



Postgraduate Certificate in Education

SAQA ID 125272 NQF Level 7

🕒 Qualification duration

Distance

Full-Time (Online)*

- Minimum: 1 year
- Maximum: 2 years

Part-Time (Online)*

- Minimum: 2 years
- Maximum: 4 years

☰ Qualification description

The Postgraduate Certificate in Education provides students with an integrated knowledge base that will allow them to demonstrate applied competence, commitment, and responsibility as academically and professionally qualified beginner teachers in the Senior Phase (Grades 7-9) and Further Education and Training Phase (Grades 10-12).

The Postgraduate Certificate in Education is designed to provide a structured high-quality professional learning pathway for current and prospective education students who want to become experts and specialists in senior phase and further education and training teaching while addressing teacher shortages. This qualification offers entry-level initial professional teacher education.

The qualification is further aimed at students who have completed their Bachelor's degree or diploma in the relevant disciplines and wish to pursue a teaching career.

📄 Qualification accreditation

- Accredited by the Higher Education Quality Committee (HEQC) of the Council on Higher Education (CHE)
- Registered with the South African Qualifications Authority (SAQA)

This qualification is supported at the following campuses:

- Bedfordview
- Bloemfontein
- Durban (Umhlanga)
- East London
- Mbombela
- Midrand
- Mowbray (Cape Town)
- Nelson Mandela Bay
- Potchefstroom
- Pretoria
- Tygervalley (Cape Town)
- Vaal (Vanderbijlpark)

✔️ Entry requirements

- A completed Bachelor's degree (NQF Level 7) or an appropriate Diploma (NQF Level 6) from an accredited institution.
- And a minimum of 24 credits in the undergraduate programme, completed over at least two academic years with sufficient prior study in the discipline associated with the Senior Phase (SP) specialisations.
- And a minimum of 48 credits in the undergraduate programme, completed over at least three academic years with sufficient prior study in the discipline associated with the Further Education and Training (FET) Phase specialisations.
- And students cannot choose modules that do not align with their field of study in the undergraduate qualification.
- And the Bachelor's or Diploma qualification must include at least two school-relevant teaching subjects (e.g. History, Visual Art, Drama, Psychology, Geography, English, Mathematics, Information Technology, Economics, Business Management, Science related qualification, etc.)
 - This enables them to choose one specialisation option in the PGCE programme: Senior Phase (English FAL, Mathematics, Arts & Culture, Life Orientation, Social Sciences, Economic Management Sciences, Coding and Robotics, or Natural Sciences).
 - And one specialisation option in the PGCE programme: FET Phase (History, Dramatic Arts, Visual Art, English FAL, Geography, Life Science, Mathematics, Information Technology, Computer Application Technology, or Business Studies).



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Qualification structure

Year 1

Contemporary Policies in Education
Fundamental Assessment Practice
History of Education
Inclusive Education
Micro Teaching
Psychology of Education
School-Based Learning A & B
Sociology of Education

Electives:

- Language of Conversation - Afrikaans
- Language of Conversation - IsiZulu
- Language of Conversation - South Sotho

Further Education and Training (FET) Electives:

- Business Studies A & B
- Computer Application Technology A & B
- Dramatic Arts A & B
- English (FAL) FET A & B
- Geography A & B
- History A & B
- Information Technology A & B
- Life Science A & B
- Mathematics FET A & B
- Visual Art A & B

Senior Phase Electives:

- Arts and Culture A & B
- Coding and Robotics A & B
- Economic Management Sciences A & B
- English (FAL) Senior Phase A & B
- Life Orientation A & B
- Mathematics Senior Phase A & B
- Natural Sciences A & B
- Social Sciences (History and Geography) A & B

Possible career options

Are you enthusiastic about teaching in the twenty-first century?

The potential career paths available to individuals who have obtained a Postgraduate Certificate in Education in Senior and FET Phases are diverse and encompass a wide range of options:

- Educator in Grades 7-12 in their chosen specialisation.



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Module descriptors

Year 1

Contemporary Policies in Education

The purpose of this module is to guide the development of understanding through exposure to education policy, which includes the principles and policy decisions that influence the field of education in South Africa, as well as a collection of laws and rules that govern the operation of education systems. The module incorporates various education policies, such as the National Education Policy Act of 1996, the South African Schools Act of 1996, the Employment of Educators Act of 1998, and other policies that are required.

The module will cover:

- Common law practices in education.
- Legislation impacting on education.
- The Constitution of the Republic of South Africa.
- The Labour Relations Act of 1995.
- National Education Policy Act of 1996.
- The South African Schools Act of 1996.
- The Employment of Educators Act of 1998, and other policies.
- Legal foundations for school practice.
- Rules and interpretation of statutes.
- Court cases that impact on school practice.
- The legal status of the educator, learner, and school.

Fundamental Assessment Practice

The purpose of this module is to provide a comprehensive and systematic understanding of current assessment education thinking, practice, theory, and methodology. The module focuses on the various assessment methods, the purpose of each assessment, and assessment instruments that will strictly adhere to different assessment criteria. The nature of the learning areas and the types of knowledge they expect learners to have. Furthermore, students should understand the principles of assessment feedback as well as the consequences and benefits of various types of feedback. Finally, student teachers should be able to use assessment results to improve their practice.

The module will cover the following:

- It examines the purposes, paradigms and types of assessment and evaluation used in education, and in particular, the innovations associated with them.
- Teachers role in directing learning, provision of feedback to learners. Understanding, feedback strategies to enhance the delivery of instructions and curriculum evaluation, while ensuring assessment standards are achieved.
- Emerging alternative assessment and reporting processes and the underlying philosophies of selected curricula models/frameworks are highlighted.
- The roles of learners/students, teachers/educators, curriculum designers and administrators/policy makers in assessment and evaluation.
- Using emerging technology in assessment practices.



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Module descriptors

Year 1

History of Education

The purpose of the module is to provide students with an exploration of relevant histories and a means to access additional histories and geography of education in South Africa in comparison to the rest of the world.

The aspirant teacher should be familiar with the current educational system in its historical context. They should have a thorough understanding of the Constitution's principles of democracy and human rights, as well as their implications for other socioeconomic and political issues.

The module will cover:

- Historiography of South African education
- Influence of economic, social, and political trends on education
- Education provisioning during the period of National Party rule
- Christian National Education
- Bantu Education Act of 1953.
- Separate education for whites, Indians, blacks, and coloureds.
- Resistance to Bantu Education.
- June 1976 Soweto uprisings.
- The De Lange Commission.
- People's education.
- Post-apartheid education
- Single national education department.
- Principles of a new educational dispensation.
- Curriculum transformation in South Africa.

Inclusive Education

The purpose of the module is to facilitate a systematic exploration of the current thinking, practice, theory, and methodology in the promotion of inclusive education. It will focus on identifying and developing knowledge and strategies that will assist student teachers to master practical ways to accommodate learners with specific barriers to learning in different classroom contexts.

Many learners experience barriers to learning or drop out of school because of the inability of the system to recognise and accommodate the diverse range of learning needs typically through inaccessible curricula, assessments, learning materials and instructional methodologies. The module will expose the students to the approach advocated in White Paper 6 which is fundamentally different from traditional ones that assume that barriers to learning reside primarily within the learner and, accordingly, learner support should take the form of specialist, typically medical interventions. The students will then appreciate the need to establish an inclusive education and training system which will require changes to mainstream education so that learners experiencing barriers to learning can be identified early and appropriate support provided.

The module will cover:

- SA contexts with reference to "from exclusion to inclusion".
- Identify socio-economic barriers to learning in a contemporary society.
- Utilise assessment as a tool to accommodate learners who experience a barrier(s) to learning.
- Provide different perspectives on learning with a specific emphasis on constructivism and contemporary learning theories.
- Different perspectives on learning:
- Overview of behaviourism and initial theories on learning. Main emphasis on: Constructivist learning theories.
- How do educators construct powerful learning environments?
- Considering different types of learning (e.g., situational, co-operative, problem-based, transformative).
- Manage classroom to accommodate learners who experience learning impairments.
- Address challenging behaviour in the classroom that poses a barrier.



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Module descriptors

Year 1

Language of Conversation - Afrikaans

The purpose of this module is to provide students with basic introductory Afrikaans knowledge. The students will be partially fluent in Afrikaans to promote multilingualism, which is an important foundation for the development of a multicultural society.

The module will cover:

- **Phonetics:** Students can demonstrate a basic understanding of Afrikaans phonetics. Students who understand phonetics will be able to read and spell many words.
- **Salutations:** Students can follow courtesy and politeness conventions. Students understand the fundamental structure of Afrikaans sentences. They recognise various sentence structures. They also use basic knowledge of speech parts.
- **Type of words:** Students demonstrate an understanding of and correct application of nouns, adjectives, adverbs, and pronouns.
- **The tenses in Afrikaans:** Students demonstrate an understanding of the tenses in Afrikaans and can correctly apply them in conversations and for intervention in the classroom.
- **Idiomatic expressions:** Students are familiar with a variety of idiomatic expressions and can interpret them when they encounter them in spoken or written language. They are familiar with the origins of several expressions.
- **Festivals and holidays** have names that can be recognised and used in conversations.
- **Negation:** Students use the double negative construction to construct sentences.
- **Music:** Discussions about music, its unifying properties, types of music, and musical instruments are possible.

Language of Conversation - IsiZulu

The purpose of this module is to provide students with basic introductory isiZulu knowledge. The students will be partially fluent in isiZulu to promote multilingualism, which is an important foundation for the development of a multicultural society.

The module will cover:

- **Phonetics:** Students can demonstrate a basic understanding of isiZulu phonetics. Students who understand phonetics will be able to read and spell many words.
- **Salutations:** Students can follow courtesy and politeness conventions. Students understand the fundamental structure of isiZulu sentences. They recognise various sentence structures. They also use basic knowledge of speech parts.
- **Type of words:** Students demonstrate an understanding of and correct application of nouns, adjectives, adverbs, and pronouns.
- **The tenses in isiZulu:** Students demonstrate an understanding of the tenses in isiZulu and can correctly apply them in conversations and for intervention in the classroom.
- **Idiomatic expressions:** Students are familiar with a variety of idiomatic expressions and can interpret them when they encounter them in spoken or written language. They are familiar with the origins of several expressions.
- **Festivals and holidays** have names that can be recognised and used in conversations.
- **Negation:** Students use the double negative construction to construct sentences.
- **Music:** Discussions about music, its unifying properties, types of music, and musical instruments are possible.



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Module descriptors

Year 1

Language of Conversation - South Sotho

The purpose of this module is to provide students with basic introductory South Sotho knowledge. The students will be partially fluent in South Sotho to promote multilingualism, which is an important foundation for the development of a multicultural society.

The module will cover:

- **Phonetics:** Students can demonstrate a basic understanding of South Sotho phonetics. Students who understand phonetics will be able to read and spell many words.
- **Salutations:** Students can follow courtesy and politeness conventions. Students understand the fundamental structure of South Sotho sentences. They recognise various sentence structures. They also use basic knowledge of speech parts.
- **Type of words:** Students demonstrate an understanding of and correct application of nouns, adjectives, adverbs, and pronouns.
- **The tenses in South Sotho:** Students demonstrate an understanding of the tenses in South Sotho and can correctly apply them in conversations and for intervention in the classroom.
- **Idiomatic expressions:** Students are familiar with a variety of idiomatic expressions and can interpret them when they encounter them in spoken or written language. They are familiar with the origins of several expressions.
- **Festivals and holidays** have names that can be recognised and used in conversations.
- **Negation:** Students use the double negative construction to construct sentences.
- **Music:** Discussions about music, its unifying properties, types of music, and musical instruments are possible.

Micro Teaching

This module is aimed at teaching the prospective teacher the theory of classroom management and provides the student with an opportunity to present lessons in a micro-teaching environment at the institution. Thus, practice their teaching skills in a simulated classroom, and get feedback. This module will also draw on knowledge taught in other modules and will form a focal point for the interaction of the practical implications when interpreting the use of knowledge gained through the theories of different modules in the qualification. Prospective teachers will be equipped with more than subject knowledge and the different theories and strategies related to the teaching and learning domain. It is imperative that they understand how to be effective classroom managers and teachers. They should, therefore, also understand how to handle discipline, plan lessons, use media, accommodate different learning activities, and present a lesson.

The module will focus on the following:

- Impact of school contexts in classroom practice.
- Exploration of the qualities of an effective teacher. Contextual issues – discipline, etc.
- Exploring and unpacking classroom group dynamics.
- Transmission vs co-operative teaching.
- Challenges in education.
- Academic reading and writing conventions.
- Introduction to lesson planning process/principles.
- Analysing teaching vignettes – linking basic theory to practice.
- Present lessons to the group in the micro-teaching class.



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Module descriptors

Year 1

Psychology of Education

This module aims to help the student acquire knowledge about aspects of developmental psychology for Grade 7 – 12 learners and the psychology of learning. Student teachers will explore the developmental stages of learners to understand the level of physical, cognitive, emotional, moral, and social development they need to acquire.

They also need to understand the development of these levels in earlier developmental phases to understand the origin of barriers to learning, which might have an influence on learner adaptation and performance. They need to understand cognition and how learning and development of thinking take place to understand the principles of and models for effective teaching and effective learning.

This, together with an understanding of developmental milestones will allow them to identify barriers to learning and dealing with them timeously.

The module will cover:

- Introduction to Educational Psychology and Human Development.
- Cognitive Development and the Development of Thinking.
- Psychosocial, Emotional, and Moral Development.
- Theories of Learning and Motivation.
- Learner Differences and Variability.
- Barriers to Learning and Development.
- Applying Educational Psychology to Classroom Practice.

School-Based Learning A

The purpose of the module is to provide students with the intensive, focused, and applied practical competencies and knowledge required of teachers. The module will encourage students to use a variety of teaching and learning strategies that are relevant to their two areas of specialisation. As a result, the module is intended to allow the student to observe, demonstrate, and master the minimum set of competencies of a beginner teacher as well as the various roles teachers play - and to compile a POE that reflects on school experience and integrates theoretical, methodological, and practical aspects of the programme.

Most of the learning will be of a practical nature, where students will learn from practice through simulations, analysis of lesson presentations and observations in the Senior Phase.

The focus will be on the teaching methods, strategies and approaches, assessment, classroom management and leadership, learning experiences and will cover the following:

- Observe lessons taught by a professional teacher in the Senior Phase.
- Reflect on the observed lessons and presentations.
- Critique and/or peer lessons against set criteria.
- Discuss ways of how the lesson may be improved.
- Write out lesson plans consisting of the most important phases of a lesson, using learning content selected from the CAPS document, pertaining to their Senior Phase subject.
- Self-assess the lessons and presentations.
- Reflect and improve on their various attempts
- Compile a POE that reflects on school experience and integrates theoretical, methodological, and practical aspects of School-Based Learning.



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Module descriptors

Year 1

School-Based Learning B

The purpose of the module is to provide students with the intensive, focused, and applied practical competencies and knowledge required of teachers. The module will encourage students to use a variety of teaching and learning strategies that are relevant to their two areas of specialisation. As a result, the module is intended to allow the student to observe, demonstrate, and master the minimum set of competencies of a beginner teacher as well as the various roles teachers play - and to compile a POE that reflects on school experience and integrates theoretical, methodological, and practical aspects of the programme. Most of the learning will be of a practical nature, where students will learn from practice through simulations, analysis of lesson presentations and observations in the FET Phase.

The focus will be on the teaching methods, strategies and approaches, assessment, classroom management and leadership, learning experiences and will cover the following:

- Observe lessons taught by a professional teacher in the FET Phase.
- Reflect on the observed lessons and presentations.
- Critique and/or peer lessons against set criteria.
- Discuss ways of how the lesson may be improved.
- Write out lesson plans consisting of the most important phases of a lesson, using learning content selected from the CAPS document, pertaining to their FET Phase subject.
- Self-assess the lessons and presentations.
- Reflect and improve on their various attempts.

Sociology of Education

The purpose of this module is to facilitate discussion about the school community and the learners who enrol in schools. The goal is to expose student teachers to a variety of backgrounds, including socioeconomic status, ethnicity, race, language, culture, religion, family background, and abilities, all of which have a significant impact on school and classroom management, curriculum and instructional design, and learning.

Student teachers should be well-versed in society and the issues that arise from it, such as HIV/AIDS, poverty, and environmental sustainability.

They should understand diversity in its broader context, as well as how inclusive education policy addresses diversity in education to achieve equality in education and provide opportunities for learners with diverse abilities in mainstream schools. This will provide student teachers with cognitive and conceptual tools and techniques for understanding society and its various challenges in a variety of learning situations, contexts and environments, and political and organisational contexts.

The module will cover:

- Introduction to Sociology of Education and Schooling in Society: Understanding education as a social institution within a broader societal context.
- Major Sociological Theories of Education: Using sociological theories to understand education systems and inequalities.
- Social Stratification, Inequality, and Education: Understanding inequality and social justice in education.
- Diversity, Identity, and Inclusive Education: Understanding diversity as a defining feature of South African education.
- Environmental, Community, and Family Influences on Learning: Exploring how learners' environments affect learning outcomes.
- Barriers to Formal Learning in South African Schools: Identifying, analysing, and understanding barriers to learning.
- Applying Sociology of Education to School Practice: Integrating sociological knowledge into professional teaching practice.



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Module descriptors Year 1 - FET Electives

Business Studies A

The purpose of the module is to equip students with the knowledge, skills, and strategies to effectively teach Business Studies in Grades 10–12. Students will develop an understanding of the CAPS curriculum requirements for FET Phase Business Studies. This module fosters entrepreneurial thinking, financial literacy, and an understanding of business and economic concepts. It prepares students to design lessons that develop learners' knowledge, skills, and attitudes for effective decision-making in business and everyday life. It encourages reflective practice and adaptability in diverse classroom contexts.

This module will cover the following:

- Principles and approaches to teaching Business Studies in the FET Phase.
- Business environments, forms of ownership, and management principles.
- Entrepreneurship, marketing, and financial literacy.
- Business operations, resources, and production processes.
- Curriculum alignment and lesson planning (CAPS).
- Assessment strategies in Business Studies classrooms.
- Use of teaching resources and practical activities.
- Integration of real-life business contexts into learning.
- Inclusive teaching practices.
- Promoting critical thinking and problem-solving in business contexts.
- Classroom management in Business Studies classrooms.

Business Studies B

This module equips PGCE student teachers with practical pedagogical, assessment, and classroom management skills required for effective teaching of Business Studies in Grades 10–12. It focuses on CAPS-aligned lesson planning, learner-centred and enquiry-based teaching strategies, integration of real-life business contexts, and assessment practices that promote critical thinking, entrepreneurship, and informed decision-making.

The module will cover:

- Creating an inclusive, participatory classroom climate.
- Design a CAPS-aligned lesson on business environments using a South African case study.
- Teaching for entrepreneurial thinking and problem-solving.
- Design a CAPS-aligned financial literacy lesson.



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Module descriptors

Year 1

Computer Application Technology A

The purpose of the module is to equip students with the knowledge, skills, and strategies to effectively teach Computer Applications Technology in Grades 10–12.

Students will develop an understanding of the CAPS curriculum requirements for FET Phase CAT. This module fosters digital literacy, practical computer skills, and problem-solving abilities. It prepares students to design lessons that develop learners' proficiency in using computer applications for communication, data management, and productivity. It encourages reflective practice and adaptability in technology-rich classroom contexts.

This module will cover the following:

- Principles and approaches to teaching Computer Applications Technology in the FET Phase.
- Digital literacy and responsible use of technology.
- Word processing, spreadsheets, databases, and presentation software.
- Information management and data handling.
- Curriculum alignment and lesson planning (CAPS).
- Assessment strategies in CAT classrooms.

Computer Application Technology B

The purpose of this module is to equip student teachers with practical pedagogical, technical, and assessment skills required for effective teaching of Computer Applications Technology in Grades 10–12. The module focuses on CAPS-aligned lesson planning, hands-on application instruction, assessment practices, and classroom management in technology-enhanced environments.

Students will develop competence in teaching word processing, spreadsheets, databases, presentation software, and information management, integrating theory with practical activities. Emphasis is placed on inclusive and differentiated teaching strategies, applied teaching practice, and reflective professional development.

This module will cover the following:

- Use of teaching resources, software, and digital tools.
- Integration of theory and practical work.
- Inclusive teaching practices.
- Promoting problem-solving and critical thinking through technology.
- Classroom management in technology-enhanced environments.



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Module descriptors

Year 1

Dramatic Arts A

The purpose of the module is to provide students with fundamental knowledge, strategies, and skills to structure a conducive learning environment for the teaching and learning of Dramatic Art, that is informed by nature, structure, underlying philosophies and theories of Dramatic Art teaching and learning. The student will further be exposed to assessment methods and principles within Dramatic Art and the application of assessment in an integrated manner as they assume the different roles of the teacher in assessment.

The module will cover the following:

- A thorough overview of the Dramatic Art learning content, with a particular emphasis on practical application, as prescribed by the CAPS and National Curriculum Statement documents.
- The nature, structure, and underlying philosophies and theories of Dramatic Art teaching and learning.
- Sound teaching practice skills (microteaching), curriculum differentiation, content, and teaching plans (CAPS), and appropriate informal and formal assessment of content, as well as recording, reporting, and assessment moderation.

Dramatic Arts B

The purpose of the module is to provide students with fundamental knowledge, strategies, and skills to structure a conducive learning environment for the teaching and learning of Dramatic Art, that is informed by nature, structure, underlying philosophies and theories of Dramatic Art teaching and learning. The student will further be exposed to assessment methods and principles within Dramatic Art and the application of assessment in an integrated manner as they assume the different roles of the teacher in assessment.

The module will cover the following:

- Inclusive and differentiated teaching in Dramatic Arts classrooms.
- Facilitating practical drama lessons.
- Coaching performance skills constructively.
- Establishing classroom and rehearsal norms.
- Writing CAPS-aligned Dramatic Arts lesson plans.
- Assessment principles and practices in Dramatic Arts.
- Responding to learners' creative needs.



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Module descriptors

Year 1

English (FAL) FET A

The purpose of the module is to equip students with the knowledge, skills, and strategies to effectively teach English as a First Additional Language in Grades 10–12. Students will develop an understanding of the CAPS curriculum requirements for FET Phase English (FAL). This module fosters language proficiency, critical thinking, and communicative competence. It prepares students to design lessons that develop learners' listening, speaking, reading, writing, and language structure skills. It encourages reflective practice and responsiveness to diverse learner needs in senior secondary classrooms.

This module will cover the following:

- Principles and approaches to teaching English as a First Additional Language in the FET Phase.
- Language acquisition and development in senior secondary learners.
- Teaching listening and speaking skills
- Teaching reading and viewing strategies.
- Teaching writing and presenting skills.
- Language structures and conventions.
- Curriculum alignment and lesson planning (CAPS).

English (FAL) FET B

The purpose of this module is to equip student teachers with practical pedagogical, assessment, and classroom management skills required for effective English FAL teaching in Grades 10–12. The module focuses on CAPS-aligned planning, skills-based instruction, literature teaching, assessment strategies, and inclusive teaching practices in FET Phase language classrooms. Students will develop competence in teaching listening, speaking, reading, writing, literature, and language structures, using appropriate resources and technologies to support learner engagement and performance. Emphasis is placed on applied teaching practice, reflective engagement, and responsiveness to diverse learner needs.

This module will cover the following:

- Assessment strategies in FAL classrooms.
- Inclusive teaching practices.
- Use of resources and technologies to support language learning.
- Promotion of critical thinking and comprehension skills.
- Classroom management in the FET Phase language classroom.
- Establishing a supportive language environment.
- Managing classroom interaction and learner participation.
- Adapting tasks without diluting curriculum standards.



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Module descriptors

Year 1

Geography A

The purpose of this module is to prepare students to teach Geography in the FET Phase, enabling them to interpret and implement the CAPS curriculum effectively. This module aims to develop students' ability to explain physical and human processes, understand the dynamic interrelationship between people and the environment, build graphical, statistical, spatial and mapwork skills, promote sustainable development thinking, and foster attitudes of fairness, empathy and environmental responsibility. This module will allow students to teach the four yearly CAPS topics for Grades 10–12 with conceptual clarity and pedagogical competence. Integrate Geographical Skills & Techniques (mapwork, GIS, photos, fieldwork) throughout teaching. Design assessments that reflect CAPS cognitive weighting and required task types (data handling, mapwork, research, exams).

The module will cover:

- Understanding Geography in the FET Curriculum:
 - Study of human & physical environments; spatial patterns; interactions over space & time.
 - Place, spatial processes, spatial distribution, human–environment interaction.
- Teaching the CAPS Geography Content (Pedagogical Content Knowledge): Physical Geography, Human Geography, Environmental & Sustainability Themes.
- Geographical Skills & Techniques (Core component across grades).
- Assessment in FET Geography (CAPS Aligned).
- Types of tasks required (Grades 10–12).
- Cognitive levels (as per CAPS weighting)
- Assessment competencies.
- Pedagogical Approaches & Strategies:
 - Case-study-rich Geography teaching (required especially in Population, Development, Economic Geo).
 - Integrating GIS and ICT into lessons. Use of local environment for fieldwork.
 - Differentiation and inclusive strategies (aligned to CAPS general aims).
 - Integrating indigenous knowledge and sustainability perspectives.

Geography B

The purpose of this module is to equip student teachers with practical pedagogical, skills-based, and assessment competencies required for effective teaching of Geography in the FET Phase. The module focuses on CAPS-aligned lesson planning, enquiry-based teaching, integration of Geographical Skills & Techniques, and assessment practices that reflect prescribed cognitive weightings and task types. Student teachers will develop competence in teaching Physical and Human Geography content, facilitating mapwork, GIS, fieldwork, and case-study approaches, and using inclusive strategies to support diverse learners. Emphasis is placed on applied teaching practice, reflective engagement, and professional classroom management in inquiry-rich learning environments.

This module will cover the following:

- Baseline map-reading and data-interpretation tasks.
- Facilitating discussion, debate, and geographical reasoning.
- Facilitating critical discussion and written argument.
- Designing fieldwork tasks and rubrics.
- Using GIS resources to enhance the teaching of geographical concepts.
- Pedagogical strategies in FET Geography.



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Module descriptors

Year 1

History A

The purpose of the module is to provide students with fundamental knowledge, strategies, and skills to structure a conducive learning environment for the teaching and learning of History, that is informed by nature, structure, underlying philosophies and theories of History teaching and learning. The student will further be exposed to History assessment methods and principles. Additionally, the students will examine the application of assessment standards in an integrated manner as required by the CAPS curriculum through the different roles of teachers in assessment construction, implementation and evaluation.

The module will cover:

- Understanding the nature, purpose, and foundations of History education.
- Understanding and contextualising South African historical narratives.
- How historical knowledge is constructed, justified, and contested.
- Critically engaging with decolonial theory in History teaching.
- Principles underpinning the CAPS History curriculum.
- Aims, content selection, and progression.
- Teaching History for critical consciousness.
- Preparing learners for responsible citizenship.

History B

The purpose of this module is to equip student teachers with practical teaching, assessment, and research skills necessary for effective History teaching in the FET Phase. The module focuses on CAPS-aligned planning, pedagogical content knowledge, differentiation, assessment practices, and classroom-based research. Student teachers will develop competence in designing inclusive History lessons, facilitating critical engagement with sources, managing History teaching and learning, and applying Assessment for Learning, Assessment of Learning, and Assessment as Learning.

The module will cover:

- Teaching History as interpretation, not memorisation.
- Source-based History teaching (core CAPS requirement).
- Enquiry-based History teaching.
- Inclusive pedagogy in History classrooms.
- Designing History lesson plans.
- Design a CAPS-aligned test or essay task.
- Opportunities for linking teaching, learning, assessment, and reflection.



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Information Technology A

The purpose of this module is to develop student teachers' conceptual, theoretical, and curriculum-based understanding of Information Technology (IT) as a school subject in the FET Phase. The module explores the nature, structure, and purpose of Information Technology, with emphasis on digital literacy, computational thinking, problem-solving, and responsible technology use in a rapidly evolving digital society. Student teachers will critically engage with the CAPS Information Technology curriculum, analyse curriculum progression across Grades 10–12, and examine the role of IT in education, work, and society within the context of the Fourth Industrial Revolution (4IR). The module equips students with analytical and epistemological tools to understand how computing knowledge is constructed, taught, and applied in diverse South African schooling environments.

This module will cover the following:

- Principles and approaches to teaching Information Technology in the FET Phase.
- Digital literacy and responsible use of technology.
- Programming, software applications, and systems.
- Networks, databases, and cybersecurity fundamentals.
- Curriculum alignment and lesson planning (CAPS).
- Use of teaching resources, software, and digital tools.
- Integration of theory and practical work.
- Inclusive teaching practices.
- Promoting problem-solving and computational thinking skills.
- Classroom management in technology-enhanced environments.

Information Technology B

The purpose of this module is to equip student teachers with practical pedagogical, technical, and assessment skills required for effective teaching of Information Technology in Grades 10–12. The module focuses on CAPS-aligned lesson planning, programming instruction, systems teaching, and assessment practices in technology-enhanced learning environments. Students will develop competence in teaching programming, object-oriented concepts, systems technologies, and problem-solving, while integrating theory with practical coding tasks. Emphasis is placed on hands-on instruction, inclusive teaching strategies, classroom management in computer labs, and reflective professional practice.

This module will cover the following:

- Planning practical and theory lessons.
- Managing different pacing in IT classrooms.
- Scaffolded teaching of IT fundamentals.
- Class-structure and object-design activities.
- Assessment strategies in IT classrooms.



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Module descriptors

Year 1

Life Science A

The purpose of this module is to develop student teachers' conceptual, theoretical, and curriculum-based understanding of Life Sciences as a discipline and school subject in the FET Phase. The module explores the nature, structure, and purpose of Life Sciences, with emphasis on biological literacy, scientific inquiry, and the application of life science knowledge to real-world challenges. Student teachers will critically engage with the CAPS Life Sciences curriculum, analyse progression across Grades 10–12, and examine the relevance of Life Sciences in addressing issues such as health, biodiversity, evolution, and environmental sustainability. The module equips students with epistemological and analytical tools to understand how biological knowledge is generated, structured, and taught in diverse South African educational contexts.

This module will cover the following:

- Life Sciences as a Discipline and a School Subject
- Analysing how Life Sciences knowledge progresses across Grades 10–12.
- Inquiry skills embedded across the FET Life Sciences curriculum.
- Deep understanding of core biological ideas underpinning Life Sciences.
- Critical engagement with genetics and molecular biology in the FET curriculum.
- Ecology, Environmental Interactions, and Sustainability.
- Designing lesson plans for Life Science and accommodating different learning styles.

Life Science B

The purpose of this module is to equip student teachers with practical pedagogical, assessment, and classroom management skills required for effective teaching of Life Sciences in Grades 10–12. The module focuses on CAPS-aligned lesson planning, inquiry-based instruction, practical investigations, and assessment strategies in Life Sciences. Students will develop competence in teaching biological concepts, facilitating laboratory and field investigations, integrating theory and practice, and applying inclusive teaching strategies. Emphasis is placed on hands-on practical engagement, scientific inquiry, reflective practice, and the professional role of the Life Sciences teacher.

This module will cover the following:

- Teaching Scientific Inquiry and Investigation Skills.
- Using multiple representations of knowledge to teach scientific terminology.
- Using visual models, simulations, and step-by-step reasoning.
- Designing classroom or field investigations.
- Writing CAPS-aligned lesson plans.
- Designing fair, valid assessment tasks.



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Module descriptors

Year 1

Mathematics FET A

The purpose of this module is to develop student teachers' conceptual, theoretical, and curriculum-based understanding of Mathematics as a subject in the FET Phase. The module explores the nature, structure, and purpose of Mathematics, focusing on logical reasoning, abstraction, problem-solving, and mathematical thinking required for further study, careers, and informed citizenship. Student teachers will critically engage with the CAPS FET Mathematics curriculum, analyse progression across Grades 10–12, and examine Mathematics as a discipline that constructs knowledge through reasoning, representation, and proof. The module equips students with epistemological and analytical tools to understand how mathematical knowledge is developed and to critique curriculum design and inclusivity within South African contexts.

This module will cover the following:

- Principles and approaches to teaching Mathematics in the FET Phase.
- Number operations, algebra, functions, geometry, trigonometry, and statistics.
- Problem-solving strategies and critical thinking in mathematics.
- Classroom management in the mathematics classroom.
- Lesson planning and curriculum alignment (CAPS).

Mathematics FET B

The purpose of this module is to equip student teachers with practical pedagogical, assessment, and classroom management skills required for effective Mathematics teaching in Grades 10–12. The module focuses on CAPS-aligned lesson planning, problem-solving pedagogies, conceptual teaching strategies, assessment design, and inclusive classroom practice. Student teachers will develop competence in teaching advanced Mathematics topics, facilitating mathematical reasoning, applying differentiated instruction, and assessing learner understanding through formative and summative strategies. Emphasis is placed on applied teaching practice, reflective engagement, and continuous professional improvement.

This module will cover the following:

- Use of teaching resources and manipulatives.
- Scaffolding mathematical knowledge.
- Inclusive teaching practices.
- Promoting mathematical reasoning and conceptual understanding.
- Assessment strategies in Mathematics classrooms.



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Module descriptors

Year 1

Visual Art A

The purpose of the module is to provide students with fundamental knowledge, strategies, and skills to structure a conducive learning environment for the teaching and learning of Visual Art, that is informed by nature, structure, underlying philosophies and theories of Visual Art teaching and learning. The student will further be exposed to assessment methods and principles in Visual Art. Additionally, students will be able to apply assessment methods and principles in an integrated manner.

The module will cover:

- Knowledge base, theory, and methodology for contextualising various aesthetic principles. The various topics in visual art education are intended to promote personal and aesthetic development and growth, teaching methods, and the assessment of aesthetic skills in a variety of teaching and learning contexts.
- Different art forms, barriers to learning these art forms, and strategies to overcome these barriers, all of which contribute to the development of teachers' conceptual understandings through a focus on pedagogical content knowledge when engaging with the Visual art curriculum.
- Principles and techniques for creating Visual Art in a variety of formats that are appropriate for various purposes and contexts. Introduction to various CAPS-related teaching and assessment techniques to ensure solid subject knowledge and various principles, strategies, and resources appropriate for teaching in diverse contexts.

Visual Art B

The purpose of this module is to equip student teachers with practical teaching, pedagogical, and assessment skills required for effective Visual Art teaching in the FET Phase. The module focuses on CAPS-aligned lesson planning, studio-based teaching strategies, curriculum differentiation, and assessment practices for both practical art-making and theoretical components. Students will develop competence in designing and implementing engaging lessons, integrating theory with practice, using technology and multimedia tools, and applying inclusive teaching strategies to accommodate diverse learner needs.

Module content:

- Establishing creative discipline and classroom routines.
- Teaching Strategies for Practical Art-Making.
- Teaching Visual Art as an integrated discipline (practical + theoretical).
- Designing Lesson Plans in Visual Art.
- Differentiation and inclusion in Visual Art classrooms.
- Designing and applying assessment for practical and theoretical Visual Art work.



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Module descriptors

Year 1 - Senior Phase Electives

Arts and Culture A

The purpose of the module is to provide students with fundamental knowledge, strategies, and skills to structure a conducive learning environment for the teaching and learning of Arts & Culture, that is informed by nature, structure, underlying philosophies and theories of Arts & Culture teaching and learning. The student will further be exposed to assessment methods and principles in Arts & Culture. Additionally, students will be able to and the apply assessment methods and principles in Art and Culture education.

The module will cover:

- A comprehensive overview of the Arts and Culture learning content, with a particular emphasis on practical application, as prescribed by the CAPS and National Curriculum Statement documents.
- The nature, structure, underlying philosophies, and theories that underpin Arts and Culture teaching and learning.
- Interpreting Arts & Culture in the Senior Phase to accommodate diverse learning abilities.
- Sound teaching practice skills (micro-teaching), curriculum differentiation, content, and teaching plans (CAPS), and appropriate informal and formal content assessment, as well as assessment recording, reporting, and moderation.

Arts and Culture B

The purpose of the module is to provide students with fundamental knowledge, strategies, and skills to structure a conducive learning environment for the teaching and learning of Arts & Culture, that is informed by nature, structure, underlying philosophies and theories of Arts & Culture teaching and learning. The student will further be exposed to pedagogical practices, methods and principles; within Arts & Culture. Emphasis is placed on active learning, assessment for learning, inclusive classroom practice, and professional teacher roles in assessment, recording, reporting, and moderation in Arts and Culture. Additionally, the module focuses on lesson planning, curriculum differentiation, and assessment practices aligned to CAPS requirements.

The module will cover:

- Teaching Methods associated with Creative Arts in grades 7 to 9.
- Lesson Planning in Arts and Culture.
- Assessment strategies in different components of Arts and Culture.
- Active learning, assessment for learning, inclusive classroom practice, and professional teacher roles in assessment, recording, reporting, and moderation in Arts and Culture.



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Module descriptors

Year 1

Coding and Robotics A

The purpose of the module is to equip students with the knowledge, skills, and strategies to effectively teach Coding and Robotics in Grades 7–9. Students will develop an understanding of the CAPS curriculum requirements for Senior Phase Coding and Robotics. This module fosters computational thinking, problem-solving, and digital literacy. It prepares students to design lessons that integrate coding concepts and robotics applications in meaningful ways. It encourages creativity, innovation, and adaptability in learning environments.

This module will cover the following:

- Principles and approaches to teaching Coding and Robotics in the Senior Phase.
- Computational thinking and problem-solving skills.
- Basic programming concepts and coding languages.
- Introduction to robotics systems and components.
- Algorithm design and logical sequencing.
- Use of educational coding platforms and robotics kits.
- Curriculum alignment and lesson planning (CAPS).

Coding and Robotics B

The purpose of this module is to equip student teachers with practical pedagogical, technical, and assessment skills required for effective teaching of Coding and Robotics in Grades 7–9. The module focuses on CAPS-aligned lesson planning, computational thinking instruction, coding platforms, robotics kits, and classroom management in technology-enhanced environments.

Students will develop competence in designing, implementing, and assessing coding and robotics lessons, integrating technology across subjects, and facilitating inclusive and engaging learning experiences. Emphasis is placed on hands-on practical engagement, reflective practice, and the professional role of the teacher in digital learning spaces:

- Assessment Practices and Classroom Management in Coding & Robotics.
- Practical Pedagogical Skills:
 - Designing learner-friendly Coding and Robotics tasks. Scaffolding problem-solving for diverse learners.
- Designing practical rubrics for coding and robotics.
- Ethical and responsible use of technology.
- Inclusive teaching practices in digital learning environments.
- Classroom management in a technology-enhanced environment.



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Module descriptors

Year 1

Economic Management Sciences A

The purpose of the module is to equip students with the knowledge, skills, and strategies to effectively teach Economic and Management Sciences in Grades 7–9. Students will develop an understanding of the CAPS curriculum requirements for Senior Phase EMS. This module fosters financial literacy, entrepreneurial thinking, and an understanding of economic and management concepts. It prepares students to design lessons that develop learners' knowledge, skills, and attitudes for personal, business, and societal decision-making. It encourages reflective practice and adaptability in diverse classroom contexts.

This module will cover the following:

- Principles and approaches to teaching Economic and Management Sciences.
- Basic economic concepts, financial literacy, and personal finance.
- Entrepreneurship, business operations, and management principles.
- Data handling, interpretation, and presentation.
- Curriculum alignment and lesson planning (CAPS).
- Promoting critical thinking and problem-solving in EMS.
- Classroom management in EMS learning environments.

Economic Management Sciences B

The purpose of this module is to equip student teachers with practical pedagogical, assessment, and classroom management skills required for effective teaching of Economic and Management Sciences in Grades 7–9. The module focuses on CAPS-aligned lesson planning, learner-centred instructional strategies, practical activities, and assessment practices in EMS.

Student teachers will develop competence in teaching economics, financial literacy, entrepreneurship, and basic accounting, integrating real-life contexts, and applying inclusive and differentiated teaching strategies. Emphasis is placed on applied teaching practice, reflection, and continuous improvement of instructional approaches in EMS classrooms.

This module will cover the following:

- Teaching EMS in diverse and mixed-ability classrooms.
- Assessment strategies in EMS classrooms.
- Use of teaching resources and practical activities.
- Integration of real-life contexts into learning.
- Inclusive teaching practices.
- Facilitating economic discussions and debates.
- Teaching entrepreneurship through experience and problem-solving.



Postgraduate Certificate in Education

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Module descriptors

Year 1

English (FAL) Senior Phase A

The purpose of the module is to equip students with the knowledge, skills, and strategies to effectively teach English as a First Additional Language in Grades 7–9. Students will develop an understanding of the CAPS curriculum requirements for Senior Phase English (FAL). This module promotes language acquisition and development through listening, speaking, reading, and writing. It prepares students to design lessons that support communication skills, language structures, and comprehension in diverse classroom contexts. It encourages reflective practice and responsiveness to learners' language needs.

The module will cover the following:

- Principles and approaches to teaching English as a First Additional Language.
- Language acquisition and development in the Senior Phase.
- Teaching listening and speaking skills.
- Teaching reading and viewing strategies.
- Teaching writing and presenting skills.
- Language structures and conventions (grammar, vocabulary, and usage).
- Lesson planning and curriculum alignment (CAPS).
- Inclusive teaching practices and addressing language barriers.
- Use of resources and technologies to support language learning.
- Promotion of critical thinking and comprehension skills.
- Classroom management in the language classroom.

English (FAL) Senior Phase B

The purpose of this module is to equip student teachers with practical pedagogical, assessment, and classroom management skills required for effective English FAL teaching in Grades 7–9. The module focuses on CAPS-aligned lesson planning, language skills development, inclusive teaching strategies, and assessment practices. Students will develop competence in designing and implementing lessons for listening, speaking, reading, writing, and language structures, using appropriate resources and technologies. Emphasis is placed on learner-centred teaching, differentiation, reflective practice, and the professional role of the English FAL teacher in assessment and classroom management.

This module will cover the following:

- Establishing a supportive, language-rich classroom environment.
- Designing oral activities for diverse proficiency levels.
- Supporting learner creativity and structure.
- Designing coherent English FAL Senior Phase lesson plans.
- Adapting lessons for learner diversity.
- Assessment strategies in FAL classrooms.



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Module descriptors

Year 1

Life Orientation A

The purpose of the module is to provide students with fundamental knowledge, strategies, and skills to structure a conducive learning environment for the teaching and learning of Life Orientation, that is informed by nature, structure, underlying philosophies and theories of Life Orientation teaching and learning. Additionally, the students will examine the application of assessment standards in an integrated manner as required by the CAPs curriculum through the different roles of teachers in assessment construction, implementation and evaluation.

The module will cover the following:

- Management of Life Orientation teaching and learning in schools.
- Use basic statistical information to manage teaching, learning, and assessment activities.
- Curriculum differentiation and adaptive teaching in Life Orientation.
- Obstacles to learning and development.
- Creating differentiated learning activities.
- Life Orientation classroom research.
- Develop pedagogical content knowledge in Life Orientation Epistemology.
- Preconceptions in Life Orientation.
- Identify and address learners' preconceived notions.
- In Life Orientation, evaluate curriculum policies which will address the following:
 - Principles underpinning and guiding the curriculum.
 - Opportunities the curriculum offers for continuity beyond their phase.
 - How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique.
 - Principles underpinning and guiding the curriculum.
 - Opportunities for linking teaching, learning, assessment, and reflection.
 - Opportunities the curriculum offers for continuity beyond their phase.
 - How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs.

Life Orientation B

The purpose of the module is to provide students with fundamental knowledge, strategies, and skills to structure a conducive learning environment for the teaching and learning of Life Orientation, that is informed by nature, structure, underlying philosophies and theories of Life Orientation teaching and learning. The student will further be exposed to Life Orientation assessment methods and principles within and the application of assessment in an integrated manner as they assume the different roles of the teacher in assessment. Students will develop competence in lesson planning, curriculum differentiation, physical education programming, career guidance, and assessment management, while addressing learner diversity, obstacles to learning, and contextual challenges.

The module will cover the following:

- Manage teaching, learning, and assessment activities in Life Orientation.
- Curriculum differentiation and adaptive teaching in Life Orientation.
- Creating differentiated learning activities.
- Opportunities, the curriculum offers for continuity beyond their phase.
- Develop pedagogical content knowledge in Life Orientation Epistemology.
- Preconceptions in Life Orientation:
 - Identify and address learners' preconceived notions.
- In Life Orientation CAPS requirements:
 - Evaluate curriculum policy for Life Orientation.



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Module descriptors

Year 1

Mathematics Senior Phase A

The purpose of this module is to develop student teachers' theoretical, conceptual, and curriculum-based understanding of Mathematics as a subject in the Senior Phase. The module explores the nature, structure, and purpose of Mathematics, with emphasis on logical reasoning, mathematical problem-solving, numeracy, and the development of conceptual understanding. Student teachers will critically engage with the CAPS Mathematics curriculum, analyse content progression across Grades 7–9, and examine Mathematics as a tool for everyday life, scientific reasoning, and interdisciplinary learning. The module equips student teachers with analytical and epistemological tools to understand how mathematical knowledge is constructed, represented, and taught in diverse South African classrooms.

This module will cover the following:

- Understanding Mathematics CAPS requirements.
- Number operations, algebra, functions, geometry, trigonometry, and statistics.
- Principles and approaches to teaching Mathematics in the Senior Phase.
- Problem-solving strategies and critical thinking in mathematics.
- Use of emerging technological teaching resources.
- Inclusive teaching practices in Mathematics.
- Classroom management in the mathematics classroom.

Mathematics Senior Phase B

The purpose of this module is to equip student teachers with practical pedagogical, assessment, and classroom management skills required for effective Mathematics teaching in Grades 7–9. The module focuses on CAPS-aligned planning, learner-centred instruction, problem-solving pedagogies, and assessment practices.

Student teachers will develop competence in teaching core Mathematics content, designing inclusive and differentiated lessons, integrating real-life contexts, using manipulatives and visual aids, and assessing learner understanding. Emphasis is placed on applied teaching practice, reflective engagement, and continuous improvement of instructional strategies.

This module will cover the following:

- Lesson planning and curriculum alignment (CAPS).
- Managing Mathematics classrooms for discussion and reasoning.
- Teaching Mathematics in diverse and mixed-ability classrooms.
- Assessment strategies in Mathematics classrooms.
- Developing rubrics for problem-solving and reasoning.



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Module descriptors

Year 1

Natural Sciences A

The purpose of this module is to guide the development of understanding through exposure to Natural Sciences in the Senior Phase, which includes the principles, concepts, and curriculum requirements as outlined in the Curriculum and Assessment Policy Statement (CAPS). The module focuses on developing scientific knowledge, inquiry skills, and the ability to apply scientific processes in diverse educational contexts.

The module will cover the following:

- Principles of teaching Natural Sciences.
- Scientific inquiry and investigation skills.
- Key concepts in Life Sciences, Physical Sciences, and Earth Sciences.
- Data collection, analysis, and interpretation.
- Curriculum alignment and lesson planning (CAPS).
- Integration of theory and practical work.

Natural Sciences B

The purpose of this module is to equip student teachers with practical pedagogical, assessment, and classroom management skills required for effective Natural Sciences teaching in Grades 7–9. The module focuses on CAPS-aligned lesson planning, inquiry-based teaching, experimentation, practical work, and safety. Student teachers will develop competence in conducting experiments, facilitating investigations, integrating theory and practice, and assessing learner understanding through practical and written tasks.

Emphasis is placed on inclusive teaching practices, laboratory safety, classroom management in practical environments, and reflective professional practice:

This module will cover the following:

- Demonstrate conducting experiments and practical activities.
- Assessment strategies in Natural Sciences.
- Use of resources and laboratory equipment.
- Safety in the science classroom.
- Inquiry-based and learner-centred science teaching.
- Using emerging technology to teach Natural Sciences.



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Module descriptors

Year 1

Social Sciences (History and Geography) A

The purpose of the module is to provide students with fundamental knowledge, strategies, and skills to structure a conducive learning environment for the teaching and learning of History and Geography, that is informed by nature, structure, underlying philosophies and theories of History and Geography teaching and learning. The student will further be exposed to assessment methods and principles within History and Geography the application of assessment in an integrated manner as they assume the different roles of the teacher in assessment. This module embeds Education for Sustainable Development (ESD) to prepare students to impart responsible citizenship, environmental stewardship, and social justice.

This module will cover the following:

- Conceptualisation of Social Sciences as a School Subject and related Implications for teaching and learning.
- Developments in history and geography teaching in relation to global and South African contexts.
- Geographical and historical knowledge - This covers knowledge construction principles and lesson planning.
- Identify and address the different skills pertinent to Social Sciences teaching and learning.
- Identify and apply the different approaches to Social Sciences teaching during the lessons.
- Introduction to Sustainable Development (people, planet, prosperity) and the role of Social Sciences in addressing: Environmental degradation, Social inequality and Economic sustainability.

Social Sciences (History and Geography) B

The purpose of the module is to provide students with fundamental knowledge, strategies, and skills to structure a conducive learning environment for the teaching and learning of History and Geography, that is informed by nature, structure, underlying philosophies and theories of History and Geography teaching and learning. The student will further be exposed to assessment methods and principles within History and Geography and how to apply these assessment methods and principles in an integrated manner in the classroom.

This module will cover the following:

- Design and deliver meaningful lessons that enhance learning.
- Discuss and apply the different aspects of assessment to the teaching and learning of the Social Sciences classroom context.
- Demonstrate and apply that you have the knowledge to structure teaching and learning activities where Assessment as Learning, Assessment of learning.
- Assessment for learning, can materialise in the Social Sciences classroom context.
- Demonstrate knowledge and competence on quality assurance principles and procedures for assessments in Social Sciences.
- Integrating real-world sustainability issues into Social Sciences lessons.