended Learning system, iLEARN (<http://learn.nmmu.ac.za>)

Non-ICT modules: Students will have access wirelessly as the NMMU is a wireless campus. Students are also encouraged to bring their own device(s). The NMMU ICT infra-structure will be able to accommodate all PGCE students. It was able to accommodate all PGCE students in the past.

However, as students numbers are growing and more in-house ICT modules become a reality in the various programmes from 2016, the NMMU and Faculty of Education should expand its existing ICT resources within the Faculty. It is proposed that the current ICT lab be expanded from 30 to 50 workstations and that an additional ICT lab is planned for in the Faculty of Education at South Campus.

IT VENUES AND FACILITIES		
Module Code	Type & quantity of IT facility / name of venue	Hours per wk & no. of weeks required
PMCAT40: Method of FET Computer Applications Technology	11-00-01	3.7 (only during the 19 week blocks)
PMIFT40: Method of FET Information Technology	11-00-01	3.7 (only during the 19 week blocks)
PMED40: Media & ICT for Teaching & Learning	11-00-01	3.7 (only during the 19 week blocks)

### 2.4.2 Have these requirements been discussed with ICT? YES/ NO

<p><b>If yes:</b> <b>Name:</b> Mr Stephen Viljoen, Director of ICT Services <b>Date consulted:</b> 9 June 2014 <b>Comments by ICT Director / outcome:</b> ????</p>
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The HEQC-online institutional administrator of the NMMU will sign a declaration regarding the minimum standards/requirements regarding this.

## 2.5 EQUIPMENT

### 2.5.1 What equipment is required, and is it available? Include equipment to be sourced from other units, such as audio-visual equipment from CTLM.

Not required from CTLM. The Faculty of Education has data projectors in every venue, including sound and projection screens. Extra data projectors are also available, should the mounted ones fail for some or other reason. Extra laptops are also available.

NMMU staff is supplied by laptops for a period of five years. Those staff members who do not have a laptop and have opted for a desktop, can use the extra laptops available from our own resource staff in the Faculty of Education.

<b>SPECIALISED EQUIPMENT (specify type)</b>				
<b>Module Name</b>	<b>Code</b>	<b>Type of equipment</b>	<b>Weekdays 1 – 6 (or block dates)</b>	<b>Duration</b>
Not applicable				

### 2.5.2 Have these requirements been discussed with CTLM? YES/ NO

If yes: **NOT REQUIRED. SEE EXPLANATION ABOVE**

Name:

Date consulted: N/A

Comments by CTLM Director / outcome: N/A

If no, what steps have been taken to provide the equipment? N/A

The HEQC-online institutional administrator of the NMMU will sign a declaration regarding the minimum standards/requirements regarding this.

## **2.6 CONSULTATION AND COOPERATION WITH OTHER ACADEMIC UNITS**

**2.6.1 Has the presentation of the modules been discussed with academic staff from units that have expertise and current offerings in areas that are related to these modules? If yes, please state which units:**

**NOT APPLICABLE TO PGCE**

**2.6.2 What steps have been taken to ensure effective co-operation and rationalisation between units that present modules with a similar or related content in different disciplines?**

**NOT APPLICABLE TO PGCE**

**2.6.3 Other faculties involved (where applicable):**

**NOT APPLICABLE TO PGCE**

## **2.7 FINANCIAL IMPLICATIONS**

Specify the costs of additional resources and facilities required to support the delivery of this module.  
Please complete the financial viability (Form 4).

The HEQC-online institutional administrator of the NMMU will sign a declaration regarding the minimum standards/requirements regarding this.

### 3. NEW MODULE APPROVAL AND REGISTRATION (NEW LEARNING PROGRAMME)

<b>Programme Name</b>	Post Graduate Certificate in Education
<b>Qualification code</b>	The programme will replace the existing PGCE, qualification code 31830

#### 3.1 ACADEMIC STRUCTURE & HEMIS INFORMATION

**NOTE: It is essential to contact the Student Systems & Records Office to obtain the correct details for this section**

**TABLE A: Technical information**

Name of module	Module Code	Prerequisite module code, where applicable	Co-requisite module code, where applicable	Substitute module code, where applicable	Major Yes/ No	Compulsory Yes / No	Year of study	Delivery mode: Contact / Distance	Campus Centre	Dept code
Educational Foundations for PGCE Students	PGCET40	N/A	N/A	N/A	YES	YES	One	Contact	South Campus	2321
Professional Learning	PGCPL40	N/A	N/A	N/A	YES	YES	One	Contact	South Campus	2321
Media & ICT for Teaching & Learning	PMED40	N/A	N/A	N/A	YES	YES	One	Contact	South Campus	2321
English LOLT (Language of Learning and Teaching)	PLOTE40	N/A	N/A	N/A	YES	YES	One	Contact	South Campus	2321
Afrikaans Conversational	PCONA40	N/A	N/A	N/A	YES	YES	One	Contact	South Campus	2321
Xhosa Conversational	PCONX40	N/A	N/A	N/A	YES	YES	One	Contact	South Campus	2321
Afrikaans LOLT (Language of Learning and Teaching) for Afrikaans speaking teachers who want to teach in Afrikaans Medium Schools [Optional]	PLOTA40	N/A	N/A	N/A	NO	NO	One	Contact	South Campus	2321
Xhosa LOLT (Language of Learning and Teaching) [Optional]	PLOTX40	N/A	N/A	N/A	NO	NO	One	Contact	South Campus	2321
<b>Student select ONE FET Method module from those below</b>										



Method of FET Accounting	PMAACC40	N/A	N/A	N/A	YES: Student select ONE FET module	YES: Student select ONE FET module	One	Contact	South Campus	2321
Method of FET Afrikaans Home Language	PMAFH40	N/A	N/A	N/A	YES: Student select ONE FET module	YES: Student select ONE FET module	One	Contact	South Campus	2321
Method of FET Afrikaans First Additional Language	PMAFF40	N/A	N/A	N/A	YES: Student select ONE FET module	YES: Student select ONE FET module	One	Contact	South Campus	2321
Method of FET Agriculture Management Practices	PMAGM40	N/A	N/A	N/A	YES: Student select ONE FET module	YES: Student select ONE FET module	One	Contact	South Campus	2321
Method of FET Agriculture Science	PMAGC40	N/A	N/A	N/A	YES: Student select ONE FET module	YES: Student select ONE FET module	One	Contact	South Campus	2321
Method of FET Business Studies	PMBST40	N/A	N/A	N/A	YES: Student select ONE FET module	YES: Student select ONE FET module	One	Contact	South Campus	2321
Method of FET Computer Applications Technology	PMCAT40	N/A	N/A	N/A	YES: Student select ONE FET module	YES: Student select ONE FET module	One	Contact	South Campus	2321
Method of FET Economics Method	PMECO40	N/A	N/A	N/A	YES: Student select ONE FET module	YES: Student select ONE FET module	One	Contact	South Campus	2321
Method of FET Electrical Technology	PMELT40	N/A	N/A	N/A	YES: Student select ONE FET module	YES: Student select ONE FET module	One	Contact	South Campus	2321
Method of FET English First Additional Language	PMENF40	N/A	N/A	N/A	YES: Student select ONE FET module	YES: Student select ONE FET module	One	Contact	South Campus	2321
Method of FET English Home Language	PMENH40	N/A	N/A	N/A	YES: Student select ONE FET module	YES: Student select ONE FET module	One	Contact	South Campus	2321

Method of FET Geography	PMGEO40	N/A	N/A	N/A	YES: Student select ONE FET module	YES: Student select ONE FET module	One	Contact	South Campus	2321
Method of FET History	PMHIT40	N/A	N/A	N/A	YES: Student select ONE FET module	YES: Student select ONE FET module	One	Contact	South Campus	2321
Method of FET Information Technology	PMIFT40	N/A	N/A	N/A	YES: Student select ONE FET module	YES: Student select ONE FET module	One	Contact	South Campus	2321
Method of FET Life Orientation	PMLOR40	N/A	N/A	N/A	YES: Student select ONE FET module	YES: Student select ONE FET module	One	Contact	South Campus	2321
Method of FET Life Sciences	PMLSC40	N/A	N/A	N/A	YES: Student select ONE FET module	YES: Student select ONE FET module	One	Contact	South Campus	2321
Method of FET Mathematical Literacy	PMMLT40	N/A	N/A	N/A	YES: Student select ONE FET module	YES: Student select ONE FET module	One	Contact	South Campus	2321
Method of FET Mathematics	PMMAT40	N/A	N/A	N/A	YES: Student select ONE FET module	YES: Student select ONE FET module	One	Contact	South Campus	2321
Method of FET Physical Sciences	PMPHY40	N/A	N/A	N/A	YES: Student select ONE FET module	YES: Student select ONE FET module	One	Contact	South Campus	2321
Method of FET Tourism	PMTOU40	N/A	N/A	N/A	YES: Student select ONE FET module	YES: Student select ONE FET module	One	Contact	South Campus	2321
Method of FET Visual Arts	PMVAR40	N/A	N/A	N/A	YES: Student select ONE FET module	YES: Student select ONE FET module	One	Contact	South Campus	2321
Method of FET isiXhosa Home Language	PMXHH40	N/A	N/A	N/A	YES: Student select ONE FET module	YES: Student select ONE FET module	One	Contact	South Campus	2321

Method of FET isiXhosa First Additional Language	PMXHF40	N/A	N/A	N/A	YES: Student select ONE FET module	YES: Student select ONE FET module	One	Contact	South Campus	2321
<b>Student select ONE SP Method module from those below</b>										
Method of SP Creative Arts	PMCAS40	N/A	N/A	N/A	YES: Student select ONE SP module	YES: Student select ONE FET SP	One	Contact	South Campus	2321
Method of SP Economic and Management Sciences	PMEMS40	N/A	N/A	N/A	YES: Student select ONE SP module	YES: Student select ONE FET SP	One	Contact	South Campus	2321
Method of SP Afrikaans Home language	PMAHS40	N/A	N/A	N/A	YES: Student select ONE SP module	YES: Student select ONE FET SP	One	Contact	South Campus	2321
Method of SP Afrikaans First Additional Language	PMAFS40	N/A	N/A	N/A	YES: Student select ONE SP module	YES: Student select ONE FET SP	One	Contact	South Campus	2321
Method of SP English Home Language	PMEHS40	N/A	N/A	N/A	YES: Student select ONE SP module	YES: Student select ONE FET SP	One	Contact	South Campus	2321
Method of SP English First Additional Language	PMEFS40	N/A	N/A	N/A	YES: Student select ONE SP module	YES: Student select ONE FET SP	One	Contact	South Campus	2321
Method of SP isiXhosa Home Language	PMXHS40	N/A	N/A	N/A	YES: Student select ONE SP module	YES: Student select ONE FET SP	One	Contact	South Campus	2321
Method of SP isiXhosa First Additional Language	PMXFS40	N/A	N/A	N/A	YES: Student select ONE SP module	YES: Student select ONE FET SP	One	Contact	South Campus	2321
Method of GET: SP Life Orientation	PMLOS40	N/A	N/A	N/A	YES: Student select ONE SP module	YES: Student select ONE FET SP	One	Contact	South Campus	2321
Method of GET: SP Mathematics	PMMAS40	N/A	N/A	N/A	YES: Student select ONE SP module	YES: Student select ONE	One	Contact	South Campus	2321

						FET SP				
Method of GET: SP Natural Sciences	PMNSS40	N/A	N/A	N/A	YES: Student select ONE SP module	YES: Student select ONE FET SP	One	Contact	South Campus	2321
Method of GET: SP Social Studies	PMSSS40	N/A	N/A	N/A	YES: Student select ONE SP module	YES: Student select ONE FET SP	One	Contact	South Campus	2321

**TABLE B: Further technical information**

**NOTE:** Please take note that approximately 12 weeks of the one year PGCE qualification will be in schools during the university terms. The PGCE will be presented in three blocks, totaling 19 weeks of five days. The hours below reflect this calculation.

Module Name	Module code	O/T	Class group	Lecturer salary no	Block detail	Exam month	Exam duration	LPW	TPW	HPW	NQF Credits	RCW	NQF level	3 <sup>rd</sup> order CESM
Educational Foundations for PGCE Students	PGCET40	A1	A	????	00	11	CA	5 x 75min	0	6.4	44	????	7	071201 to 071240, 071299
Professional Learning	PGCPL40	A1	A	????	00	11	CA	Only when required	0	0	28	????	7	071201 to 071240, 071299
Media & ICT for Teaching & Learning	PMED40	A1	A	????	00	11	CA	1 x 75min	0	1.2	6	????	7	071201 to 071240, 071299
English LOLT (Language of Learning and Teaching)	PLOTE40	A1	A	????	00	11	CA	0	0	0	0	????	7	071201 to 071240, 071299
Afrikaans Conversational	PCONA40	A1	A	????	00	11	CA	1 x 75min	Only when required	1.2	6	????	5	071201 to 071240, 071299
Xhosa Conversational	PCONX40	A1	A	????	00	11	CA	1 x 75min	Only when required	1.2	6	????	5	071201 to 071240, 071299
Afrikaans LOLT (Language of Learning and Teaching) for Afrikaans speaking teachers who want to teach in Afrikaans Medium Schools [Optional]	PLOTA40	A1	A	????	00	11	CA	0	0	0	0	????	0	071201 to 071240, 071299

Xhosa LOLT (Language of Learning and Teaching) [Optional]	PLOTX40	A1	A	????	00	11	CA	0	0	0	0	0	7	071201 to 071240, 071299
Method of FET Accounting	PMACC40	A1	A	????	00	11	CA	3 x 75min	0	3.7	28	????	7	071201 to 071240, 071299
Method of FET Afrikaans Home Language	PMAFH40	A1	A	????	00	11	CA	3 x 75min	0	3.7	28	????	7	071201 to 071240, 071299
Method of FET Afrikaans First Additional Language	PMAFF40	A1	A	????	00	11	CA	3 x 75min	0	3.7	28	????	7	071201 to 071240, 071299
Method of FET Agriculture Management Practices	PMAGM40	A1	A	????	00	11	CA	3 x 75min	0	3.7	28	????	7	071201 to 071240, 071299
Method of FET Agriculture Science	PMAGC40	A1	A	????	00	11	CA	3 x 75min	0	3.7	28	????	7	071201 to 071240, 071299
Method of FET Business Studies	PMBST40	A1	A	????	00	11	CA	3 x 75min	0	3.7	28	????	7	071201 to 071240, 071299
Method of FET Computer Applications Technology	PMCAT40	A1	A	????	00	11	CA	3 x 75min	0	3.7	28	????	7	071201 to 071240, 071299
Method of FET Economics Method	PMECO40	A1	A	????	00	11	CA	3 x 75min	0	3.7	28	????	7	071201 to 071240, 071299
Method of FET Electrical Technology	PMELT40	A1	A	????	00	11	CA	3 x 75min	0	3.7	28	????	7	071201 to 071240, 071299
Method of FET English First Additional Language	PMENF40	A1	A	????	00	11	CA	3 x 75min	0	3.7	28	????	7	071201 to 071240, 071299
Method of FET	PMENH40	A1	A	????	00	11	CA	3 x 75min	0	3.7	28	????	7	071201 to

English Home Language														071240, 071299
Method of FET Geography	PMGEO40	A1	A	????	00	11	CA	3 x 75min	0	3.7	28	????	7	071201 to 071240, 071299
Method of FET History	PMHIT40	A1	A	????	00	11	CA	3 x 75min	0	3.7	28	????	7	071201 to 071240, 071299
Method of FET Information Technology	PMIFT40	A1	A	????	00	11	CA	3 x 75min	0	3.7	28	????	7	071201 to 071240, 071299
Method of FET Life Orientation	PMLOR40	A1	A	????	00	11	CA	3 x 75min	0	3.7	28	????	7	071201 to 071240, 071299
Method of FET Life Sciences	PMLSC40	A1	A	????	00	11	CA	3 x 75min	0	3.7	28	????	7	071201 to 071240, 071299
Method of FET Mathematical Literacy	PMMLT40	A1	A	????	00	11	CA	3 x 75min	0	3.7	28	????	7	071201 to 071240, 071299
Method of FET Mathematics	PMMAT40	A1	A	????	00	11	CA	3 x 75min	0	3.7	28	????	7	071201 to 071240, 071299
Method of FET Physical Sciences	PMPHY40	A1	A	????	00	11	CA	3 x 75min	0	3.7	28	????	7	071201 to 071240, 071299
Method of FET Tourism	PMTOU40	A1	A	????	00	11	CA	3 x 75min	0	3.7	28	????	7	071201 to 071240, 071299
Method of FET Visual Arts	PMVAR40	A1	A	????	00	11	CA	3 x 75min	0	3.7	28	????	7	071201 to 071240, 071299
Method of FET isiXhosa Home Language	PMXHH40	A1	A	????	00	11	CA	3 x 75min	0	3.7	28	????	7	071201 to 071240, 071299
Method of FET isiXhosa First Additional Language	PMXHF40	A1	A	????	00	11	CA	3 x 75min	0	3.7	28	????	7	071201 to 071240, 071299
Method of SP	PMCAS40	A1	A	????	00	11	CA	3 x 75min	0	3.7	28	????	7	071201 to

Creative Arts														071240, 071299
Method of SP Economic and Management Sciences	PMEMS40	A1	A	???	00	11	CA	3 x 75min	0	3.7	28	???	7	071201 to 071240, 071299
Method of SP Afrikaans Home language	PMAHS40	A1	A	???	00	11	CA	3 x 75min	0	3.7	28	???	7	071201 to 071240, 071299
Method of SP Afrikaans First Additional Language	PMAFS40	A1	A	???	00	11	CA	3 x 75min	0	3.7	28	???	7	071201 to 071240, 071299
Method of SP English Home Language	PMEHS40	A1	A	???	00	11	CA	3 x 75min	0	3.7	28	???	7	071201 to 071240, 071299
Method of SP English First Additional Language	PMEFS40	A1	A	???	00	11	CA	3 x 75min	0	3.7	28	???	7	071201 to 071240, 071299
Method of SP isiXhosa Home Language	PMXHS40	A1	A	???	00	11	CA	3 x 75min	0	3.7	28	???	7	071201 to 071240, 071299
Method of SP isiXhosa First Additional Language	PMXFS40	A1	A	???	00	11	CA	3 x 75min	0	3.7	28	???	7	071201 to 071240, 071299
Method of GET: SP Life Orientation	PMLOS40	A1	A	???	00	11	CA	3 x 75min	0	3.7	28	???	7	071201 to 071240, 071299
Method of GET: SP Mathematics	PMMAS40	A1	A	???	00	11	CA	3 x 75min	0	3.7	28	???	7	071201 to 071240, 071299
Method of GET: SP Natural Sciences	PMNSS40	A1	A	???	00	11	CA	3 x 75min	0	3.7	28	???	7	071201 to 071240, 071299
Method of GET: SP Social Studies	PMSSS40	A1	A	???	00	11	CA	3 x 75min	0	3.7	28	???	7	071201 to 071240, 071299



**TABLE C: Other programme(s) on which module(s) will be offered: NOT APPLICABLE TO PGCE**

Name of module	Module Code	Name of programme	Dept code <sup>4</sup>	Qual code	Compulsory Yes/ No	Year of study
<i>E.g. Accounting</i>	<i>R301</i>	<i>BCom Accounting</i>				
<b>NOT APPLICABLE TO PGCE</b>						

**TABLE D: Examination information**

**NOTE:** 'Formal examination' refers to the final exam managed by the Exam Dept, not to summative assessments conducted within the Faculty. Continuous assessment includes all work contributing to the final mark.

Module Name	Module Code	Continuous assessment Yes / no	Formal Examination Yes / no	Percentage weighting	
				Class mark	Exam mark
Educational Foundations for PGCE Students	PGCET40	YES	NO	100% Continuous Assessment	
Professional Learning	PGCPL40	YES	NO	100% Continuous Assessment	
Media & ICT for Teaching & Learning	PMED40	YES	NO	100% Continuous Assessment	
English LOLT (Language of Learning and Teaching)	PLOTE40	YES	NO	100% Continuous Assessment	
Afrikaans Conversational	PCONA40	YES	NO	100% Continuous Assessment	

<sup>4</sup> Specify in which department module resides. Where there is more than one department, specify all departments and the % split.

Xhosa Conversational	PCONX40	YES	NO	100% Continuous Assessment	
Afrikaans LOLT (Language of Learning and Teaching) for Afrikaans speaking teachers who want to teach in Afrikaans Medium Schools [Optional]	PLOTA40	YES	NO	100% Continuous Assessment	
Xhosa LOLT (Language of Learning and Teaching) [Optional]	PLOTX40	YES	NO	100% Continuous Assessment	
Method of FET Accounting	PMACC40	YES	NO	100% Continuous Assessment	
Method of FET Afrikaans Home Language	PMAFH40	YES	NO	100% Continuous Assessment	
Method of FET Afrikaans First Additional Language	PMAFF40	YES	NO	100% Continuous Assessment	
Method of FET Agriculture Management Practices	PMAGM40	YES	NO	100% Continuous Assessment	
Method of FET Agriculture Science	PMAGC40	YES	NO	100% Continuous Assessment	
Method of FET Business Studies	PMBST40	YES	NO	100% Continuous Assessment	
Method of FET Computer Applications Technology	PMCAT40	YES	NO	100% Continuous Assessment	
Method of FET Economics Method	PMECO40	YES	NO	100% Continuous Assessment	
Method of FET Electrical Technology	PMELT40	YES	NO	100% Continuous Assessment	
Method of FET English First Additional Language	PMENF40	YES	NO	100% Continuous Assessment	

Method of FET English Home Language	PMENH40	YES	NO	100% Continuous Assessment	
Method of FET Geography	PMGEO40	YES	NO	100% Continuous Assessment	
Method of FET History	PMHIT40	YES	NO	100% Continuous Assessment	
Method of FET Information Technology	PMIFT40	YES	NO	100% Continuous Assessment	
Method of FET Life Orientation	PMLOR40	YES	NO	100% Continuous Assessment	
Method of FET Life Sciences	PMLSC40	YES	NO	100% Continuous Assessment	
Method of FET Mathematical Literacy	PMMLT40	YES	NO	100% Continuous Assessment	
Method of FET Mathematics	PMMAT40	YES	NO	100% Continuous Assessment	
Method of FET Physical Sciences	PMPHY40	YES	NO	100% Continuous Assessment	
Method of FET Tourism	PMTOU40	YES	NO	100% Continuous Assessment	
Method of FET Visual Arts	PMVAR40	YES	NO	100% Continuous Assessment	
Method of FET isiXhosa Home Language	PMXHH40	YES	NO	100% Continuous Assessment	
Method of FET isiXhosa First Additional Language	PMXHF40	YES	NO	100% Continuous Assessment	
Method of SP Creative Arts	PMCAS40	YES	NO	100% Continuous Assessment	
Method of SP Economic and Management Sciences	PMEMS40	YES	NO	100% Continuous Assessment	
Method of SP Afrikaans Home language	PMAHS40	YES	NO	100% Continuous Assessment	
Method of SP Afrikaans First Additional Language	PMAFS40	YES	NO	100% Continuous Assessment	

Method of SP English Home Language	PMEHS40	YES	NO	100% Continuous Assessment	
Method of SP English First Additional Language	PMEFS40	YES	NO	100% Continuous Assessment	
Method of SP isiXhosa Home Language	PMXHS40	YES	NO	100% Continuous Assessment	
Method of SP isiXhosa First Additional Language	PMXFS40	YES	NO	100% Continuous Assessment	
Method of GET: SP Life Orientation	PMLOS40	YES	NO	100% Continuous Assessment	
Method of GET: SP Mathematics	PMMAS40	YES	NO	100% Continuous Assessment	
Method of GET: SP Natural Sciences	PMNSS40	YES	NO	100% Continuous Assessment	
Method of GET: SP Social Studies	PMSSS40	YES	NO	100% Continuous Assessment	

### 3.2 ACADEMIC INFORMATION

#### 3.2.1 Learning activities and notional learning hours *per module*.<sup>5</sup>

**NOTE:** Please take note that approximately 12 weeks of the one year PGCE qualification will be in schools during the university terms. The PGCE will be presented in three blocks, totaling 19 weeks of five days. The hours below reflect this calculation.

	Module Code	Module Code	Module Code	Module Code	Module Code	Module Code
	PGCET40	PGCPL40	PMED40	PLOTE40	PCONA40	PCONX40
	Credits = 440	Credits = 280	Credits = 6	Credits = 0	Credits = 6	Credits = 0
• Lectures	97	8	18	0	18	18
• Tutorials (with tutor/lecturer)	0	0	0	0	0	0
• Practicals and laboratory work	0	0	0	0	0	0
• Practical work-based experience (internships, placements)	0	224	0	0	0	0
• Independent self-study of standard texts and references	123	0	12	0	13	13
• Independent study of specially prepared materials including FLIPPED LEARNING	79	6	10.8	0	12	12
• Preparation of assignments, preparation for assessments	126	42	12	0	12	12
• Assessments	6	0	6	0	3	3
• Other: E.g. Blended Access to Moodle	9	0	1.2	0	2	2
<b>TOTAL NOTIONAL LEARNING HOURS</b>	440	280	60	0	60	60

<sup>5</sup> Note that 1 credit = 10 notional learning hours, except in the case of modules used exclusively in extended curriculum programmes, where 1 credit = 20 notional hours.

- Lectures
- Tutorials (with tutor/lecturer)
- Practicals and laboratory work
- Practical work-based experience (internships, placements)
- Independent self-study of standard texts and references
- Independent study of specially prepared materials including FLIPPED LEARNING
- Preparation of assignments, preparation for assessments
- Assessments
- Other: E.g. Blended Access to Moodle

**TOTAL NOTIONAL LEARNING HOURS**

		<b>Methods start</b>			
<b>Module Code</b>	<b>Module Code</b>	<b>Module Code</b>	<b>Module Code</b>	<b>Module Code</b>	<b>Module Code</b>
PLOTA40	PLOTX40	PMACC40	PMAFH40	PMAFF40	PMAGM40
Credits = 0	Credits = 0	Credits = 28	Credits = 28	Credits = 28	Credits = 28
0	0	56	56	56	56
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	98	98	98	98
0	0	50.4	50.4	50.4	50.4
0	0	64.4	64.4	64.4	64.4
0	0	5.6	5.6	5.6	5.6
0	0	5.6	5.6	5.6	5.6
<b>0</b>	<b>0</b>	<b>280</b>	<b>280</b>	<b>280</b>	<b>280</b>

- Lectures
- Tutorials (with tutor/lecturer)
- Practicals and laboratory work
- Practical work-based experience (internships, placements)
- Independent self-study of standard texts and references
- Independent study of specially prepared materials including FLIPPED LEARNING
- Preparation of assignments, preparation for assessments
- Assessments
- Other: E.g. Blended Access to Moodle

**TOTAL NOTIONAL LEARNING HOURS**

Module Code	Module Code	Module Code	Module Code	Module Code	Module Code
PMAGC40	PMBST40	PMCAT40	PMECO40	PMELT40	PMENF40
Credits = 28	Credits = 28	Credits = 28	Credits = 28	Credits = 28	Credits = 28
56	56	56	56	56	56
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
98	98	98	98	98	98
50.4	50.4	50.4	50.4	50.4	50.4
64.4	64.4	64.4	64.4	64.4	64.4
5.6	5.6	5.6	5.6	5.6	5.6
5.6	5.6	5.6	5.6	5.6	5.6
280	280	280	280	280	280

- Lectures
- Tutorials (with tutor/lecturer)
- Practicals and laboratory work
- Practical work-based experience (internships, placements)
- Independent self-study of standard texts and references
- Independent study of specially prepared materials including FLIPPED LEARNING
- Preparation of assignments, preparation for assessments
- Assessments
- Other: E.g. Blended Access to Moodle

**TOTAL NOTIONAL LEARNING HOURS**

Module Code	Module Code	Module Code	Module Code	Module Code	Module Code
PMENH40	PMGEO40	PMHIT40	PMIFT40	PMLOR40	PMLSC40
Credits = 28	Credits = 28	Credits = 28	Credits = 28	Credits = 28	Credits = 28
56	56	56	56	56	56
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
98	98	98	98	98	98
50.4	50.4	50.4	50.4	50.4	50.4
64.4	64.4	64.4	64.4	64.4	64.4
5.6	5.6	5.6	5.6	5.6	5.6
5.6	5.6	5.6	5.6	5.6	5.6
280	280	280	280	280	280



- Lectures
- Tutorials (with tutor/lecturer)
- Practicals and laboratory work
- Practical work-based experience (internships, placements)
- Independent self-study of standard texts and references
- Independent study of specially prepared materials including FLIPPED LEARNING
- Preparation of assignments, preparation for assessments
- Assessments
- Other: E.g. Blended Access to Moodle

**TOTAL NOTIONAL LEARNING HOURS**

Module Code	Module Code	Module Code	Module Code	Module Code	Module Code
PMMLT40	PMMAT40	PMPHY40	PMTOU40	PMVAR40	PMXHH40
Credits = 28	Credits = 28	Credits = 28	Credits = 28	Credits = 28	Credits = 28
56	56	56	56	56	56
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
98	98	98	98	98	98
50.4	50.4	50.4	50.4	50.4	50.4
64.4	64.4	64.4	64.4	64.4	64.4
5.6	5.6	5.6	5.6	5.6	5.6
5.6	5.6	5.6	5.6	5.6	5.6
280	280	280	280	280	280

- Lectures
- Tutorials (with tutor/lecturer)
- Practicals and laboratory work
- Practical work-based experience (internships, placements)
- Independent self-study of standard texts and references
- Independent study of specially prepared materials including FLIPPED LEARNING
- Preparation of assignments, preparation for assessments
- Assessments
- Other: E.g. Blended Access to Moodle

**TOTAL NOTIONAL LEARNING HOURS**

	SP Method Starts				
Module Code	Module Code	Module Code	Module Code	Module Code	Module Code
PMXHF40	PMCAS40	PMEMS40	PMAHS40	PMAFS40	PMEHS40
Credits = 28	Credits = 28	Credits = 28	Credits = 28	Credits = 28	Credits = 28
56	56	56	56	56	56
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
98	98	98	98	98	98
50.4	50.4	50.4	50.4	50.4	50.4
64.4	64.4	64.4	64.4	64.4	64.4
5.6	5.6	5.6	5.6	5.6	5.6
5.6	5.6	5.6	5.6	5.6	5.6
280	280	280	280	280	280

- Lectures
- Tutorials (with tutor/lecturer)
- Practicals and laboratory work
- Practical work-based experience (internships, placements)
- Independent self-study of standard texts and references
- Independent study of specially prepared materials including FLIPPED LEARNING
- Preparation of assignments, preparation for assessments
- Assessments
- Other: E.g. Blended Access to Moodle

**TOTAL NOTIONAL LEARNING HOURS**

Module Code	Module Code	Module Code	Module Code	Module Code	Module Code
PMEFS40	PMXHS40	PMXFS40	PMLOS40	PMMAS40	PMNSS40
Credits = 28	Credits = 28	Credits = 28	Credits = 28	Credits = 28	Credits = 28
56	56	56	56	56	56
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
98	98	98	98	98	98
50.4	50.4	50.4	50.4	50.4	50.4
64.4	64.4	64.4	64.4	64.4	64.4
5.6	5.6	5.6	5.6	5.6	5.6
5.6	5.6	5.6	5.6	5.6	5.6
280	280	280	280	280	280

- Lectures
- Tutorials (with tutor/lecturer)
- Practicals and laboratory work
- Practical work-based experience (internships, placements)
- Independent self-study of standard texts and references
- Independent study of specially prepared materials including FLIPPED LEARNING
- Preparation of assignments, preparation for assessments
- Assessments
- Other

**TOTAL NOTIONAL LEARNING HOURS**

Module Code	Module Code	Module Code	Module Code	Module Code	Module Code
PMSSS40					
Credits =					
28					
56					
0					
0					
0					
98					
50.4					
64.4					
5.6					
5.6					
280					

### 3.2.2 Types of learning activities

Complete the following table for the whole programme:

Contact Y/N	Distance Y/N	Other (specify) Y/N	Types of learning activities	% Learning time
Y	N		Lectures (face to face, limited interaction or technologically mediated)	20
Y	N		Tutorials: individual groups of 30 or less	1
N	N		Syndicate groups	0
Y/N	N		Practical workplace experience (experiential learning/work-based learning etc.)	15
Y/N	N		Independent self-study of standard texts and references (study guides, books, journal articles)	24
Y/N	N		Independent self-study of specially prepared materials (case studies, multi-media, flipped learning, Moodle LEARN Portal etc.)	15
Y	N	Y	Other (specify): Lecture Group Discussions	0.5
Y	N	Y	Other (specify): Student Presentations	0.5
Y	N	Y	Other (specify): Preparation of assignments, preparation for assessments	22
Y	N	Y	Assessments in class	2
TOTAL:				100%

If you selected "Other" as the mode of delivery in the third column of the table above, please give a detailed explanation below.

If you selected "Other" as a type of learning activity in the last row of the table above, please give a detailed explanation below.

### 3.2.2 Describe how the teaching and learning strategies reflects the institution's mission

The NMMU mission statement and subsequent articulation of 'how to' achieve the mission and vision by referring to the NMMU graduate attributes, clearly suggests that 'pure' knowledge reproduction is not what 'good' teaching is about, but that application and integration of knowledge through critical creative thinking is a necessity. The NMMU has embraced life-long learning as a central tenant, as knowledge is not viewed as finite, but as evolving and ever changing. Hence, it is crucial to re-examine and reflect upon traditional ways of 'delivery'. It is therefore important that constructivist, constructionist, activity based and transformative theories of learning have to become part and parcel of the PGCE. This is in contrast to the traditional delivery model where students are passive listeners, listeners that have to absorb lecturer-talk as the main mode of delivery. As such, the following aspects have been encouraged within the PGCE, namely:

- Learning by being actively engaged
- Creating artefacts or products that presents student thinking
- Incorporating ICT, e.g. flipped learning and blende learning approaches
- Critical levels of reflection
- Professional Work Based Learning in various social contexts
- Students demonstrating skills
- Encouraging formative assessment of learning and for learning
- Critical debates
- Sharing of experiences
- Portfolio creation to assist with the development of lifelong learning
- Including student voices in the creation of assessment opportunities

The above requires that staff will have to become critical reflexive practitioners that have to constantly interrogate their teaching practices in order to become scholars of teaching and learning. This will also assist with modeling the mission and vision of the institution.

Students will also have to visit schools from different social contexts and as a result, students will be exposed to a wide variety of contexts that many have not been familiar with, resulting hopefully in a greater understanding of learners and their social contexts. This is where the Professional School Based module will play a vital role, supported by the Education and its Foundations module.

As the Faculty of Education's vision and mission is also aligned with the institution's, including the graduate attributes, these aspects and attributes embedded in the faculty's vision and mission have also been embedded within the PGCE. The Faculty of Education's vision and mission states that the intention is to develop and enable passionate, engaged, knowledgeable, effective, and compassionate teachers and leaders who are:

- Critical thinkers, and who are
- Agents of hope, change, and social justice

Through

- ✓ Practicing humanizing pedagogies,
- ✓ Establishing collaborative partnerships with relevant stakeholders, particularly students, schools, communities, alumni, and governments
- ✓ Using future-oriented technologies creatively, and
- ✓ Bringing the classroom into the world and the world into the classroom

As such the Education and its Foundations module have been conceptualized with a view to encapsulate the mission and vision. Furthermore, the focus is not on Western perspectives, but on the incorporation of African and Eastern perspectives too.

Diversity of our students is also embraced by allowing them to draw from their own experiences and by using a range of different assessment strategies to assess their progress. We encourage our students to strive for excellence by setting high quality assessments. Equity and integrity are promoted by infusing Ubuntu values into the programme and its modules. Justice is highlighted in the Education modules by looking at social justice and ecological justice among other aspects. We believe by exposing our students to current issues political, sociological, ecological and economic issues in education we will encourage them to become responsible global citizens that will strive to make a difference in their communities.

The teaching and learning strategies of the PGCE have at its core the promotion of understanding the '*I-Thou-It*' triad through exploring theoretical perspectives and groundings that will enable students not only to understand the teaching act and the various stakeholders that are part and parcel of teaching and learning, but also have a clear understanding of how to address contextual issues and to promote equality and social justice.

mode of delivery (contact / blended learning); integration or separation of theoretical and practical assessment; lab work, field work, etc.; experiential or work-based learning component; assignments and projects, etc.

The PGCE programme delivery is through contact, but also included a blended approach and elements of flipped learning in modules where lecturers are enabled to employ this. Faculty is currently sharing best practices and innovation among faculty staff members during termly meetings, as well as during Faculty Board meetings. The sharing of best practices and innovative practices is slowly but surely getting greater momentum. Recently, the NMMU celebrated innovative teaching by recording presentations of staff members that presented at this seminar and is making these presentations public for all to view. In addition, the NMMU Core Skills unit presents regular staff development sessions for staff to attend in areas which they have identified they have a need.

The learning spaces in the PGCE thus include a combination of teaching and learning, for example:

- Lectures (face to face, limited interaction or technologically mediated)
- Syndicate groups
- Independent self-study of standard texts and references (study guides, books, journal articles)
- Independent self-study of specially prepared materials (case studies, multi-media, etc.)
- Lecture Discussions
- Student Presentations
- Flipped Learning Activities

In order to assist with programme development and to achieve the intended outcomes, Faculty has embarked on a collaborative and interactive re-curriculation process under the guidance of the Executive Dean, Prof Denise Zinn, with the aim to re-conceptualize the current PGCE (and other programmes) to adhere to and align with:

- the NMMU's vision, mission and graduate attributes;
- the Faculty of Education's mission, vision and curriculum renewal guiding principles;
- the recommendations of the HEQC; and
- the guidelines and principles of the MRTEQ (2011),

As a result of the above, staff has collectively designed the PGCE Programme structure, exit level outcomes aligned with the MRTEQ, module outcomes and core content, assessment, etc. The PGCE Programme portrays and exhibits thus a collective participatory design. The same collective participatory design approach will be followed and adhered to when the learning materials are designed.

The table on the following page indicates the possible teaching and learning strategies that could be associated with the various modules within the PGCE.



Theoretical Modules	Module(s) name	Module code	Teaching and learning strategies
<b>Compulsory</b>	Educational Foundations for PGCE Students	PGCET40	<ul style="list-style-type: none"> <li>• Lectures (face to face, limited interaction or technologically mediated)</li> <li>• Syndicate groups</li> <li>• Independent self-study of standard texts and references (study guides, books, journal articles)</li> <li>• Independent self-study of specially prepared materials (case studies, multi-media, etc.)</li> <li>• Lecture Discussions</li> <li>• Student Presentations</li> <li>• Flipped Learning Activities</li> </ul>
<b>Compulsory</b>	Media & ICT for Teaching & Learning	PMED40	<ul style="list-style-type: none"> <li>• Lectures (face to face, limited interaction or technologically mediated)</li> <li>• Syndicate groups</li> <li>• Independent self-study of standard texts and references (study guides, books, journal articles)</li> <li>• Independent self-study of specially prepared materials (case studies, multi-media, etc.)</li> <li>• Student Presentations</li> <li>• Flipped Learning Activities</li> </ul>
<b>Compulsory</b>	English LOLT (Language of Learning and Teaching)	PLOTE40	<ul style="list-style-type: none"> <li>• Proficiency in English as LOLT will be conducted when students are at school during the Professional Learning (Work Integrated Learning) periods. Students can practice LOLT during Professional Learning when teaching in that LOLT.</li> </ul>
<b>Compulsory</b>	Afrikaans Conversational	PCONA40	<ul style="list-style-type: none"> <li>• General basic conversational communication competence introduced in a thematic approach</li> </ul>
<b>Compulsory</b>	Xhosa Conversational	PCONX40	<ul style="list-style-type: none"> <li>• General basic conversational communication competence introduced in a thematic approach</li> </ul>

<b>Optional</b>	Afrikaans LOLT (Language of Learning and Teaching) for Afrikaans speaking teachers who want to teach in Afrikaans Medium Schools [Optional]	PLOTA40	<ul style="list-style-type: none"> <li>• Proficiency in Afrikaans as LOLT will be conducted when students are at school during the Professional Learning (Work Integrated Learning) periods. Students can practice LOLT during Professional Learning when teaching in that LOLT.</li> </ul>
<b>Optional</b>	Xhosa LOLT (Language of Learning and Teaching) [Optional]	PLOTX40	<ul style="list-style-type: none"> <li>• Proficiency in Xhosa as LOLT will be conducted when students are at school during the Professional Learning (Work Integrated Learning) periods. Students can practice LOLT during Professional Learning when teaching in that LOLT.</li> </ul>
<b>FET METHOD MODULES: SELECT 1</b>	Method of FET Accounting	PMAAC40	<ul style="list-style-type: none"> <li>• Lectures (face to face, limited interaction or technologically mediated)</li> <li>• Syndicate groups</li> <li>• Independent self-study of standard texts and references (study guides, books, journal articles)</li> <li>• Independent self-study of specially prepared materials (case studies, multi-media, etc.)</li> <li>• Lecture Discussions</li> <li>• Student Presentations</li> <li>• Flipped Learning Activities</li> </ul>
	Method of FET Afrikaans Home Language	PMAFH40	<ul style="list-style-type: none"> <li>• Lectures (face to face, limited interaction or technologically mediated)</li> <li>• Syndicate groups</li> <li>• Independent self-study of standard texts and references (study guides, books, journal articles)</li> <li>• Independent self-study of specially prepared materials (case studies, multi-media, etc.)</li> <li>• Lecture Discussions</li> <li>• Student Presentations</li> <li>• Flipped Learning Activities</li> </ul>

	Method of FET Afrikaans First Additional Language	PMAFF40	<ul style="list-style-type: none"> <li>• Lectures (face to face, limited interaction or technologically mediated)</li> <li>• Syndicate groups</li> <li>• Independent self-study of standard texts and references (study guides, books, journal articles)</li> <li>• Independent self-study of specially prepared materials (case studies, multi-media, etc.)</li> <li>• Lecture Discussions</li> <li>• Student Presentations</li> <li>• Flipped Learning Activities</li> </ul>
	Method of FET Agriculture Management Practices	PMAGM40	<ul style="list-style-type: none"> <li>• Lectures (face to face, limited interaction or technologically mediated)</li> <li>• Syndicate groups</li> <li>• Independent self-study of standard texts and references (study guides, books, journal articles)</li> <li>• Independent self-study of specially prepared materials (case studies, multi-media, etc.)</li> <li>• Lecture Discussions</li> <li>• Student Presentations</li> <li>• Flipped Learning Activities</li> </ul>
	Method of FET Agriculture Science	PMAGC40	<ul style="list-style-type: none"> <li>• Lectures (face to face, limited interaction or technologically mediated)</li> <li>• Syndicate groups</li> <li>• Independent self-study of standard texts and references (study guides, books, journal articles)</li> <li>• Independent self-study of specially prepared materials (case studies, multi-media, etc.)</li> <li>• Lecture Discussions</li> <li>• Student Presentations</li> <li>• Flipped Learning Activities</li> </ul>
	Method of FET Business Studies	PMBST40	<ul style="list-style-type: none"> <li>• Lectures (face to face, limited interaction or technologically mediated)</li> <li>• Syndicate groups</li> <li>• Independent self-study of standard texts and references (study guides, books, journal articles)</li> <li>• Independent self-study of specially prepared materials (case studies, multi-media, etc.)</li> <li>• Lecture Discussions</li> <li>• Student Presentations</li> <li>• Flipped Learning Activities</li> </ul>

	Method of FET Computer Applications Technology	PMCAT40	<ul style="list-style-type: none"> <li>• Lectures (face to face, limited interaction or technologically mediated)</li> <li>• Syndicate groups</li> <li>• Independent self-study of standard texts and references (study guides, books, journal articles)</li> <li>• Independent self-study of specially prepared materials (case studies, multi-media, etc.)</li> <li>• Lecture Discussions</li> <li>• Student Presentations</li> <li>• Flipped Learning Activities</li> </ul>
	Method of FET Economics Method	PMECO40	<ul style="list-style-type: none"> <li>• Lectures (face to face, limited interaction or technologically mediated)</li> <li>• Syndicate groups</li> <li>• Independent self-study of standard texts and references (study guides, books, journal articles)</li> <li>• Independent self-study of specially prepared materials (case studies, multi-media, etc.)</li> <li>• Lecture Discussions</li> <li>• Student Presentations</li> <li>• Flipped Learning Activities</li> </ul>
	Method of FET Electrical Technology	PMELT40	<ul style="list-style-type: none"> <li>• Lectures (face to face, limited interaction or technologically mediated)</li> <li>• Syndicate groups</li> <li>• Independent self-study of standard texts and references (study guides, books, journal articles)</li> <li>• Independent self-study of specially prepared materials (case studies, multi-media, etc.)</li> <li>• Lecture Discussions</li> <li>• Student Presentations</li> <li>• Flipped Learning Activities</li> </ul>
	Method of FET English First Additional Language	PMENF40	<ul style="list-style-type: none"> <li>• Lectures (face to face, limited interaction or technologically mediated)</li> <li>• Syndicate groups</li> <li>• Independent self-study of standard texts and references (study guides, books, journal articles)</li> <li>• Independent self-study of specially prepared materials (case studies, multi-media, etc.)</li> <li>• Lecture Discussions</li> <li>• Student Presentations</li> <li>• Flipped Learning Activities</li> </ul>

	Method of FET English Home Language	PMENH40	<ul style="list-style-type: none"> <li>• Lectures (face to face, limited interaction or technologically mediated)</li> <li>• Syndicate groups</li> <li>• Independent self-study of standard texts and references (study guides, books, journal articles)</li> <li>• Independent self-study of specially prepared materials (case studies, multi-media, etc.)</li> <li>• Lecture Discussions</li> <li>• Student Presentations</li> <li>• Flipped Learning Activities</li> </ul>
	Method of FET Geography	PMGEO40	<ul style="list-style-type: none"> <li>• Lectures (face to face, limited interaction or technologically mediated)</li> <li>• Syndicate groups</li> <li>• Independent self-study of standard texts and references (study guides, books, journal articles)</li> <li>• Independent self-study of specially prepared materials (case studies, multi-media, etc.)</li> <li>• Lecture Discussions</li> <li>• Student Presentations</li> <li>• Flipped Learning Activities</li> </ul>
	Method of FET History	PMHIT40	<ul style="list-style-type: none"> <li>• Lectures (face to face, limited interaction or technologically mediated)</li> <li>• Syndicate groups</li> <li>• Independent self-study of standard texts and references (study guides, books, journal articles)</li> <li>• Independent self-study of specially prepared materials (case studies, multi-media, etc.)</li> <li>• Lecture Discussions</li> <li>• Student Presentations</li> <li>• Flipped Learning Activities</li> </ul>
	Method of FET Information Technology	PMIFT40	<ul style="list-style-type: none"> <li>• Lectures (face to face, limited interaction or technologically mediated)</li> <li>• Syndicate groups</li> <li>• Independent self-study of standard texts and references (study guides, books, journal articles)</li> <li>• Independent self-study of specially prepared materials (case studies, multi-media, etc.)</li> <li>• Lecture Discussions</li> <li>• Student Presentations</li> <li>• Flipped Learning Activities</li> </ul>

	Method of FET Life Orientation	PMLOR40	<ul style="list-style-type: none"> <li>• Lectures (face to face, limited interaction or technologically mediated)</li> <li>• Syndicate groups</li> <li>• Independent self-study of standard texts and references (study guides, books, journal articles)</li> <li>• Independent self-study of specially prepared materials (case studies, multi-media, etc.)</li> <li>• Lecture Discussions</li> <li>• Student Presentations</li> <li>• Flipped Learning Activities</li> </ul>
	Method of FET Life Sciences	PMLSC40	<ul style="list-style-type: none"> <li>• Lectures (face to face, limited interaction or technologically mediated)</li> <li>• Syndicate groups</li> <li>• Independent self-study of standard texts and references (study guides, books, journal articles)</li> <li>• Independent self-study of specially prepared materials (case studies, multi-media, etc.)</li> <li>• Lecture Discussions</li> <li>• Student Presentations</li> <li>• Flipped Learning Activities</li> </ul>
	Method of FET Mathematical Literacy	PMMLT40	<ul style="list-style-type: none"> <li>• Lectures (face to face, limited interaction or technologically mediated)</li> <li>• Syndicate groups</li> <li>• Independent self-study of standard texts and references (study guides, books, journal articles)</li> <li>• Independent self-study of specially prepared materials (case studies, multi-media, etc.)</li> <li>• Lecture Discussions</li> <li>• Student Presentations</li> <li>• Flipped Learning Activities</li> </ul>
	Method of FET Mathematics	PMMAT40	<ul style="list-style-type: none"> <li>• Lectures (face to face, limited interaction or technologically mediated)</li> <li>• Syndicate groups</li> <li>• Independent self-study of standard texts and references (study guides, books, journal articles)</li> <li>• Independent self-study of specially prepared materials (case studies, multi-media, etc.)</li> <li>• Lecture Discussions</li> <li>• Student Presentations</li> <li>• Flipped Learning Activities</li> </ul>

	Method of FET Physical Sciences	PMPHY40	<ul style="list-style-type: none"> <li>• Lectures (face to face, limited interaction or technologically mediated)</li> <li>• Syndicate groups</li> <li>• Independent self-study of standard texts and references (study guides, books, journal articles)</li> <li>• Independent self-study of specially prepared materials (case studies, multi-media, etc.)</li> <li>• Lecture Discussions</li> <li>• Student Presentations</li> <li>• Flipped Learning Activities</li> </ul>
	Method of FET Tourism	PMTOU40	<ul style="list-style-type: none"> <li>• Lectures (face to face, limited interaction or technologically mediated)</li> <li>• Syndicate groups</li> <li>• Independent self-study of standard texts and references (study guides, books, journal articles)</li> <li>• Independent self-study of specially prepared materials (case studies, multi-media, etc.)</li> <li>• Lecture Discussions</li> <li>• Student Presentations</li> <li>• Flipped Learning Activities</li> </ul>
	Method of FET Visual Arts	PMVAR40	<ul style="list-style-type: none"> <li>• Lectures (face to face, limited interaction or technologically mediated)</li> <li>• Syndicate groups</li> <li>• Independent self-study of standard texts and references (study guides, books, journal articles)</li> <li>• Independent self-study of specially prepared materials (case studies, multi-media, etc.)</li> <li>• Lecture Discussions</li> <li>• Student Presentations</li> <li>• Flipped Learning Activities</li> </ul>
	Method of FET isiXhosa Home Language	PMXHH40	<ul style="list-style-type: none"> <li>• Lectures (face to face, limited interaction or technologically mediated)</li> <li>• Syndicate groups</li> <li>• Independent self-study of standard texts and references (study guides, books, journal articles)</li> <li>• Independent self-study of specially prepared materials (case studies, multi-media, etc.)</li> <li>• Lecture Discussions</li> <li>• Student Presentations</li> <li>• Flipped Learning Activities</li> </ul>

	Method of FET isiXhosa First Additional Language	PMXHF40	<ul style="list-style-type: none"> <li>• Lectures (face to face, limited interaction or technologically mediated)</li> <li>• Syndicate groups</li> <li>• Independent self-study of standard texts and references (study guides, books, journal articles)</li> <li>• Independent self-study of specially prepared materials (case studies, multi-media, etc.)</li> <li>• Lecture Discussions</li> <li>• Student Presentations</li> <li>• Flipped Learning Activities</li> </ul>
<b>SP METHOD MODULES: SELECT 1</b>	Method of SP Creative Arts	PMCAS40	<ul style="list-style-type: none"> <li>• Lectures (face to face, limited interaction or technologically mediated)</li> <li>• Syndicate groups</li> <li>• Independent self-study of standard texts and references (study guides, books, journal articles)</li> <li>• Independent self-study of specially prepared materials (case studies, multi-media, etc.)</li> <li>• Lecture Discussions</li> <li>• Student Presentations</li> <li>• Flipped Learning Activities</li> </ul>
	Method of SP Economic and Management Sciences	PMEMS40	<ul style="list-style-type: none"> <li>• Lectures (face to face, limited interaction or technologically mediated)</li> <li>• Syndicate groups</li> <li>• Independent self-study of standard texts and references (study guides, books, journal articles)</li> <li>• Independent self-study of specially prepared materials (case studies, multi-media, etc.)</li> <li>• Lecture Discussions</li> <li>• Student Presentations</li> <li>• Flipped Learning Activities</li> </ul>
	Method of SP Afrikaans Home language	PMAHS40	<ul style="list-style-type: none"> <li>• Lectures (face to face, limited interaction or technologically mediated)</li> <li>• Syndicate groups</li> <li>• Independent self-study of standard texts and references (study guides, books, journal articles)</li> <li>• Independent self-study of specially prepared materials (case studies, multi-media, etc.)</li> <li>• Lecture Discussions</li> <li>• Student Presentations</li> <li>• Flipped Learning Activities</li> </ul>



	Method of SP Afrikaans First Additional Language	PMAFS40	<ul style="list-style-type: none"> <li>• Lectures (face to face, limited interaction or technologically mediated)</li> <li>• Syndicate groups</li> <li>• Independent self-study of standard texts and references (study guides, books, journal articles)</li> <li>• Independent self-study of specially prepared materials (case studies, multi-media, etc.)</li> <li>• Lecture Discussions</li> <li>• Student Presentations</li> <li>• Flipped Learning Activities</li> </ul>
	Method of SP English Home Language	PMEHS40	<ul style="list-style-type: none"> <li>• Lectures (face to face, limited interaction or technologically mediated)</li> <li>• Syndicate groups</li> <li>• Independent self-study of standard texts and references (study guides, books, journal articles)</li> <li>• Independent self-study of specially prepared materials (case studies, multi-media, etc.)</li> <li>• Lecture Discussions</li> <li>• Student Presentations</li> <li>• Flipped Learning Activities</li> </ul>
	Method of SP English First Additional Language	PMEFS40	<ul style="list-style-type: none"> <li>• Lectures (face to face, limited interaction or technologically mediated)</li> <li>• Syndicate groups</li> <li>• Independent self-study of standard texts and references (study guides, books, journal articles)</li> <li>• Independent self-study of specially prepared materials (case studies, multi-media, etc.)</li> <li>• Lecture Discussions</li> <li>• Student Presentations</li> <li>• Flipped Learning Activities</li> </ul>
	Method of SP isiXhosa Home Language	PMXHS40	<ul style="list-style-type: none"> <li>• Lectures (face to face, limited interaction or technologically mediated)</li> <li>• Syndicate groups</li> <li>• Independent self-study of standard texts and references (study guides, books, journal articles)</li> <li>• Independent self-study of specially prepared materials (case studies, multi-media, etc.)</li> <li>• Lecture Discussions</li> <li>• Student Presentations</li> <li>• Flipped Learning Activities</li> </ul>

	Method of SP isiXhosa First Additional Language	PMXFS40	<ul style="list-style-type: none"> <li>• Lectures (face to face, limited interaction or technologically mediated)</li> <li>• Syndicate groups</li> <li>• Independent self-study of standard texts and references (study guides, books, journal articles)</li> <li>• Independent self-study of specially prepared materials (case studies, multi-media, etc.)</li> <li>• Lecture Discussions</li> <li>• Student Presentations</li> <li>• Flipped Learning Activities</li> </ul>
	Method of GET: SP Life Orientation	PMLOS40	<ul style="list-style-type: none"> <li>• Lectures (face to face, limited interaction or technologically mediated)</li> <li>• Syndicate groups</li> <li>• Independent self-study of standard texts and references (study guides, books, journal articles)</li> <li>• Independent self-study of specially prepared materials (case studies, multi-media, etc.)</li> <li>• Lecture Discussions</li> <li>• Student Presentations</li> <li>• Flipped Learning Activities</li> </ul>
	Method of GET: SP Mathematics	PMMAS40	<ul style="list-style-type: none"> <li>• Lectures (face to face, limited interaction or technologically mediated)</li> <li>• Syndicate groups</li> <li>• Independent self-study of standard texts and references (study guides, books, journal articles)</li> <li>• Independent self-study of specially prepared materials (case studies, multi-media, etc.)</li> <li>• Lecture Discussions</li> <li>• Student Presentations</li> <li>• Flipped Learning Activities</li> </ul>
	Method of GET: SP Natural Sciences	PMNSS40	<ul style="list-style-type: none"> <li>• Lectures (face to face, limited interaction or technologically mediated)</li> <li>• Syndicate groups</li> <li>• Independent self-study of standard texts and references (study guides, books, journal articles)</li> <li>• Independent self-study of specially prepared materials (case studies, multi-media, etc.)</li> <li>• Lecture Discussions</li> <li>• Student Presentations</li> <li>• Flipped Learning Activities</li> </ul>

	Method of GET: SP Social Studies	PMSSS40	<ul style="list-style-type: none"> <li>• Lectures (face to face, limited interaction or technologically mediated)</li> <li>• Syndicate groups</li> <li>• Independent self-study of standard texts and references (study guides, books, journal articles)</li> <li>• Independent self-study of specially prepared materials (case studies, multi-media, etc.)</li> <li>• Lecture Discussions</li> <li>• Student Presentations</li> <li>• Flipped Learning Activities</li> </ul>
<b>Practical Modules</b>	<b>Module(s) name</b>	<b>Module code</b>	<b>Teaching and learning strategies</b>
<b>NOT APPLICABLE TO PGCE</b>	<b>NOT APPLICABLE TO PGCE</b>	<b>NOT APPLICABLE TO PGCE</b>	<b>NOT APPLICABLE TO PGCE</b>
<b>Work-integrated learning Modules</b>	<b>Module(s) name</b>	<b>Module code</b>	<b>Teaching and learning strategies</b>
<b>Compulsory</b>	Professional Learning	PGCPL40	<ul style="list-style-type: none"> <li>• Practical workplace experience (experiential learning/work-based learning etc.)</li> <li>• School-based assessment of planned and presented lessons by mentor teacher and/or lecturers at school</li> <li>• Portfolio compilation</li> <li>• PGCE Conference and Capstone assessments</li> </ul>

**3.2.4 Indicate how assessment methods are aligned to outcomes, referring also to the mode of delivery, level and needs of students. Also specify how moderation is carried out and when external moderation takes place.**

As stated in Section 1.10 in Section 1, assessment does not merely focus on the culmination of a final mark. The PGCE programme is underpinned by assessment OF learning, assessment FOR learning and assessment AS learning. Assessment in the PGCE plays thus a vital role in order to promote and assist with learning. Formative-diagnostic and summative assessment will be used within the PGCE. The formative assessment opportunities could refer to informal class discussions, class tests, online activities, hand-in or submission of a first draft of an assignment, etc. The purpose of the formative and diagnostic assessment is to ascertain whether students have a solid understanding and in instances where this is not the case, to assist to plan for interventions in order to serve a remediation purpose.

Each module has specific assessment strategies that adhere to the NMMU institutional policy regarding assessment and examination. As the PGCE modules are continuous based assessment modules, a wide range of assessment activities will be used, for example:

- Assignments,
- Tests,
- Projects,
- Reflections,
- Presentations,
- Case studies,
- Role play
- Posters
- Electronic projects
- Reflections
- Journal writing
- Lesson planning
- Group assignments
- Online assessments
- School based lesson presentations
- Formal final assessment
- Capstone portfolio

The assessment to be implemented will be based on the nature of the modules, including what the lecturer(s) facilitating the module, deemed as the most appropriate assessment FOR, AS and OF learning. Assessment implies assessing not only knowledge, but includes skills, values and attitudes too.

As the PGCE programme uses continuous assessment for its modules, a final formal examination during the November formal university examination period, is not required. However, this does not imply that there won't be a final assessment in each module. Staff members will collectively decide on the structure, types of assessments and weighting of the different assessment components in order to ensure credibility and trustworthiness. In addition staff will decide on a final assessment type that would best suit his/her module and ALL students will have to participate in this final assessment as stipulated by the staff and the PGCE Programme Coordinator. This special assessment will provide students with an opportunity to show case their knowledge, skills, attitudes and values, as students will be required to demonstrate these mentioned aspects in an integrated manner. A minimum of 50% overall is required as final continuous assessment mark in order to pass the module. Students who do not achieve an overall mark of 50% for a module, may be provided with an extended opportunity to achieve an overall pass mark of 50% based on the discretion of the lecturer. The lecturer will for example, take into consideration aspects such as class attendance, meeting the submission of assignments on time, handing in all assignments, etc. As student with a final continuous assessment mark of less than 50%, but more than 40%, will be provided with an opportunity to showcase his ability in an assessment task designed by his/her lecturer. A student with a final continuous assessment mark of less than 40% in a module will NOT be provided with the above-mentioned opportunity.

In order to ensure quality, fairness, reliability and consistency, assessment tasks of students will be moderated internally on a continuous basis by a module coordinator. An external moderator will also be used to further enhance the quality process. External moderators are appointed for a period of three years for a specific module and after the three year cycle, a new external moderator is appointed.

Integrated assessment: The professional Learning module (school based learning) includes integrated assessment as students are required to development evidence-based portfolio that reflects the student's professional engagement in educational contexts. A student could be required to present and defend their portfolio through either a presentation and/or interview, including in the presence of the external moderator. The requirements for this portfolio will be stipulated in the Professional Learning Guide.

The table on the following pages indicates possible assessment methods and moderation for each module.

<b>Theoretical Modules</b>	<b>Module(s) name</b>	<b>Module code</b>	<b>Assessment methods and Moderation</b>
<b>Compulsory</b>	Educational Foundations for PGCE Students	PGCET40	<p>Assessment may include (but which are not limited to):</p> <ul style="list-style-type: none"> <li>• Assignments,</li> <li>• Tests,</li> <li>• Projects,</li> <li>• Reflections,</li> <li>• Presentations,</li> <li>• Case studies,</li> <li>• Portfolio(s),</li> <li>• Online assessments and</li> <li>• Formal final assessment</li> </ul> <p>Moderation: External</p>
<b>Compulsory</b>	Media & ICT for Teaching & Learning	PMED40	<p>Assessment may include (but which are not limited to):</p> <ul style="list-style-type: none"> <li>• Assignments,</li> <li>• Practical Tests,</li> <li>• Projects,</li> <li>• Reflections,</li> <li>• Presentations,</li> <li>• Portfolio(s),</li> <li>• Online assessments and</li> <li>• Formal final assessment</li> </ul> <p>Moderation: Internal</p>
<b>Compulsory</b>	English LOLT (Language of Learning and Teaching)	PLOTE40	<ul style="list-style-type: none"> <li>• Assessment for proficiency in English as LOLT will be conducted when students are at school during the Professional Learning (Work Integrated Learning) periods. Passing this module indicates that the student is proficient to teach in English as LOLT and/or oral and written tests as appropriate to inform it.</li> <li>• Moderation: Internal</li> </ul>
<b>Compulsory</b>	Afrikaans Conversational	PCONA40	<ul style="list-style-type: none"> <li>• Demonstrate basic Afrikaans conversational competency: Practical through conversation and/or written tests/ assignments/ aspects.</li> <li>• Moderation: Internal</li> </ul>

<b>Compulsory</b>	Xhosa Conversational	PCONX40	<ul style="list-style-type: none"> <li>• Demonstrate basic Xhosa conversational competency: Practical through conversation and/or written tests/ assignments/ aspects.</li> </ul> <p>Moderation: Internal</p>
<b>Optional</b>	Afrikaans LOLT (Language of Learning and Teaching) for Afrikaans speaking teachers who want to teach in Afrikaans Medium Schools [Optional]	PLOTA40	<ul style="list-style-type: none"> <li>• Assessment for proficiency in Afrikaans as LOLT will be conducted when students are at school during the Professional Learning (Work Integrated Learning) periods. Passing this module indicates that the student is proficient to teach in Afrikaans as LOLT and/or oral and written tests as appropriate to inform it.</li> <li>• Moderation: Internal</li> </ul>
<b>Optional</b>	Xhosa LOLT (Language of Learning and Teaching) [Optional]	PLOTX40	<ul style="list-style-type: none"> <li>• Assessment for proficiency in Xhosa as LOLT will be conducted when students are at school during the Professional Learning (Work Integrated Learning) periods. Passing this module indicates that the student is proficient to teach in Xhosa as LOLT and/or oral and written tests as appropriate to inform it.</li> <li>• Moderation: Internal</li> </ul>
<b>FET METHOD MODULES: SELECT 1</b>	Method of FET Accounting	PMACC40	<p>Assessment may include (but which are not limited to):</p> <ul style="list-style-type: none"> <li>• Assignments,</li> <li>• Tests,</li> <li>• Projects,</li> <li>• Reflections,</li> <li>• Presentations,</li> <li>• Case studies,</li> <li>• Portfolio(s),</li> <li>• Online assessments and</li> <li>• Formal final assessment</li> </ul> <p>Moderation: External</p>

	Method of FET Afrikaans Home Language	PMAFH40	<p>Assessment may include (but which are not limited to):</p> <ul style="list-style-type: none"> <li>• Assignments,</li> <li>• Tests,</li> <li>• Projects,</li> <li>• Reflections,</li> <li>• Presentations,</li> <li>• Case studies,</li> <li>• Portfolio(s),</li> <li>• Online assessments and</li> <li>• Formal final assessment</li> </ul> <p>Moderation: External</p>
	Method of FET Afrikaans First Additional Language	PMAFF40	<p>Assessment may include (but which are not limited to):</p> <ul style="list-style-type: none"> <li>• Assignments,</li> <li>• Tests,</li> <li>• Projects,</li> <li>• Reflections,</li> <li>• Presentations,</li> <li>• Case studies,</li> <li>• Portfolio(s),</li> <li>• Online assessments and</li> <li>• Formal final assessment</li> </ul> <p>Moderation: External</p>
	Method of FET Agriculture Management Practices	PMAGM40	<p>Assessment may include (but which are not limited to):</p> <ul style="list-style-type: none"> <li>• Assignments,</li> <li>• Tests,</li> <li>• Projects,</li> <li>• Reflections,</li> <li>• Presentations,</li> <li>• Case studies,</li> <li>• Portfolio(s),</li> <li>• Online assessments and</li> <li>• Formal final assessment</li> </ul> <p>Moderation: External</p>
	Method of FET Agriculture Science	PMAGC40	<p>Assessment may include (but which are not limited to):</p> <ul style="list-style-type: none"> <li>• Assignments,</li> <li>• Tests,</li> <li>• Projects,</li> <li>• Reflections,</li> <li>• Presentations,</li> <li>• Case studies,</li> <li>• Portfolio(s),</li> <li>• Online assessments and</li> <li>• Formal final assessment</li> </ul> <p>Moderation: External</p>



	Method of FET Business Studies	PMBST40	<p>Assessment may include (but which are not limited to):</p> <ul style="list-style-type: none"> <li>• Assignments,</li> <li>• Tests,</li> <li>• Projects,</li> <li>• Reflections,</li> <li>• Presentations,</li> <li>• Case studies,</li> <li>• Portfolio(s),</li> <li>• Online assessments and</li> <li>• Formal final assessment</li> </ul> <p>Moderation: External</p>
	Method of FET Computer Applications Technology	PMCAT40	<p>Assessment may include (but which are not limited to):</p> <ul style="list-style-type: none"> <li>• Assignments,</li> <li>• Tests,</li> <li>• Projects,</li> <li>• Reflections,</li> <li>• Presentations,</li> <li>• Case studies,</li> <li>• Portfolio(s),</li> <li>• Online assessments and</li> <li>• Formal final assessment</li> </ul> <p>Moderation: External</p>
	Method of FET Economics Method	PMECO40	<p>Assessment may include (but which are not limited to):</p> <ul style="list-style-type: none"> <li>• Assignments,</li> <li>• Tests,</li> <li>• Projects,</li> <li>• Reflections,</li> <li>• Presentations,</li> <li>• Case studies,</li> <li>• Portfolio(s),</li> <li>• Online assessments and</li> <li>• Formal final assessment</li> </ul> <p>Moderation: External</p>
	Method of FET Electrical Technology	PMELT40	<p>Assessment may include (but which are not limited to):</p> <ul style="list-style-type: none"> <li>• Assignments,</li> <li>• Tests,</li> <li>• Projects,</li> <li>• Reflections,</li> <li>• Presentations,</li> <li>• Case studies,</li> <li>• Portfolio(s),</li> <li>• Online assessments and</li> <li>• Formal final assessment</li> </ul> <p>Moderation: External</p>

	Method of FET English First Additional Language	PMENF40	Assessment may include (but which are not limited to): <ul style="list-style-type: none"> <li>• Assignments,</li> <li>• Tests,</li> <li>• Projects,</li> <li>• Reflections,</li> <li>• Presentations,</li> <li>• Case studies,</li> <li>• Portfolio(s),</li> <li>• Online assessments and</li> <li>• Formal final assessment</li> </ul> Moderation: External
	Method of FET English Home Language	PMENH40	Assessment may include (but which are not limited to): <ul style="list-style-type: none"> <li>• Assignments,</li> <li>• Tests,</li> <li>• Projects,</li> <li>• Reflections,</li> <li>• Presentations,</li> <li>• Case studies,</li> <li>• Portfolio(s),</li> <li>• Online assessments and</li> <li>• Formal final assessment</li> </ul> Moderation: External
	Method of FET Geography	PMGEO40	Assessment may include (but which are not limited to): <ul style="list-style-type: none"> <li>• Assignments,</li> <li>• Tests,</li> <li>• Projects,</li> <li>• Reflections,</li> <li>• Presentations,</li> <li>• Case studies,</li> <li>• Portfolio(s),</li> <li>• Online assessments and</li> <li>• Formal final assessment</li> </ul> Moderation: External
	Method of FET History	PMHIT40	Assessment may include (but which are not limited to): <ul style="list-style-type: none"> <li>• Assignments,</li> <li>• Tests,</li> <li>• Projects,</li> <li>• Reflections,</li> <li>• Presentations,</li> <li>• Case studies,</li> <li>• Portfolio(s),</li> <li>• Online assessments and</li> <li>• Formal final assessment</li> </ul> Moderation: External

	Method of FET Information Technology	PMIFT40	<p>Assessment may include (but which are not limited to):</p> <ul style="list-style-type: none"> <li>• Assignments,</li> <li>• Tests,</li> <li>• Projects,</li> <li>• Reflections,</li> <li>• Presentations,</li> <li>• Case studies,</li> <li>• Portfolio(s),</li> <li>• Online assessments and</li> <li>• Formal final assessment</li> </ul> <p>Moderation: External</p>
	Method of FET Life Orientation	PMLOR40	<p>Assessment may include (but which are not limited to):</p> <ul style="list-style-type: none"> <li>• Assignments,</li> <li>• Tests,</li> <li>• Projects,</li> <li>• Reflections,</li> <li>• Presentations,</li> <li>• Case studies,</li> <li>• Portfolio(s),</li> <li>• Online assessments and</li> <li>• Formal final assessment</li> </ul> <p>Moderation: External</p>
	Method of FET Life Sciences	PMLSC40	<p>Assessment may include (but which are not limited to):</p> <ul style="list-style-type: none"> <li>• Assignments,</li> <li>• Tests,</li> <li>• Projects,</li> <li>• Reflections,</li> <li>• Presentations,</li> <li>• Case studies,</li> <li>• Portfolio(s),</li> <li>• Online assessments and</li> <li>• Formal final assessment</li> </ul> <p>Moderation: External</p>
	Method of FET Mathematical Literacy	PMMLT40	<p>Assessment may include (but which are not limited to):</p> <ul style="list-style-type: none"> <li>• Assignments,</li> <li>• Tests,</li> <li>• Projects,</li> <li>• Reflections,</li> <li>• Presentations,</li> <li>• Case studies,</li> <li>• Portfolio(s),</li> <li>• Online assessments and</li> <li>• Formal final assessment</li> </ul> <p>Moderation: External</p>

	Method of FET Mathematics	PMMAT40	<p>Assessment may include (but which are not limited to):</p> <ul style="list-style-type: none"> <li>• Assignments,</li> <li>• Tests,</li> <li>• Projects,</li> <li>• Reflections,</li> <li>• Presentations,</li> <li>• Case studies,</li> <li>• Portfolio(s),</li> <li>• Online assessments and</li> <li>• Formal final assessment</li> </ul> <p>Moderation: External</p>
	Method of FET Physical Sciences	PMPHY40	<p>Assessment may include (but which are not limited to):</p> <ul style="list-style-type: none"> <li>• Assignments,</li> <li>• Tests,</li> <li>• Projects,</li> <li>• Reflections,</li> <li>• Presentations,</li> <li>• Case studies,</li> <li>• Portfolio(s),</li> <li>• Online assessments and</li> <li>• Formal final assessment</li> </ul> <p>Moderation: External</p>
	Method of FET Tourism	PMTOU40	<p>Assessment may include (but which are not limited to):</p> <ul style="list-style-type: none"> <li>• Assignments,</li> <li>• Tests,</li> <li>• Projects,</li> <li>• Reflections,</li> <li>• Presentations,</li> <li>• Case studies,</li> <li>• Portfolio(s),</li> <li>• Online assessments and</li> <li>• Formal final assessment</li> </ul> <p>Moderation: External</p>
	Method of FET Visual Arts	PMVAR40	<p>Assessment may include (but which are not limited to):</p> <ul style="list-style-type: none"> <li>• Assignments,</li> <li>• Tests,</li> <li>• Projects,</li> <li>• Reflections,</li> <li>• Presentations,</li> <li>• Case studies,</li> <li>• Portfolio(s),</li> <li>• Online assessments and</li> <li>• Formal final assessment</li> </ul> <p>Moderation: External</p>

	Method of FET isiXhosa Home Language	PMXHH40	<p>Assessment may include (but which are not limited to):</p> <ul style="list-style-type: none"> <li>• Assignments,</li> <li>• Tests,</li> <li>• Projects,</li> <li>• Reflections,</li> <li>• Presentations,</li> <li>• Case studies,</li> <li>• Portfolio(s),</li> <li>• Online assessments and</li> <li>• Formal final assessment</li> </ul> <p>Moderation: External</p>
	Method of FET isiXhosa First Additional Language	PMXHF40	<p>Assessment may include (but which are not limited to):</p> <ul style="list-style-type: none"> <li>• Assignments,</li> <li>• Tests,</li> <li>• Projects,</li> <li>• Reflections,</li> <li>• Presentations,</li> <li>• Case studies,</li> <li>• Portfolio(s),</li> <li>• Online assessments and</li> <li>• Formal final assessment</li> </ul> <p>Moderation: External</p>
<b>SP METHOD MODULES: SELECT 1</b>	Method of SP Creative Arts	PMCAS40	<p>Assessment may include (but which are not limited to):</p> <ul style="list-style-type: none"> <li>• Assignments,</li> <li>• Tests,</li> <li>• Projects,</li> <li>• Reflections,</li> <li>• Presentations,</li> <li>• Case studies,</li> <li>• Portfolio(s),</li> <li>• Online assessments and</li> <li>• Formal final assessment</li> </ul> <p>Moderation: External</p>
	Method of SP Economic and Management Sciences	PMEMS40	<p>Assessment may include (but which are not limited to):</p> <ul style="list-style-type: none"> <li>• Assignments,</li> <li>• Tests,</li> <li>• Projects,</li> <li>• Reflections,</li> <li>• Presentations,</li> <li>• Case studies,</li> <li>• Portfolio(s),</li> <li>• Online assessments and</li> <li>• Formal final assessment</li> </ul> <p>Moderation: External</p>

	Method of SP Afrikaans Home language	PMAHS40	<p>Assessment may include (but which are not limited to):</p> <ul style="list-style-type: none"> <li>• Assignments,</li> <li>• Tests,</li> <li>• Projects,</li> <li>• Reflections,</li> <li>• Presentations,</li> <li>• Case studies,</li> <li>• Portfolio(s),</li> <li>• Online assessments and</li> <li>• Formal final assessment</li> </ul> <p>Moderation: External</p>
	Method of SP Afrikaans First Additional Language	PMAFS40	<p>Assessment may include (but which are not limited to):</p> <ul style="list-style-type: none"> <li>• Assignments,</li> <li>• Tests,</li> <li>• Projects,</li> <li>• Reflections,</li> <li>• Presentations,</li> <li>• Case studies,</li> <li>• Portfolio(s),</li> <li>• Online assessments and</li> <li>• Formal final assessment</li> </ul> <p>Moderation: External</p>
	Method of SP English Home Language	PMEHS40	<p>Assessment may include (but which are not limited to):</p> <ul style="list-style-type: none"> <li>• Assignments,</li> <li>• Tests,</li> <li>• Projects,</li> <li>• Reflections,</li> <li>• Presentations,</li> <li>• Case studies,</li> <li>• Portfolio(s),</li> <li>• Online assessments and</li> <li>• Formal final assessment</li> </ul> <p>Moderation: External</p>
	Method of SP English First Additional Language	PMEFS40	<p>Assessment may include (but which are not limited to):</p> <ul style="list-style-type: none"> <li>• Assignments,</li> <li>• Tests,</li> <li>• Projects,</li> <li>• Reflections,</li> <li>• Presentations,</li> <li>• Case studies,</li> <li>• Portfolio(s),</li> <li>• Online assessments and</li> <li>• Formal final assessment</li> </ul> <p>Moderation: External</p>

	Method of SP isiXhosa Home Language	PMXHS40	<p>Assessment may include (but which are not limited to):</p> <ul style="list-style-type: none"> <li>• Assignments,</li> <li>• Tests,</li> <li>• Projects,</li> <li>• Reflections,</li> <li>• Presentations,</li> <li>• Case studies,</li> <li>• Portfolio(s),</li> <li>• Online assessments and</li> <li>• Formal final assessment</li> </ul> <p>Moderation: External</p>
	Method of SP isiXhosa First Additional Language	PMXFS40	<p>Assessment may include (but which are not limited to):</p> <ul style="list-style-type: none"> <li>• Assignments,</li> <li>• Tests,</li> <li>• Projects,</li> <li>• Reflections,</li> <li>• Presentations,</li> <li>• Case studies,</li> <li>• Portfolio(s),</li> <li>• Online assessments and</li> <li>• Formal final assessment</li> </ul> <p>Moderation: External</p>
	Method of GET: SP Life Orientation	PMLOS40	<p>Assessment may include (but which are not limited to):</p> <ul style="list-style-type: none"> <li>• Assignments,</li> <li>• Tests,</li> <li>• Projects,</li> <li>• Reflections,</li> <li>• Presentations,</li> <li>• Case studies,</li> <li>• Portfolio(s),</li> <li>• Online assessments and</li> <li>• Formal final assessment</li> </ul> <p>Moderation: External</p>
	Method of GET: SP Mathematics	PMMAS40	<p>Assessment may include (but which are not limited to):</p> <ul style="list-style-type: none"> <li>• Assignments,</li> <li>• Tests,</li> <li>• Projects,</li> <li>• Reflections,</li> <li>• Presentations,</li> <li>• Case studies,</li> <li>• Portfolio(s),</li> <li>• Online assessments and</li> <li>• Formal final assessment</li> </ul> <p>Moderation: External</p>

	Method of GET: SP Natural Sciences	PMNSS40	Assessment may include (but which are not limited to): <ul style="list-style-type: none"> <li>• Assignments,</li> <li>• Tests,</li> <li>• Projects,</li> <li>• Reflections,</li> <li>• Presentations,</li> <li>• Case studies,</li> <li>• Portfolio(s),</li> <li>• Online assessments and</li> <li>• Formal final assessment</li> </ul> Moderation: External
	Method of GET: SP Social Studies	PMSSS40	Assessment may include (but which are not limited to): <ul style="list-style-type: none"> <li>• Assignments,</li> <li>• Tests,</li> <li>• Projects,</li> <li>• Reflections,</li> <li>• Presentations,</li> <li>• Case studies,</li> <li>• Portfolio(s),</li> <li>• Online assessments and</li> <li>• Formal final assessment</li> </ul> Moderation: External
<b>Practical Modules</b>	<b>Module(s) name</b>	<b>Module code</b>	<b>Assessment methods and Moderation</b>
<b>NOT APPLICABLE TO PGCE</b>	<b>NOT APPLICABLE TO PGCE</b>	<b>NOT APPLICABLE TO PGCE</b>	<b>NOT APPLICABLE TO PGCE</b>
<b>Work-integrated learning Modules</b>	<b>Module(s) name</b>	<b>Module code</b>	<b>Assessment methods and Moderation</b>
<b>Compulsory</b>	Professional Learning	PGCPL40	<ul style="list-style-type: none"> <li>• A professional development evidence-based portfolio that reflects the student's professional engagement in educational contexts. A student could be required to present and defend their portfolio through either a presentation and/or interview</li> <li>• School-based assessment of planned and presented lessons by mentor teacher and/or lecturers at school</li> <li>• Portfolio compilation</li> <li>• PGCE Conference and Capstone assessments</li> <li>• Moderation: External</li> </ul>



### **3.2.5 Indicate how feedback on assessment tasks are provided to students**

As stated in Section 1, no. 1.10, assessment does not merely focuses in the culmination of a final mark. The PGCE programme is underpinned by assessment OF learning, assessment FOR learning and assessment As learning. Assessment in the PGCE plays thus a vital role in order to promote and assist with learning. Formative-diagnostic and summative assessment will be used within the PGCE. The formative assessment opportunities could refer to informal class discussions, class tests, online activities, hand-in or submission of a first draft of an assignment, etc. The purpose of the formative and diagnostic assessment is to ascertain whether students have a solid understanding and in instances where this is not the case, to assist to plan for interventions in order to serve a remediation purpose. In addition, the inclusion of constructive feedback to students is important in order that students may learn from the feedback in order to improve on a draft or in future in similar learning activities. The turn-around time of assessment feedback should be between 7 days and 10 day. Assessment findings should also be provided in general to students as a whole group by providing them with what was noticed in general. This could assist students to learn from generalities.

### **3.2.6 Specify the rules of combination for the constituent modules and, where applicable, progression rules from one year to the next.**

**NOT APPLICABLE TO PGCE**

### **3.2.7 Describe the mechanisms/processes in place to monitor learner progress and to identify underperforming learners.**

As the PGCE student is a student who has already graduated and therefore do have higher education experience, the PGCE student should have an understanding of studying at HEIs.

Faculty has appointed a dedicated person as Student Advisor to deal with underperforming students. The assessment schedule and marks of students will be captured on the NMMU ITS Assessment system continuously and lectures will alert the Student Advisor who to assist and whether the student requires extra assistance from external support services. The Head of Programme PGCE will also be alerted in order to interview at risk students (underperforming or students that do not adhere to deadlines, etc.) with a view to establish the reasons and to suggest possible interventions to the student. Individual lecturers facilitating the PGCE modules are also required to address issues and assist students who underperform through interventions that they deemed necessary.

### **3.2.8 Provide an overview of academic support programmes and assistance that are provided to students.**

In section 3.2.7, reference has already been made to mechanisms to monitor progress and to identify underperforming students in a pro-active manner. The NMMU also has a Disability Unit that supports students with disabilities in a humanizing manner.

Staff members also provides students with a study letter that contains the lecturers contact details and office number, email, etc. Staff also indicates consultation times on the office doors, but students are requested to make appointments via email too. Students also have an opportunity to discuss issues with the Student Advisor (see section 3.2.7). At the George Campus, a dedicated PGCE Programme Coordinator has been appointed to ensure that the same mechanisms are used at George.

#### **NOTE: GEORGE SITE OF DELIVERY**

The PGCE will also be offered at the NMMU George campus at Saasveld in George. However, NOT all method specialisations will be on offer. Faculty will be collecting data to ascertain which methods are in demand at George. Academic staff members that are involved are staff members of the NMMU at George. Should there be a need for additional staff members, these vacancies will be advertised and filled on a contractual basis. In order to further ensure quality, module coordinators and staff at the Port Elizabeth South Campus have and will have regular site visits, video conference calls and tele-conferencing. Staff members also meet at the start of the year, end of terms, etc. in order to share progress, issues, etc. that requires attention. Staff from the Port Elizabeth campus also visits the George campus as guest lecturers in order to interact with the George students. The PGCE Programme Coordinator will also visit the George Campus regular in order to meet staff and students with a view to discuss any issues that have to be addressed and collectively find solutions to these.

### 3.3 WORKPLACE-BASED EXPERIENTIAL LEARNING (IF APPLICABLE)

If this form of Work-integrated Learning is included in the programme, the following information must be supplied in respect thereof:

- Year(s) of study when experiential learning takes place: Part of the one year of the PGCE
- Duration of the placement: 10 to 12 weeks
- Credit Value: 28 credits
- Expected learning outcomes:

#### **PURPOSE:**

The purpose of this school-based module is to provide an opportunity for students to apply and demonstrate how to organise systematic relevant and socially meaningful learning by facilitating effective humanising teaching, learning and assessment by coherently integrating educational theory, subject discipline knowledge, teaching strategies and their self-identity towards the holistic development as an educator by framing the curriculum within the school context and at classroom level at school as part of their work integrated learning. This module also links with the method modules and with the educational foundation module, as it affords students with opportunities to integrate, apply and demonstrate theoretical and methodological aspects into practice, including reflection, in order to become reflexive pertaining to theory and practice and learner contexts.

#### **OUTCOMES:**

At the end of this module, the student will be able to:

- ✓ Demonstrate the ability to organise, design and plan systematic and effective teaching, learning and assessment in different educational contexts pertaining to national school curriculum specifications
- ✓ Present evidence of reflective and reflexive engagement with their own professional learning as well as their learners' learning
- Assessment methods
  - ✓ A professional development evidence-based portfolio that reflects the student's professional engagement in educational contexts. A student could be required to present and defend their portfolio through either a presentation and/or interview
  - ✓ 100% continuous assessment
- Monitoring procedures
  - ✓ Students are placed at a school. School mentors and the school principal monitor that the student is in line with the school's requirements and the Professional Learning Guide that the Faculty of Education provides to the student and to the school. This guide clearly stipulates what is required, rules, regulations, etc.
- Placement is an institutional responsibility (*Yes/no*) **YES**
- Who is responsible? (only if answered "No" in previous question)

- ✓ The Faculty of Education has a decided staff member that ensures the smooth running and placement in collaboration with the students
  
- Budget for the development of learning materials for this/these WIL module(s)
  - ✓ This is budgeted for as part of the operational budget. Students are responsible for their own transport and accommodation. Schools within the Nelson Mandela Metropole are used. Staff travels by means of their own transport and claims per km OR by using one of the faculty's cars. The faculty budget for the running cost of the faculty cars. The Professional Learning Guide is budgeted for as part of the programme's cost.
  
- Examples of contract arrangements with workplaces for student placements.
  - ✓ A copy of the Professional Learning Guide that includes the above, are included as an Appendix.

### **3.4 ADDITIONAL INFORMATION IN RESPECT OF POSTGRADUATE RESEARCH PROGRAMMES**

#### **NOT APPLICABLE TO PGCE**

3.4.1 Provide a description of the process for approval of (i) student research proposals and (ii) completed dissertations/theses:

3.4.2 Outline the criteria for the selection and appointment of supervisors:

3.4.3 How is supervision built into workload models?

3.4.4 Summarise the guidelines governing the roles and responsibilities of students and supervisors.

3.4.5 Describe policies and procedures in place to deal with student complaints, grievances, plagiarism, re-marking, etc.

3.4.6 Detail the assessment procedures for long essays, dissertations and theses.

3.4.7 Existing postgraduate institutions:

- Discuss staff development practices undertaken over the last 3 years in relation to postgraduate supervision.
- Expenditure on research for the past 3 years
- Research/scholarly output for the past 3 years

3.4.8 What plans are in place to mentor academic staff into research activities?

3.4.9 Provide a description of how the programme enables students to undertake independent research and other scholarly activities.

3.4.10 Provide a budget for research.

### 3.5 CURRICULUM AND SYLLABUSES AS IT WILL APPEAR IN THE PROSPECTUS

**Programme name:** Post Graduate Certificate in Education (PGCE)

**Admission requirements:**

There are two entry options into the PGCE SP and FET Teaching:

- Option 1: An approved undergraduate Bachelor's degree (NQF Level 7 or 8), which includes appropriate and sufficient academic subject content knowledge to teach school subjects for a particular phase of schooling.
- Option 2: An approved 360 credit Level 6 diploma (see MRTEQ, 2011, p. 56) with senate discretion.

The appropriate undergraduate diploma (with senate discretion) or degree has to include sufficient disciplinary learning in appropriate academic fields to enable the development of teaching subjects relevant to the FET phase, approved by the Department of Basic Education and offered in this qualification. These fields not only have to include the school content, but have to go beyond the school knowledge content. It is also important that these fields are field that are approved by the Department of Basic Education. The implications are then that the student must pass at least two teaching subjects at NQF level 7 for FET teaching subject as approved by the Department of Basic Education.

**NOTE:** A student shall not be admitted as a candidate (except by permission of Senate) for the PGCE (SP & FET teaching) unless the student has completed a degree containing two school subjects from the list of the subject method courses indicated in Table 5. Each of the subjects must have been studied in a degree for two years (two whole year courses or two semester courses per year each), comprising a minimum of 60 credits each; with the exception of Life Skills (for which three years of Psychology and a minimum of 120 credits is required) and Mathematics. With reference to Mathematics, one year of Mathematics and a minimum of 30 credits is required.

The Faculty may call candidates for admission interviews before final acceptance into the programme, especially in cases where undergraduate qualifications were not obtained in recent years. It is envisaged that a 60% final mark in the school specialisation subjects (related to the two PGCE method modules for teaching at school level) on 2<sup>nd</sup> and 3<sup>rd</sup> year level school will be required.

**Duration of Study:** One year full time

**Applicable rules**

- The Certificate shall not be awarded to students until they have complied with the requirements regarding the official languages.

- Computer literacy equal to the outcomes of the NMMU computer literacy module or equivalent. Without it, the certificate will not be awarded. A student who does not satisfy this requirement may be allowed by the Dean to register concurrently as an occasional student for Computer Literacy external to the faculty.
- The certificate shall be obtained by completing the qualification as prescribed by Senate. Unless Senate decides otherwise, the degree shall be awarded *cum laude* if the requirements set out in the General Prospectus have been met.

### **Professional learning**

Pre-service students shall undertake teaching practice for the duration as stipulated in the Professional Learning Guide and in line with what is required as stipulated in the MRTEQ. Costs of transport and subsistence incurred for the purpose of school attendance are the responsibility of the candidates. Pre-service candidates may be required to attend lectures in the afternoon or evening during periods of teaching practice. Candidates, who have not attained a satisfactory standard in teaching practice, shall again register at the University in order either (1) to attend a prescribed programme of teaching practice at local schools or (2) to teach as an unqualified teacher for such period as Senate may determine, after which they shall again be examined.

### **Examination requirements**

Examinations shall be conducted in accordance with the provisions of the general rules for qualifications.

### **Year mark**

Where a final exam is written, i.e. where a module is not 100% continuous assessment, In order to be admitted to an examination in a module offered in the Faculty of Education, a student must obtain a year mark of at least 40%.

### **Language endorsement**

All students should be proficient in the use of at least one official language as a language of learning and teaching (LOLT), and partially proficient (i.e. sufficient for purposes of ordinary conversation) in at least one other official language. In the case of students whose language of choice (or first language) is English or Afrikaans, the conversational language needs to be one of the nine other official languages or South African Sign Language. All ITE qualifications will be endorsed to indicate the holder's level of competence. It may be possible for qualifications to be endorsed with more than one LOLT and more than one conversational language.

### **Re-admission rules**

In order to be readmitted to the PGCE programme, a student needs to have accumulated a minimum number of credits at the end of each year of study, as indicated in the tables below. Different numbers apply in the case of part-time students. If that has not been achieved, the student may either be readmitted subject to certain conditions or be refused re-admission.

**Full-time Students**

<b>Period of Registration</b>	<b>1-year Programme Full-time (120+ credits)</b>		
	<b>Continue studies</b>	<b>Conditional re-admission</b>	<b>No re-admission</b>
After 1 year	90+ credits	60 – 90 credits	Less than 60 credits.
After 2 years	105+ credits	90 – 105 credits	Less than 90 credits.
After 3 years			Less than all credits; exception may be considered if special circumstances exist.



**Curriculum: Full Time students**

Module Name	Module Code	When Presented	Credit Value	NQF Level
<b>Compulsory modules</b>				
Educational Foundations for PGCE Students	PGCET40	YEAR	44	7
Professional Learning	PGCPL40	YEAR	28	7
Media & ICT for Teaching & Learning	PMED40	YEAR	6	5
English LOLT (Language of Learning and Teaching)	PLOTE40	YEAR	0	7
Afrikaans Conversational	PCONA40	YEAR	6	5
Xhosa Conversational	PCONX40	YEAR	6	5
<b>Optional</b>				
Afrikaans LOLT (Language of Learning and Teaching) for Afrikaans speaking teachers who want to teach in Afrikaans Medium Schools [Optional]	PLOTA40	Part of Professional Learning in Schools	0	7
Xhosa LOLT (Language of Learning and Teaching) [Optional]	PLOTX40	Part of Professional Learning in Schools	0	7
<b>Electives: Two Method Modules – One FET Method and One SP Method</b>				
<b>Method 1: Select ONE FET Method</b>				
Method of FET Accounting	PMACC40	YEAR	28	7
Method of FET Afrikaans Home Language	PMAFH40	YEAR	28	7
Method of FET Afrikaans First Additional Language	PMAFF40	YEAR	28	7
Method of FET Agriculture Management Practices	PMAGM40	YEAR	28	7
Method of FET Agriculture Science	PMAGC40	YEAR	28	7
Method of FET Business Studies	PMBST40	YEAR	28	7
Method of FET Computer Applications Technology	PMCAT40	YEAR	28	7
Method of FET Economics Method	PMECO40	YEAR	28	7
Method of FET Electrical Technology	PMELT40	YEAR	28	7
Method of FET English First Additional Language	PMENF40	YEAR	28	7
Method of FET English Home Language	PMENH40	YEAR	28	7
Method of FET Geography	PMGEO40	YEAR	28	7
Method of FET History	PMHIT40	YEAR	28	7
Method of FET Information Technology	PMIFT40	YEAR	28	7
Method of FET Life Orientation	PMLOR40	YEAR	28	7
Method of FET Life Sciences	PMLSC40	YEAR	28	7
Method of FET Mathematical Literacy	PMMLT40	YEAR	28	7
Method of FET Mathematics	PMMAT40	YEAR	28	7
Method of FET Physical Sciences	PMPHY40	YEAR	28	7
Method of FET Tourism	PMTOU40	YEAR	28	7
Method of FET Visual Arts	PMVAR40	YEAR	28	7

<b>Module Name</b>	<b>Module Code</b>	<b>When Presented</b>	<b>Credit Value</b>	<b>NQF Level</b>
Method of FET isiXhosa Home Language	PMXHH40	YEAR	28	7
Method of FET isiXhosa First Additional Language	PMXHF40	YEAR	28	7
<b>Method 2: Select ONE SP Method</b>				
Method of SP Creative Arts	PMCAS40	YEAR	28	7
Method of SP Economic and Management Sciences	PMEMS40	YEAR	28	7
Method of SP Afrikaans Home language	PMAHS40	YEAR	28	7
Method of SP Afrikaans First Additional Language	PMAFS40	YEAR	28	7
Method of SP English Home Language	PMEHS40	YEAR	28	7
Method of SP English First Additional Language	PMEFS40	YEAR	28	7
Method of SP isiXhosa Home Language	PMXHS40	YEAR	28	7
Method of SP isiXhosa First Additional Language	PMXFS40	YEAR	28	7
Method of GET: SP Life Orientation	PMLOS40	YEAR	28	7
Method of GET: SP Mathematics	PMMAS40	YEAR	28	7
Method of GET: SP Natural Sciences	PMNSS40	YEAR	28	7
Method of GET: SP Social Studies	PMSSS40	YEAR	28	7

## Syllabuses of all modules as it will appear in the prospectus

Module code	Module name	Credit Value
PGCET40	Educational Foundations for PGCE Students	44

### Purpose

This module, Education as a professional discipline, has the purpose to develop the foundational knowledge, skills, attitudes and awareness's that will promote and engage graduate student teachers to be passionate, engaged, knowledgeable, effective, and compassionate teachers, researchers, and leaders who are members of a community of practice, critical thinkers, agents of hope and change, and are socially just.

### Learning outcomes

At the end of this module, the student will be able to:

- Critically engage with and reflect on Knowledge of the 21<sup>st</sup> century learners and their Development in Social Contexts with reference to:
  - Learner Development in Western and African perspectives
  - Education as Agency to address Diversity, Inclusivity and Barriers to Learning in Social Contexts
  - Language and Literacy Acquisition and Learning
- Critically engage with and reflect on Knowledge of Teaching for the 21<sup>st</sup> century teacher with reference to:
  - The Power of Identity and Pedagogical Reasoning and Action
  - Authentic Learning Experience Spaces - Traditional & Emerging
  - Teaching for Social Justice
  - The professional teacher in a community of practice
- Critically engage with and reflect on Knowledge of Curriculum Goals and the Education System for the 21<sup>st</sup> century School in society with reference to:
  - South African Education System: Past, Current and Future aspects
  - Curriculum Studies: Education as Social Control and Empowerment
  - Curriculum Development and Design: Recognise, understand and analyse the curriculum in its various forms and to reflect on teacher actions that will improve teaching and learning with the curriculum

### Core content

Theme 1: Knowledge of the 21<sup>st</sup> century learners and their Development in Social Contexts

- Learner Development
- Education as Agency: Moving Beyond Contextual and other Barriers in Education by Dealing with Diversity, Inclusivity and Barriers to Learning in Social Contexts
- Language and Literacy Acquisition and Learning

Theme 2: Knowledge of Teaching for the 21<sup>st</sup> century teacher

- The Power of Identity and Pedagogical Reasoning
- Pedagogy-Mediation of Teaching-Facilitation of Learning for Learning
- Traditional & Emerging Authentic Media: Authentic Learning Experience Spaces
- Teacher and Teaching for Social Justice learning in a democracy
- Teacher and the Profession

Theme 3: Knowledge of Curriculum Goals and the Education System for the 21<sup>st</sup> century School in society

- South African Education System: Current aspects
- Curriculum: Education as Social Control and Empowerment
- South African Education System: History of Education and Schools in South Africa & the Future
- Curriculum

**Assessment**

100% Continuous Assessment

**Pre-requisites for this module (If any)**

None

**Module code**

PGCPL40

**Module name**

Professional Learning

**Credit Value**

28

**Purpose**

The purpose of this school-based module is to provide an opportunity for students to apply and demonstrate how to organise systematic relevant and socially meaningful learning by facilitating effective humanising teaching, learning and assessment by coherently integrating educational theory, subject discipline knowledge, teaching strategies and their self-identity towards the holistic development as an educator by framing the curriculum within the school context and at classroom level at school as part of their work integrated learning. This module also links with the method modules and with the educational foundation module, as it affords students with opportunities to integrate, apply and demonstrate theoretical and methodological aspects into practice, including reflection, in order to become reflexive pertaining to theory and practice and learner contexts.

**Learning outcomes**

At the end of this module, the student will be able to:

- Demonstrate the ability to organise, design and plan systematic and effective teaching, learning and assessment in different educational contexts pertaining to national school curriculum specifications
- Present evidence of reflective and reflexive engagement with their own professional learning as well as their learners' learning

**Core content**

- School-based assignments integrating knowledge, skills, values, awareness's and attitudes linked to Education Foundations themes, Method modules, Language and ICT competency

**Assessment**

- A professional development evidence-based portfolio that reflects the student's professional engagement in educational contexts. A student could be required to present and defend their portfolio through either a presentation and/or interview
- 100% continuous assessment

**Pre-requisites for this module (If any)**

None

<b>Module code</b>	<b>Module name</b>	<b>Credit Value</b>
PMED40	Media & ICT for Teaching & Learning	6

### **Purpose**

The purpose of this module is to extend ICT knowledge and skills and to promote the design, usage and integration of digital and ICT media in the school context for teaching, learning and administration. Students will be equipped with the required knowledge, skills, attitudes and values related to media in order to promote traditional and digital literacies in the 21<sup>st</sup> century School.

### **Learning outcomes**

At the end of this module, the student will be able to:

- Understand the link between educational theory and the design and implementation of traditional and digital ICT media for teaching and learning
- Practically design the use of traditional and digital ICT related media
- Integrate Higher Order Thinking Skills as part of the design
- Reflect critically on the design, planning and implementation processes
- Demonstrate the use of traditional and digital ICT related media during professional learning

### **Core content**

- Educational theory and design: A Brief Overview
  - Linking the learning theories to media usage
  - Practical application of design theory of digital media resources
- Traditional media, e.g.
  - Chalkboard and white board writing
  - Overhead Projector
- 21<sup>st</sup> Century media and the design of digital and ICT media for the school context e.g.
  - ICT hardware and tools for educational purposes, e.g. tablets, cellphones, cameras, digital whiteboards, etc.
  - Administration and ICT, e.g. Excel for school administration
  - ICT Tools for promoting teaching and learning, e.g.
    - Designing of printable and digital media to promote teaching, learning and administration using ICT tools-software-apps
    - Design of Internet web-based learning media tools and non-web-based tools
    - Working with, manipulating and adapting digital media
    - Design and recording of own designed digital media
- Implement Higher Order Thinking Skills (HOTS) and cognitive thinking practically through ICT media and design
- Reflection on design, planning and implementation processes

### **Assessment**

- 100% Continuous assessment

### **Pre-requisites for this module (If any)**

ICT Basic Literacy

<b>Module code</b>	<b>Module name</b>	<b>Credit Value</b>
PLOTE40	English LOLT	0

### **Purpose**

The purpose of this module is to ascertain whether a student has the ability to teach in English as Language of Learning and Teaching (LOLT)

### **Learning outcomes**

At the end of this module, the student will be able to:

- Demonstrate proficiency to teach in English as LOLT in a classroom context

### **Core content**

- Practical demonstration of LOLT during professional learning

### **Assessment**

- Assessment for proficiency in English as LOLT will be conducted when students are at school during the Professional Learning (Work Integrated Learning) periods. Passing this module indicates that the student is proficient to teach in English as LOLT.
- 100% Continuous Assessment

### **Pre-requisites for this module (If any)**

- None

<b>Module code</b>	<b>Module name</b>	<b>Credit Value</b>
PLOTA40	Afrikaans LOLT	0

**Purpose**

The purpose of this module is to ascertain whether a student has the ability to teach in Afrikaans as Language of Learning and Teaching (LOLT)

**Learning outcomes**

At the end of this module, the student will be able to:

- Demonstrate proficiency to teach in Afrikaans as LOLT in a classroom context

**Core content**

- Practical demonstration of LOLT during professional learning

**Assessment**

- Assessment for proficiency in Afrikaans as LOLT will be conducted when students are at school during the Professional Learning (Work Integrated Learning) periods. Passing this module indicates that the student is proficient to teach in Afrikaans as LOLT.
- 100% Continuous Assessment

**Pre-requisites for this module (If any)**

- None



<b>Module code</b>	<b>Module name</b>	<b>Credit Value</b>
PLOTX40	Xhosa LOLT	0

**Purpose**

The purpose of this module is to ascertain whether a student has the ability to teach in Xhosa as Language of Learning and Teaching (LOLT)

**Learning outcomes**

At the end of this module, the student will be able to:

- Demonstrate proficiency to teach in Xhosa as LOLT in a classroom context

**Core content**

- Practical demonstration of LOLT during professional learning

**Assessment**

- Assessment for proficiency in Xhosa as LOLT will be conducted when students are at school during the Professional Learning (Work Integrated Learning) periods. Passing this module indicates that the student is proficient to teach in Xhosa as LOLT.
- 100% Continuous Assessment

**Pre-requisites for this module (If any)**

- None

<b>Module code</b>	<b>Module name</b>	<b>Credit Value</b>
PCONA40	Afrikaans Conversational	6

### **Purpose**

The purpose of this module is to ensure that the student can converse in basic Afrikaans

### **Learning outcomes**

At the end of this module, the student will be able to:

- Demonstrate basic Afrikaans conversational competency

### **Core content**

- General basic conversational communication competence introduced in a thematic approach

### **Assessment**

- 100% Continuous Assessment

### **Pre-requisites for this module (If any)**

- Students can be exempted from this module if they pass a conversational practical assessment either prior to the commencement of the PGCE qualification or during the first three weeks of the commencement of the PGCE

<b>Module code</b>	<b>Module name</b>	<b>Credit Value</b>
PCONX40	Xhosa Conversational	6

**Purpose**

The purpose of this module is to ensure that the student can converse in basic Xhosa

**Learning outcomes**

At the end of this module, the student will be able to:

- Demonstrate basic Xhosa conversational competency

**Core content**

- General basic conversational communication competence introduced in a thematic approach

**Assessment**

- 100% Continuous Assessment

**Pre-requisites for this module (If any)**

- Students can be exempted from this module if they pass a conversational practical assessment either prior to the commencement of the PGCE qualification or during the first three weeks of the commencement of the PGCE

Module code	Module name	Credit Value
PMACC40	Method of FET Accounting	28

### Purpose

The purpose of this institution-based module is to enable students to organise systematic relevant and socially meaningful learning by facilitating effective humanising teaching, learning and assessment in Method of FET Accounting by coherently integrating educational theory, subject discipline knowledge, teaching strategies and their self-identity towards the subject by framing the curriculum within the school context and at classroom level.

### Learning outcomes

At the end of this module, the student will be able to:

- Describe and demonstrate his/her personal teaching philosophy in terms of *[subject + phase]*.
- Demonstrate a sound understanding of national school curriculum specifications regarding *[subject + phase]* and social context
- Demonstrate the ability to make sound educational judgements in terms of interpretation, analysis, application and adaptation of curriculum specifications
- Demonstrate the ability to organise systematic and effective *[subject + phase]* teaching, learning and assessment in a particular educational context.
  - Demonstrate the ability to **plan and design** effective socially relevant meaningful teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective socially relevant meaningful teaching, learning and assessment activities
      - appropriate predesigned or own designed teaching/learning aids (traditional and digital media) for teaching and learning in a diversity of social context
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
  - Demonstrate the ability to **present and facilitate** effective teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective teaching, learning and assessment activities
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
- Demonstrate reflective and reflexive thinking on their **own learning as well as their learners' learning** in the *[subject + phase]* in terms of:
  - selection, sequencing and organisation of
    - appropriate subject content matter
    - appropriate and effective teaching, learning and assessment activities
  - application and adaptation of curriculum in relation to the specific classroom context  
general classroom discipline and management

### Core content

- Personal teaching philosophy and social context in terms of Method of FET Accounting.
- National school curriculum specifications regarding Method of FET Accounting and social context implications
- Pedagogical Content Knowledge of Method of FET Accounting that is inclusive:
  - **Planning and design** of effective teaching, learning, resources and assessment experiences and diversity

- **Presentation and facilitation** of effective teaching, learning and assessment experiences-practices
- **Reflection and reflexive on own learning and teaching, as well as the learners' learning**

**Assessment**

- 100% continuous assessment

**Pre-requisites for this module** (If any)

- None [Pass in Method Subject at undergraduate studies as stipulated in the requirements]

Module code	Module name	Credit Value
PMAFH40	Method of FET Afrikaans Home Language	28

### Purpose

The purpose of this institution-based module is to enable students to organise systematic relevant and socially meaningful learning by facilitating effective humanising teaching, learning and assessment in Method of FET Afrikaans Home Language by coherently integrating educational theory, subject discipline knowledge, teaching strategies and their self-identity towards the subject by framing the curriculum within the school context and at classroom level.

### Learning outcomes

At the end of this module, the student will be able to:

- Describe and demonstrate his/her personal teaching philosophy in terms of *[subject + phase]*.
- Demonstrate a sound understanding of national school curriculum specifications regarding *[subject + phase]* and social context
- Demonstrate the ability to make sound educational judgements in terms of interpretation, analysis, application and adaptation of curriculum specifications
- Demonstrate the ability to organise systematic and effective *[subject + phase]* teaching, learning and assessment in a particular educational context.
  - Demonstrate the ability to **plan and design** effective socially relevant meaningful teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective socially relevant meaningful teaching, learning and assessment activities
      - appropriate predesigned or own designed teaching/learning aids (traditional and digital media) for teaching and learning in a diversity of social context
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
  - Demonstrate the ability to **present and facilitate** effective teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective teaching, learning and assessment activities
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
- Demonstrate reflective and reflexive thinking on their **own learning as well as their learners' learning** in the *[subject + phase]* in terms of:
  - selection, sequencing and organisation of
    - appropriate subject content matter
    - appropriate and effective teaching, learning and assessment activities
  - application and adaptation of curriculum in relation to the specific classroom context general classroom discipline and management

### Core content

- Personal teaching philosophy and social context in terms of Method of FET Afrikaans Home Language.
- National school curriculum specifications regarding Method of FET Afrikaans Home Language and social context implications
- Pedagogical Content Knowledge of Method of FET Afrikaans Home Language that is inclusive:

- **Planning and design** of effective teaching, learning, resources and assessment experiences and diversity
- **Presentation and facilitation** of effective teaching, learning and assessment experiences-practices
- **Reflection and reflexive on own learning and teaching, as well as the learners' learning**

**Assessment**

- 100% continuous assessment

**Pre-requisites for this module (If any)**

- None [Pass in Method Subject at undergraduate studies as stipulated in the requirements]

**Module code**

PMAFF40

**Module name**Method of FET Afrikaans First  
Additional Language**Credit Value**

28

**Purpose**

The purpose of this institution-based module is to enable students to organise systematic relevant and socially meaningful learning by facilitating effective humanising teaching, learning and assessment in Method of FET Afrikaans First Additional Language by coherently integrating educational theory, subject discipline knowledge, teaching strategies and their self-identity towards the subject by framing the curriculum within the school context and at classroom level.

**Learning outcomes**

At the end of this module, the student will be able to:

- Describe and demonstrate his/her personal teaching philosophy in terms of *[subject + phase]*.
- Demonstrate a sound understanding of national school curriculum specifications regarding *[subject + phase]* and social context
- Demonstrate the ability to make sound educational judgements in terms of interpretation, analysis, application and adaptation of curriculum specifications
- Demonstrate the ability to organise systematic and effective *[subject + phase]* teaching, learning and assessment in a particular educational context.
  - Demonstrate the ability to **plan and design** effective socially relevant meaningful teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective socially relevant meaningful teaching, learning and assessment activities
      - appropriate predesigned or own designed teaching/learning aids (traditional and digital media) for teaching and learning in a diversity of social context
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
  - Demonstrate the ability to **present and facilitate** effective teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective teaching, learning and assessment activities
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
- Demonstrate reflective and reflexive thinking on their **own learning as well as their learners' learning** in the *[subject + phase]* in terms of:
  - selection, sequencing and organisation of
    - appropriate subject content matter
    - appropriate and effective teaching, learning and assessment activities
  - application and adaptation of curriculum in relation to the specific classroom context  
general classroom discipline and management

**Core content**

- Personal teaching philosophy and social context in terms of Method of FET Afrikaans First Additional Language.
- National school curriculum specifications regarding Method of FET Afrikaans First Additional Language and social context implications
- Pedagogical Content Knowledge of Method of FET Afrikaans First Additional Language that is inclusive:



- **Planning and design** of effective teaching, learning, resources and assessment experiences and diversity
- **Presentation and facilitation** of effective teaching, learning and assessment experiences-practices
- **Reflection and reflexive on own learning and teaching, as well as the learners' learning**

**Assessment**

- 100% continuous assessment

**Pre-requisites for this module (If any)**

- None [Pass in Method Subject at undergraduate studies as stipulated in the requirements]

Module code	Module name	Credit Value
PMAGM40	Method of FET Agriculture Management Practices	28

### Purpose

The purpose of this institution-based module is to enable students to organise systematic relevant and socially meaningful learning by facilitating effective humanising teaching, learning and assessment in Method of FET Agriculture Management Practices by coherently integrating educational theory, subject discipline knowledge, teaching strategies and their self-identity towards the subject by framing the curriculum within the school context and at classroom level.

### Learning outcomes

At the end of this module, the student will be able to:

- Describe and demonstrate his/her personal teaching philosophy in terms of *[subject + phase]*.
- Demonstrate a sound understanding of national school curriculum specifications regarding *[subject + phase]* and social context
- Demonstrate the ability to make sound educational judgements in terms of interpretation, analysis, application and adaptation of curriculum specifications
- Demonstrate the ability to organise systematic and effective *[subject + phase]* teaching, learning and assessment in a particular educational context.
  - Demonstrate the ability to **plan and design** effective socially relevant meaningful teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective socially relevant meaningful teaching, learning and assessment activities
      - appropriate predesigned or own designed teaching/learning aids (traditional and digital media) for teaching and learning in a diversity of social context
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
  - Demonstrate the ability to **present and facilitate** effective teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective teaching, learning and assessment activities
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
- Demonstrate reflective and reflexive thinking on their **own learning as well as their learners' learning** in the *[subject + phase]* in terms of:
  - selection, sequencing and organisation of
    - appropriate subject content matter
    - appropriate and effective teaching, learning and assessment activities
  - application and adaptation of curriculum in relation to the specific classroom context
  - general classroom discipline and management

### Core content

- Personal teaching philosophy and social context in terms of Method of FET Agriculture Management Practices.
- National school curriculum specifications regarding Method of FET Agriculture Management Practices and social context implications
- Pedagogical Content Knowledge of Method of FET Agriculture Management Practices that is inclusive:

- **Planning and design** of effective teaching, learning, resources and assessment experiences and diversity
- **Presentation and facilitation** of effective teaching, learning and assessment experiences-practices
- **Reflection and reflexive on own learning and teaching, as well as the learners' learning**

**Assessment**

- 100% continuous assessment

**Pre-requisites for this module (If any)**

- None [Pass in Method Subject at undergraduate studies as stipulated in the requirements]

Module code	Module name	Credit Value
PMAGC40	Method of FET Agriculture Science	28

### Purpose

The purpose of this institution-based module is to enable students to organise systematic relevant and socially meaningful learning by facilitating effective humanising teaching, learning and assessment in Method of FET Agriculture Science by coherently integrating educational theory, subject discipline knowledge, teaching strategies and their self-identity towards the subject by framing the curriculum within the school context and at classroom level.

### Learning outcomes

At the end of this module, the student will be able to:

- Describe and demonstrate his/her personal teaching philosophy in terms of *[subject + phase]*.
- Demonstrate a sound understanding of national school curriculum specifications regarding *[subject + phase]* and social context
- Demonstrate the ability to make sound educational judgements in terms of interpretation, analysis, application and adaptation of curriculum specifications
- Demonstrate the ability to organise systematic and effective *[subject + phase]* teaching, learning and assessment in a particular educational context.
  - Demonstrate the ability to **plan and design** effective socially relevant meaningful teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective socially relevant meaningful teaching, learning and assessment activities
      - appropriate predesigned or own designed teaching/learning aids (traditional and digital media) for teaching and learning in a diversity of social context
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
  - Demonstrate the ability to **present and facilitate** effective teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective teaching, learning and assessment activities
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
- Demonstrate reflective and reflexive thinking on their **own learning as well as their learners' learning** in the *[subject + phase]* in terms of:
  - selection, sequencing and organisation of
    - appropriate subject content matter
    - appropriate and effective teaching, learning and assessment activities
  - application and adaptation of curriculum in relation to the specific classroom context
  - general classroom discipline and management

### Core content

- Personal teaching philosophy and social context in terms of Method of FET Agriculture Science.
- National school curriculum specifications regarding Method of FET Agriculture Science and social context implications
- Pedagogical Content Knowledge of Method of FET Agriculture Science that is inclusive:

- **Planning and design** of effective teaching, learning, resources and assessment experiences and diversity
- **Presentation and facilitation** of effective teaching, learning and assessment experiences-practices
- **Reflection and reflexive on own learning and teaching, as well as the learners' learning**

**Assessment**

- 100% continuous assessment

**Pre-requisites for this module (If any)**

- None [Pass in Method Subject at undergraduate studies as stipulated in the requirements]

Module code	Module name	Credit Value
PMBST40	Method of FET Business Studies	28

### Purpose

The purpose of this institution-based module is to enable students to organise systematic relevant and socially meaningful learning by facilitating effective humanising teaching, learning and assessment in Method of FET Business Studies by coherently integrating educational theory, subject discipline knowledge, teaching strategies and their self-identity towards the subject by framing the curriculum within the school context and at classroom level.

### Learning outcomes

At the end of this module, the student will be able to:

- Describe and demonstrate his/her personal teaching philosophy in terms of *[subject + phase]*.
- Demonstrate a sound understanding of national school curriculum specifications regarding *[subject + phase]* and social context
- Demonstrate the ability to make sound educational judgements in terms of interpretation, analysis, application and adaptation of curriculum specifications
- Demonstrate the ability to organise systematic and effective *[subject + phase]* teaching, learning and assessment in a particular educational context.
  - Demonstrate the ability to **plan and design** effective socially relevant meaningful teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective socially relevant meaningful teaching, learning and assessment activities
      - appropriate predesigned or own designed teaching/learning aids (traditional and digital media) for teaching and learning in a diversity of social context
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
  - Demonstrate the ability to **present and facilitate** effective teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective teaching, learning and assessment activities
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
- Demonstrate reflective and reflexive thinking on their **own learning as well as their learners' learning** in the *[subject + phase]* in terms of:
  - selection, sequencing and organisation of
    - appropriate subject content matter
    - appropriate and effective teaching, learning and assessment activities
  - application and adaptation of curriculum in relation to the specific classroom context  
general classroom discipline and management

### Core content

- Personal teaching philosophy and social context in terms of Method of FET Business Studies.
- National school curriculum specifications regarding Method of FET Business Studies and social context implications
- Pedagogical Content Knowledge of Method of FET Business Studies that is inclusive:
  - **Planning and design** of effective teaching, learning, resources and assessment experiences and diversity

- **Presentation and facilitation** of effective teaching, learning and assessment experiences-practices
- **Reflection and reflexive on own learning and teaching, as well as the learners' learning**

**Assessment**

- 100% continuous assessment

**Pre-requisites for this module** (If any)

- None [Pass in Method Subject at undergraduate studies as stipulated in the requirements]

Module code	Module name	Credit Value
PMCAT40	Method of FET Computer Applications Technology	28

### Purpose

The purpose of this institution-based module is to enable students to organise systematic relevant and socially meaningful learning by facilitating effective humanising teaching, learning and assessment in Method of FET Computer Applications Technology by coherently integrating educational theory, subject discipline knowledge, teaching strategies and their self-identity towards the subject by framing the curriculum within the school context and at classroom level.

### Learning outcomes

At the end of this module, the student will be able to:

- Describe and demonstrate his/her personal teaching philosophy in terms of *[subject + phase]*.
- Demonstrate a sound understanding of national school curriculum specifications regarding *[subject + phase]* and social context
- Demonstrate the ability to make sound educational judgements in terms of interpretation, analysis, application and adaptation of curriculum specifications
- Demonstrate the ability to organise systematic and effective *[subject + phase]* teaching, learning and assessment in a particular educational context.
  - Demonstrate the ability to **plan and design** effective socially relevant meaningful teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective socially relevant meaningful teaching, learning and assessment activities
      - appropriate predesigned or own designed teaching/learning aids (traditional and digital media) for teaching and learning in a diversity of social context
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
  - Demonstrate the ability to **present and facilitate** effective teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective teaching, learning and assessment activities
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
- Demonstrate reflective and reflexive thinking on their **own learning as well as their learners' learning** in the *[subject + phase]* in terms of:
  - selection, sequencing and organisation of
    - appropriate subject content matter
    - appropriate and effective teaching, learning and assessment activities
  - application and adaptation of curriculum in relation to the specific classroom context general classroom discipline and management

### Core content

- Personal teaching philosophy and social context in terms of Method of FET Computer Applications Technology.
- National school curriculum specifications regarding Method of FET Computer Applications Technology and social context implications
- Pedagogical Content Knowledge of Method of FET Computer Applications Technology that is inclusive:



- **Planning and design** of effective teaching, learning, resources and assessment experiences and diversity
- **Presentation and facilitation** of effective teaching, learning and assessment experiences-practices
- **Reflection and reflexive on own learning and teaching, as well as the learners' learning**

**Assessment**

- 100% continuous assessment

**Pre-requisites for this module (If any)**

- None [Pass in Method Subject at undergraduate studies as stipulated in the requirements]

Module code	Module name	Credit Value
PMECO40	Method of FET Economics	28

### Purpose

The purpose of this institution-based module is to enable students to organise systematic relevant and socially meaningful learning by facilitating effective humanising teaching, learning and assessment in Method of FET Economics by coherently integrating educational theory, subject discipline knowledge, teaching strategies and their self-identity towards the subject by framing the curriculum within the school context and at classroom level.

### Learning outcomes

At the end of this module, the student will be able to:

- Describe and demonstrate his/her personal teaching philosophy in terms of *[subject + phase]*.
- Demonstrate a sound understanding of national school curriculum specifications regarding *[subject + phase]* and social context
- Demonstrate the ability to make sound educational judgements in terms of interpretation, analysis, application and adaptation of curriculum specifications
- Demonstrate the ability to organise systematic and effective *[subject + phase]* teaching, learning and assessment in a particular educational context.
  - Demonstrate the ability to **plan and design** effective socially relevant meaningful teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective socially relevant meaningful teaching, learning and assessment activities
      - appropriate predesigned or own designed teaching/learning aids (traditional and digital media) for teaching and learning in a diversity of social context
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
  - Demonstrate the ability to **present and facilitate** effective teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective teaching, learning and assessment activities
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
- Demonstrate reflective and reflexive thinking on their **own learning as well as their learners' learning** in the *[subject + phase]* in terms of:
  - selection, sequencing and organisation of
    - appropriate subject content matter
    - appropriate and effective teaching, learning and assessment activities
  - application and adaptation of curriculum in relation to the specific classroom context general classroom discipline and management

### Core content

- Personal teaching philosophy and social context in terms of Method of FET Economics.
- National school curriculum specifications regarding Method of FET Economics and social context implications
- Pedagogical Content Knowledge of Method of FET Economics that is inclusive:
  - **Planning and design** of effective teaching, learning, resources and assessment experiences and diversity

- **Presentation and facilitation** of effective teaching, learning and assessment experiences-practices
- **Reflection and reflexive on own learning and teaching, as well as the learners' learning**

**Assessment**

- 100% continuous assessment

**Pre-requisites for this module** (If any)

- None [Pass in Method Subject at undergraduate studies as stipulated in the requirements]

Module code	Module name	Credit Value
PMELT40	Method of FET Electrical Technology	28

### Purpose

The purpose of this institution-based module is to enable students to organise systematic relevant and socially meaningful learning by facilitating effective humanising teaching, learning and assessment in Method of FET Electrical Technology by coherently integrating educational theory, subject discipline knowledge, teaching strategies and their self-identity towards the subject by framing the curriculum within the school context and at classroom level.

### Learning outcomes

At the end of this module, the student will be able to:

- Describe and demonstrate his/her personal teaching philosophy in terms of *[subject + phase]*.
- Demonstrate a sound understanding of national school curriculum specifications regarding *[subject + phase]* and social context
- Demonstrate the ability to make sound educational judgements in terms of interpretation, analysis, application and adaptation of curriculum specifications
- Demonstrate the ability to organise systematic and effective *[subject + phase]* teaching, learning and assessment in a particular educational context.
  - Demonstrate the ability to **plan and design** effective socially relevant meaningful teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective socially relevant meaningful teaching, learning and assessment activities
      - appropriate predesigned or own designed teaching/learning aids (traditional and digital media) for teaching and learning in a diversity of social context
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
  - Demonstrate the ability to **present and facilitate** effective teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective teaching, learning and assessment activities
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
- Demonstrate reflective and reflexive thinking on their **own learning as well as their learners' learning** in the *[subject + phase]* in terms of:
  - selection, sequencing and organisation of
    - appropriate subject content matter
    - appropriate and effective teaching, learning and assessment activities
  - application and adaptation of curriculum in relation to the specific classroom context general classroom discipline and management

### Core content

- Personal teaching philosophy and social context in terms of Method of FET Electrical Technology.
- National school curriculum specifications regarding Method of FET Electrical Technology and social context implications
- Pedagogical Content Knowledge of Method of FET Electrical Technology that is inclusive:

- **Planning and design** of effective teaching, learning, resources and assessment experiences and diversity
- **Presentation and facilitation** of effective teaching, learning and assessment experiences-practices
- **Reflection and reflexive on own learning and teaching, as well as the learners' learning**

**Assessment**

- 100% continuous assessment

**Pre-requisites for this module (If any)**

- None [Pass in Method Subject at undergraduate studies as stipulated in the requirements]

Module code	Module name	Credit Value
PMENF40	Method of FET English First Additional Language	28

### Purpose

The purpose of this institution-based module is to enable students to organise systematic relevant and socially meaningful learning by facilitating effective humanising teaching, learning and assessment in Method of FET English First Additional Language by coherently integrating educational theory, subject discipline knowledge, teaching strategies and their self-identity towards the subject by framing the curriculum within the school context and at classroom level.

### Learning outcomes

At the end of this module, the student will be able to:

- Describe and demonstrate his/her personal teaching philosophy in terms of *[subject + phase]*.
- Demonstrate a sound understanding of national school curriculum specifications regarding *[subject + phase]* and social context
- Demonstrate the ability to make sound educational judgements in terms of interpretation, analysis, application and adaptation of curriculum specifications
- Demonstrate the ability to organise systematic and effective *[subject + phase]* teaching, learning and assessment in a particular educational context.
  - Demonstrate the ability to **plan and design** effective socially relevant meaningful teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective socially relevant meaningful teaching, learning and assessment activities
      - appropriate predesigned or own designed teaching/learning aids (traditional and digital media) for teaching and learning in a diversity of social context
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
  - Demonstrate the ability to **present and facilitate** effective teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective teaching, learning and assessment activities
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
- Demonstrate reflective and reflexive thinking on their **own learning as well as their learners' learning** in the *[subject + phase]* in terms of:
  - selection, sequencing and organisation of
    - appropriate subject content matter
    - appropriate and effective teaching, learning and assessment activities
  - application and adaptation of curriculum in relation to the specific classroom context general classroom discipline and management

### Core content

- Personal teaching philosophy and social context in terms of Method of FET English First Additional Language.
- National school curriculum specifications regarding Method of FET English First Additional Language and social context implications
- Pedagogical Content Knowledge of Method of FET English First Additional Language that is inclusive:

- **Planning and design** of effective teaching, learning, resources and assessment experiences and diversity
- **Presentation and facilitation** of effective teaching, learning and assessment experiences-practices
- **Reflection and reflexive on own learning and teaching, as well as the learners' learning**

**Assessment**

- 100% continuous assessment

**Pre-requisites for this module (If any)**

- None [Pass in Method Subject at undergraduate studies as stipulated in the requirements]

Module code	Module name	Credit Value
PMENH40	Method of FET English Home Language	28

### Purpose

The purpose of this institution-based module is to enable students to organise systematic relevant and socially meaningful learning by facilitating effective humanising teaching, learning and assessment in Method of FET English Home Language by coherently integrating educational theory, subject discipline knowledge, teaching strategies and their self-identity towards the subject by framing the curriculum within the school context and at classroom level.

### Learning outcomes

At the end of this module, the student will be able to:

- Describe and demonstrate his/her personal teaching philosophy in terms of *[subject + phase]*.
- Demonstrate a sound understanding of national school curriculum specifications regarding *[subject + phase]* and social context
- Demonstrate the ability to make sound educational judgements in terms of interpretation, analysis, application and adaptation of curriculum specifications
- Demonstrate the ability to organise systematic and effective *[subject + phase]* teaching, learning and assessment in a particular educational context.
  - Demonstrate the ability to **plan and design** effective socially relevant meaningful teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective socially relevant meaningful teaching, learning and assessment activities
      - appropriate predesigned or own designed teaching/learning aids (traditional and digital media) for teaching and learning in a diversity of social context
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
  - Demonstrate the ability to **present and facilitate** effective teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective teaching, learning and assessment activities
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
- Demonstrate reflective and reflexive thinking on their **own learning as well as their learners' learning** in the *[subject + phase]* in terms of:
  - selection, sequencing and organisation of
    - appropriate subject content matter
    - appropriate and effective teaching, learning and assessment activities
  - application and adaptation of curriculum in relation to the specific classroom context general classroom discipline and management

### Core content

- Personal teaching philosophy and social context in terms of Method of FET English Home Language.
- National school curriculum specifications regarding Method of FET English Home Language and social context implications
- Pedagogical Content Knowledge of Method of FET English Home Language that is inclusive:



- **Planning and design** of effective teaching, learning, resources and assessment experiences and diversity
- **Presentation and facilitation** of effective teaching, learning and assessment experiences-practices
- **Reflection and reflexive on own learning and teaching, as well as the learners' learning**

**Assessment**

- 100% continuous assessment

**Pre-requisites for this module (If any)**

- None [Pass in Method Subject at undergraduate studies as stipulated in the requirements]

Module code	Module name	Credit Value
PMGEO40	Method of FET Geography	28

### Purpose

The purpose of this institution-based module is to enable students to organise systematic relevant and socially meaningful learning by facilitating effective humanising teaching, learning and assessment in Method of FET Geography by coherently integrating educational theory, subject discipline knowledge, teaching strategies and their self-identity towards the subject by framing the curriculum within the school context and at classroom level.

### Learning outcomes

At the end of this module, the student will be able to:

- Describe and demonstrate his/her personal teaching philosophy in terms of [*subject + phase*].
- Demonstrate a sound understanding of national school curriculum specifications regarding [*subject + phase*] and social context
- Demonstrate the ability to make sound educational judgements in terms of interpretation, analysis, application and adaptation of curriculum specifications
- Demonstrate the ability to organise systematic and effective [*subject + phase*] teaching, learning and assessment in a particular educational context.
  - Demonstrate the ability to **plan and design** effective socially relevant meaningful teaching, learning and assessment experiences in the [*subject + phase*] classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective socially relevant meaningful teaching, learning and assessment activities
      - appropriate predesigned or own designed teaching/learning aids (traditional and digital media) for teaching and learning in a diversity of social context
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
  - Demonstrate the ability to **present and facilitate** effective teaching, learning and assessment experiences in the [*subject + phase*] classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective teaching, learning and assessment activities
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
- Demonstrate reflective and reflexive thinking on their **own learning as well as their learners' learning** in the [*subject + phase*] in terms of:
  - selection, sequencing and organisation of
    - appropriate subject content matter
    - appropriate and effective teaching, learning and assessment activities
  - application and adaptation of curriculum in relation to the specific classroom context general classroom discipline and management

### Core content

- Personal teaching philosophy and social context in terms of Method of FET Geography.
- National school curriculum specifications regarding Method of FET Geography and social context implications
- Pedagogical Content Knowledge of Method of FET Geography that is inclusive:
  - **Planning and design** of effective teaching, learning, resources and assessment experiences and diversity

- **Presentation and facilitation** of effective teaching, learning and assessment experiences-practices
- **Reflection and reflexive on own learning and teaching, as well as the learners' learning**

**Assessment**

- 100% continuous assessment

**Pre-requisites for this module** (If any)

- None [Pass in Method Subject at undergraduate studies as stipulated in the requirements]

Module code	Module name	Credit Value
PMHIT40	Method of FET History	28

### Purpose

The purpose of this institution-based module is to enable students to organise systematic relevant and socially meaningful learning by facilitating effective humanising teaching, learning and assessment in Method of FET History by coherently integrating educational theory, subject discipline knowledge, teaching strategies and their self-identity towards the subject by framing the curriculum within the school context and at classroom level.

### Learning outcomes

At the end of this module, the student will be able to:

- Describe and demonstrate his/her personal teaching philosophy in terms of *[subject + phase]*.
- Demonstrate a sound understanding of national school curriculum specifications regarding *[subject + phase]* and social context
- Demonstrate the ability to make sound educational judgements in terms of interpretation, analysis, application and adaptation of curriculum specifications
- Demonstrate the ability to organise systematic and effective *[subject + phase]* teaching, learning and assessment in a particular educational context.
  - Demonstrate the ability to **plan and design** effective socially relevant meaningful teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective socially relevant meaningful teaching, learning and assessment activities
      - appropriate predesigned or own designed teaching/learning aids (traditional and digital media) for teaching and learning in a diversity of social context
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
  - Demonstrate the ability to **present and facilitate** effective teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective teaching, learning and assessment activities
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
- Demonstrate reflective and reflexive thinking on their **own learning as well as their learners' learning** in the *[subject + phase]* in terms of:
  - selection, sequencing and organisation of
    - appropriate subject content matter
    - appropriate and effective teaching, learning and assessment activities
  - application and adaptation of curriculum in relation to the specific classroom context  
general classroom discipline and management

### Core content

- Personal teaching philosophy and social context in terms of Method of FET History.
- National school curriculum specifications regarding Method of FET History and social context implications
- Pedagogical Content Knowledge of Method of FET History that is inclusive:
  - **Planning and design** of effective teaching, learning, resources and assessment experiences and diversity

- **Presentation and facilitation** of effective teaching, learning and assessment experiences-practices
- **Reflection and reflexive on own learning and teaching, as well as the learners' learning**

**Assessment**

- 100% continuous assessment

**Pre-requisites for this module** (If any)

- None [Pass in Method Subject at undergraduate studies as stipulated in the requirements]

Module code	Module name	Credit Value
PMIFT40	Method of FET Information Technology	28

### Purpose

The purpose of this institution-based module is to enable students to organise systematic relevant and socially meaningful learning by facilitating effective humanising teaching, learning and assessment in Method of FET Information Technology by coherently integrating educational theory, subject discipline knowledge, teaching strategies and their self-identity towards the subject by framing the curriculum within the school context and at classroom level.

### Learning outcomes

At the end of this module, the student will be able to:

- Describe and demonstrate his/her personal teaching philosophy in terms of *[subject + phase]*.
- Demonstrate a sound understanding of national school curriculum specifications regarding *[subject + phase]* and social context
- Demonstrate the ability to make sound educational judgements in terms of interpretation, analysis, application and adaptation of curriculum specifications
- Demonstrate the ability to organise systematic and effective *[subject + phase]* teaching, learning and assessment in a particular educational context.
  - Demonstrate the ability to **plan and design** effective socially relevant meaningful teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective socially relevant meaningful teaching, learning and assessment activities
      - appropriate predesigned or own designed teaching/learning aids (traditional and digital media) for teaching and learning in a diversity of social context
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
  - Demonstrate the ability to **present and facilitate** effective teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective teaching, learning and assessment activities
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
- Demonstrate reflective and reflexive thinking on their **own learning as well as their learners' learning** in the *[subject + phase]* in terms of:
  - selection, sequencing and organisation of
    - appropriate subject content matter
    - appropriate and effective teaching, learning and assessment activities
  - application and adaptation of curriculum in relation to the specific classroom context general classroom discipline and management

### Core content

- Personal teaching philosophy and social context in terms of Method of FET Information Technology.
- National school curriculum specifications regarding Method of FET Information Technology and social context implications
- Pedagogical Content Knowledge of Method of FET Information Technology that is inclusive:

- **Planning and design** of effective teaching, learning, resources and assessment experiences and diversity
- **Presentation and facilitation** of effective teaching, learning and assessment experiences-practices
- **Reflection and reflexive on own learning and teaching, as well as the learners' learning**

**Assessment**

- 100% continuous assessment

**Pre-requisites for this module (If any)**

- None [Pass in Method Subject at undergraduate studies as stipulated in the requirements]

Module code	Module name	Credit Value
PMLOR40	Method of FET Life Orientation	28

### Purpose

The purpose of this institution-based module is to enable students to organise systematic relevant and socially meaningful learning by facilitating effective humanising teaching, learning and assessment in Method of FET Life Orientation by coherently integrating educational theory, subject discipline knowledge, teaching strategies and their self-identity towards the subject by framing the curriculum within the school context and at classroom level.

### Learning outcomes

At the end of this module, the student will be able to:

- Describe and demonstrate his/her personal teaching philosophy in terms of *[subject + phase]*.
- Demonstrate a sound understanding of national school curriculum specifications regarding *[subject + phase]* and social context
- Demonstrate the ability to make sound educational judgements in terms of interpretation, analysis, application and adaptation of curriculum specifications
- Demonstrate the ability to organise systematic and effective *[subject + phase]* teaching, learning and assessment in a particular educational context.
  - Demonstrate the ability to **plan and design** effective socially relevant meaningful teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective socially relevant meaningful teaching, learning and assessment activities
      - appropriate predesigned or own designed teaching/learning aids (traditional and digital media) for teaching and learning in a diversity of social context
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
  - Demonstrate the ability to **present and facilitate** effective teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective teaching, learning and assessment activities
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
- Demonstrate reflective and reflexive thinking on their **own learning as well as their learners' learning** in the *[subject + phase]* in terms of:
  - selection, sequencing and organisation of
    - appropriate subject content matter
    - appropriate and effective teaching, learning and assessment activities
  - application and adaptation of curriculum in relation to the specific classroom context general classroom discipline and management

### Core content

- Personal teaching philosophy and social context in terms of Method of FET Life Orientation.
- National school curriculum specifications regarding Method of FET Life Orientation and social context implications
- Pedagogical Content Knowledge of Method of FET Life Orientation that is inclusive:
  - **Planning and design** of effective teaching, learning, resources and assessment experiences and diversity



- **Presentation and facilitation** of effective teaching, learning and assessment experiences-practices
- **Reflection and reflexive on own learning and teaching, as well as the learners' learning**

**Assessment**

- 100% continuous assessment

**Pre-requisites for this module** (If any)

- None [Pass in Method Subject at undergraduate studies as stipulated in the requirements]

### Purpose

The purpose of this institution-based module is to enable students to organise systematic relevant and socially meaningful learning by facilitating effective humanising teaching, learning and assessment in Method of FET Life Sciences by coherently integrating educational theory, subject discipline knowledge, teaching strategies and their self-identity towards the subject by framing the curriculum within the school context and at classroom level.

### Learning outcomes

At the end of this module, the student will be able to:

- Describe and demonstrate his/her personal teaching philosophy in terms of [*subject + phase*].
- Demonstrate a sound understanding of national school curriculum specifications regarding [*subject + phase*] and social context
- Demonstrate the ability to make sound educational judgements in terms of interpretation, analysis, application and adaptation of curriculum specifications
- Demonstrate the ability to organise systematic and effective [*subject + phase*] teaching, learning and assessment in a particular educational context.
  - Demonstrate the ability to **plan and design** effective socially relevant meaningful teaching, learning and assessment experiences in the [*subject + phase*] classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective socially relevant meaningful teaching, learning and assessment activities
      - appropriate predesigned or own designed teaching/learning aids (traditional and digital media) for teaching and learning in a diversity of social context
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
  - Demonstrate the ability to **present and facilitate** effective teaching, learning and assessment experiences in the [*subject + phase*] classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective teaching, learning and assessment activities
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
- Demonstrate reflective and reflexive thinking on their **own learning as well as their learners' learning** in the [*subject + phase*] in terms of:
  - selection, sequencing and organisation of
    - appropriate subject content matter
    - appropriate and effective teaching, learning and assessment activities
  - application and adaptation of curriculum in relation to the specific classroom context
  - general classroom discipline and management

### Core content

- Personal teaching philosophy and social context in terms of Method of FET Life Sciences.
- National school curriculum specifications regarding Method of FET Life Sciences and social context implications
- Pedagogical Content Knowledge of Method of FET Life Sciences that is inclusive:
  - **Planning and design** of effective teaching, learning, resources and assessment experiences and diversity

- **Presentation and facilitation** of effective teaching, learning and assessment experiences-practices
- **Reflection and reflexive on own learning and teaching, as well as the learners' learning**

**Assessment**

- 100% continuous assessment

**Pre-requisites for this module** (If any)

- None [Pass in Method Subject at undergraduate studies as stipulated in the requirements]

Module code	Module name	Credit Value
PMMLT40	Method of FET Mathematical Literacy	28

### Purpose

The purpose of this institution-based module is to enable students to organise systematic relevant and socially meaningful learning by facilitating effective humanising teaching, learning and assessment in Method of FET Mathematical Literacy by coherently integrating educational theory, subject discipline knowledge, teaching strategies and their self-identity towards the subject by framing the curriculum within the school context and at classroom level.

### Learning outcomes

At the end of this module, the student will be able to:

- Describe and demonstrate his/her personal teaching philosophy in terms of *[subject + phase]*.
- Demonstrate a sound understanding of national school curriculum specifications regarding *[subject + phase]* and social context
- Demonstrate the ability to make sound educational judgements in terms of interpretation, analysis, application and adaptation of curriculum specifications
- Demonstrate the ability to organise systematic and effective *[subject + phase]* teaching, learning and assessment in a particular educational context.
  - Demonstrate the ability to **plan and design** effective socially relevant meaningful teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective socially relevant meaningful teaching, learning and assessment activities
      - appropriate predesigned or own designed teaching/learning aids (traditional and digital media) for teaching and learning in a diversity of social context
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
  - Demonstrate the ability to **present and facilitate** effective teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective teaching, learning and assessment activities
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
- Demonstrate reflective and reflexive thinking on their **own learning as well as their learners' learning** in the *[subject + phase]* in terms of:
  - selection, sequencing and organisation of
    - appropriate subject content matter
    - appropriate and effective teaching, learning and assessment activities
  - application and adaptation of curriculum in relation to the specific classroom context general classroom discipline and management

### Core content

- Personal teaching philosophy and social context in terms of Method of FET Mathematical Literacy.
- National school curriculum specifications regarding Method of FET Mathematical Literacy and social context implications
- Pedagogical Content Knowledge of Method of FET Mathematical Literacy that is inclusive:

- **Planning and design** of effective teaching, learning, resources and assessment experiences and diversity
- **Presentation and facilitation** of effective teaching, learning and assessment experiences-practices
- **Reflection and reflexive on own learning and teaching, as well as the learners' learning**

**Assessment**

- 100% continuous assessment

**Pre-requisites for this module (If any)**

- None [Pass in Method Subject at undergraduate studies as stipulated in the requirements]

Module code	Module name	Credit Value
PMMAT40	Method of FET Mathematics	28

### Purpose

The purpose of this institution-based module is to enable students to organise systematic relevant and socially meaningful learning by facilitating effective humanising teaching, learning and assessment in Method of FET Mathematics by coherently integrating educational theory, subject discipline knowledge, teaching strategies and their self-identity towards the subject by framing the curriculum within the school context and at classroom level.

### Learning outcomes

At the end of this module, the student will be able to:

- Describe and demonstrate his/her personal teaching philosophy in terms of *[subject + phase]*.
- Demonstrate a sound understanding of national school curriculum specifications regarding *[subject + phase]* and social context
- Demonstrate the ability to make sound educational judgements in terms of interpretation, analysis, application and adaptation of curriculum specifications
- Demonstrate the ability to organise systematic and effective *[subject + phase]* teaching, learning and assessment in a particular educational context.
  - Demonstrate the ability to **plan and design** effective socially relevant meaningful teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective socially relevant meaningful teaching, learning and assessment activities
      - appropriate predesigned or own designed teaching/learning aids (traditional and digital media) for teaching and learning in a diversity of social context
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
  - Demonstrate the ability to **present and facilitate** effective teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective teaching, learning and assessment activities
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
- Demonstrate reflective and reflexive thinking on their **own learning as well as their learners' learning** in the *[subject + phase]* in terms of:
  - selection, sequencing and organisation of
    - appropriate subject content matter
    - appropriate and effective teaching, learning and assessment activities
  - application and adaptation of curriculum in relation to the specific classroom context  
general classroom discipline and management

### Core content

- Personal teaching philosophy and social context in terms of Method of FET Mathematics.
- National school curriculum specifications regarding Method of FET Mathematics and social context implications
- Pedagogical Content Knowledge of Method of FET Mathematics that is inclusive:
  - **Planning and design** of effective teaching, learning, resources and assessment experiences and diversity

- **Presentation and facilitation** of effective teaching, learning and assessment experiences-practices
- **Reflection and reflexive on own learning and teaching, as well as the learners' learning**

**Assessment**

- 100% continuous assessment

**Pre-requisites for this module** (If any)

- None [Pass in Method Subject at undergraduate studies as stipulated in the requirements]

Module code	Module name	Credit Value
PMPHY40	Method of FET Physical Sciences	28

### Purpose

The purpose of this institution-based module is to enable students to organise systematic relevant and socially meaningful learning by facilitating effective humanising teaching, learning and assessment in Method of FET Physical Sciences by coherently integrating educational theory, subject discipline knowledge, teaching strategies and their self-identity towards the subject by framing the curriculum within the school context and at classroom level.

### Learning outcomes

At the end of this module, the student will be able to:

- Describe and demonstrate his/her personal teaching philosophy in terms of *[subject + phase]*.
- Demonstrate a sound understanding of national school curriculum specifications regarding *[subject + phase]* and social context
- Demonstrate the ability to make sound educational judgements in terms of interpretation, analysis, application and adaptation of curriculum specifications
- Demonstrate the ability to organise systematic and effective *[subject + phase]* teaching, learning and assessment in a particular educational context.
  - Demonstrate the ability to **plan and design** effective socially relevant meaningful teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective socially relevant meaningful teaching, learning and assessment activities
      - appropriate pre-designed or own designed teaching/learning aids (traditional and digital media) for teaching and learning in a diversity of social context
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
  - Demonstrate the ability to **present and facilitate** effective teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective teaching, learning and assessment activities
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
- Demonstrate reflective and reflexive thinking on their **own learning as well as their learners' learning** in the *[subject + phase]* in terms of:
  - selection, sequencing and organisation of
    - appropriate subject content matter
    - appropriate and effective teaching, learning and assessment activities
  - application and adaptation of curriculum in relation to the specific classroom context  
general classroom discipline and management

### Core content

- Personal teaching philosophy and social context in terms of Method of FET Physical Sciences.
- National school curriculum specifications regarding Method of FET Physical Sciences and social context implications
- Pedagogical Content Knowledge of Method of FET Physical Sciences that is inclusive:
  - **Planning and design** of effective teaching, learning, resources and assessment experiences and diversity



- **Presentation and facilitation** of effective teaching, learning and assessment experiences-practices
- **Reflection and reflexive on own learning and teaching, as well as the learners' learning**

**Assessment**

- 100% continuous assessment

**Pre-requisites for this module** (If any)

- None [Pass in Method Subject at undergraduate studies as stipulated in the requirements]

### Purpose

The purpose of this institution-based module is to enable students to organise systematic relevant and socially meaningful learning by facilitating effective humanising teaching, learning and assessment in Method of FET Tourism by coherently integrating educational theory, subject discipline knowledge, teaching strategies and their self-identity towards the subject by framing the curriculum within the school context and at classroom level.

### Learning outcomes

At the end of this module, the student will be able to:

- Describe and demonstrate his/her personal teaching philosophy in terms of [*subject + phase*].
- Demonstrate a sound understanding of national school curriculum specifications regarding [*subject + phase*] and social context
- Demonstrate the ability to make sound educational judgements in terms of interpretation, analysis, application and adaptation of curriculum specifications
- Demonstrate the ability to organise systematic and effective [*subject + phase*] teaching, learning and assessment in a particular educational context.
  - Demonstrate the ability to **plan and design** effective socially relevant meaningful teaching, learning and assessment experiences in the [*subject + phase*] classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective socially relevant meaningful teaching, learning and assessment activities
      - appropriate predesigned or own designed teaching/learning aids (traditional and digital media) for teaching and learning in a diversity of social context
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
  - Demonstrate the ability to **present and facilitate** effective teaching, learning and assessment experiences in the [*subject + phase*] classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective teaching, learning and assessment activities
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
- Demonstrate reflective and reflexive thinking on their **own learning as well as their learners' learning** in the [*subject + phase*] in terms of:
  - selection, sequencing and organisation of
    - appropriate subject content matter
    - appropriate and effective teaching, learning and assessment activities
  - application and adaptation of curriculum in relation to the specific classroom context general classroom discipline and management

### Core content

- Personal teaching philosophy and social context in terms of Method of FET Tourism.
- National school curriculum specifications regarding Method of FET Tourism and social context implications
- Pedagogical Content Knowledge of Method of FET Tourism that is inclusive:
  - **Planning and design** of effective teaching, learning, resources and assessment experiences and diversity

- **Presentation and facilitation** of effective teaching, learning and assessment experiences-practices
- **Reflection and reflexive on own learning and teaching, as well as the learners' learning**

**Assessment**

- 100% continuous assessment

**Pre-requisites for this module** (If any)

- None [Pass in Method Subject at undergraduate studies as stipulated in the requirements]

Module code	Module name	Credit Value
PMVAR40	Method of FET Visual Arts	28

### Purpose

The purpose of this institution-based module is to enable students to organise systematic relevant and socially meaningful learning by facilitating effective humanising teaching, learning and assessment in Method of FET Visual Arts by coherently integrating educational theory, subject discipline knowledge, teaching strategies and their self-identity towards the subject by framing the curriculum within the school context and at classroom level.

### Learning outcomes

At the end of this module, the student will be able to:

- Describe and demonstrate his/her personal teaching philosophy in terms of [*subject + phase*].
- Demonstrate a sound understanding of national school curriculum specifications regarding [*subject + phase*] and social context
- Demonstrate the ability to make sound educational judgements in terms of interpretation, analysis, application and adaptation of curriculum specifications
- Demonstrate the ability to organise systematic and effective [*subject + phase*] teaching, learning and assessment in a particular educational context.
  - Demonstrate the ability to **plan and design** effective socially relevant meaningful teaching, learning and assessment experiences in the [*subject + phase*] classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective socially relevant meaningful teaching, learning and assessment activities
      - appropriate predesigned or own designed teaching/learning aids (traditional and digital media) for teaching and learning in a diversity of social context
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
  - Demonstrate the ability to **present and facilitate** effective teaching, learning and assessment experiences in the [*subject + phase*] classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective teaching, learning and assessment activities
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
- Demonstrate reflective and reflexive thinking on their **own learning as well as their learners' learning** in the [*subject + phase*] in terms of:
  - selection, sequencing and organisation of
    - appropriate subject content matter
    - appropriate and effective teaching, learning and assessment activities
  - application and adaptation of curriculum in relation to the specific classroom context general classroom discipline and management

### Core content

- Personal teaching philosophy and social context in terms of Method of FET Visual Arts.
- National school curriculum specifications regarding Method of FET Visual Arts and social context implications
- Pedagogical Content Knowledge of Method of FET Visual Arts that is inclusive:
  - **Planning and design** of effective teaching, learning, resources and assessment experiences and diversity

- **Presentation and facilitation** of effective teaching, learning and assessment experiences-practices
- **Reflection and reflexive on own learning and teaching, as well as the learners' learning**

**Assessment**

- 100% continuous assessment

**Pre-requisites for this module** (If any)

- None [Pass in Method Subject at undergraduate studies as stipulated in the requirements]

Module code	Module name	Credit Value
PMXHH40	Method of FET isiXhosa Home Language	28

### Purpose

The purpose of this institution-based module is to enable students to organise systematic relevant and socially meaningful learning by facilitating effective humanising teaching, learning and assessment in Method of FET isiXhosa Home Language by coherently integrating educational theory, subject discipline knowledge, teaching strategies and their self-identity towards the subject by framing the curriculum within the school context and at classroom level.

### Learning outcomes

At the end of this module, the student will be able to:

- Describe and demonstrate his/her personal teaching philosophy in terms of *[subject + phase]*.
- Demonstrate a sound understanding of national school curriculum specifications regarding *[subject + phase]* and social context
- Demonstrate the ability to make sound educational judgements in terms of interpretation, analysis, application and adaptation of curriculum specifications
- Demonstrate the ability to organise systematic and effective *[subject + phase]* teaching, learning and assessment in a particular educational context.
  - Demonstrate the ability to **plan and design** effective socially relevant meaningful teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective socially relevant meaningful teaching, learning and assessment activities
      - appropriate predesigned or own designed teaching/learning aids (traditional and digital media) for teaching and learning in a diversity of social context
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
  - Demonstrate the ability to **present and facilitate** effective teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective teaching, learning and assessment activities
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
- Demonstrate reflective and reflexive thinking on their **own learning as well as their learners' learning** in the *[subject + phase]* in terms of:
  - selection, sequencing and organisation of
    - appropriate subject content matter
    - appropriate and effective teaching, learning and assessment activities
  - application and adaptation of curriculum in relation to the specific classroom context general classroom discipline and management

### Core content

- Personal teaching philosophy and social context in terms of Method of FET isiXhosa Home Language.
- National school curriculum specifications regarding Method of FET isiXhosa Home Language and social context implications
- Pedagogical Content Knowledge of Method of FET isiXhosa Home Language that is inclusive:

- **Planning and design** of effective teaching, learning, resources and assessment experiences and diversity
- **Presentation and facilitation** of effective teaching, learning and assessment experiences-practices
- **Reflection and reflexive on own learning and teaching, as well as the learners' learning**

**Assessment**

- 100% continuous assessment

**Pre-requisites for this module (If any)**

- None [Pass in Method Subject at undergraduate studies as stipulated in the requirements]

Module code	Module name	Credit Value
PMXHF40	Method of FET isiXhosa First Additional Language	28

### Purpose

The purpose of this institution-based module is to enable students to organise systematic relevant and socially meaningful learning by facilitating effective humanising teaching, learning and assessment in Method of FET isiXhosa First Additional Language by coherently integrating educational theory, subject discipline knowledge, teaching strategies and their self-identity towards the subject by framing the curriculum within the school context and at classroom level.

### Learning outcomes

At the end of this module, the student will be able to:

- Describe and demonstrate his/her personal teaching philosophy in terms of *[subject + phase]*.
- Demonstrate a sound understanding of national school curriculum specifications regarding *[subject + phase]* and social context
- Demonstrate the ability to make sound educational judgements in terms of interpretation, analysis, application and adaptation of curriculum specifications
- Demonstrate the ability to organise systematic and effective *[subject + phase]* teaching, learning and assessment in a particular educational context.
  - Demonstrate the ability to **plan and design** effective socially relevant meaningful teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective socially relevant meaningful teaching, learning and assessment activities
      - appropriate predesigned or own designed teaching/learning aids (traditional and digital media) for teaching and learning in a diversity of social context
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
  - Demonstrate the ability to **present and facilitate** effective teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective teaching, learning and assessment activities
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
- Demonstrate reflective and reflexive thinking on their **own learning as well as their learners' learning** in the *[subject + phase]* in terms of:
  - selection, sequencing and organisation of
    - appropriate subject content matter
    - appropriate and effective teaching, learning and assessment activities
  - application and adaptation of curriculum in relation to the specific classroom context general classroom discipline and management

### Core content

- Personal teaching philosophy and social context in terms of Method of FET isiXhosa First Additional Language.
- National school curriculum specifications regarding Method of FET isiXhosa First Additional Language and social context implications
- Pedagogical Content Knowledge of Method of FET isiXhosa First Additional Language that is inclusive:



- **Planning and design** of effective teaching, learning, resources and assessment experiences and diversity
- **Presentation and facilitation** of effective teaching, learning and assessment experiences-practices
- **Reflection and reflexive on own learning and teaching, as well as the learners' learning**

**Assessment**

- 100% continuous assessment

**Pre-requisites for this module (If any)**

- None [Pass in Method Subject at undergraduate studies as stipulated in the requirements]

**Module code**  
PMCAS40

**Module name**  
Method of SP Creative Arts

**Credit Value**  
28

### **Purpose**

The purpose of this institution-based module is to enable students to organise systematic relevant and socially meaningful learning by facilitating effective humanising teaching, learning and assessment in Method of SP Creative Arts by coherently integrating educational theory, subject discipline knowledge, teaching strategies and their self-identity towards the subject by framing the curriculum within the school context and at classroom level.

### **Learning outcomes**

At the end of this module, the student will be able to:

- Describe and demonstrate his/her personal teaching philosophy in terms of [*subject + phase*].
- Demonstrate a sound understanding of national school curriculum specifications regarding [*subject + phase*] and social context
- Demonstrate the ability to make sound educational judgements in terms of interpretation, analysis, application and adaptation of curriculum specifications
- Demonstrate the ability to organise systematic and effective [*subject + phase*] teaching, learning and assessment in a particular educational context.
  - Demonstrate the ability to **plan and design** effective socially relevant meaningful teaching, learning and assessment experiences in the [*subject + phase*] classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective socially relevant meaningful teaching, learning and assessment activities
      - appropriate predesigned or own designed teaching/learning aids (traditional and digital media) for teaching and learning in a diversity of social context
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
  - Demonstrate the ability to **present and facilitate** effective teaching, learning and assessment experiences in the [*subject + phase*] classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective teaching, learning and assessment activities
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
- Demonstrate reflective and reflexive thinking on their **own learning as well as their learners' learning** in the [*subject + phase*] in terms of:
  - selection, sequencing and organisation of
    - appropriate subject content matter
    - appropriate and effective teaching, learning and assessment activities
  - application and adaptation of curriculum in relation to the specific classroom context
  - general classroom discipline and management

### **Core content**

- Personal teaching philosophy and social context in terms of Method of SP Creative Arts.
- National school curriculum specifications regarding Method of SP Creative Arts and social context implications
- Pedagogical Content Knowledge of Method of SP Creative Arts that is inclusive:
  - **Planning and design** of effective teaching, learning, resources and assessment experiences and diversity

- **Presentation and facilitation** of effective teaching, learning and assessment experiences-practices
- **Reflection and reflexive on own learning and teaching, as well as the learners' learning**

**Assessment**

- 100% continuous assessment

**Pre-requisites for this module** (If any)

- None [Pass in Method Subject at undergraduate studies as stipulated in the requirements]

Module code	Module name	Credit Value
PMEMS40	Method of SP Economic and Management Sciences	28

### Purpose

The purpose of this institution-based module is to enable students to organise systematic relevant and socially meaningful learning by facilitating effective humanising teaching, learning and assessment in Method of SP Economic and Management Sciences by coherently integrating educational theory, subject discipline knowledge, teaching strategies and their self-identity towards the subject by framing the curriculum within the school context and at classroom level.

### Learning outcomes

At the end of this module, the student will be able to:

- Describe and demonstrate his/her personal teaching philosophy in terms of [*subject + phase*].
- Demonstrate a sound understanding of national school curriculum specifications regarding [*subject + phase*] and social context
- Demonstrate the ability to make sound educational judgements in terms of interpretation, analysis, application and adaptation of curriculum specifications
- Demonstrate the ability to organise systematic and effective [*subject + phase*] teaching, learning and assessment in a particular educational context.
  - Demonstrate the ability to **plan and design** effective socially relevant meaningful teaching, learning and assessment experiences in the [*subject + phase*] classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective socially relevant meaningful teaching, learning and assessment activities
      - appropriate predesigned or own designed teaching/learning aids (traditional and digital media) for teaching and learning in a diversity of social context
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
  - Demonstrate the ability to **present and facilitate** effective teaching, learning and assessment experiences in the [*subject + phase*] classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective teaching, learning and assessment activities
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
- Demonstrate reflective and reflexive thinking on their **own learning as well as their learners' learning** in the [*subject + phase*] in terms of:
  - selection, sequencing and organisation of
    - appropriate subject content matter
    - appropriate and effective teaching, learning and assessment activities
  - application and adaptation of curriculum in relation to the specific classroom context  
general classroom discipline and management

### Core content

- Personal teaching philosophy and social context in terms of Method of SP Economic and Management Sciences.
- National school curriculum specifications regarding Method of SP Economic and Management Sciences and social context implications

- Pedagogical Content Knowledge of Method of SP Economic and Management Sciences that is inclusive:
  - **Planning and design** of effective teaching, learning, resources and assessment experiences and diversity
  - **Presentation and facilitation** of effective teaching, learning and assessment experiences-practices
  - **Reflection and reflexive on own learning and teaching, as well as the learners' learning**

**Assessment**

- 100% continuous assessment

**Pre-requisites for this module** (If any)

- None [Pass in Method Subject at undergraduate studies as stipulated in the requirements]

Module code	Module name	Credit Value
PMAHS40	Method of SP Afrikaans Home Language	28

### Purpose

The purpose of this institution-based module is to enable students to organise systematic relevant and socially meaningful learning by facilitating effective humanising teaching, learning and assessment in Method of SP Afrikaans Home Language by coherently integrating educational theory, subject discipline knowledge, teaching strategies and their self-identity towards the subject by framing the curriculum within the school context and at classroom level.

### Learning outcomes

At the end of this module, the student will be able to:

- Describe and demonstrate his/her personal teaching philosophy in terms of *[subject + phase]*.
- Demonstrate a sound understanding of national school curriculum specifications regarding *[subject + phase]* and social context
- Demonstrate the ability to make sound educational judgements in terms of interpretation, analysis, application and adaptation of curriculum specifications
- Demonstrate the ability to organise systematic and effective *[subject + phase]* teaching, learning and assessment in a particular educational context.
  - Demonstrate the ability to **plan and design** effective socially relevant meaningful teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective socially relevant meaningful teaching, learning and assessment activities
      - appropriate predesigned or own designed teaching/learning aids (traditional and digital media) for teaching and learning in a diversity of social context
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
  - Demonstrate the ability to **present and facilitate** effective teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective teaching, learning and assessment activities
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
- Demonstrate reflective and reflexive thinking on their **own learning as well as their learners' learning** in the *[subject + phase]* in terms of:
  - selection, sequencing and organisation of
    - appropriate subject content matter
    - appropriate and effective teaching, learning and assessment activities
  - application and adaptation of curriculum in relation to the specific classroom context general classroom discipline and management

### Core content

- Personal teaching philosophy and social context in terms of Method of SP Afrikaans Home Language.
- National school curriculum specifications regarding Method of SP Afrikaans Home Language and social context implications
- Pedagogical Content Knowledge of Method of SP Afrikaans Home Language that is inclusive:

- **Planning and design** of effective teaching, learning, resources and assessment experiences and diversity
- **Presentation and facilitation** of effective teaching, learning and assessment experiences-practices
- **Reflection and reflexive on own learning and teaching, as well as the learners' learning**

**Assessment**

- 100% continuous assessment

**Pre-requisites for this module (If any)**

- None [Pass in Method Subject at undergraduate studies as stipulated in the requirements]

**Module code**

PMAFS40

**Module name**Method of SP Afrikaans First  
Additional Language**Credit Value**

28

**Purpose**

The purpose of this institution-based module is to enable students to organise systematic relevant and socially meaningful learning by facilitating effective humanising teaching, learning and assessment in Method of SP Afrikaans First Additional Language by coherently integrating educational theory, subject discipline knowledge, teaching strategies and their self-identity towards the subject by framing the curriculum within the school context and at classroom level.

**Learning outcomes**

At the end of this module, the student will be able to:

- Describe and demonstrate his/her personal teaching philosophy in terms of *[subject + phase]*.
- Demonstrate a sound understanding of national school curriculum specifications regarding *[subject + phase]* and social context
- Demonstrate the ability to make sound educational judgements in terms of interpretation, analysis, application and adaptation of curriculum specifications
- Demonstrate the ability to organise systematic and effective *[subject + phase]* teaching, learning and assessment in a particular educational context.
  - Demonstrate the ability to **plan and design** effective socially relevant meaningful teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective socially relevant meaningful teaching, learning and assessment activities
      - appropriate predesigned or own designed teaching/learning aids (traditional and digital media) for teaching and learning in a diversity of social context
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
  - Demonstrate the ability to **present and facilitate** effective teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective teaching, learning and assessment activities
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
- Demonstrate reflective and reflexive thinking on their **own learning as well as their learners' learning** in the *[subject + phase]* in terms of:
  - selection, sequencing and organisation of
    - appropriate subject content matter
    - appropriate and effective teaching, learning and assessment activities
  - application and adaptation of curriculum in relation to the specific classroom context  
general classroom discipline and management

**Core content**

- Personal teaching philosophy and social context in terms of Method of SP Afrikaans First Additional Language.
- National school curriculum specifications regarding Method of SP Afrikaans First Additional Language and social context implications
- Pedagogical Content Knowledge of Method of SP Afrikaans First Additional Language that is inclusive:



- **Planning and design** of effective teaching, learning, resources and assessment experiences and diversity
- **Presentation and facilitation** of effective teaching, learning and assessment experiences-practices
- **Reflection and reflexive on own learning and teaching, as well as the learners' learning**

**Assessment**

- 100% continuous assessment

**Pre-requisites for this module (If any)**

- None [Pass in Method Subject at undergraduate studies as stipulated in the requirements]

Module code	Module name	Credit Value
PMEHS40	Method of SP English Home Language	28

### Purpose

The purpose of this institution-based module is to enable students to organise systematic relevant and socially meaningful learning by facilitating effective humanising teaching, learning and assessment in Method of SP English Home Language by coherently integrating educational theory, subject discipline knowledge, teaching strategies and their self-identity towards the subject by framing the curriculum within the school context and at classroom level.

### Learning outcomes

At the end of this module, the student will be able to:

- Describe and demonstrate his/her personal teaching philosophy in terms of [*subject + phase*].
- Demonstrate a sound understanding of national school curriculum specifications regarding [*subject + phase*] and social context
- Demonstrate the ability to make sound educational judgements in terms of interpretation, analysis, application and adaptation of curriculum specifications
- Demonstrate the ability to organise systematic and effective [*subject + phase*] teaching, learning and assessment in a particular educational context.
  - Demonstrate the ability to **plan and design** effective socially relevant meaningful teaching, learning and assessment experiences in the [*subject + phase*] classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective socially relevant meaningful teaching, learning and assessment activities
      - appropriate predesigned or own designed teaching/learning aids (traditional and digital media) for teaching and learning in a diversity of social context
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
  - Demonstrate the ability to **present and facilitate** effective teaching, learning and assessment experiences in the [*subject + phase*] classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective teaching, learning and assessment activities
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
- Demonstrate reflective and reflexive thinking on their **own learning as well as their learners' learning** in the [*subject + phase*] in terms of:
  - selection, sequencing and organisation of
    - appropriate subject content matter
    - appropriate and effective teaching, learning and assessment activities
  - application and adaptation of curriculum in relation to the specific classroom context
  - general classroom discipline and management

### Core content

- Personal teaching philosophy and social context in terms of Method of SP English Home Language.
- National school curriculum specifications regarding Method of SP English Home Language and social context implications
- Pedagogical Content Knowledge of Method of SP English Home Language that is inclusive:

- **Planning and design** of effective teaching, learning, resources and assessment experiences and diversity
- **Presentation and facilitation** of effective teaching, learning and assessment experiences-practices
- **Reflection and reflexive on own learning and teaching, as well as the learners' learning**

**Assessment**

- 100% continuous assessment

**Pre-requisites for this module (If any)**

- None [Pass in Method Subject at undergraduate studies as stipulated in the requirements]

Module code	Module name	Credit Value
PMEFS40	Method of SP English First Additional Language	28

### Purpose

The purpose of this institution-based module is to enable students to organise systematic relevant and socially meaningful learning by facilitating effective humanising teaching, learning and assessment in Method of SP English First Additional Language by coherently integrating educational theory, subject discipline knowledge, teaching strategies and their self-identity towards the subject by framing the curriculum within the school context and at classroom level.

### Learning outcomes

At the end of this module, the student will be able to:

- Describe and demonstrate his/her personal teaching philosophy in terms of *[subject + phase]*.
- Demonstrate a sound understanding of national school curriculum specifications regarding *[subject + phase]* and social context
- Demonstrate the ability to make sound educational judgements in terms of interpretation, analysis, application and adaptation of curriculum specifications
- Demonstrate the ability to organise systematic and effective *[subject + phase]* teaching, learning and assessment in a particular educational context.
  - Demonstrate the ability to **plan and design** effective socially relevant meaningful teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective socially relevant meaningful teaching, learning and assessment activities
      - appropriate predesigned or own designed teaching/learning aids (traditional and digital media) for teaching and learning in a diversity of social context
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
  - Demonstrate the ability to **present and facilitate** effective teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective teaching, learning and assessment activities
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
- Demonstrate reflective and reflexive thinking on their **own learning as well as their learners' learning** in the *[subject + phase]* in terms of:
  - selection, sequencing and organisation of
    - appropriate subject content matter
    - appropriate and effective teaching, learning and assessment activities
  - application and adaptation of curriculum in relation to the specific classroom context general classroom discipline and management

### Core content

- Personal teaching philosophy and social context in terms of Method of SP English First Additional Language.
- National school curriculum specifications regarding Method of SP English First Additional Language and social context implications
- Pedagogical Content Knowledge of Method of SP English First Additional Language that is inclusive:

- **Planning and design** of effective teaching, learning, resources and assessment experiences and diversity
- **Presentation and facilitation** of effective teaching, learning and assessment experiences-practices
- **Reflection and reflexive on own learning and teaching, as well as the learners' learning**

**Assessment**

- 100% continuous assessment

**Pre-requisites for this module (If any)**

- None [Pass in Method Subject at undergraduate studies as stipulated in the requirements]

Module code	Module name	Credit Value
PMXHS40	Method of SP isiXhosa Home Language	28

### Purpose

The purpose of this institution-based module is to enable students to organise systematic relevant and socially meaningful learning by facilitating effective humanising teaching, learning and assessment in Method of SP isiXhosa Home Language by coherently integrating educational theory, subject discipline knowledge, teaching strategies and their self-identity towards the subject by framing the curriculum within the school context and at classroom level.

### Learning outcomes

At the end of this module, the student will be able to:

- Describe and demonstrate his/her personal teaching philosophy in terms of *[subject + phase]*.
- Demonstrate a sound understanding of national school curriculum specifications regarding *[subject + phase]* and social context
- Demonstrate the ability to make sound educational judgements in terms of interpretation, analysis, application and adaptation of curriculum specifications
- Demonstrate the ability to organise systematic and effective *[subject + phase]* teaching, learning and assessment in a particular educational context.
  - Demonstrate the ability to **plan and design** effective socially relevant meaningful teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective socially relevant meaningful teaching, learning and assessment activities
      - appropriate predesigned or own designed teaching/learning aids (traditional and digital media) for teaching and learning in a diversity of social context
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
  - Demonstrate the ability to **present and facilitate** effective teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective teaching, learning and assessment activities
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
- Demonstrate reflective and reflexive thinking on their **own learning as well as their learners' learning** in the *[subject + phase]* in terms of:
  - selection, sequencing and organisation of
    - appropriate subject content matter
    - appropriate and effective teaching, learning and assessment activities
  - application and adaptation of curriculum in relation to the specific classroom context general classroom discipline and management

### Core content

- Personal teaching philosophy and social context in terms of Method of SP isiXhosa Home Language.
- National school curriculum specifications regarding Method of SP isiXhosa Home Language and social context implications
- Pedagogical Content Knowledge of Method of SP isiXhosa Home Language that is inclusive:

- **Planning and design** of effective teaching, learning, resources and assessment experiences and diversity
- **Presentation and facilitation** of effective teaching, learning and assessment experiences-practices
- **Reflection and reflexive on own learning and teaching, as well as the learners' learning**

**Assessment**

- 100% continuous assessment

**Pre-requisites for this module (If any)**

- None [Pass in Method Subject at undergraduate studies as stipulated in the requirements]

Module code	Module name	Credit Value
PMXFS40	Method of SP isiXhosa First Additional Language	28

### Purpose

The purpose of this institution-based module is to enable students to organise systematic relevant and socially meaningful learning by facilitating effective humanising teaching, learning and assessment in Method of SP isiXhosa First Additional Language by coherently integrating educational theory, subject discipline knowledge, teaching strategies and their self-identity towards the subject by framing the curriculum within the school context and at classroom level.

### Learning outcomes

At the end of this module, the student will be able to:

- Describe and demonstrate his/her personal teaching philosophy in terms of *[subject + phase]*.
- Demonstrate a sound understanding of national school curriculum specifications regarding *[subject + phase]* and social context
- Demonstrate the ability to make sound educational judgements in terms of interpretation, analysis, application and adaptation of curriculum specifications
- Demonstrate the ability to organise systematic and effective *[subject + phase]* teaching, learning and assessment in a particular educational context.
  - Demonstrate the ability to **plan and design** effective socially relevant meaningful teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective socially relevant meaningful teaching, learning and assessment activities
      - appropriate predesigned or own designed teaching/learning aids (traditional and digital media) for teaching and learning in a diversity of social context
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
  - Demonstrate the ability to **present and facilitate** effective teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective teaching, learning and assessment activities
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
- Demonstrate reflective and reflexive thinking on their **own learning as well as their learners' learning** in the *[subject + phase]* in terms of:
  - selection, sequencing and organisation of
    - appropriate subject content matter
    - appropriate and effective teaching, learning and assessment activities
  - application and adaptation of curriculum in relation to the specific classroom context general classroom discipline and management

### Core content

- Personal teaching philosophy and social context in terms of Method of SP isiXhosa First Additional Language.
- National school curriculum specifications regarding Method of SP isiXhosa First Additional Language and social context implications
- Pedagogical Content Knowledge of Method of SP isiXhosa First Additional Language that is inclusive:



- **Planning and design** of effective teaching, learning, resources and assessment experiences and diversity
- **Presentation and facilitation** of effective teaching, learning and assessment experiences-practices
- **Reflection and reflexive on own learning and teaching, as well as the learners' learning**

**Assessment**

- 100% continuous assessment

**Pre-requisites for this module (If any)**

- None [Pass in Method Subject at undergraduate studies as stipulated in the requirements]

Module code	Module name	Credit Value
PMLOS40	Method of SP Life Orientation	28

### Purpose

The purpose of this institution-based module is to enable students to organise systematic relevant and socially meaningful learning by facilitating effective humanising teaching, learning and assessment in Method of GET SP Life Orientation by coherently integrating educational theory, subject discipline knowledge, teaching strategies and their self-identity towards the subject by framing the curriculum within the school context and at classroom level.

### Learning outcomes

At the end of this module, the student will be able to:

- Describe and demonstrate his/her personal teaching philosophy in terms of *[subject + phase]*.
- Demonstrate a sound understanding of national school curriculum specifications regarding *[subject + phase]* and social context
- Demonstrate the ability to make sound educational judgements in terms of interpretation, analysis, application and adaptation of curriculum specifications
- Demonstrate the ability to organise systematic and effective *[subject + phase]* teaching, learning and assessment in a particular educational context.
  - Demonstrate the ability to **plan and design** effective socially relevant meaningful teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective socially relevant meaningful teaching, learning and assessment activities
      - appropriate pre-designed or own designed teaching/learning aids (traditional and digital media) for teaching and learning in a diversity of social context
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
  - Demonstrate the ability to **present and facilitate** effective teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective teaching, learning and assessment activities
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
- Demonstrate reflective and reflexive thinking on their **own learning as well as their learners' learning** in the *[subject + phase]* in terms of:
  - selection, sequencing and organisation of
    - appropriate subject content matter
    - appropriate and effective teaching, learning and assessment activities
  - application and adaptation of curriculum in relation to the specific classroom context  
general classroom discipline and management

### Core content

- Personal teaching philosophy and social context in terms of Method of SP Life Orientation.
- National school curriculum specifications regarding Method of SP Life Orientation and social context implications
- Pedagogical Content Knowledge of Method of SP Life Orientation that is inclusive:
  - **Planning and design** of effective teaching, learning, resources and assessment experiences and diversity

- **Presentation and facilitation** of effective teaching, learning and assessment experiences-practices
- **Reflection and reflexive on own learning and teaching, as well as the learners' learning**

**Assessment**

- 100% continuous assessment

**Pre-requisites for this module** (If any)

- None [Pass in Method Subject at undergraduate studies as stipulated in the requirements]

Module code	Module name	Credit Value
PMMAS40	Method of SP Mathematics	28

### Purpose

The purpose of this institution-based module is to enable students to organise systematic relevant and socially meaningful learning by facilitating effective humanising teaching, learning and assessment in Method of GET SP Mathematics by coherently integrating educational theory, subject discipline knowledge, teaching strategies and their self-identity towards the subject by framing the curriculum within the school context and at classroom level.

### Learning outcomes

At the end of this module, the student will be able to:

- Describe and demonstrate his/her personal teaching philosophy in terms of *[subject + phase]*.
- Demonstrate a sound understanding of national school curriculum specifications regarding *[subject + phase]* and social context
- Demonstrate the ability to make sound educational judgements in terms of interpretation, analysis, application and adaptation of curriculum specifications
- Demonstrate the ability to organise systematic and effective *[subject + phase]* teaching, learning and assessment in a particular educational context.
  - Demonstrate the ability to **plan and design** effective socially relevant meaningful teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective socially relevant meaningful teaching, learning and assessment activities
      - appropriate pre-designed or own designed teaching/learning aids (traditional and digital media) for teaching and learning in a diversity of social context
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
  - Demonstrate the ability to **present and facilitate** effective teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective teaching, learning and assessment activities
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
- Demonstrate reflective and reflexive thinking on their **own learning as well as their learners' learning** in the *[subject + phase]* in terms of:
  - selection, sequencing and organisation of
    - appropriate subject content matter
    - appropriate and effective teaching, learning and assessment activities
  - application and adaptation of curriculum in relation to the specific classroom context  
general classroom discipline and management

### Core content

- Personal teaching philosophy and social context in terms of Method of SP Mathematics.
- National school curriculum specifications regarding Method of SP Mathematics and social context implications
- Pedagogical Content Knowledge of Method of SP Mathematics that is inclusive:
  - **Planning and design** of effective teaching, learning, resources and assessment experiences and diversity

- **Presentation and facilitation** of effective teaching, learning and assessment experiences-practices
- **Reflection and reflexive on own learning and teaching, as well as the learners' learning**

**Assessment**

- 100% continuous assessment

**Pre-requisites for this module** (If any)

- None [Pass in Method Subject at undergraduate studies as stipulated in the requirements]

Module code	Module name	Credit Value
PMNSS40	Method of SP Natural Sciences	28

### Purpose

The purpose of this institution-based module is to enable students to organise systematic relevant and socially meaningful learning by facilitating effective humanising teaching, learning and assessment in Method of SP Natural Sciences by coherently integrating educational theory, subject discipline knowledge, teaching strategies and their self-identity towards the subject by framing the curriculum within the school context and at classroom level.

### Learning outcomes

At the end of this module, the student will be able to:

- Describe and demonstrate his/her personal teaching philosophy in terms of *[subject + phase]*.
- Demonstrate a sound understanding of national school curriculum specifications regarding *[subject + phase]* and social context
- Demonstrate the ability to make sound educational judgements in terms of interpretation, analysis, application and adaptation of curriculum specifications
- Demonstrate the ability to organise systematic and effective *[subject + phase]* teaching, learning and assessment in a particular educational context.
  - Demonstrate the ability to **plan and design** effective socially relevant meaningful teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective socially relevant meaningful teaching, learning and assessment activities
      - appropriate predesigned or own designed teaching/learning aids (traditional and digital media) for teaching and learning in a diversity of social context
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
  - Demonstrate the ability to **present and facilitate** effective teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective teaching, learning and assessment activities
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
- Demonstrate reflective and reflexive thinking on their **own learning as well as their learners' learning** in the *[subject + phase]* in terms of:
  - selection, sequencing and organisation of
    - appropriate subject content matter
    - appropriate and effective teaching, learning and assessment activities
  - application and adaptation of curriculum in relation to the specific classroom context general classroom discipline and management

### Core content

- Personal teaching philosophy and social context in terms of Method of SP Natural Sciences.
- National school curriculum specifications regarding Method of SP Natural Sciences and social context implications
- Pedagogical Content Knowledge of Method of SP Natural Sciences that is inclusive:
  - **Planning and design** of effective teaching, learning, resources and assessment experiences and diversity

- **Presentation and facilitation** of effective teaching, learning and assessment experiences-practices
- **Reflection and reflexive on own learning and teaching, as well as the learners' learning**

**Assessment**

- 100% continuous assessment

**Pre-requisites for this module** (If any)

- None [Pass in Method Subject at undergraduate studies as stipulated in the requirements]

**Module code**

PMSSS40

**Module name**

Method of SP Social Studies

**Credit Value**

28

**Purpose**

The purpose of this institution-based module is to enable students to organise systematic relevant and socially meaningful learning by facilitating effective humanising teaching, learning and assessment in Method of SP Social Studies by coherently integrating educational theory, subject discipline knowledge, teaching strategies and their self-identity towards the subject by framing the curriculum within the school context and at classroom level.

**Learning outcomes**

At the end of this module, the student will be able to:

- Describe and demonstrate his/her personal teaching philosophy in terms of *[subject + phase]*.
- Demonstrate a sound understanding of national school curriculum specifications regarding *[subject + phase]* and social context
- Demonstrate the ability to make sound educational judgements in terms of interpretation, analysis, application and adaptation of curriculum specifications
- Demonstrate the ability to organise systematic and effective *[subject + phase]* teaching, learning and assessment in a particular educational context.
  - Demonstrate the ability to **plan and design** effective socially relevant meaningful teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective socially relevant meaningful teaching, learning and assessment activities
      - appropriate predesigned or own designed teaching/learning aids (traditional and digital media) for teaching and learning in a diversity of social context
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
  - Demonstrate the ability to **present and facilitate** effective teaching, learning and assessment experiences in the *[subject + phase]* classroom in terms of:
    - selection, sequencing and organisation of
      - appropriate subject content matter
      - appropriate and effective teaching, learning and assessment activities
    - application and adaptation of curriculum in relation to the specific classroom context
    - general classroom discipline and management
- Demonstrate reflective and reflexive thinking on their **own learning as well as their learners' learning** in the *[subject + phase]* in terms of:
  - selection, sequencing and organisation of
    - appropriate subject content matter
    - appropriate and effective teaching, learning and assessment activities
  - application and adaptation of curriculum in relation to the specific classroom context general classroom discipline and management

**Core content**

- Personal teaching philosophy and social context in terms of Method of SP Social Studies.
- National school curriculum specifications regarding Method of SP Social Studies and social context implications
- Pedagogical Content Knowledge of Method of SP Social Studies that is inclusive:
  - **Planning and design** of effective teaching, learning, resources and assessment experiences and diversity



- **Presentation and facilitation** of effective teaching, learning and assessment experiences-practices
- **Reflection and reflexive on own learning and teaching, as well as the learners' learning**

**Assessment**

- 100% continuous assessment

**Pre-requisites for this module** (If any)

- None [Pass in Method Subject at undergraduate studies as stipulated in the requirements]

# APPENDIX A: EDUCATIONAL FOUNDATIONS

Keys that indicates the various PGCE aspects

## Critical events during year

Educational Foundations: Three Themes or Categories:

**Knowledge of the 21<sup>st</sup> century learners and their Development in Social Contexts**

**Knowledge of Teaching for the 21<sup>st</sup> century teacher**

**Knowledge of Curriculum Goals and the Education System for the 21<sup>st</sup> century School in society**

**Method Cycles**

## BLOCK 1

Critical Incident 1: Observation (1 week) and PGCE CAMP (3 to 5 days)

Block 1: **Knowledge of the 21<sup>st</sup> century learners and their Development in Social Contexts**

- Learner/Child /Human Development:
  - Learning and learner development phases/stages from Western, African and Eastern Perspectives
  - Learner Cognitive Development
  - Learning theories and associated Teaching & Learning strategies

Block 1: **Knowledge of Teaching for the 21<sup>st</sup> century teacher**

- The Power of Identity and Pedagogical Reasoning
  - Self-identity & Teacher identity
  - Personal teaching philosophy & my personal context
  - Pedagogical reasoning

Block 1: **Knowledge of Curriculum Goals and the Education System for the 21<sup>st</sup> century School in society**

- South African Education System: Current aspects
  - School contexts/systems/inequality/three school systems-schools
  - School policies & legislation
  - Rurality & Multi-grade education
  - Political, social & economic aspects impacting education
- Curriculum: Education as Social Control and Empowerment
  - Defining curriculum and its dimensions: Definitions, null, hidden, intended & presented curriculum
  - History of SA Curriculum: Historical background to post 1994 curriculum
  - Current curriculum & its organisation
  - Theory of assessment pertaining to current curriculum

## BLOCK 2

### Block 2: Knowledge of the 21<sup>st</sup> century learners and their Development in Social Contexts

- Education as Agency: Moving Beyond Contextual and other Barriers in Education by Dealing with Diversity, Inclusivity and Barriers to Learning in Social Contexts
  - Socio-economic contemporary issues: Stereotypes, Alcoholism, Drug abuse, Child abuse, HIV & AIDS
  - Families, Welfare & Single parent households
  - Implications for teaching
  - Supporting behaviour / Positive behaviour
  - Managing the inclusive classroom
  - Universal design principles
  - Instructional strategies
  - Culturally-responsive assessment

### Block 2: Knowledge of Teaching for the 21<sup>st</sup> century teacher

- Pedagogy-Mediation of Teaching-Facilitation of Learning for Learning
  - Humanizing pedagogy
  - Critical Pedagogy
  - Pedagogical reasoning & Revisiting Teaching Strategies
  - Pedagogy and Social mediation: Vygotskian and Neo-Vygotskian perspectives
  - Motivational theories & pedagogy
- Traditional & Emerging Authentic Media: Authentic Learning Experience Spaces
  - Relating Learning Theories and Technology
  - Pedagogical reasoning
  - TPACK
  - Exploring teaching with technology
  - Higher Order Thinking Skills (HOTS) and Technology
  - Instructional Design and Technology

### Block 2: Knowledge of Curriculum Goals and the Education System for the 21<sup>st</sup> century School in society

- South African Education System: History of Education and Schools in South Africa & the Future
  - Educational periods: PRE 1994 & POST 1994
  - Reform and the Future School
  - Teacher leadership and life-long learning as agency for the future

### BLOCK 3

#### Block 3: Knowledge of the 21<sup>st</sup> century learners and their Development in Social Contexts

- Language and Literacy Acquisition and Learning
  - Language development and learning
  - Being literate: Language and literacy requirements in schools
  - Classroom talk for learning
  - Challenges pertaining to learning English & addressing them
  - Strategies for teaching language & literacy across the curriculum

#### Block 3: Knowledge of Teaching for the 21<sup>st</sup> century teacher

- Teacher and Teaching for Social Justice learning in a democracy
  - Humanization
  - Ethics, ethical decision making
  - Human rights (children & teachers)
  - Care for our environment
  - Responsible citizenship
- Teacher and the Profession
  - Professional learning communities
  - Teacher ethics, values & leadership
  - The teacher and the law
  - Communication & Conflict management

#### Block 3: Knowledge of Curriculum Goals and the Education System for the 21<sup>st</sup> century School in society

- Curriculum
  - Curriculum theory / Theorizing the curriculum
  - Relation between curriculum and pedagogy
  - Analyzing the curriculum
  - Curriculum reform
  - Curriculum Development
  - Criticality on current curriculum

#### Method Lesson Portfolio C (due end of Block 3)