CALENDAR 2014

FACULTY OF HUMANITIES
POSTGRADUATE

Vaal Triangle Campus

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PLEASE MENTION YOUR UNIVERSITY NUMBER IN ALL CORRESPONDENCE

The Academic Rules of the University, to which all students have to subject themselves and which apply to all the qualifications offered by the University, appear in a separate publication and are available on the web page (http://www.nwu.ac.za).

Please note: Although the information in this Calendar has been compiled with the utmost care and accuracy, the Senate and the Council of the University accept no responsibility whatsoever for errors that may occur. Before students finally decide on the selection of modules, they must consult the class timetable. If a clash occurs in the planned selection of a student, the relevant module combination is not permitted.

WARNING AGAINST PLAGIARISM: Assignments are individual tasks and not group activities (unless explicitly indicated as group activities). For further details see: http://www.nwu.ac.za

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OFFICE BEARERS

Vice-Rector: Academic, Quality and Planning: Prof LA du Plessis

FACULTY OF HUMANITIES

Executive Dean: Prof AMC Theron

Director: Research Development: Prof AS Coetzee van Rooy

RESEARCH DIRECTORS

Focus area: Understanding and Processing Language in Complex Settings (UPSET)

Director: Prof AJ van Rooy

DIRECTORS OF SCHOOLS AND SUBJECT CHAIRPERSONS:

SCHOOL OF BASIC SCIENCES

Director: Prof TC Rabali

> **History**
> Subject Chair: Prof E van Eeden
>
> **Law**
> Subject Chair: Dr E Serfontein
>
> **Philosophy**
> Subject Chair: Mr WJA Luyt
>
> **Political Studies**
> Subject Chair: Dr HJ van der Elst
>
> **Public Management and Administration**
> Subject Chair: Prof EP Ababio
>
> **Theology**
> Subject Chair: Prof HJM van Deventer

SCHOOL OF BEHAVIOURAL SCIENCES

Director: Dr E Botha

> **Industrial Psychology**
> Subject Chair: Ms J Latif
>
> **Labour Relations Management**
> Subject Chair: Dr L Moolman
>
> **Psychology**
> Subject Chair: Dr HJ Walker-Williams
>
> **Social Work**
> Subject Chair: Dr JPD Steytler
>
> **Sociology**
> Subject Chair: Mr PJM van Niekerk

SCHOOL OF LANGUAGES

Director: Prof J-L Kruger

      Academic Literacy
      Subject Chair: Dr HG Butler

      Communication
      Programme Leader: Mr PC Pretorius

      Language and Literary Studies
      Programme Leader: Dr AC Swanepoel

      Language Practice
      Programme Leader: Dr H Kruger

SCHOOL OF EDUCATION SCIENCES

      Director: Prof JE Fourie
      Programme Managers:

      BEd 1st to 4th year
      Dr M Nel

      BEd 1st to 4th year Foundation Phase
      Dr MJ Booysen

      National Professional Diploma in Education
      Mrs M Moller

      Honours BEd
      Mrs M Moller

      Advanced Certificate in Education
      Prof JE Fourie

      Postgraduate Certificate in Education
      Dr M Kloppers

V.6 INTRODUCTORY FACULTY RULES

V.6.1 AUTHORITY OF THE A-RULES

The Faculty Rules contained in this calendar with respect to the various curricula offered by this Campus are subject to the Academic Rules of the University, as periodically determined by the Council of the University on recommendation of the Senate and should therefore be read in conjunction with those Academic Rules.

The Academic Rules appear on the home page of the University at http://www.nwu.ac.za .

CAPACITY STIPULATION

Please take cognisance of the fact that, owing to specific capacity constraints, the University reserves the right to select candidates for placement in certain fields of study. This means that prospective students who comply with the minimum requirements, may not necessarily be admitted to the relevant courses

V.6.2 SCHOOLS IN THE FACULTY OF HUMANITIES

The faculty of Humanities consists of four schools which some comprise a number of subject groups. At the head of each school is a Director. The schools are mainly responsible for the teaching of undergraduate and postgraduate curricula. The respective schools and subject groups are as follows:

School	Subject groups
School of Basic Sciences	History Law Philosophy Political Studies Public Management and Governance Theology
School of Behavioural Sciences	Industrial Psychology Labour Law Labour Relations Management Psychology Social Work Sociology
School of Languages	Academic Literacy Afrikaans and Dutch Communication Studies English French German Language Practice Sesotho
School of Education Sciences	Postgraduate Certificate in Education (PGCE) Postgraduate degrees in Education

V.6.3   QUALIFICATIONS, PROGRAMMES AND CURRICULA

a)   Various qualifications can be obtained at the Vaal Triangle Campus. A qualification, for example "Hons BA", is presented in more than one programme, for example "Humanities", and in every programme there is one or more than one curriculum(a), for example "History" that is structured in a specific format. Information on the rules for the various qualifications, programmes and curricula on **postgraduate** level are explained in this calendar. Where applicable, reference is made to specific focus areas in which post graduate training and research is conducted.

b)   A prospective student should first decide what qualification he/she would like to obtain, upon which the relevant programme and curriculum is selected. The student registers for a specific curriculum at the start of his/her study. Each curriculum has a curriculum code consisting of 5 characters, for example L621V. Should a student wish to change the curriculum after the start of his/her study, such a request should be directed via the director Administration to the relevant school director. Students may only change curricula with the written permission of the school director.

c)   The formats of the curricula in the different programmes set out below, are composed of modules with a total credit value of **at least** 128 for a postgraduate qualification of which the minimum duration is one year. In case of a postgraduate qualification with a longer duration, the credit values may differ accordingly.

d)   The University is authorised to award the following postgraduate qualifications at the Vaal Triangle Campus:

Method of Delivery	Qualification and Programme code	Curriculum	Curriculum code	HEQF level
Honours Bachelor of Arts (Hons BA)				
Full-time and Part-time	102 130	Afrikaans and Dutch	L603V	8
Full-time and Part-time	102 131	English	L606V	8
Full-time and Part-time	102 143	Sesotho	L632V	**8**
Full-time and Part-time	102 144	Language Practice	L610V	**8**
Full-time and Part-time	102 119	History	L601V	**8**
Full-time and Part-time	102 122	Communication	L611V	**8**
Full-time and Part-time	102 145	Theology	T626V	**8**
Full-time and Part-time	102 163	Medical Sociology	L641V	**8**
Full-time and Part-time	102 162	Psychology	G638V	**8**
Full-time and Part-time	102 150	Industrial Psychology	E661V	**8**
Full-time and Part-time	102 151	Human Resources Management	E663V	**8**
Full-time and Part-time	102 152	Labour Relations Management	E665V	**8**
Full-time and Part-time	194 100	Public Management and Governance	L601V	**8**
Full-time and Part-time	102 180	Political Studies	L601V	**8**
Master of Arts (MA)				
Full-time and Part-time	103 130	Afrikaans and Dutch	L800V	**9**
Full-time and Part-time	103 165	Linguistics and Literary Theory	L802V L803V	**9**
Full-time and Part-time	103 166	Toegepaste Taalstudie	L805V	**9**

Method of Delivery	Programme code	Curriculum	Curriculum code	HEQF level
Full-time and Part-time	103 168	Applied Language Studies	L812V	**9**
Full-time and Part-time	103 129	English	L810V	**9**
Full-time and Part-time	103 144	Sesotho (lectured)	L801V	**9**
Full-time and Part-time	103 144	Sesotho (dissertation)	L802V	**9**
Full-time and Part-time	103 145	Language Practice (dissertation)	L835V	**9**
Full-time and Part-time	103 133	History (dissertation)	L801V	**9**
Full-time and Part-time	103 164	Theology/Biblical Studies (lectured) (cf. compilation of curricula)	L801V, L810V L812V	**9**
Full-time and Part-time	103 164	Theology/Biblical Studies (dissertation) (cf. compilation of curricula)	L813V L818V	**9**
Full-time and Part-time	103 173	Human Resource Management Science	E853V	**9**
Full-time and Part-time	103 177	Medical Sociology (dissertation)	L805V	**9**
Full-time and Part-time	103 177	Medical Sociology (lectured)	L835V	**9**
Full-time and Part-time	103 181	Psychology (dissertation)	G801V	**9**
Full-time and Part-time	113 104	Social Work (dissertation)	G801V	**9**
Full-time and Part-time	103 171	Industrial Psychology	E851V	**9**
Full-time and Part-time	103 186	Labour Relations Management (dissertation)	E827V	**9**
Full-time and Part-time	103 138	Political Studies	L801V	**9**

Method of Delivery	Programme code	Curriculum	Curriculum code	HEQF level
Master of Arts in Development and Management (MA)				
Full-time and Part-time	103 137	Public Management and Governance (dissertation)	L800V	**9**
Full-time and Part-time	195 100	Public Management and Governance (lectured)	L865V	**9**
Full-time and Part-time	195 100	Water Studies (lectured)	L874V	**9**
Not presented in 2013	557 100	Public Administration (lectured)	L831V	**9**
Doctor of Philosophy (PhD)				
Full-time and Part-time	104 114	History	L901V	**10**
Full-time and Part-time	104 124	Theology/Biblical Studies	L906V	**10**
Full-time and Part-time	104 111	Afrikaans and Dutch	L900V	**10**
Full-time and Part-time	104 128	Linguistics and Literary Studies	L901V	**10**
Full-time and Part-time	104 138	English	L905V	**10**
Full-time and Part-time	104 125	Sesotho	L932V	**10**
Full-time and Part-time	104 126	Language Practice	L934V	**10**
Full-time and Part-time	506 127	Industrial Psychology	E920V	**10**
Full-time and Part-time	506 136	Labour Relations Management	E923V	**10**
Full-time and Part-time	805 110	Psychology	G931V	**10**
Full-time and Part-time	805 108	Social Work	G921V	**10**
Full-time and Part-time	104 121	Sociology	L951V	**10**
Full-time and Part-time	104 120	Political Studies	L901V	**10**
Full-time and Part-time	104 119	Water Studies	L942V	**10**
Full-time and Part-time	104 127	Public Management and Governance	L900V	**10**
Method of Delivery	**Programme code**	**Curriculum**	**Curriculum code**	**HEQF level**
Postgraduate Certificate in Education (PGCE)				
Full-time and Part-time	424 107	Senior- and continued teaching- and training phase	O160V	**6**

Honours Bachelor of Education (Hons BEd)				
Full-time and Part-time	464 140	Curriculum Studies	O603V	**8**
Full-time and Part-time	464 121	Education Management, Law and Systems	O605V	**8**
Full-time and Part-time	464 148	Learner Support	O611V	**8**
Master of Education (MEd)				
Not presented in 2013	403 116	Curriculum Development	O801V	**9**
Full-time and Part-time	403 120	Learning and Teaching	O801V	**9**
Full-time and Part-time	403 122	Education Management	O803V	**9**
Full-time and Part-time	403 123	Education Law	O804V	**9**
Full-time and Part-time	403 124	Educational Psychology	O805V	**9**
Full-time and Part-time	403 125	Comparative Education	O806V	**9**
Full-time and Part-time	403 127	Learner Support	O808V	**9**
Full-time and Part-time	403 128	School Counselling and Guidance	O809V	**9**
Doctor of Philosophy (PhD)				
Full-time and Part-time	404 110	Learning and Teaching	O901V	**10**
Full-time and Part-time	404 112	Education Management	O903V	**10**
Full-time and Part-time	404 113	Education Law	O904V	**10**
Full-time and Part-time	404 114	Educational Psychology	O905V	**10**
Method of Delivery	**Programme code**	**Curriculum**	**Curriculum code**	**HEQF level**
Full-time and Part-time	404 115	Comparative Education	O906V	**10**
Full-time and Part-time	404 117	Learner Support	O908V	**10**
Full-time and Part-time	404 118	School Counselling and Guidance	O909V	**10**
Not presented in 2013	404 130	Curriculum Development	O901V	**10**

V.6.4   MODULES AND CREDITS

a) A postgraduate qualification is obtained after the relevant module(s) within a chosen curriculum have been passed individually. Each of the modules has a credit value of 8 or factors of 8.

b) Each module has a module code and descriptive name. The module code consists of a four-letter subject abbreviation, followed by 3 digits, for example: BYBL671.

V.6.5   RECOGNITION OF PREVIOUS LEARNING

a) The North-West University accepts the principle underlying outcomes based, source based and life-long learning, in which considerations of articulation and mobility play a significant role and underscore the view that recognition of previous learning, whether in formal teaching curricula at this institution or a different institution, or acquired informally (through experience), forms an indefinable element in the decision on the admission to and allocation of credits in view of placement within an expressly chosen learning curriculum of the university.

b) The recognition of previous learning concerns provable knowledge and learning acquired by an applicant, whether by following formal instruction curricula, or through experience. At all time the question remains what level of skills, evaluated within the context of the exit level skills required for the intended learning curriculum or modules within, or the status for which the applicant is applying, is necessary. Thus, it is not merely a question of the experience that can be proven by the applicant. Recognition of previous learning is therefore done in terms of the applied competencies demonstrated by the applicant in the application, taking into consideration the exit outcomes that are to be achieved with the chosen learning curriculum.

c) The North-West University accepts that the recognition of previous learning within the normal, existing policy on the admission of credit allocation to prospective or existing students – whether from this or another institution – can and should take place in a valid, reliable and reasonable way.

d) For the handling of an application for recognition of previous learning, a non-refundable administrative fee is payable, as determined periodically by the University.

V.6.6   REGISTRATION

a) Registration for postgraduate qualifications takes place in terms of the following Academic Rules: 3.3 with regard to honours degrees, 4.3 with regard to master's degrees; 5.4 with regard to doctoral degrees; and 2.3 with regard to diplomas.

b) Registration is the prescribed completed process followed by a student to be registered as a student of the University.

c) An admitted student registers annually for the duration of the study for a specific study curriculum at the time and place as determined by the University. The process involves payment of the prescribed registration

fees, completion of the registration form and affecting this by means of the required signatures.

d) The registration form is handed in to the registration department by the student, upon which proof of registration is issued.

V.6.7 TEACHERS' TRAINING

Curricula that adhere to the required number of credits in recognised learning areas and/or school subjects, allow admission to the one-year Postgraduate Certificate in Education (PGCE). This is an academic professional certificate aimed at the training of teachers for the intermediary and/or senior and further education- and training phase.

V.6.8 EXAMINATION

The Academic Rules regarding examination are regulated by Rule 3.4 in the case of the Honours degree, Rule 4.4 in the case of the Masters degree and Rule 5.4 in the Doctoral degree.

V.6.8.1 HONOURS STUDY

V.6.8.1.1 Participation mark

A participation mark is accumulated through assignments and other forms of evaluation, as set out in the relevant study guide.

V.6.8.1.2 Admission to the exam

a) Admission to the exam in any module takes place by acquiring proof of participation.

b) Proof of participation, which allows admission to the exam, will only be issued once the student has adhered to the requirements for the relevant module as specified in the study guide, and this to the satisfaction of the school director, in consultation with the relevant subject group chairperson.

V.6.8.1.3 Module mark

The module mark is calculated as a relation between the participation mark and examination mark as indicated in the study guide (Cf. A.1.41).

V.6.8.1.4 Requirements for passing a module and curriculum

a) A curriculum is passed by individually passing all the modules which the curriculum consists of.

b) The sub minimum for all modules in which an examination is written, is 40

c) The pass requirement for a module in which (an) exam(s) is/are written, is 50%.

d) A module is passed with distinction if a module mark of at least 75% is obtained.

e) A student who obtained at least 75% in the core modules of a curriculum, obtains the qualification with distinction.

V.6.8.1.5   Repeating of modules

A once-off repeating of modules that were not passed takes place in terms of the conditions of Academic Rule 3.4.4 .

V.6.8.2   MASTERS' DEGREES

V.6.8.2.1   Nomination of examiners

a)   For each paper of a module presented within a school on master's level, the school director, in consultation with the relevant research director, appoints at least one internal examiner and one moderator who can be internal or external.

b)   For the evaluation of a mini-dissertation/dissertation, at least two examiners of which at least one should be external are appointed for each student by the school director in consultation with the relevant research director.

V.6.8.2.2   Admission to the exam

Admission to any exam is only granted to a student who has proven to the satisfaction of the school director that he/she has adhered to the requirements of the relevant curriculum and/or module.

V.6.8.2.3   Examination

The examination for the master's degree consists of:

a)   only a dissertation, or

b)   one or more exams and a mini-dissertation in the relevant field.

c)   In instances where examination papers form part of the curriculum, the papers should be completed during the first year of study.

V.6.8.2.4   Requirements in respect of the mini-dissertation/dissertation

Apart from the following requirements that should be adhered to, a mini-dissertation or dissertation may only be submitted with the consent of the study leader:

a)   A dissertation/mini-dissertation should prove that the student is familiar with the method of research.

b)   With regard to technical requirements, a dissertation/mini-dissertation should adhere to the requirements set in this regard by the Faculty Board (cf. *Manual for Postgraduate Study*). Also refer to Academic Rule 4.4.2.

V.6.8.2.5   Participation mark

A participation mark is accumulated through assignments and other forms of evaluation, as set out in the relevant study guide.

V.6.8.2.6   Module mark

The module mark is calculated as a relation between the participation mark and the exam mark as indicated in the study guide).

V.6.8.2.7   **Pass requirements**

    a)   The pass requirement for a module in which (an) exam(s) is/are written, is 50%.

    b)   A module is passed with distinction if a module mark of at least 75% is obtained.

    c)   A student who obtained at least 75% in the core modules of a curriculum, obtains the qualification with distinction.

V.6.8.2.8   **Repeating of modules**

    a)   A dissertation or mini-dissertation can be referred back to the candidate only once and submitted again after re-working, following Academic Rules 4.4.4.7 – 4.4.4.10.

    b)   A student may within the maximum study period of three years, once repeat papers that do not exceed 25% of the papers of the relevant program.

V.6.8.3   **DOCTORAL STUDY**

For the evaluation of a thesis, at least three examiners of whom two (5.4) should be external are appointed for each student by the school director in consultation with the relevant research director.

V.6.8.3.1   **Examination**

    a)   The examination for a doctoral degree consists at least of a thesis containing the results of the candidate's research.

    b)   A thesis may only be submitted with the consent of the promoter.

    c)   A thesis should make a definite scientific contribution to the knowledge of and insight in the subject, and testify of originality, either through the discovery of new facts, or through exercising an independent critical capacity.

    d)   The Faculty Board may set additional requirements in the form of either a written exam and/or oral exam for the obtaining of a doctoral degree.

V.6.8.3.2   **Repeating of modules**

A thesis can be referred back to the candidate only once and submitted after re-working.

V.7 RULES FOR HONOURS DEGREES

This qualification can be obtained in one of the programmes and curricula described in rule V.6.4 (d) and can be taken full-time or part-time.

V.7.1 RULES FOR THE DEGREE HONOURS BACHELOR OF ARTS

V.7.1.1 MINIMUM AND MAXIMUM DURATION

The minimum duration of the study for this qualification is **one year** for full-time and **two years** for part-time students; the maximum duration is **two years** for full-time and **three years** for part-time students.

V.7.1.2 ADMISSION

a) A student should already be in possession of an applicable bachelor's degree, or equivalent qualification, as approved by the Faculty Board.

b) The Senate may under specific circumstances give permission to a student who is in possession of a bachelor degree but not from an applicable field of study, to register for the qualification Honours Bachelor of Arts.

V.7.1.3 PROGRAMME: HUMANITIES (LANGUAGES)

The curricula compiled in this programme provide advanced training in language and language practice. In the compilation of these curricula, consideration was given to the career opportunities and manpower requirements of our country. These curricula also prepare the student for further postgraduate study in specific specialist curricula.

V.7.1.3.1 SPECIFIC ADMISSIONS REQUIREMENTS

See heading "Other rules" at the relevant curriculum.

V.7.1.3.2 CURRICULUM: AFRIKAANS AND DUTCH (102 130 – L603V)

V.7.1.3.2.1 Curriculum outcomes (the same outcomes apply for the following curricula: English, L606V; Sesotho, L632V; as well as Language Practice, L610V)

The honours curricula in the School of Languages have the following broad outcomes:

a) The collection of scientific factual knowledge, insight into the connection between related issues by treating the academic offering in an interdisciplinary manner.

b) The capability to identify and solve problems in a creative manner.

c) The capabilities to acquire knowledge independently, as well as to master, analyses, integrate and evaluate it in a well-founded manner.

d) The capability to be an efficient student who realises the importance of life-long learning.

e) The ability to verbalise and motivate an own mindset with reference to the Christian and other world views.

f) The ability to deal with methodologies of different theories critically.

g) The ability to form and formulate an own judgement, based on content and theoretical knowledge.

h) The ability to internalise the value of language and literature, as applied in the field of language practice, and apply this in the career of language practitioner in a culturally diverse and multilingual society.

V.7.1.3.2.2   Articulation and exit point

On successful completion of the honours degree (128 credits), further study can be pursued on **master's** and **doctoral** level. (Consult the applicable rules in this regard.)

V.7.1.3.2.3   Other rules

a) The various modules from which a student can choose, are in all cases limited to that which can be presented by a school and subject group according to specific circumstances in a particular year. Factors such as leave of academic personnel, number restrictions, etc. can play a role.

b) Under specific circumstances and with the approval of the respective directors of schools, a student may be granted permission to take one or two modules from a related subject as part of the curriculum. Consult the relevant subject chairperson in this regard.

c) A student can apply in writing to the Faculty Board on the basis of his/her academic merits, to take a maximum of two additional modules to the minimum requirements of the prescribed curriculum without payment of additional class fees.

d) A student registers for AFLL679 and four other modules.

e) The compilation of the student's honours curriculum is in all cases subject to final approval by the subject chairperson as well as the director of the School of Languages.

f) The following categories of students may be expected to take a compulsory module from the following categories and/or sit an entrance exam: (a) students who obtained their first B.-degree at another university; and (b) students who majored in Afrikaans and Dutch, but did not achieve an average of 60% on level 3.

V.7.1.3.2.4   Compilation of the curriculum: (102 130 – L603V)

Module code	Descriptive name	Ct
AFLL671	Afrikaanse poësie: Poësie en interteks	**24**
AFLL672	Afrikaanse verhalende tekste	**24**
AFLL674	Temas uit die Nederlandse letterkunde	**24**
CHOICE: One of the following:	ENLG672, ENLG673, ENLG674, ENLG675, ENLG679, ENLG680, ENLL673, ENLL680 , SSOL671, SSOL672, SSOL673, SSOL674 LPRA671, LPRA681, LPRA682, LPRA673, LPRA674, LPRA675, LPRA676, LPRA684	**24**
AFLL679	Navorsingsmetodologie en skripsie	**32**
AFLG673	Taal en samelewing	**24**
AFLG674	Teksstudie en tekslinguistiek	**24**
Credit total for the curriculum		**128**

V.7.1.3.3   CURRICULUM: ENGLISH (102 131 – L606V)

V.7.1.3.3.1   Curriculum outcomes

See the curriculum outcomes under V.7.1.3.2.1.

V.7.1.3.3.2   Articulation and exit point

On successful completion of the honours degree (128 credits), further study can be pursued on **master's** and **doctoral** level. (Consult the applicable rules in this regard.)

V.7.1.3.3.3   Other rules

a)   The various modules from which a student can choose, are in all cases limited to that which can be presented by a school and subject group according to specific circumstances in a particular year. Factors such as leave of academic personnel, number restrictions, etc. can play a role.

b)   Under specific circumstances and with the approval of the respective directors of schools, a student may be granted permission to take one or two modules from a related subject as part of the curriculum. Consult the relevant subject chairperson in this regard.

c)   A student can apply in writing to the Faculty Board on the basis of his/her academic merits, to take a maximum of two additional modules to the minimum requirements of the prescribed curriculum without payment of additional class fees.

d)   A student registers for ENLL671 or ENLG671 and four other modules.

e)   The compilation of the student's honours curriculum is in all cases subject to final approval by the subject chairperson as well as the director of the School of Languages.

f)   In order to enrol for the honours curriculum in English, a student must have obtained a minimum module mark of 60% for the third level modules

in English. Students who did not obtain this minimum can apply to sit an entrance exam.

V.7.1.3.3.4   Compilation of the curriculum: (102 131 – L606V)

Module code	Descriptive name	Ct
LINGUISTIC MODULES		
ENLG671	Research methodology and mini-dissertation: Language	32
ENLG672	Linguistic theory	24
ENLG673	The study of language	24
ENLG674	Linguistic analysis and corpus linguistics	24
ENLG675	English sociolinguistics	24
ENLG679	Applied language studies	24
ENLG680	Academic literacy	24
LITERATURE MODULES		
ENLL671	Research methodology and mini-dissertation: Literature	32
LPRA671	Theory of Language Practice	24
ENLL673	South African Postcolonial Literature in English	24
ENLL680	Twentieth-Century Literature in English	24
CHOICE: One of the following:	AFLL671, AFLL672, AFLL674, AFLG673, AFLG674, SSOL671, SSOL672, SSOL673, SSOL674 LPRA671, LPRA681, LPRA682, LPRA673, LPRA674, LPRA675, LPRA676, LPRA684	24
Credit total for the curriculum		**128**

V.7.1.3.4   CURRICULUM: SESOTHO (102 143 – L632V)

V.7.1.3.4.1   Curriculum outcomes

See the curriculum outcomes under V.7.1.3.2.1.

V.7.1.3.4.2   Articulation and exit point

On successful completion of the honours degree (128 credits), further study can be pursued on **master's**- and **doctoral** level. (Consult the applicable rules in this regard.)

V.7.1.3.4.3   Other rules

a)   The various modules from which a student can choose, are in all cases limited to that which can be presented by a school and subject group according to specific circumstances in a particular year. Factors such as leave of academic personnel, number restriction, etc. can play a role.

b)   Under specific circumstances and with the approval of the respective directors of schools, a student may be granted permission to take one

module from a related subject as part of the curriculum. Consult the relevant subject chairperson in this regard.

c) A student can apply in writing to the Faculty Board on the basis of his/her academic merits, to take a maximum of two additional modules to the minimum requirements of the prescribed curriculum without payment of additional class fees.

d) A student registers for SSOL679 and four other modules.

e) The compilation of the student's honours curriculum is in all cases subject to final approval by the subject chairperson as well as the director of the School of Languages.

f) Students should adhere to the prerequisite of 60% in Sesotho on the third level for selection for honours study in Language Practice within the Sesotho framework.

g) Any student who reports for the honours study more than six years after completion of the B. degree and who has complied with the prerequisite of 60% in the degree study should sit an additional entrance exam.

V.7.1.3.4.4 Compilation of the curriculum: (102 143 – L632V)

Module code	Descriptive name	Ct
SSOL671	SA and African comparative literature	24
SSOL672	Contemporary Sesotho literary trends	24
SSOL673	Overview of developments in Sesotho literature	24
SSOL674	Sesotho linguistics	24
CHOICE: One of the following:	AFLL671, AFLL672, AFLL674, AFLG673, AFLG674, ENLG672, ENLG673, ENLG674, ENLG675, ENLG679, ENLG680, ENLL673, ENLL680, LPRA671, LPRA681, LPRA682, LPRA673, LPRA674, LPRA675, LPRA676, LPRA684	24
SSOL679	Mini-dissertation	32
Credit total for the curriculum		**128**

V.7.1.3.5 CURRICULUM: LANGUAGE PRACTICE (102 144 – L610V)

V.7.1.3.5.1 Curriculum outcomes

See the curriculum outcomes under V.7.1.3.2.1.

V.7.1.3.5.2 Articulation and exit point

On successful completion of the honours degree (136 credits), further study can be pursued on **master's** and **doctoral** level. (Consult the applicable rules in this regard.)

V.7.1.3.5.3 Other rules

a) Students must adhere to the prerequisite of 65% in Sesotho/English/ Afrikaans/Communication studies on third level for selection for the honours study in Language Practice.

b) Every prospective student will be expected to successfully sit an entrance exam.

c) A student registers for the following compulsory modules: LPRA671, LPRA679 and LPRA683.

d) A student further registers for any three of the following modules: LPRA 681, LPRA 682, LPRA684, LPRA 673, LPRA 674, LPRA 675 and LPRA 676.

e) The compilation of the student's honours curriculum is in all cases subject to the final approval of the subject chairperson as well as the director of the School of Languages.

V.7.1.3.5.4   Compilation of the curriculum: (102 144 – L610V)

Module code	Descriptive name	Ct
	(Compulsory modules)	
LPRA 671	Theory of Language Practice	24
LPRA 679	Mini-dissertation	32
LPRA 683	Internship	8
	(Choose any three of the following modules)	
LPRA 681	Applications in language practice: translation	24
LPRA 682	Applications in language practice: text editing	24
LPRA684	Journalism and desktop publishing	24
LPRA 673	Language, text and context	24
LPRA 674	Media translation (subtitling)	24
LPRA675	Literary translation	24
LPRA676	Film studies	24
CHOICE: One of the following:	AFLL671, AFLL672, AFLL674, AFLG673, AFLG674, ENLG672, ENLG673, ENLG674, ENLG675, ENLG679, ENLG680, ENLL673, ENLL680 , SSOL671, SSOL672, SSOL673, SSOL674	24
Credit total for the curriculum		**136**

V.7.1.3.6   CURRICULUM: COMMUNICATION (102 122 – L611V)

V.7.1.3.6.1   Curriculum outcomes

See the curriculum outcomes under V.7.1.3.2.1.

V.7.1.3.6.2   Other rules

a) A three year degree in Communication Studies with an average pass rate of 60% for the core modules on third year level in Communication Studies, namely KOMS312, 315, 324 and 325 or an equivalent qualification with a pass rate of 60% for selected modules.

b) All applicants are screened before admission.

c)   Admission to the specialization fields Journalism is subject to screening according to the criteria stated in the <u>student guide</u>.

d)   An average of at least 60% for the research module KOMS324.

e)   The compilation of the student's honours curriculum is in all cases subject to the final approval of the subject chairperson as well as the director of the School of Languages.

V.7.1.3.6.3   Compilation of the curriculum: (102 122 – L611V)

Module code	Descriptive name	Ct
KCMN611	Research Methodology	16
KCMN671	Research Article	32
KCMJ673	Journalism in practice	72
KCMJ672	Journalism: Media and society	16
Credit total for the curriculum		**136**

V.7.1.4   PROGRAMME: HUMANITIES (GENERAL)

The curricula compiled in this programme provide advanced training in the humanities. In the compilation of these curricula, consideration was given to the career opportunities and manpower requirements of our country. These curricula also prepare the student for further postgraduate study in specific specialist curricula.

V.7.1.4.1   SPECIFIC ADMISSIONS REQUIREMENTS

See heading "Other rules" at the relevant curriculum.

V.7.1.4.2   CURRICULUM: HISTORY (102 119 – L601V)

V.7.1.4.2.1   Curriculum outcomes

On completion of this programme students should be able to:

a)   demonstrate comprehensive and systematic knowledge of historical questions in a chosen theme and period, which are relevant within a contemporary global and African context and use this knowledge in solving a research problem;

b)   formulate an own frame of references regarding the above-mentioned historical questions from the perspectives of a chosen value system;

c)   motivate appropriate research methods and techniques, and use them in researching, analysing, identifying and evaluating a typical historical question from research literature;

d)   write a report on the above-mentioned research problem that meets the academic and professional requirements set for it; and

e)   communicate the report to laymen as well as to an academic audience with the use of appropriate media

V.7.1.4.2.2 Articulation and exit point

Successful completion of this curriculum allows access to registration for the qualification Master of Arts. There are no earlier exit points.

V.7.1.4.2.3 Other rules

a) Students in possession of a BA degree or equivalent qualification with History as major or who have obtained at least 120 credits in the subject, can be considered for admission to this degree. In particular circumstances, the Senate may allow a student who is in possession of a first degree but who does not adhere all of the requirements to register for the curriculum, taking into account previous learning.

b) The curriculum consists of two fixed modules (56 credits in total) and three choice modules (72 credits in total).

c) At least three of the choice modules are presented annually or biannually at the Vaal Triangle campus. Other modules can be enrolled for at the Potchefstroom campus if the student is able to attend classes there.

d) The selection is made by the student in consultation with the relevant subject chairperson.

V.7.1.4.2.4 Compilation of the curriculum: (102 119 – L601V)

Module code	Descriptive name	Ct
	Compulsory modules	
HIST611	Method and Theory	24
HIST612	Historiography	32
	Select Three Choice modules:	
HIST623	South African History: a selected theme	24
HIST624	African history: a selected theme	24
HIST625	World history: a selected theme	24
HIST626	Research Project	24
Credit total for the curriculum		**128**

V.7.1.4.3 CURRICULUM: THEOLOGY (102 145 – T626V)

V.7.1.4.3.1 Curriculum outcomes

On completion of this curriculum the student should:

a) from a firm foundation and historical orientation possess a well formed, extended and systematic knowledge base in fascets of the following: valid interpretation and explication of the Bible (with aids), church ministry, pastoral ministry, ethical orientation and value establishment, missionary call fulfilment;

b) analyse and synthesise scientific theories in the various disciplines.

V.7.1.4.3.2   Articulation and exit point

a)   Successful completion of this curriculum allows access to registration for the qualification Master of Arts. There are no earlier exit points.

b)   Prospective students who do not meet the requirement in a) above, can be admitted to the programme after the person has done preparatory study, to the satisfaction of the relevant School Director.

c)   Selection takes place on the basis of the student's academic performance and insight into the relevant module(s) for the first degree.

d)   A mark of 60% in the relevant module(s) on third level of the first B. degree is required for the honours study.

V.7.1.4.3.3   Compilation of the curriculum: (102 145 – T626V)

Module code	Descriptive name	Ct
	COMPULSORY MODULES (72 Ct)	
NTES673	New Testament	20
OTES674	Old Testament	20
TEOL671	Mini dissertation (research component)	32
	ELECTIVE MODULES (72 Ct)	
MISS672	Missiology	16
ETIE672	Ethics	16
KDGE672	Church and Dogma history	16
PAST671	General and Specific Counselling	16
HOMV671	Homiletics	8
Credit total for the curriculum		**144**

V.7.1.5   PROGRAMME: BEHAVIOURAL SCIENCES

The curricula compiled in this programme provide advanced training in the behavioural sciences. In the compilation of these curricula, consideration was given to the career opportunities and manpower requirements of our country. These curricula also prepare the student for further postgraduate study in specific specialist curricula.

V.7.1.5.1   SPECIFIC ADMISSIONS REQUIREMENTS

See heading "Other rules" at the relevant curriculum.

V.7.1.5.2   CURRICULUM: MEDICAL SOCIOLOGY (102 163 – L641V)

V.7.1.5.2.1   Curriculum outcomes

On completion of this curriculum, the student should:

a)   demonstrate a comprehensive and systematic knowledge base of Sociology in Medicine and be informed about current developments and debates in this new field of study;

b) present a comprehensive health care plan based on the relevant theoretical knowledge;

c) be able to function supportively as a health care worker and be able to facilitate social health training;

d) be able to implement health care systems on community and personal level;

e) be able to undertake a research project related to health care which entails knowledge of research methods, and be able to identify shortcomings in existing research, and be able to gather relevant data accordingly, be able to analyse, evaluate and utilise articles in journals and be able to analyse data and to compile a research report;

f) to be able to convey and defend findings orally by way of suitable media.

V.7.1.5.2.2   Articulation and exit point

Successful completion of this curriculum allows access to register for the qualification Master of Arts.

V.7.1.5.2.3   Other rules

a) Selection of candidates for the curriculum is done prior to the start of the curriculum.

b) The minimum duration of the curriculum is one year.

c) Should the student not have Sociology as major for the first bachelors degree, knowledge of a related subject and/or job experience and/or related training or in-service training by a recognised institution can be considered as admission criteria after suitable evaluation, and the director may require the student to acquire the relevant sociological knowledge.

V.7.1.5.2.4   Compilation of the curriculum: (102 163 – L641V)

Module code	Descriptive name	Ct
SGVK681	Theory of Medical Sociology	16
SGVK682	Research Methodology and Project	32
SGVK683	Sociological Health Behaviour	16
SGVK684	Sociology in Medicine	16
SGVK685	Ethics in Medical Sociology	16
SGVK686	Sociological Dynamics in Health Care Systems	16
SGVK687	Lifestyle Coaching and HIV/AIDS	16
Credit total for the curriculum		**128**

V.7.1.5.3   CURRICULUM: PSYCHOLOGY (102 162 – G638V)

V.7.1.5.3.1   Curriculum outcomes

On completion of this curriculum, the student should:

be able to execute advanced functions and skills through which psychological phenomena can be investigated and managed.

V.7.1.5.3.2 Articulation of exit points

a) Successful completion of this curriculum does not lead to professional registration as a psychologist. After obtaining this degree you may apply for selection into a registered Masters programme in clinical, counselling or research psychology which after successful selection and completion will lead to registration as a psychologist at the Health Professions Council of South Africa (HPCSA).

b) Successful completion of this curriculum provides articulation (after successful selection) into a training practicum leading to registration as a Psychological Counsellor. This practicum entails further study of course specific modules as well as an internship of 720 hours.

c) Successful completion of this curriculum also allows access to application for the qualification Master of Arts on condition of successful selection (this qualification does not lead to registration at the HPCSA.

V.7.1.5.3.3 Other rules

a) Prospective students are subject to a selection process including an academic and- personality screening as arranged by the particular school.

b) A minimum average mark of 65% for Psychology as major subject is required.

c) A student should take all the modules.

V.7.1.5.3.4 Compilation of the curriculum: (102 162 – G638V)

Module code	Descriptive name	Ct
PSYC671	Psychometrics	8
PSYC672	Psychological Evaluation	16
PSYC673	Applied Positive Psychology	16
PSYC674	Research Methodology	16
PSYC675	Intervention Techniques	16
PSYC676	Theoretical Perspectives on Aid Rendering	16
PSYC677	Community Psychology	16
PSYC678	Psychopathology	16
PSYC679	Ethics and Professional Conduct	8
PSYC681	Facilitation of Community Wellness	16
STTN111	Descriptive Statistics	12
STTN124	Practical Statistics	12
Credit total for the curriculum		168

V.7.1.5.4   CURRICULUM: INDUSTRIAL PSYCHOLOGY (102 150 – E661V)

V.7.1.5.4.1   Curriculum outcomes

On completion of this curriculum, the student should be able to apply advanced functions and skills through which psychological phenomena in the work context can be investigated and managed.

V.7.1.5.4.2   Articulation and exit point

Successful completion of this curriculum allows access to registration for the qualification Master of Arts. There are no earlier exit points.

V.7.1.5.4.3   Other rules

a)   The student should be in possession of a BA degree or have been granted BA status as approved by the Faculty Board. Students should meet all the core module requirements of the primary part of the proposed Hons. B.A. study.

b)   The specific requirements fot the relevant curriculum should also be met.

c)   The student's general ability and academic performance in these core modules must be to the satisfaction of the relevant school director regarding each module included.

V.7.1.5.4.4   Compilation of the curriculum: (102 150 – E661V)

Module code	Descriptive name	Ct
	First semester	
IOPS611	Psychometrics	8
IOPS612	Psychological Evaluation and Forensic Psychology	8
IOPS613	Organisational Behaviour	8
IOPS614	Research Methodology	8
IOPS615	Career Psychology	8
IOPS616	Employee Wellness	16
IOPS617	Organisational Development	8
IOPS618	Authentic Helping	8
	Second semester	
HRMA622	Human Capacity Building	8
IOPS622	Research Report	16
HRMA623	Human Resource Management Strategies	16
IOPS624	Advanced Practical Work	48
Credit total for the curriculum		**160**

V.7.1.5.5 CURRICULUM: HUMAN RESOURCE MANAGEMENT (102 151 – E663V)

V.7.1.5.5.1 Curriculum outcomes

On completion of this curriculum, the student should be able to apply advanced functions and skills through which sociological phenomena in the work context can be investigated and managed.

V.7.1.5.5.2 Articulation and exit point

Successful completion of this curriculum allows access to registration for the qualification Master of Arts. There are no earlier exit points.

V.7.1.5.5.3 Other rules

a) The student should be in possession of a BA degree or have been granted BA status as approved by the Faculty Board. Students should adhere to all core module requirements of the primary part of the proposed Hons BA-study.
b) The specific requirements for the relevant curriculum should also be met.
c) The student's general ability and academic performance in each of these core modules must be to the satisfaction of the relevant school director.

V.7.1.5.5.4 Compilation of the curriculum: (102 151 – E663V)

Module code	Descriptive name	Ct
	First Semester	
IOPS613	Organisational Behaviour	8
IOPS614	Research Methodology	8
IOPS615	Career Psychology	8
IOPS616	Employee Wellness	16
IOPS617	Organisational Development	8
IOPS618	Authentic Helping	8
HRMA612	Psychological Evaluation, Recruitment, Selection and Placement	8
LARM611	Industrial Sociological Theories	8
	Second semester	
IOPS622	Research Report	16
HRMA621	Practical Work	16
HRMA622	Human Capacity Building	8
HRMA623	Human Resource Management Strategies	16
LARM623	Applied Labour Relations	16
LARM624	Collective Bargaining and Negotiation	16
Credit total for the curriculum		**160**

V.7.1.5.6 CURRICULUM: LABOUR RELATIONS (102 152 – E665V)

V.7.1.5.6.1 Curriculum outcomes

On completion of this curriculum, the student should be able to apply advanced functions and skills through which sociological phenomena in the work context can be investigated and managed.

V.7.1.5.6.2 Articulation and exit point

Successful completion of this curriculum allows access to registration for the qualification Master of Arts. There are no earlier exit points.

V.7.1.5.6.3 Other rules

a) The student should be in possession of a BA degree or have been granted BA status as approved by the Faculty Board. Students should adhere to all the core module requirements of the primary part of the proposed Hons. BA-study.

b) The specific requirements fot the relevant curriculum should also be met.

c) The student's general ability and academic performance in each of these core modules must be to the satisfaction of the relevant school director.

V.7.1.5.6.4 Compilation of the curriculum: (102 152 – E665V)

Module code	Descriptive name	Ct
	First semester	
IOPS 613	Organisational Behaviour	8
LARM 614	Research Methodology	8
LARM 615	Advanced Labour Relations	16
LARM 616	Labour Market Principles	16
LARM 611	Industrial Sociological Theories and Social Change	8
IOPS 616	Work Wellness	16
IOPS 617	Organisational Development	8
	Second semester	
HRMA 622	Human Capacity Building	8
LARM 621	Group Dynamics	16
LARM 622	Research Report	16
LARM 623	Applied Labour Relations	16
HRMA 623	Human Resource Management Strategies	16
LARM 624	Collective Bargaining and Negotiation	16
Credit total for the curriculum		**168**

MODULE CHANGES LABOUR RELATIONS MANAGEMENT

Old Module	Credits	Discontinue	New Module	Credits	Commence
BSKP613	8	Dec 2011	IOPS613	8	Jan 2012
BSOP614	8	Dec 2011	LARM614	8	Jan 2012
BSOP615	32	Dec 2011	LARM615	16	Jan 2012
BSOP616	16	Dec 2011	LARM616	16	Jan 2012
BSKP626	8	Dec 2011	IOPS616	16	Jan 2012
BSKP621	8	Dec 2011	IOPS617	8	Jan 2012
BSKP622	8	Dec 2011	HRMA622	8	Jan 2012
BSKP671	16	Dec 2011	HRMA623	16	Jan 2012
BSOP621	16	Dec 2011	LARM621	16	Jan 2012
BSOP623	16	Dec 2011	LARM622	16	Jan 2012
BSOP671	8	Dec 2011	LARM611	8	Jan 2012
BSOP624	16	Dec 2011	LARM623	16	Jan 2012
-	-	-	LARM624	16	Jan 2012

V.7.2   RULES FOR THE DEGREES HONOURS BACHELOR OF ARTS IN DEVELOPMENT AND MANAGEMENT AND HONOURS BACHELOR OF ARTS IN POLITICAL STUDIES

These qualifications can be obtained in the programmes and curriculums described in rule V.6.4 (d) and can be taken full-time or part-time.

V.7.2.1   MINIMUM AND MAXIMUM DURATION

The minimum duration for the study of these qualifications is **one year** for full-time and **two years** for part-time students; the maximum duration is **two years**.

V.7.2.2   ADMISSION

a)   A student should already be in possession of a bachelors degree, or equivalent qualification, as approved by the Senate.

b)   The Senate may, under specific circumstances, grant admission to register for the qualification Honours Bachelor of Arts in Development and Management to a student who is in possession of a bachelors degree, but not from a relevant field of study.

V.7.2.3   PROGRAMME: DEVELOPMENT AND MANAGEMENT

The curriculum compiled in this programme provides advanced training in development and management. In the compilation of the curriculum, consideration was given to career opportunities and the manpower requirements of our country. This curriculum also prepares the student for further postgraduate study in this specialist field.

V.7.2.3.1   SPECIFIC ADMISSION REQUIREMENTS

See heading "Other rules" at the relevant curriculum.

V.7.2.3.2   CURRICULUM: PUBLIC MANAGEMENT AND GOVERNANCE (L601V)

V.7.2.3.2.1   Curriculum outcomes

On completion of this curriculum, the student should identify, analyse and solve highly complex, concrete and abstract problems using appropriate scientific research methodologies and conventions; demonstrate an advanced understanding of the world as set of related systems and that public governance occurs within multiple contexts; provide effective strategic leadership to public institutions by accessing appropriate frameworks, theories, models, and indigenous knowledge systems; utilise appropriate methodologies, processes and systems to optimally utilise people capital of public institutions; apply appropriate project management methodology to operationalise strategic objectives of public institutions; apply appropriate performance management methodology for the effective, efficient and economical functioning of public institutions and all its systems and resources; optimally utilise public resources for improved service delivery; apply appropriate statutory stipulations and regulations for public financial management, budgeting and supply chain processes in the public sector; apply appropriate conceptual models and theoretical frameworks to debate issues in local government.

V.7.2.3.2.2   Articulation and exit point

Successful completion of this curriculum gives admission to registration for the qualification Master of Arts. There are no earlier exit points.

V.7.2.3.2.3   Other rules

A student should complete seven modules successfully.

V.7.2.3.2.4   Compilation of the curriculum: (194 100 – L601V)

Module code	Descriptive name	Ct
PUMA611	Research Methodology	32
PUMA612	Public Management and Leadership	16
PUMA613	Public Policy Analysis	16
PUMA621	Public Financial Management	16
PUMA622	Public Human Resource Management	16
PUMA623	Municipal Governance	16
PUMA624	Public Performance- and Project Management	16
Credit total for the curriculum		**128**

V.7.2.4   PROGRAMME: POLITICAL STUDIES

The curriculum compiled in this programme provides advanced training in Political Studies. In the compilation of the curriculum, consideration was given to career opportunities and the manpower requirements of our country. This curriculum also prepares the student for further postgraduate study in this specialist field.

V.7.2.4.1   SPECIFIC ADMISSION REQUIREMENTS

See heading "Other rules" at the relevant curriculum.

V.7.2.4.2   CURRICULUM: POLITICAL STUDIES (102 180 – L601V)

V.7.2.4.2.1   Curriculum outcomes

On completion of this programme students should be able to:

a)   able to motivate and use applicable research methods and techniques to examine, analyse and evaluate typical issues in the field of Political Science and International Politics from relevant research literature;

b)   able to describe, critically evaluate and judge the most important political ideas;

c)   able to describe, critically evaluate and judge important issues in world politics;

d)   able to understand analytical approaches to the study of politics, apply them within the global context of a developing world, and critically explain and evaluate them;

e)   able to understand and apply methods of political comparisons and compare and evaluate political systems in the world;

f)   able to analyse formulated policy (in general but also specific policy outputs in SA) and evaluate it according to specific criteria in order to determine the potential of success;

g)   able to evaluate South Africa's political system and compare it with other democracies in the rest of the world, in order to point out the differences and similarities.

V.7.2.4.2.2   Articulation and exit point

Successful completion of this curriculum gives admission to registration for the qualification Master of Arts. There are no earlier exit points.

V.7.2.4.2.3   Other rules

Additional to Academic Rules 3.2 and 3.3 and V.7.2.2, the following apply:

a)   Registration for Honours studies should not be later than 31 January.

b)   a B-degree in which all the modules of Political Studies were passed at the various undergraduate year levels

c)   the modules passed in Political Studies of the final undergraduate year, barring exceptions, and approved by the School Director, in consultation with the subject chair, must be passed with an average of at least 65%

V.7.2.4.2.4   Compilation of the curriculum: (102 180 – L601V)

Module code	Descriptive name	Ct
	Core modules	
POLS611	Methodology	16
POLS612	Policy Studies	16
POLS613	Political Philosophy	16
POLS673	Research Project	32
	Electives	
POLS622	Issues in World Politics	16
POLS625	Politics in Africa	16
POLS626	Governance and Political Transformation	16
	Electives not presented in 2013	
POLS621	Comparative Politics	16
POLS623	Political Dynamics	16
POLS624	Politics in the Developing World	16
POLS627	Political Economy	16
Credit total for the curriculum		**128**

V.7.3 RULES FOR THE DEGREE HONOURS BACHELOR OF EDUCATION

This qualification can be obtained in one of the directions and curricula described in V.6.3 (d) and can be enrolled full-time or part-time.

The outcomes of these directions and curricula are negotiated in mainly three programmes, namely Education Management, Law and Systems; Curriculum Studies; and Learner Support

The rules for Hons BEd must be read together with the Academic Rules of the university, which are available on Internet at: http://www.nwu.ac.za

V.7.3.1 NATURE AND AIMS OF THE QUALIFICATION

This qualification is intended to acknowledge specialised professional studies in education. On completion of the studies candidates will be able to demonstrate an advanced reflexive understanding of and a competency in knowledge, skills, values, principles, methods and procedures relevant to the specific specialisation in education.

V.7.3.2 PROGRAMME OUTCOMES

a) Students demonstrate that they have acquired a sound knowledge base and critical understanding of education, in general, and of their area(s) of specialisation in particular.

b) Students demonstrate the ability to critically analyse and evaluate knowledge in their area(s) of specialisation, and to contribute to systematic and disciplined thinking about educational matters and issues, with particular reference to their area(s) of specialisation.

c) Students demonstrate the ability to conduct independent inquiry (under supervision) in a specialised field of education, training or development, and to report their findings in academically appropriate ways.

d) Students exhibit the potential to act as academic leaders and experts in the field of education, training and development.

e) Students demonstrate the ability to make responsible decisions and solve salient problems in respect of crucial educational matters.

f) Students demonstrate the ability to work effectively with others as a team, with the staff and the learners of the school as teaching-learning organisation and in other relevant contexts.

V.7.3.3 SPECIFIC OBJECTIVES

a) This qualification prepares students for studies leading to a Master's degree in Education (MEd) at HEQF level 9.

b) Students will be able to understand the role that research plays in education, make basic evaluations and conduct educational research.

c) These studies will enable students to play a leadership role in professional educational activities in the different sectors of teaching in South Africa.

V.7.3.4 DURATION OF THE STUDIES

The minimum duration of the study for this qualification is one year for full-time students and two years for part-time students; the maximum duration of study is two years for full-time students and three years for part-time students..

V.7.3.5 ADMISSION REQUIREMENTS

Admission to this qualification takes place according to the Academic Rules of the university. In particular the following admission requirements are valid for the Hons BEd degree.

V.7.3.6 GENERAL ADMISSION REQUIREMENTS

Demonstration of learning outcomes at NQF level 6 or HEQF level 7 (480 credits of which 72 at NQF level 6 or HEQF level 7) comprising the following:

a)   pass in a Bachelor degree (360 credits) plus a Post-graduate Certificate in Education or any other professional education qualification [120 credits, of which 72 at level 6 (7)]; or

b)   pass in a Bachelor of Education degree (480 credits); or

c)   pass in a Bachelor degree (480 credits) that is evaluated as applicable; or

d)   any other recognised education qualification that adds up to 480 credits (of which 72 at NQF level 6 or HEQF level 7)

e)   A minimum pass of 65% average in the final year of the qualification that permits entry to the Hons BEd.

f)   To complete the qualification full-time the student's general ability and academic performance must be to the satisfaction of the school director,

V.7.3.7 LIST OF MODULES

The list of modules, of which the curricula are comprised, together with their credit values, are listed in the table below.

MODULE CODE	MODULE NAME	REQUIRE-MENT	CR
FUNDAMENTAL MODULES			
FOER611	Foundations of Education Research		32
RSPR671	Research Project		32
CORE MODULES			
APLS 673	Applied Learning Support		32
CEPS 612	Community Educational Psychology		8
CLIN 611	Classroom Instruction		16
CUDE 611	Curriculum Development		16
FLCE 621	Facilitation and Lay Counselling for Educators		8
LORE 671	Life Orientation		32
EMLO 611	Education Management and Organisations		16
ONWR 611	Education Law: Theory and Praxis		16
TLAS 612	Teaching, Learning and Assessment		16
TSCU 621	The School Curriculum		16

VGLO 624	Education Systems: Structure and Functions		16
ELEA 611	E-learning		8
SLAD 621	Strategic Learning and Development		8

ELECTIVE MODULES			
ONWB 624	Human Resources Management and Development in Education		16
ONWB 625	Financial School Management		16
ONWR 624	Labour Law and School Governance		16
ONWR 625	Human Rights and Democracy in Education		16
VGLO 622	Modern Education Systems		16
VGLO 623	Contemporary Education Issues: Comparative Perspectives		16

V.7.3.8   HONS BED PROGRAMMES

V.7.3.9   Programme: 464 140 Curriculum Studies

Curriculum: Curriculum Studies (O603V)

Curriculum outcomes

After completing this curriculum the students will demonstrate an advanced reflexive competency regarding:

Specialised knowledge, skills, values and principles regarding effective learning, teaching, assessing and developing curricula in a general or specific teaching-learning context in order to effectively plan, design, implement and evaluate appropriate teaching-learning programmes, materials, resources and technologies in the specific teaching-learning context.

V.7.3.9.1   Curriculum structure: Curriculum Studies (464 140 – O603V)

1st YEAR					
FIRST SEMESTER			**SECOND SEMESTER**		
Code	**Descriptive name**	**Ct**	**Code**	**Descriptive name**	**Ct**
FOER611	Foundations of Education Research	16	TSCU621	The School Curriculum	16
CUDE611	Curriculum Development	16	SLAD621	Strategic Learning and Development	8
CLIN611	Classroom Instruction	16			
Total credits		**48**	**Total credits**		**24**
2nd YEAR					
FIRST SEMESTER			**SECOND SEMESTER**		
Code	**Descriptive name**	**Ct**	**Code**	**Descriptive name**	**Ct**
TLAS612	Teaching, Learning and Assessment	16			
RSPR671	Research Project	16	RSPR671	Research Project	16
ELEA611	E-learning	8			
Total credits		**40**	**Total credits**		**16**

V.7.3.10   Programme: 464 121 Education Management, Law and Systems

Curriculum: Education Management, Law and Systems (464 121 – O605V)

Curriculum outcomes

After completing this curriculum, students will demonstrate an advanced reflexive competency regarding:

a)   specialised knowledge, skills and values regarding effective education management in order to become involved in effective teaching practices that will eventually result in creating and supporting circumstances that will enable educators and students to accomplish effective learning;

b)   manifesting specialised knowledge of education law and applying it by interpreting the determinants of education law, as well as the roles, duties, rights and responsibilities of different role players involved in education, in order to learn to understand and create amongst others a human rights culture and environment in view of effective and legally healthy teaching and learning;

c)   specialised knowledge, skills and values regarding education systems in order to analyse and compare the determinants of national and international education systems, which will enable them to contribute to developing the South African education system and eventually to creating and supporting circumstances that will make it possible for educators and their students to accomplish effective learning.

V.7.3.10.1   Curriculum structure: Education Management, Law and Systems (464 121 – O605V)

1st YEAR					
FIRST SEMESTER			**SECOND SEMESTER**		
Code	**Descriptive name**	**Ct**	**Code**	**Descriptive name**	**Ct**
FOER611	Foundations of Education Research	16	VGLO 624	Education Systems: Structure and Functions	16
EMLO611	Education Management, Leadership and Organisations	16			
ONWR611	Education Law: Theory and Praxis	16			
Total credits		**48**	**Total credits**		**16**
2nd YEAR					
FIRST SEMESTER			**SECOND SEMESTER**		
Code	**Descriptive name**	**Ct**	**Code**	**Descriptive name**	**Ct**
RSPR671	Research Project	16	RSPR671	Research Project	16
			Choose two electives from the following:		
			ONWR624	Labour Law & School Governance	16
			ONWR625	Human Rights and Democracy in Education	16
				OR	
			ONWB624	Human Resources, Management and Development in Education	16
			ONWB625	Financial School Management	16
				OR	
			VGLO622	Modern Education Systems	
			VGLO623	Contemporary Education Issues: Comparative Perspectives	
Total credits		**16**	**Total credits**		**48**

Programme: 464 148 Learner Support

Curriculum: Learner Support (O611V)

Curriculum outcomes

After completing this curriculum the students will demonstrate an advanced reflexive competency regarding:

Specialised knowledge, skills, attitudes, values and principles in order to conduct in an eco-systemic paradigm competent and autonomous practices in school and out of school as special needs co-ordinators and as members of an educator support team to make provision for the unique needs of and services to students, families, schools and communities, and to establish, promote and maintain health promoting schools.

V.7.3.10.2 Curriculum structure: Learner Support (464 148 – O611V)

1ST YEAR					
FIRST SEMESTER			**SECOND SEMESTER**		
Code	**Descriptive name**	**Ct**	**Code**	**Descriptive name**	**Ct**
FOER611	Foundations of Education Research	16	FLCE621	Facilitation and Lay Counselling for Educators	8
LORE671	Life Orientation	16	LORE671	Life Orientation	16
			RSPR671	Research Project	8
Total credits		**32**	**Total credits**		**32**
2nd YEAR					
FIRST SEMESTER			**SECOND SEMESTER**		
Code	**Descriptive name**	**Ct**	**Code**	**Descriptive name**	**Ct**
CEPS612	Community Educational Psychology	8			
RSPR671	Research Project	12	RSPR671	Research Project	12
APLS673	Applied Learning Support	16	APLS673	Applied Learning Support	16
Total credits		**36**	**Total credits**		**28**

V.7.3.11   EXIT LEVEL OUTCOMES

After completing the qualification students will be able to demonstrate an advanced reflexive competency regarding:

a) fundamental knowledge, skills, values and principles underlying education as a scientific discipline, and also underlying other sub-disciplines, and the ability to analyse and critically evaluate information in the field;

b) basic knowledge and skills with regard to the phenomena of learning, teaching, curriculum and educational organisations in view of organising the teaching-learning environment effectively;

c) the ability to conduct educational research in order to identify and constructively address critical education problems and issues;

d) responsible decision-making and solving fundamental problems regarding key education matters;

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e)   effective co-operation with others in a team, with personnel and students of the school as teaching-learning organisation and with parents and the community as parties concerned with education.

V.7.3.12   CHANGE IN ENROLLMENT FOR A CURRICULUM

During their studies students may change one curriculum for another or make changes in the curriculum for which they are enrolled only with written consent of the school director.

V.7.3.13   ARTICULATION POSSIBILITIES

The Hons BEd degree grants admission to the Master's Degree of Education provided the student must obtain an average of 70% for the Hons BEd degree/modules.

V.7.3.14   EXAMINATION

V.7.3.14.1   Composition of participation marks

Participation marks for a module are made up from tests, papers, practical work and research assignments.

V.7.3.14.2   Admission to the examinations

Admission to the examinations in any module in which examinations are taken is obtained by acquisition of a proof of participation which is issued if
a)   a student has complied with the particular/specific requirements as stated in a particular study guide, and
b)   a participation mark of at least 40% has been obtained in a module.

V.7.3.14.3   Module mark

The module mark is calculated according to the prescriptions of Academic Rule 3.4.3, regarding the relation between participation marks and examination marks as indicated by the module outcomes.

V.7.3.14.4   Pass requirements of a curriculum

a)   The sub-minimum for all modules in which examinations are taken is 40%.
b)   The requirement for passing a module in which examinations are taken is a module mark of 50%.

V.7.3.14.5   Repetition of modules

a)   Within the maximum study period of three years a student may once repeat modules not exceeding 25% of the total curriculum.
b)   A student repeating modules must register again for these modules and obtain participation marks or fulfil other requirements as determined by the school director in order to be granted admission to examinations in these modules.
c)   If a student that repeats modules does not pass those specific modules in the next examination period, Academic Rule 3.4.6 will apply. (Termination of study.)

V.7.3.14.6   Termination of studies

Studies of a student can be terminated in terms of 3.4.6 if:

a)   the student fails to comply with the requirements laid down by the Senate and/or faculty; or
b)   exceeds the maximum duration of the study period;
c)   fails more than 25% of the modules of the curriculum concerned (cf. 3.4.4.2)

A student, whose studies have been terminated, may apply to the respective Campus Registrar for re-admission to the University. In the event of re-admission, it will be subject to the conditions laid down by the University.

V.8 RULES FOR THE POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE)

This qualification can be taken on a full-time or part time basis on the campus.

V.8.1 NATURE AND AIMS OF THE CERTIFICATE

a) The PGCE serves as a professional 'capping' qualification for candidates who have completed an appropriate 360 or 480 credit Bachelor's degree.

b) The PGCE provides qualifiers with a classroom focus that will enable them to fulfil all the contextual roles and competencies of an effective/efficient educator.

V.8.2 PROGRAMME OUTCOMES

After completion of the programme students should be able to:

a) develop and demonstrate a deep knowledge and understanding of education theory and practice

b) integrate education theory and practice with applied competence

c) demonstrate and assess the knowledge base that underpins the planning, development and implementation of learning programmes in the Senior and FET phases and act as assessor and learning facilitator

d) develop and demonstrate skills, attitudes and values to become responsible, independent and contributing members of the professional educational community in a diverse and changing national and international context.

e) develop and demonstrate critical, creative and reflective problem solving skills within educational and societal context

V.8.3 MINIMUM AND MAXIMUM DURATION

The minimum duration of study for this qualification is one (1) year of the period necessary to acquire the required number of credits and the maximum duration is two (2) years.

V.8.4 ADMISSION REQUIREMENTS

a) A first university degree with at least 128 credits in recognised learning areas and/or school subjects, or a recognised qualification that amounts to 360 credits at NQF level 6 or HEQF level 7 and includes at least 128 credits in recognised learning areas and/or school subjects.

b) Students must also be able to take two (2) methodologies in order to obtain the qualification. The curriculum of the degree may be structured in one of the following ways:

   i) Recognised school subject/learning area at level 3 (96 credits) + recognised subject/learning area at level 1 (32 credits);

ii) Recognised school subject/learning area at level 2 (64 credits) + recognised school subject/learning area at level 2 (64 credits);

iii) Recognised school subject/learning area at level 2 (64 credits) + recognised school subject/learning area at level 1(32 credits) + recognised school subject/learning area at level 1 (32 credits); in the case of a language, it is recommended that the candidate has at least completed level 2.

iv) In the case of a choice between subjects didactics for academic subjects already passed for a prior qualification student must take the subject in which he/she obtained the highest qualification.

c) A student who included only Botany and Zoology or Physiology (at least one as main subject) and no other school subject in his undergraduate course will receive full recognition for his degree and the PGCE with Methodology of Life Sciences and Methodology of the Learning Area Physical Sciences. These students must register for LIFD511 and LAND521 as well as LAND411 and ADSD521.

d) A student who included only Physics and Chemistry (at least one as main subject) and no other school subject in his undergraduate course will receive full recognition for his degree and the PGCE with Subject Didactics of Physics and Chemistry and Subject Didactics of the Learning Area Physical Sciences.

e) A student who wants to take the Methodology of Mathematics must have completed Mathematics on level 2 or otherwise Mathematics on level 1 with one of the following on level 2: Statistics, Mathematical Statistics, Applied Mathematics and Financial Mathematics. A student with only Mathematics as main subject must register for MATD511, MATD521 as well as MATD411 and ADSD521.

f) A student who wants to take the Methodology of Life Orientation must have two of the following subjects on degree level: Sociology, Psychology, Political Studies, Human Movement Science, Labour –and Industrial Studies, Human Rights and Ethics. The student must already have a second school subject on degree level for the second methodology.

g) A student who wants to take the Methodology of any language must have completed it on level 2. If the student passed Communications Studies, level 1 can be accepted.

h) Students who have as yet not completed their first degree may be admitted by way of exception. They have to make a special application to the director for this admission.

V.8.5   LIST OF MODULES

Remark:
1) The PM 40% indicates participation marks of 40% during the semester.
2) This list of modules is valid for all programmes of study in this qualification.

MODULE CODE	MODULE NAME	PREREQUISITES	CR
ACCD511	Accounting Methodology		12
ADSD521	Additional Subject Methodology: Creativity for Education		12
AFRD511	Afrikaansmetodiek: Praktykgerigte Fasilitering volgens die NKV (gr 7-12)		12
AFRD521	Afrikaansmetodiek: Voorgesette Fasilitering volgens die NKV (gr 7-12)		12
BSTD511	Business Studies Methodology		12
CATD511	Computer Application Technology Methodology		12
COMF511	Computers in Education		8
ECOD511	Economics Methodology		12
EDCC511	Education Theory		8
EDCC512	Assessment		8
EDCC513	Professional Studies		8
EDCC521	Educational Psychology		12
EDCC522	Education Law, Systems and Administration		12
EDCC523	Professional Studies		8
ENGD511	English Methodology		12
ENGD521	English Methodology		12
GEOD511	Geography Methodology		12
HISD511	History Methodology		12
LABD521	Learning Area Economic and Management Sciences Methodology		12
LAND521	Learning area natural sciences methodology		12
LASD521	Learning Area Social Sciences Methodology		12
LIFD511	Life Sciences Methodology	Students who only have Physiology, Botany or Zoology as a major subject are provisionally admitted to the pgce until they can provide proof that the basic knowledge with regard to botany, Physiology, Ecology and Zoology has been acquired	12

MODULE CODE	MODULE NAME	PREREQUISITES	CR
LLOD511	Learning Area Life Orientation Methodology		12
LLOD521	Learning Area Life Orientation Methodology		12
MATD511	Mathematics Methodology		12
MATD521	Mathematics Methodology		12
PHSD511	Physical Sciences methodology		12
SEMD511	Sesotho Methodology (mother tongue)		12
SEMD521	Sesotho Methodology (mother tongue)		12
TECD521	Technology		12
TGNO511	Technology		8
TGNO521	Technology		8
LIFF521	Life Skills		12

V.8.6   PROGRAMME: PGCE SENIOR AND FURTHER EDUCATION AND TRAINING PHASE 424 107

With this certificate an educator can teach from Grade 7 to Grade 12.

V.8.6.1   List of Modules

Consult the list above (V.8.5).

V.8.6.2   Compilation of the curriculum

A student compiles his/her curriculum from the compulsory modules (see V.8.6.3) and a selection of two methodologies from the list of core modules (methodologies). The selected methodologies must have been passed on degree level in line with the requirements (V.8.4).

V.8.6.3 CURRICULUM: (424 107) O160V PGCE SUBJECT DIDACTICS

FIRST SEMESTER		SECOND SEMESTER	
MODULE CODE	CREDITS	MODULE CODE	CREDITS
Fundamental modules		**Fundamental modules**	
COMF511	8	LIFF521	12
TGNO511	8	TGNO521	8
Core modules		**Core modules**	
EDCC511	8	EDCC521	12
EDCC512	8	EDCC522	12
EDCC513	8	EDCC523	8
		Select two of the following	
		AFTB521	
		ENTB521	2
		SSTB521	
TWO of the following		**Continuation of chosen subject didactics**	
ACCD511	12	LABD521 or ADSD521	12
AFRD511	12	AFRD521	12
BSTD511	12	LABD521 or ADSD521	12
CATD511	12	TECD521	12
ECOD511	12	LABD521 or ADSD521	12
ENGD511	12	ENGD521	12
GEOD511	12	LASD521	12
HISD511	12	LASD521 or ADSD521	12
LIFD511	12	LAND521	12
LLOD511	12	LLOD521	12
MATD511	12	MATD521	12
PHSD511	12	LAND521 or ADSD521	12
SEMD511	12	SEMD521	12
Total 1st semester	**64**	**Total 2nd semester**	**78**
		Total for the curriculum	**142**

V.8.7   EXAMINATIONS (ASSESSMENT)

V.8.7.1   Admission to examinations

   a)   Admission to examinations in any module in which examinations are written is gained by obtaining proof of participation from the school director after the student complied with the requirements of the curriculum and/or module.

   b)   Participation marks for a module depend upon results of tests, assignments and practical work where applicable.

   c)   The relation between theory and practical work in calculating the participation marks is explained in the study guides.

V.8.7.2   Module marks

Module marks for a module in which examinations are written are calculated according to the prescriptions of 3.4.3 in accordance with the relation between the participation marks and the examination marks.

V.8.7.3   Progress and pass requirements of the curriculum

   a)   The sub-minimum for all modules in which examinations are written is 40%.

   b)   The pass requirement for a module in which examinations are written is 50% (3.4.3).

   c)   A curriculum is passed by separately passing each of the modules in the curriculum.

   d)   Formative assessment will take place in the form of compulsory class tests, assignments, microteaching, projects semester examinations or portfolios.

   e)   By means of continuous assessment students may complete learning units if the specific formulated outcomes are attained.

   f)   Formative and summative assessment directed at attaining the outcomes are integrated into the curriculum and take place during practical lessons and microteaching.

   g)   In this curriculum the following assessment methods will be used:

   i)   Criteria tests (to test the mastering of knowledge);

   ii)   Projects (to evaluate problem solving skills);

   iii) Self-assessment;

   iv)   Designing learning curriculums (to test or assess the acquisition of knowledge and insight into subject content, as well as the skills to design learning curriculum's);

   v)   Writing research reports (to assess research skills);

   vi)   Micro- and practical education (to gain a holistic view of students' knowledge, insight and skills as prospective educators).

| V.8.8 | **EXIT AND ASSUMED LEARNING REQUIREMENTS** |

a) On completing the prescribed 142 credits successfully the Post-Graduate Certificate in Education at NQF level 6 or HEQF level 7 is awarded.

b) The certificate grants admission to the Honours Bachelor of Education. The prior training, however, also grants a candidate admission to post-graduate studies in other study programmes.

V.8.9 OTHER RULES

V.8.9.1 Directed observation

a) Before starting the course a student must attend an approved school for preparatory practical teaching (observation) for at least two (2) weeks.

b) If there are valid reasons for a student not fulfilling this requirement, it may be undertaken earlier/later with the written consent of the Director.

V.8.9.2 Practical education

All students must participate in the practical teaching programme.

All students must complete twelve (12) weeks (time of observation included) of practical education before the certificate can be awarded.

Should a student hold a teaching post, proof must be provided in order to receive acknowledgement for the practical component.

V.8.9.3 Taking further academic modules

A student already in possession of a Baccalaureus or a higher degree may, with the permission of the director of the School of Educational Science, obtain 48 credits at the most in further academic modules in the PGCE study year.

V.8.9.4 Obtaining language endorsements

All students must obtain two (2) language endorsements. All students (mother tongue speakers) receive an A, E or T automatically due to the fact that they passed matric and completed a first degree. Non-mother tongue speakers wishing to qualify for an A, E or T must report for a language competency test for which an additional payment has to be made. An annual date will be set for the writing of language competency tests as well as for the application for A, E or T.

V.9 RULES FOR MASTER'S DEGREES

This qualification can be obtained in one of the programmes and curricula listed in V.6.4 (d) and can be taken either part-time or full-time.

V.9.1 RULES FOR THE DEGREE MASTER OF ARTS (MA)

V.9.1.1 MINIMUM AND MAXIMUM DURATION

The minimum duration of study for the MA -qualification is one (1) year, except in cases where the degree is only presented part-time, in which case the minimum duration is two (2) years. The maximum duration for the completion of the degree is three (3) years, with the understanding that this period can be extended as specified in Academic Rule 4.4.10.

V.9.1.2 ADMISSION

a) Admission to the master's study occurs in accordance with Academic Rule 4.2.

b) Apart from exceptions that may be approved by the Senate, the subject in which the study is undertaken, is the subject in which the student has obtained the Honours Bachelor of Arts or in which status of such a degree has been conferred on him/her, or the subject in which the student has completed a four year degree or in which status of such a degree has been conferred on him/her, or the subject in which the student, on recommendation of the school director and with the approval of Senate had complied with the prerequisites of a three year degree without obtaining a Honours Bachelor degree.

V.9.1.3 PROGRAMMES AND CURRICULA

V.9.1.3.1 Curriculum outcomes

On completion of these curricula:

a) students will be equipped with expertise and with an advanced and in-depth knowledge, as well as a critical orientation, in the selected programme or curriculum thereby equipping them to contribute in an responsible and meaningful way to the development of society on local and national level;

b) research capability and skills of students will be developed to such an extent that they will be able to undertake independent research resulting in the writing of a dissertation or research article(s).

V.9.1.4 PROGRAMME: AFRIKAANS AND DUTCH

V.9.1.4.1 SPECIFIC ADMISSION REQUIREMENTS

Bykomend tot Algemene Reël 4.24.2

 van die Universiteit geld die volgende:

a) 'n Student moet in besit wees van 'n Honneurs- BA-graad in Afrikaans en Nederlands of die status hê van sodanige graad soos deur die Senaat goedgekeur. Die studie-inhoud daarvan moet tot die bevrediging van die vakgroepvoorsitter, die direkteur van die navorsingseenheid en, waar

nodig, die direkteur van die Skool vir Tale, wees met die oog op die voorgenome MA-studie.

b) 'n Student moet 'n gemiddelde punt van minstens 65% in die Honneurs-BA-eksamen behaal het. In die geval waar 'n student nie 65% in die Honneurs-BA-eksamen behaal het nie, mag hy/sy aansoek doen om 'n onderhoud te voer met die betrokke vakgroepvoorsitter, die skooldirekteur en die direkteur van die navorsingseenheid.

c) Die studente moet ook 'n aanvaarbare vlak van akademiese geletterdheid demonstreer.

V.9.1.4.2   PROGRAMME OUTCOMES

Die student moet die vermoë demonstreer om -

a) literêre of linguistiese probleme op 'n kritiese en kreatiewe manier te kan identifiseer en te kan oplos;

b) kennis onafhanklik te kan verwerf, te beheers, toe te pas, te ontleed, te integreer en gefundeerd te kan evalueer

c) die aard en inhoud van die letterkunde of taalkunde in Afrikaans en Nederlands te begryp;

d) toepaslike literêre of linguistiese teorieë te kan beheers;

e) toepaslike metodologieë vir die studie te kan identifiseer en te kan toepas;

f) op grond van inhoudelike en teoretiese kennis 'n ingeligte eie standpunt te kan formuleer;

g) die probleem en bevindings van die studie in die breër sosiale en kulturele konteks en, waar toepaslik, binne 'n uitgesproke wêreldvisie te kan plaas; en

h) die bevindings van die studie in toepaslike akademiese taal te kan aanbied.

V.9.1.4.3   CURRICULUM: AFRIKAANS AND DUTCH (103 130 – L800V)

V.9.1.4.3.1   Specific rules

a) Students only write a dissertation (180 credits) in this curriculum.

b) The title of the dissertation, after it has been approved by the relevant research director, is finally approved by the Faculty Board on recommendation of the relevant school director.

V.9.1.4.3.2   Compilation of the curriculum: (103 130 – L800V)

Module code	Descriptive name	Ct
AFLL871	Dissertation	180
Credit total for the curriculum		**180**

V.9.1.5   PROGRAMME: LINGUISTICS AND LITERARY THEORY

V.9.1.5.1   SPECIFIC ADMISSION REQUIREMENTS

Bykomend tot Algemene Reël 4.2 van die Universiteit geld die volgende:

a)   'n Student moet in besit wees van 'n Honneurs-BA-graad in 'n taal of in Algemene Taal- en Literatuurwetenskap of die status hê van sodanige graad soos deur die Senaat goedgekeur. Die studie-inhoud daarvan moet tot die bevrediging van die vakgroepvoorsitter, die direkteur van die navorsingseenheid en, waar nodig, die direkteur van die Skool vir Tale, wees met die oog op die voorgenome MA-studie.

b)   'n Student moet 'n gemiddelde punt van minstens 65% in die Honneurs-BA-eksamen behaal het. In die geval waar 'n student nie 65% in die Honneurs-BA-eksamen behaal het nie, mag hy/sy aansoek doen om 'n onderhoud te voer met die betrokke vakgroepvoorsitter, die skooldirekteur en die direkteur van die navorsingseenheid.

c)   Die studente moet ook 'n aanvaarbare vlak van akademiese geletterdheid demonstreer.

V.9.1.5.2   PROGRAMME OUTCOMES

Die student moet die vermoë demonstreer om

a)   literêre of linguistiese probleme op 'n kritiese en kreatiewe manier te kan identifiseer en te kan oplos;

b)   kennis onafhanklik te kan verwerf, te beheers, toe te pas, te ontleed, te integreer en gefundeerd te kan evalueer

c)   oorspronklike insigte tot die veld by te dra;

d)   die aard en inhoud van die Algemene Taal- of Literatuurwetenskap te begryp;

e)   toepaslike literêre of linguistiese teorieë te kan beheers;

f)   toepaslike metodologieë vir die studie te kan identifiseer en te kan toepas;

g)   op grond van inhoudelike en teoretiese kennis 'n ingeligte eie standpunt te kan formuleer;

h)   die probleem en bevindings van die studie in die breër sosiale en kulturele konteks en, waar toepaslik, binne 'n uitgesproke wêreldvisie te kan plaas; en

i)   die bevindings van die studie in toepaslike akademiese taal te kan aanbied.

V.9.1.5.3   CURRICULUM: LINGUISTICS AND LITERARY THEORY (103 165 – L802V)

V.9.1.5.3.1   Specific rules

a)   Students only write a dissertation (180 credits) in this curriculum.

b)   The title of the dissertation, after it has been approved by the relevant research director, is finally approved by the Faculty Board on recommendation of the relevant school director.

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V.9.1.5.3.2 Compilation of the curriculum: (103 165 – L802V)

Module code	Descriptive name	Ct
ATLW871	Dissertation	180
Credit total for the curriculum		**180**

V.9.1.5.4 CURRICULUM: LINGUISTICS AND LITERARY THEORY (103 165 – L803V)

V.9.1.5.4.1 Specific rules

Students write a mini-dissertation and two modules

V.9.1.5.4.2 Compilation of curriculum: (103 165 – L803V)

Module code	Descriptive name	Ct
ATLW873	Mini-Dissertation	90
ATLW874	Advanced Introduction	45
ATLW875	Theme Trend	45
Credit total for the curriculum		**180**

V.9.1.6 PROGRAMME: TOEGEPASTE TAALSTUDIES

V.9.1.6.1 SPECIFIC ADMISSION REQUIREMENTS

In addition to Academic Rule 4.2 of the University the following is also applicable:

a) A student must have a four-year Bachelor's degree in Language Technology, an Honours degree in a language or in General Linguistics and/or Literary Theory or have the status of such a degree approved by Senate. Its study contents must be to the satisfaction of the Chairperson of the Subject Group, the Director of the Research Unit, and where necessary, the Director of the School of Languages, for the proposed MA study.

b) A student must have obtained an average mark of at least 65% in the fourth year or Honours examination. In case a student did not obtain 65% in the preceding examination, he/she may apply for an interview with the Chairperson of the particular subject group, the School Director and the Director of the Research Unit.

c) The student also has to demonstrate an acceptable level of academic literacy.

V.9.1.6.2 PROGRAMME OUTCOMES

The student must demonstrate the ability to

a) identify and solve applied linguistic problems in a critical and creative manner;

b) acquire, master, apply, analyse, and integrate knowledge independently, as well as evaluate it in a principled and well-grounded manner;

c) understand the nature and content of Applied Linguistics;

d) master appropriate literary or linguistic theories;

e) identify and apply appropriate methodologies for the study;

f) formulate an informed viewpoint based on subject specific and theoretical knowledge;

g) situate the problem and findings of the study in their broader societal and cultural context and within an articulated world view if and where appropriate; and

h) present the findings of the study in appropriate academic language.

V.9.1.6.3 CURRICULUM: TOEGEPASTE TAALSTUDIES (103 166 – L805V)

V.9.1.6.3.1 Specific rules

a) Students only write a dissertation (180 credits) in this curriculum.

b) The title of the dissertation, after it has been approved by the relevant research director, is finally approved by the Faculty Board on recommendation of the relevant school director.

V.9.1.6.3.2 Compilation of the curriculum: (103 166 – L805V)

Module code	Descriptive name	Ct
ATLL871	Dissertation	180
Credit total for the curriculum		**180**

V.9.1.7 PROGRAMME APPLIED LANGUAGE STUDIES

V.9.1.7.1 SPECIFIC ADMISSION REQUIREMENTS

In addition to Academic Rule 4.2 of the University the following is also applicable:

a) A student must have an Honours degree in English or have the status of such a degree approved by Senate. Its study contents must be to the satisfaction of the Chairperson of the Subject Group, the Director of the Research Unit, and where necessary, the Director of the School of Languages, for the proposed MA study.

b) A student must have obtained an average mark of at least 65% in the Honours examination. In case a student did not obtain 65% in the Honours examination, he/she may apply for an interview with the Chairperson of the particular subject group, the School Director and the Director of the Research Unit.

c) The student also has to demonstrate an acceptable level of academic literacy.

V.9.1.7.2 PROGRAMME OUTCOMES

The student must demonstrate the ability to

a) identify and solve applied linguistic problems in a critical and creative manner;

b)   acquire, master, apply, analyse, and integrate knowledge independently, as well as evaluate it in a principled and well-grounded manner;

c)   understand the nature and content of Applied Linguistics;

d)   master appropriate literary or linguistic theories;

e)   identify and apply appropriate methodologies for the study;

f)   formulate an informed viewpoint based on subject specific and theoretical knowledge;

g)   situate the problem and findings of the study in their broader societal and cultural context and within an articulated world view if and where appropriate; and

h)   present the findings of the study in appropriate academic language.

V.9.1.7.3   CURRICULUM: APPLIED LANGUAGE STUDIES (103 168 – L812V)

V.9.1.7.3.1   Specific rules

a)   Students only write a dissertation (180 credits) in this curriculum.

b)   The title of the dissertation, after it has been approved by the relevant research director, is finally approved by the Faculty Board on recommendation of the relevant school director.

V.9.1.7.3.2   Compilation of the curriculum: (103 168 – L812V)

Module code	Descriptive name	Ct
ALST871	Dissertation	180
Credit total for the curriculum		**180**

V.9.1.8   PROGRAMME: ENGLISH

V.9.1.8.1   SPECIFIC ADMISSION REQUIREMENTS

In addition to Academic Rule 4.2 of the University the following is also applicable:

a)   A student must have an Honours degree in English or have the status of such a degree approved by Senate. Its study contents must be to the satisfaction of the Chairperson of the Subject Group, the Director of the Research Unit, and where necessary, the Director of the School of Languages, for a proposed MA study.

b)   A student must have obtained an average mark of at least 65% in the honours examination. In case a student did not obtain 65% in the honours examination, he/she may apply for an interview with the Chairperson of the particular subject group, the School Director and the Director of the Research Unit.

c)   The student also has to demonstrate an acceptable level of academic literacy.

V.9.1.8.2 PROGRAMME OUTCOMES

The student must demonstrate the ability to

a) identify and solve literary or linguistic problems in a critical and creative manner;

b) acquire, master, apply, analyse, and integrate knowledge independently, as well as evaluate it in a principled and well-grounded manner;

c) understand the nature and content of English language or literature;

d) master appropriate literary or linguistic theories;

e) identify and apply appropriate methodologies for the study;

f) formulate an informed viewpoint based on subject specific and theoretical knowledge;

g) situate the problem and findings of the study in their broader societal and cultural context and within an articulated world view if and where appropriate; and

h) present the findings of the study in appropriate academic language.

V.9.1.8.3 CURRICULUM: ENGLISH (103 129 – L810V)

V.9.1.8.3.1 Specific rules

a) Students only write a dissertation (180 credits) in this curriculum.

b) The title of the dissertation, after it has been approved by the relevant research director, is finally approved by the Faculty Board on recommendation of the relevant school director.

V.9.1.8.3.2 Compilation of the curriculum: (103 129 – L810V)

Module code	Descriptive name	Ct
ENLL871	Dissertation	180
Credit total for the curriculum		180

V.9.1.8.4 CURRICULUM: COMPARATIVE AFRICAN LANGUAGES AND LITERATURES (103 196 -L801V)

V.9.1.8.4.1 Specific rules

a) Students only write a dissertation (180 credits) in this curriculum.

b) After the proposal for the dissertation has been approved by the relevant research director, the title is finally approved by the Faculty Board on recommendation of the relevant school director or research director.

V.9.1.8.4.2   Compilation of the curriculum: (103 196 – L801V)

Module code	Descriptive name	Ct
CALL871	Dissertation	180
Credit total for the curriculum		**180**

V.9.1.8.4.3   CURRICULUM OUTCOMES

The overall curriculum outcomes are to enable students to:

a)   Gain advanced knowledge to enable them to critique current research in Comparative African Languages and Literatures as a field of study.

b)   Develop an in-depth of knowledge and critical understanding of the methodology, theory, literature review, research and intellectual history of Comparative African Languages and Literatures.

c)   Study a range of interventions in the field of Comparative African Languages and literatures , evaluate such interventions and be able to apply such interventions within the professional settings.

d)   Gain an advanced knowledge of research, data collection, data analysis techniques and the skills in communicating the research findings.

e)   Demonstrate a comprehensive knowledge of concepts in the related field of study and also be able to identify the research problem and reflect the correct use of concepts and theories.

f)   Demonstrate a scholarly knowledge and critically question the basic assumptions of relevant linguistic and literary theories and some scholarly positions on such theories

g)   Demonstrate knowledge and comprehension and also provide a substantive contribution to the process of thinking about language as a dimension of diversity and identity.

h)   Demonstrate the ability to creatively select, design and apply appropriate methods and techniques appropriate to the research project.

i)   Critically apply knowledge and theory to address scholarly arguments and problems pertaining to theories of languages and literatures.

j)   Locate research in the South African and African contexts regarding specific problems pertaining to languages and literatures.

k)   Design and implement methods of enquiry to address challenging problems in the field of Comparative African Languages and

Literatures as the Higher Education Policy on languages acknowledges South Africa's linguistic diversity and ensures the implementation of the imperatives of transformation, namely 'access' and 'redress'.

l)   Be able to contribute to the promotion of ethical standards in specific contexts and make ethical decisions to promote research groups, communities as well as individuals.

m)   Demonstrate scholarly knowledge and critically question the basic assumptions of the relevant linguistic and literary theories and some scholarly positions on such theories.

n)   Give an account of a scholarly position pertaining to the Language Planning and Language Policy of South Africa

o)   Demonstrate knowledge and comprehension and also provide a substantive contribution to the process of thinking about language as a dimension of diversity and identity.

p)   Be able to communicate the research report written in a scholarly manner. The communication of findings should involve the development and dissemination of a research report to appropriate readers. It should be organized, and contain enough information to inform, but at the same time it should be succinct. Attention should be given to the writing style, which should be appropriate for prospective readers, whether scientists, linguists or literature scholars. The student should become familiar with the publication policies of journals because the research findings should be publishable.

q)   Be able to communicate ideas from comparative African Languages and Literatures to a wide range of audience and readers that African Languages are capable of functioning in the production of knowledge that can be used in the development of the African continent.

r)   Demonstrate the ability to work independently on an own research project. Be able to take initiative in leading a team to undertake a research project. Take responsibility and accountability of ensuring good resource management as well as governance practices. Interpretations and arguments should be used by students to give an accurate account of scholarly positions, viewpoints and solutions.

V.9.1.8.4.4   ADMISSION REQUIREMENTS AND REGISTRATION

V.9.1.8.4.4.1   GENERAL ADMISSION REQUIREMENTS

To qualify for admission to a Masters programme, a student must be in possession of an Honours degree in an appropriate field or its equivalent as approved by Senate, as well comply with any other requirements prescribed in the rules of the faculty offering the master's degree. The Honours degree, which is the prerequisite for admission to this degree, must have been obtained with an average of

60%. Students who did not obtain 60% for their Honours degrees, may apply to be interviewed by the relevant promoter, school director and the research focus area director. For access to Masters of Arts in Comparative African Languages and Literatures, recognition of prior learning (RPL) is considered.

V.9.1.8.4.4.2   RECOGNITION OF PRIOR LEARNING (RPL)

For access to Masters of Arts in Comparative African Languages and Literatures, recognition of prior learning (RPL) is considered.

a) Under certain circumstances, a student with a four-year undergraduate degree from Education Studies, Humanities studies or related disciplines may be considered for admission to this master's programme. A well written application outlining academic as well as the professional background , career objectives will be required from the student intending to be admitted in the programme.

b) Individual who have gained valuable work experience and students with previous college credits are strong candidates to have this background converted into credits to be applied towards this qualification.

c) Students applying for admission in the programme must pass the honours degree in the academic fields as specified above with a minimum of 65% in research paper.

d) The most commonly form of Prior Learning Assessment, is the research project. The student is expected to submit a written research project featuring a highly developed theme supported with intellectual arguments and evidence. Topics can include any subject relevant to the study within an academic discipline, and should be characterized by strong writing, original thinking and references.

e) Upon submission of the research project, an assigned academic who is an expert in the student's intended area of study, reviews the application using the Prior Learning Assessment guidelines. The academic then makes a determination of the relative worth of the student's research project.

f) An interview will be conducted with the applicant by a selection team.

g) A portfolio containing evidence of prior learning in academic fields, a brief overview of work experience and a brief motivation as to why the student wants to be admitted in the programme. This portfolio will be considered by selection team for admission into the programme.

V.9.1.9   PROGRAMME: SESOTHO

V.9.1.9.1   SPECIFIC ADMISSION REQUIREMENTS

In addition to Academic Rule 4.2 of the University the following is also applicable:

a)   A student must have an Honours degree in Sesotho or have the status of such a degree approved by Senate. Its study contents must be to the satisfaction of the Chairperson of the Subject Group, the Director of the Research Unit, and where necessary, the Director of the School of Languages, for a proposed MA study.

b)   A student must have obtained an average mark of at least 65% in the honours examination. In case a student did not obtain 65% in the honours examination, he/she may apply for an interview with the Chairperson of the particular subject group, the School Director and the Director of the Research Unit.

c)   The student also has to demonstrate an acceptable level of academic literacy.

V.9.1.9.2   PROGRAMME OUTCOMES

Lectured MA:

The student must demonstrate the ability to

a)   Identify and solve linguistic and/or literary problems in a critical and creative manner;

b)   Master appropriate linguistic and literary theories;

c)   Formulate an informed viewpoint based on subject specific and theoretical knowledge;

d)   Understand the nature and content of Sesotho language and literature;

e)   Acquire, master, apply, analyse, and integrate knowledge independently;

f)   Evaluate knowledge in a principled and well-grounded manner;

g)   Situate the problem and findings of study in a broader societal and cultural contexts and within an articulated worldview; and

h)   Present findings of the study in appropriate academic language.

Dissertation MA:

The student must demonstrate the ability to

a)   identify and solve literary or linguistic problems in a critical and creative manner;

b)   acquire, master, apply, analyse, and integrate knowledge independently, as well as evaluate it in a principled and well-grounded manner;

c)   understand the nature and content of Sesotho language or literature;

d)   master appropriate literary or linguistic theories;

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e) identify and apply appropriate methodologies for the study;

f) formulate an informed viewpoint based on subject specific and theoretical knowledge;

g) situate the problem and findings of the study in their broader societal and cultural context and within an articulated world view if and where appropriate; and

h) present the findings of the study in appropriate academic language.

V.9.1.9.3 CURRICULUM: SESOTHO LECTURED (103 144 – L801V)

V.9.1.9.3.1 Compilation of the curriculum: (103 144 – L801V)

Module code	Descriptive name	Ct
SSLL873	Mini-dissertation	100
SSLL874	Theory language/literature	40
SSLL875	Application language/literature	40
Credit total for the curriculum		**180**

V.9.1.9.4 CURRICULUM: SESOTHO DISSERTATION (103 144 – L802V)

V.9.1.9.4.1 Specific rules

a) Students only write a dissertation (180 credits) in this curriculum.

b) The title of the dissertation, after it has been approved by the relevant research director, is finally approved by the Faculty Board on recommendation of the relevant school director.

V.9.1.9.4.2 Compilation of the curriculum: (103 144 – L802V)

Module code	Descriptive name	Ct
SSLL871	Dissertation	180
Credit total for the curriculum		**180**

V.9.1.10 PROGRAMME: LANGUAGE PRACTICE

The curriculum designed in this programme provides highly specialised training in Language Practice.

V.9.1.10.1 SPECIFIC ADMISSION REQUIREMENTS

In addition to Academic Rule 4.2 of the University, the following rules apply:

a) A student must have a recognised Honours degree in any language. Language practice, translation studies, or have the status of such a degree approved by Senate. Its study contents must be to the satisfaction of the Chairperson of the Subject Group, the Director of the Research

Unit, and where necessary, the Director of the School of Languages, for a proposed MA study.

b) A student must have obtained an average mark of at least 65% in the BA honours examination. In case a student did not obtain 65% in the BA honours examination, he/she may apply for an interview with the Chairperson of the particular subject group, the School Director and the Director of the Research Unit.

c) The student also has to demonstrate an acceptable level of academic literacy**.**

V.9.1.10.2 PROGRAMME OUTCOMES

The student should:

a) possess a systematic and comprehensive knowledge of historical and current developments in language practice broadly, and sophisticated knowledge of particular areas of specialisation

b) possess a coherent and critical understanding of key terms, concepts, principles, theories, debates and current issues in language practice, and be able to evaluate current and advanced research in a particular area of specialisation

c) be able to reflect epistemologically on theoretical principles and debates in a particular field of language practice

d) understand the key research methods, techniques and technologies appropriate to language practice and select and apply these in order to investigate a particular problem

e) identify, analyse and engage with complex, real-life problems and situations related to a field of specialisation in language practice by means of theoretical and logical argumentation, as well as qualitative and quantitative research where applicable

f) identify, collect, critically analyse, synthesise and independently evaluate qualitative and quantitative information on a particular topic in language practice effectively and responsibly by using various types of high-level academic and professional sources

g) communicate academic-professional work coherently by applying the conventions of academic discourse in writing a dissertation, and adapt communication strategies in order to effectively communicate with a variety of audiences in different contexts

h) be committed to a process of life-long learning, specifically with reference to social, economic, political, and technological developments in the language professions.

V.9.1.10.3 CURRICULUM: LANGUAGE PRACTICE (103 145 – L835V)

V.9.1.10.3.1 Specific rules

a) Students who completed a Honours BA in any language (e.g. English, Afrikaans, Sesotho) or Language Practice may be admitted to this curriculum, if admission is recommended by the research and school directors.

b) Students write only a dissertation (180 credits) in this curriculum.

c) After the topic of the dissertation has been approved by the relevant focus area director the faculty board finally approves it on the recommendation of the relevant research and school directors.

Module code	Descriptive name	Ct
LPRA871	Dissertation	180
Total credits for the curriculum		**180**

V.9.1.11 **PROGRAMME: HUMANITIES**

The curriculum designed in this programme provides highly specialised training in the Humanities.

V.9.1.11.1 **Specific admission requirements**

Cf. V9.1.2.

V.9.1.11.2 **CURRICULA: BIBLICAL STUDIES / THEOLOGY (Lectured)**

V.9.1.11.2.1 **Specific rules**

a) Students write a mini-dissertation (64 credits) in one of the four specialist fields. The chosen field of specialisation determines the curriculum code the students register for. The mini-dissertation includes a compulsory course in research methodology.

b) The rest of the curricula consist of compulsory and choice modules with a total credit value of 64 credits.

V.9.1.11.2.2 **Compilation of the curricula**

Qualification code	Curriculum Code	Module code	Descriptive name	Ct
		Mini-dissertation in one of the following:		
103 164	L801V	HERV873	Mini-dissertation (Hermeneutics)	116
103 164	L810V	ETIV873	Mini-dissertation (Ethics)	116
103 164	L811V	MISV873	Mini-dissertation (Missiology)	116
103 164	L812V	KDGV873	Mini-dissertation (Church and Dogma history)	116
		Compulsory modules:		
		HERV874	Biblical Hermeneutics: theoretical perspectives	16
		ETIV874	Ethical perspectives	16
		MISV874	Missiological perspectives	16
		Choice modules (one of the following):		
		KDGV874	Church and Dogma history	16
		PASV874	Pastoral Perspectives	16
		EXEV874	Biblical Hermeneutics: application	16
		Credit total for the curricula		**180**

V.9.1.11.3   CURRICULA: BIBLICAL STUDIES / THEOLOGY (Dissertation)

V.9.1.11.3.1 Specific rules

a)   Students write a dissertation (96 credits) in one of the six specialist fields. The chosen field of specialisation determines the curriculum code the students register for.

b)   Students choose one of the choice modules (32 credits) that should relate to the field of specialisation in which the dissertation is written.

V.9.1.11.3.2 Compilation of the curricula

Qualification Codes	Curriculum Codes	Module codes	Descriptive name	Ct
		Mini-dissertation in one of the following:		
103 164	L813V	HERV872	Dissertation (Hermeneutics)	148
103 164	L814V	ETIV872	Dissertation (Ethics)	148
103 164	L815V	MISV872	Dissertation (Missiology)	148
103 164	L816V	OTEV872	Dissertation (Old Testament)	148
103 164	L817V	NTEV872	Dissertation (New Testament)	148
103 164	L818V	KDGV872	Dissertation (Church and Dogma history)	148
		Choice modules (one of the following):		
		HERV875	Hermeneutic perspectives	32
		ETIV875	Ethical perspectives	32
		MISV875	Missiological perspectives	32
		OTEV875	Old Testament	32
		NTEV875	New Testament	32
		KDGV875	Church and Dogma history	32
	Credit total for the curricula			180

V.9.1.11.4   CURRICULUM: HISTORY (103 133 – L801V)

V.9.1.11.4.1 Specific rules

a)   Students may choose to write only a dissertation (180 credits) in this curriculum (L801V).

b)   The subject of the dissertation should be approved by the Faculty Board on recommendation of the relevant director.

V.9.1.11.4.2 Compilation of the curriculum: (103 133 – L801V)

Module code	Descriptive name	Ct
HIST871	Dissertation	180
Credit total for the curriculum		**180**

V.9.1.12   PROGRAMME: POLITICAL STUDIES

V.9.1.12.1   Specific admission requirements of the programme

In addition to Academic Rule 4.2 of the University the following is also applicable:

a)   An Honours degree in Political Studies or an equivalent qualification obtained with an average mark of 60%.

b)   Candidates that do not comply with this minimum requirement, may apply to the Research Director for an interview by an admissions panel. The panel is compiled by the Research Director and may consider admission in light of the interview and other relevant considerations.

V.9.1.12.2   Programme outcomes

The student should be able to undertake advanced research on phenomena of public governance and report on it in a scientific manner. It will also serve as preparation for proceeding to further advanced studies.

V.9.1.12.3   Articulation

On successful completion of the curriculum, learners may be admitted to a PhD degree in Political Studies.

V.9.1.12.4   Compilation of the curriculum: (103 138 – L801V)

Module code	Descriptive name	Ct
POLS871	Political Studies	180
Credit total for the curriculum		**180**

V.9.1.13   PROGRAMME: BEHAVIOURAL SCIENCES

The curricula designed in this programme provide highly specialised training in the Behavioural Sciences.

V.9.1.13.1   Specific admission requirements

Cf. V.9.1.2

V.9.1.13.2   CURRICULUM: PSYCHOLOGY (103 181 – G801V)

V.9.1.13.2.1 Specific rules

a)   Students should write a dissertation (180 credits) in this curriculum.

b)   The subject of the dissertation/mini-dissertation should be approved by the Faculty Board on recommendation of the relevant director.

V.9.1.13.2.2 Compilation of the curriculum: (103 181 – G801V)

Module code	Descriptive name	Ct
PSYC871	Dissertation	180
Credit total for the curriculum		**180**

V.9.1.13.3 CURRICULUM: POSITIVE PSYCHOLOGY (103 195 – G801V)

The program will be available to graduates not only from/of psychology but also to graduates from other related disciplines.

The program is presented on a part time basis in English and the closing date for applications is 30 October

V.9.1.13.3.1 ADMISSION AND SELECTION REQUIREMENTS FOR THE PROGRAM

a) A Honours degree (or equivalent qaulification) in psychology, sociology, health and social welfare, counselling, education studies, human resources, business, social studies, law or other related disciplines will be considered.

b) A written application outlining academic and professional background, career objectives and reasons for choosing this programme will be required.

c) An interview will be conducted with the applicant by a selection team.

V.9.13.3.2 ADDITIONAL REQUIREMENTS AND SPECIFIC FACULTY RULES

a) Students must pass the honours degree or equivalent qualification in the academic fields as specified above with a minimum of 65%.

b) Students whose academic background is outside of the above mentioned disciplines will be expected to motivate how their professional or life experience has prepared them for studying positive psychology. The application should not be more than 2,000 words in length.

c) Two supporting references, one of which is preferably academic.

V.9.13.3.3 CURRICULUM OUTCOMES

After completion of the curriculum, the student should be able to:

a) Gain specialist knowledge to enable them to engage with, and critique current research and practice in positive psychology as a field, and to manifest the ability to conceptualize new research initiatives, and create new knowledge and practices;

b) Develop depth of knowledge and critical understanding of the theory, research and intellectual history of positive psychology;

c) Become proficient in selecting and using positive psychology assessment methods;

d) Study a range of positive psychology interventions, be able to apply them within professional settings and develop innovative approaches for new situations, as well as the competencies to evaluate such interventions;

e) Gain a thorough knowledge of appropriate research methods and data analysis techniques, as well as the skill in application thereof.

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V.9.13.3.4   Compilation of curriculum: (103 195- G801V)

Module codes	Descriptive names	Ct
PSYP874	Introduction to Positive Psychology	24
PSYP875	Research methods in Positive Psychology	24
PSYP876	Assessment and Basics of Interventions	24
PSYP877	Applications in Positive Psychology	24
PSYP878	Advanced Positive Psychology	24
PSYP872	Research Dissertation in Positive Psychology	60
Credit total for the curriculum		**180**

V.9.1.13.4   CURRICULA: MEDICAL SOCIOLOGY (L835V or L805V – Dissertation)

V.9.1.13.4.1 Specific rules

a) Students who want to obtain the qualification in Sociology register for curriculum L805V and write a dissertation (180 credits);

b) Students who want to obtain the qualification in Medical Sociology register for curriculum L835V and write a mini dissertation (90 credits). For these students the following also apply:

  i) Screening of candidates for the curriculum will take place prior to registration.

  ii) The minimum duration of the curriculum is two years.

  iii) Should a student not have Sociology as major for the first bachelor's degree, knowledge of a related subject and/or job experience and/or related training or in-service training by a recognised institution can be considered as admission criteria after suitable evaluation, and the director may require the student to acquire the relevant sociological knowledge.

V.9.1.13.4.2 Compilation of the curricula

Qualification codes	Curriculum Codes	Module Codes	Descriptive name	Ct
103 177	L805V	SGVK871	Dissertation	180
	or	**or**	**or**	
103 177	L835V	SGVK873	Mini-dissertation	90
		SGVK878	Advanced Sociological Theory	45
		SGVK879	Clinical Sociology	45
	Credit total for the curricula			**180**

V.9.1.13.5   CURRICULUM: HUMAN RESOURCE MANAGEMENT (103 173 – E853V)

V.9.1.13.5.1 Specific admission requirements

Prospective students in *Human Resource Management* should adhere to the following admission requirements:

a.   A student should be in possession of a BA honours or BCOM honours degree in Human Resource Management. The study content of this degree must be to the satisfaction of the dean and the director of the School for Human Resource Sciences and School for Behavioural Sciences (Vanderbijlpark Campus).   The degree should include the following subjects: Research methodology and research report, applied labour relations, Human capacity development, Organisational behaviour, Human resource strategies and Practical Statistics.

b.   The student must have obtained an average of _65%_ in the honours degree in order to qualify to be invited to the selection process.

c.   The research ability of the student must be to the satisfaction of the school directors of the Potchefstroom and Vanderbijlpark Campuses and the director of the research entities. Students whose abilities in research methods (as determined during the selection process) are deemed not to be adequate will only be accepted into the master's programme after successfully completing a research methodology course. (Such a course is made available by the Faculty of Economic and Management Sciences or any other course to the satisfaction of the director of the research entities).

d.   Prospective students should also pass a selection process directed at the measurement of the competencies set for Human Resource Practitioners by the South African Board for People Practices. The selection process includes a competency examination in Statistics. Students whose abilities in Statistics are deemed not to be adequate will only be accepted into the master's programme after successfully completing a Statistics course. Such a course is made available by the Faculty of Economic and Management Sciences.

Students from other universities:
- Any other student will be judged based on the outcomes and content of the programme they studied at the particular university.
- Credits for prospective students may be considered on the basis of interviews, portfolios and/or tests that seek to identify experiential learning, skills and motivation.
- Diplomas or technikon degrees will not be acknowledged.
- Any other degree outside of Human Resource Management will not be considered for admission to the Masters degree.

V.9.1.13.5.2 Compilation of the curriculum: (103 173 – E853V)

Module code	Descriptive name	Ct
HRMA873 V/P	Mini-Dissertation	148
HRMA874 P	Scientific Reasoning	16
HRMA875 V	People Development	16
Credit total for the curriculum		**180**

*This degree is presented jointly by Potchefstroom Campus and Vaal Triangle Campus. Modules indicated with a "P" (above) are presented at the Potchefstroom Campus. Modules indicated with a "V" are presented at the Vaal Triangle Campus. The module code (V or P) of the mini-dissertation is determined by the campus where the supervisor is situated. The degree will be conferred at the campus where the student completes the mini-dissertation.

V.9.1.13.6   CURRICULUM: INDUSTRIAL PSYCHOLOGY (103 171 – E851V)

V.9.1.13.6.1 Specific admission requirements

Prospective students in *Industrial Psychology* should adhere to the following admission requirements:

a. A student should be in possession of a BA honours or BCOM honours degree in Industrial Psychology from an accredited HPCSA university (this implies that the degree will lead to the registration as Counsellor/Psychometrist with the HPCSA after successfully completing the board exam). The study content of this degree must be to the satisfaction of the dean and the director of the School for Human Resource Sciences (Potchefstroom Campus) and School for Behavioural Sciences (Vanderbijlpark Campus).
b. The degree should include the following subjects: Psychometrics, Psychological evaluation (Psychometric testing), Career psychology, Research methodology and research report, Organisational development, Human resource strategies and Practical Statistics.
c. The student must have obtained an average of *65%* in the honours degree in order to qualify to be invited to the selection process.
d. The research ability of the student must be to the satisfaction of the school directors and the director of the research entities. Students whose abilities in research methods (as determined during the selection process) are deemed not to be adequate will only be accepted into the master's programme after successfully completing a research methodology course. (Such a course is made available by the Faculty of Economic and Management Sciences or any other course to the satisfaction of the director of the research entities).

e. Prospective students should also pass a selection process directed at the measurement of the competencies set for psychologists by the Health Professions Council of South Africa (HPCSA). The selection process includes a competency examination in Statistics. Students whose abilities in Statistics are deemed not to be adequate will only be accepted into the master's programme after successfully completing a Statistics course. (Such a course is made available by the Faculty of Economic and Management Sciences or any other course to the satisfaction of the director of the research entities).

Students from other universities:
- Any other student will be judged based on the outcomes and content of the programme they studied at the particular university.
- Credits for prospective students may be considered on the basis of interviews, portfolios and/or tests that seek to identify experiential learning, skills and motivation.
- Diplomas or technikon degrees will not be acknowledged.
- Any other degree outside of Human Resource Management or Industrial psychology will not be considered for admission to the Masters degree.

V.9.1.13.7   Compilation of the curriculum: (103 171 – E851V)

Module code	Descriptive name	Ct
IOPS873 P/V	Mini-dissertation	100
IOPS874 P	Scientific Reasoning	16
IOPS875 V	People Development	16
IOPS876 V	Professional Industrial Psychology	16
IOPS877 V	Wellbeing	16
IOPS878 P	Applied Counselling	16
Credit total for the curriculum		**180**

* This degree is presented jointly by Potchefstroom Campus and Vaal Triangle Campus. Modules indicated with a "P" (above) are presented at the Potchefstroom Campus. Modules indicated with a "V" are presented at the Vaal Triangle Campus. The module code (V or P) of the mini-dissertation is determined by the campus where the supervisor is situated. The degree will be conferred at the campus where the student completes the mini-dissertation.

V.9.1.13.8   CURRICULUM: LABOUR RELATIONS MANAGEMENT (103 186 – E827V)

V.9.1.13.8.1   Specific rule

Students must write a dissertation (180 credits).

V.9.1.13.8.2   Compilation of the curriculum: (103 186 – E827V)

Module code	Descriptive name	Ct
LARM871	Dissertation	180
Credit total for the curriculum		**180**

V.9.1.13.9 **RULES FOR THE DEGREE MAGISTER ARTIUM (SOCIAL WORK): SOCIAL WORK (MSW) (G801V)**

V.9.1.13.9.1 **SPECIFIC ADMISSION REQUIREMENTS**

a) A student admitted to this programme should have an honours degree in Social Work or a four-year B degree with Social Work.

b) Admission will be considered by taking into account the student's previous academic performance.

c) Students registering for this study programme should supply proof of registration as social workers as required by the Act on Social Work, 1978 (Act 110 of 1978).

d) Students need to write an admission assessment in which the students need to obtain a minimum of 65%. Information may be obtained from the subject chairperson.

V.9.1.13.9.2 **CURRICULUM SOCIAL WORK - DISSERTATION**

a) Writing of a dissertation on a topic of the student's choice within the Focus area of the Subject Group Social Work and the School of Behavioural Sciences .

V.9.1.13.9.3 **Curriculum outcomes – dissertation**

The student should be able to

a) identify a research problem in Social Work that is in line with the Research Focus area of the School of Behavioural Sciences and Subject Group Social Work;

b) formulate and apply a research topic and procedure;

c) present the research results in the form of a dissertation of high standard and

d) collaborate effectively in the research process with co-researchers, research teams, respondents, organisations and communities.

V.9.1.13.9.4 **Articulation and exit point**

The qualification enables the student to be admitted to the programme at doctoral level at all South African universities and possibly to foreign training institutions where Social Work is presented at postgraduate level.

V.9.1.13.9.5 **Compilation of the curriculum: (113 104 – G801V)**

Module code	Descriptive name	Ct
MWKN871	Dissertation	180
Credit total for the curriculum		**180**

V.9.2 RULES FOR THE MASTER DEGREES IN DEVELOPMENT AND MANAGEMENT

V.9.2.1 MINIMUM AND MAXIMUM DURATION

The minimum duration of study for the MA -qualification is one year, except in cases where the degree is only presented part-time, in which case the minimum duration is two years. The maximum duration for the completion of the degree is three (3) years, with the understanding that this period can be extended as specified in Academic Rule 4.4.10.

V.9.2.2 ADMISSION

a) Admission to the master's study occurs in accordance with Academic Rule 4.2.

b) An Honours degree Public Management and Development or equivalent qualification.

V.9.2.3 PROGRAMMES AND CURRICULA

The following programmes are offered on the Vaal Triangle Campus: Programme Master in Development and Management, curriculum Public Management and Governance (dissertation); Programme Master in Development and Management, curriculum Water Studies; and Programme, Master in Development and Management, lectured curriculum in Public Management and Governance.

V.9.2.4 ARTICULATION

On successful completion of the curriculum students can be admitted to study for the PhD qualification in Public Management and Governance and in Political Studies.

V.9.2.5 CURRICULUM: PUBLIC MANAGEMENT AND GOVERNANCE (L800V)

V.9.2.5.1 Specific rules

A student writes a dissertation after completion of the registration procedure.

V.9.2.5.2 Compilation of the curriculum: (103 137 – L800V)

Module code	Descriptive name	Ct
PUMA871	Public Management and Governance (dissertation)	180
Credit total for the curriculum		**180**

V.9.2.6 CURRICULUM: PUBLIC MANAGEMENT AND GOVERNANCE (195 100 - L865V)

V.9.2.6.1 Specific rules

a) A student should complete all the 16-ct. modules.

b) One of the mini-dissertations (MPGO873 or MPGP873) has to be completed.

V.9.2.6.2   Compilation of the curriculum: (195 100 – L865V)

Module code	Descriptive name	Ct
MPGA817	Research Methodology	16
DIMA811	Disaster Risk Reduction	16
MPGA815	Applied Project Management	16
MPGA822	Public Financial Management	16
MPGO873	Public Management: (mini-dissertation)	64
MPGP873	Political Studies: (mini-dissertation)	64
Credit total for the curriculum		**128**

V.9.2.7   CURRICULUM: WATER STUDIES (195 100 – L874V)

V.9.2.7.1   Specific admission requirements for the curriculum

Honours degree (equavalent qualification) in Public Management and Governance. The number of students admitted will depend upon the available capacity and compliance with the minimum requirements does not automatically imply admission

V.9.2.7.2   Curriculum outcomes

The knowledge acquired from this curriculum, will equip students with an advanced level of management skills for their respective professions so that the complex South African social environment can be effectively managed. Specific focus will be placed on the following aspects:

a)   to contextualise the concept of sustainable social development in Africa and within the global world;

b)   to analyse, interpret and apply the philosophical tenets for sustainable social development;

c)   to apply suitable, specialised theoretical frameworks and relevant methodological techniques within specific and integrated development environments

d)   to use acquired management skills effectively in the planning and management of his/her own research and projects;

e)   to understand the ethical problematics within the development context, evaluate it critically and take the appropriate action.

V.9.2.7.3   Articulation

On successful completion of the curriculum, candidates may be admitted to a PhD degree in Public Administration and Governance.

V.9.2.7.4   Compulation of the curriculum: (195 100 – L874V)

Module Code	Description	Credits
	Compulsory modules	
SOCL811	Sustainable Development: Theoretical Orientation	16
MPMA811	Methodology	16
MPMA812	Public Management	16
MPMA814	Applied Project Management	16
DIMA821	Disaster Risk Reduction	16
MPMA826	Performance Management	16
MSDW873	Mini-dissertation: Water Studies	64
Total credits of compulsory modules		**160**
	Water Studies	
MSDW821	Cultural Dynamics of Water	16
MSDW822	Integrated Water Studies	16
MSDW823	Hydro-Politics	16
Total credits for elective modules		**32**
Credit total for the curriculum		**192**

V.9.3   **RULES FOR THE DEGREE MASTER OF EDUCATION (MED)**

The **research master's degree** can be obtained in one of the curricula in V.9.5.1.7 and can be on a full-time or part-time basis.

All master's programmes fall within the research focus area **Teaching-learning Organisations** and must contribute to the development of the research focus area.

The stipulations for the master's degree must be read together with the Academic Rules of the university, which are available on Internet at: http://www.nwu.ac.za

V.9.3.1   **RESEARCH MASTER'S DEGREE**

V.9.3.1.1   **NATURE AND AIMS OF THE QUALIFICATION**

V.9.3.1.1.1   **General aim**

The aim of the master's degree is to equip dedicated education specialists academically and to lead them to academic expertise and excellence to fulfil their vocation and to provide in South Africa's need for high level education researchers and decision makers.

V.9.3.1.1.2   **Specific objectives**

The specific objectives of the qualification are:
a) promoting educational expertise and development of students through an advanced and profound knowledge and a critical attitude in one of the programmes in V.9.5.1.7 to enable them to contribute to the improvement of education at a local and national level by rendering service (middle and high level) in a responsible and meaningful way; and
b) developing the research abilities and skills of students in such a way that they can conduct original research that will result in writing a dissertation or (a) research article(s).

V.9.3.1.2   **ADMISSION REQUIREMENTS AND REGISTRATION**

V.9.3.1.2.1   **General admission requirements**

a) A Hons BEd in the direction for which the candidate wishes to register, plus one of the following:

b) Minimum pass marks of 70%(average) in the Hons BEd and a minimum average of 65% with specific reference to the research modules in the degree Honours Bachelor of Education. Also see Capacity Stipulation (V6.1)
Any other recognised education qualification that adds up to 600 credits (of which at least 72 are at NQF level 7 or HEQF level 8).

c) Candidates must further,

     i) have a computer at their disposal

     ii) be computer literate, and

     iii) be competent in accessing Internet sources and data bases.

d) Applicants from universities other than the NWU have to write an admission test based on the research modules in the degree Honours Bachelor of Education. 70% must be obtained for the test in order to qualify for the MEd degree.

V.9.3.1.3   RECOGNITION OF PRIOR LEARNING

Prior knowledge as recognised by the faculty council.

V.9.3.1.4   STUDY PROGRAMME

a)   A student for the master's degree must, unless the research director decides otherwise, follow an approved study programme in the research focus area in consultation with the school director (A.7.3).

b)   A student that has been admitted to the master's degree must present a research proposal to the executive committee of the faculty council for approval in consultation with the research director and school director within six months after registration as a student.

c)   If a student fails in presenting the research proposal for approval within six months, the studies are terminated.

V.9.3.1.5   DURATION OF THE STUDIES

The minimum duration of the studies for this qualification is one (1) year or the acquisition of 240 credits, and the maximum length of time for completing the degree is a period of three (3) years.

V.9.3.1.6   EXTENSION OF STUDY PERIOD

a)   A student that does not complete the studies within the maximum period must apply to the school director for an extension of the study period by one academic year at the end of the third year of the studies.

b)   An application for the extension of the study period must be in the form of a proposal in which the following are indicated:

  i)   that the research topic is still relevant;
  ii)   what progress has already been made;
  iii)   what still has to be done to complete the studies; and
  iv)   whether the study leader is still available.

c)   If the study period is extended, it will be granted at a levy determined by the council from time to time.

V.9.3.1.7   LIST OF PROGRAMMES

Programme code	Curriculum code	Descriptive name	Module code	Ct
403 120	O801V	Learning and Teaching	LEON871	240
403 122	O803V	Education Management	ONWB871	240
403 123	O804V	Education Law	ONWR871	240
403 124	O805V	Educational Psychology	OPSK871	240
403 125	O806V	Comparative Education	VGLO871	240
403 127	O808V	Learner Support	OPSL871	240
403 128	O809V	School Counselling and Guidance	OPSS871	240

V.9.3.1.8   EXAMINATIONS

The examination for the master's degree consists of a dissertation or (a) published research article(s).

V.9.3.1.8.1   Appointment of examiners

Appointment of examiners is done in accordance with Academic Rule 4.4.3.

V.9.3.1.8.2   Requirements to which the dissertation must conform

a) A dissertation must be a proof that the student is at home in the method of research.

b) Regarding the technical requirements a dissertation must comply with the requirements prescribed by the faculty council (4.4.2) and the Manual for Postgraduate studies.

c) If a dissertation is presented in the form of (a) published research article(s) or (an) unpublished manuscript(s) in article format, and if more than one such article or manuscript is used, the dissertation must still be presented as a unit, supplemented by an overarching problem statement, a focussed literature analysis and integrated, together with a summarised concluding discussion.

V.9.3.1.8.3   Submission of the dissertation for examination

a) A dissertation may be submitted for examination only with the permission of the study leader.

b) A dissertation that has been submitted for examination cannot be withdrawn by the student or study leader(s).

V.9.3.1.8.4   Requirements for passing

a) A dissertation passes if the student obtains marks of at least 50%.

b) A dissertation passes with distinction if the student obtains marks of at least 75%.

c) A student failing a dissertation may apply once at the most to be admitted to studies for the master's degree at the university again, in which case new studies must be undertaken (4.4.4.7 – 4.4.4.10).

V.9.3.1.9   TERMINATION OF STUDIES

The studies of a student can be terminated if he/she exceeds the maximum duration of the study period.

V.10 RULES FOR THE DEGREE DOCTOR OF PHILOSOPHY (PHD)

This qualification can be obtained in one of the programmes and curricula listed in V.6.4 (d) and which are described in more detail below, and can be taken either part-time of full-time.

V.10.1 RULES FOR THE DEGREE DOCTOR OF PHILOSOPHY (PHD)

V.10.1.1 MINIMUM AND MAXIMUM DURATION

The minimum duration for the degree study is two academic years and barring exceptions, a maximum of four academic years, with the understanding that this period can be extended as determined in Academic Rule 5.4.10. The study may be terminated by the Senate on the recommendation of the Faculty Board on the basis of unsatisfactory progress.

V.10.1.2 ADMISSION

a) Admission to doctoral studies takes places in accordance with Academic Rule 5.2.

b) A candidate should possess a master's degree in the curriculum for which the candidate would like to register for a PhD.

V.10.2 SCHOOL OF LANGUAGES

V.10.2.1 PROGRAMME: AFRIKAANS AND DUTCH

V.10.2.1.1 SPECIFIC ADMISSION REQUIREMENTS

a) Benewens die vereistes gestel in Reël 5.2 van die Universiteit moet 'n student oor 'n magistergraad in Afrikaans en Nederlands of in Algemene Taal- en/of Literatuurwetenskap of 'n gelykwaardige kwalifikasie beskik.

b) Die magistergraad wat toelating tot hierdie kurrikulum bied, moet met 'n gemiddelde punt van minstens 65% verwerf word. Studente wat nie 'n punt van 65% vir die toepaslike magistergraad verwerf het nie, kan aansoek doen om met die betrokke vakgroepvoorsitter, die skooldirekteur en die direkteur van die navorsingseenheid 'n onderhoud te voer.

c) Voordat 'n student kan registreer vir 'n doktorsgraad, kan die direkteur van die navorsingseenheid in oorleg met die vakgroepvoorsitter van hom/haar verwag om by wyse van 'n tentamen en/of seminare bewys te lewer dat hy/sy tuis is op die hele terrein van die Afrikaanse en Nederlandse letterkunde of taalkunde, sowel as die teorie van die taal of literatuur.

V.10.2.1.2 PROGRAMME OUTCOMES

Die student moet die vermoë demonstreer om -

a) literêre of linguistiese probleme op 'n kritiese en kreatiewe manier te kan identifiseer en te kan oplos;

b) kennis onafhanklik te kan verwerf, te beheers, toe te pas, te ontleed, te integreer en gefundeerd te kan evalueer

c) oorspronklike insigte tot die veld by te dra;

d) die aard en inhoud van die letterkunde of taalkunde in Afrikaans en Nederlands te begryp;

e) toepaslike literêre of linguistiese teorieë te kan beheers;

f) toepaslike metodologieë vir die studie te kan identifiseer en te kan toepas;

g) op grond van inhoudelike en teoretiese kennis 'n ingeligte eie standpunt te kan formuleer;

h) die probleem en bevindings van die studie in die breër sosiale en kulturele konteks en, waar toepaslik, binne 'n uitgesproke wêreldvisie te kan plaas; en

i) die bevindings van die studie in toepaslike akademiese taal te kan aanbied.

V.10.2.1.3 CURRICULUM: AFRIKAANS AND DUTCH (104 111 – L900V)

V.10.2.1.3.1 Specific rules

a) Students only write a thesis (360 credits) in this curriculum.

b) The title of the thesis, after it has been approved by the relevant research director, is finally approved by the Faculty Board on recommendation of the relevant school director.

V.10.2.1.3.2 Compilation of the curriculum: (104 111 – L900V)

Module code	Descriptive name	Ct
AFLL971	Thesis	360
Credit total for the curriculum		**360**

V.10.2.2 PROGRAMME: LINGUISTICS AND LITERARY STUDIES

V.10.2.2.1 SPECIFIC ADMISSION REQUIREMENTS

a) Benewens die vereistes gestel in Reël 5.2 van die Universiteit moet 'n student oor 'n magistergraad in ,n taal of in Algemene Taal- en/of Literatuurwetenskap of 'n gelykwaardige kwalifikasie beskik.

b) Die magistergraad wat toelating tot hierdie kurrikulum bied, moet met 'n gemiddelde punt van minstens 65% verwerf word. Studente wat nie 'n punt van 65% vir die toepaslike magistergraad verwerf het nie, kan aansoek doen om met die betrokke vakgroepvoorsitter, die skooldirekteur en die direkteur van die navorsingseenheid 'n onderhoud te voer.

V.10.2.2.2 PROGRAMME OUTCOMES

Die student moet die vermoë demonstreer om

a) literêre of linguistiese probleme op 'n kritiese en kreatiewe manier te kan identifiseer en te kan oplos;

b) kennis onafhanklik te kan verwerf, te beheers, toe te pas, te ontleed, te integreer en gefundeerd te kan evalueer

c) oorspronklike insigte tot die veld by te dra deur die gebruik van kwalitatiewe en/of kwantitatiewe navorsings metodologieë;

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d) toepaslike literêre of linguistiese teorieë te kan beheers;

e) toepaslike metodologieë vir die studie te kan identifiseer en te kan toepas;

f) op grond van inhoudelike en teoretiese kennis 'n ingeligte eie standpunt te kan formuleer;

g) die probleem en bevindings van die studie in die breër sosiale en kulturele konteks en, waar toepaslik, binne 'n uitgesproke wêreldvisie te kan plaas;

h) die bevindings van die studie in toepaslike akademiese taal te kan aanbied en

i) 'n unieke bydrae te lewer in die uitbouing van die studieterrein.

V.10.2.2.3 CURRICULUM: LINGUISTICS AND LITERARY STUDIES (104 128 – L901V)

V.10.2.2.3.1 Specific rules

a) Students only write a thesis (360 credits) in this curriculum.

b) The title of the thesis, after it has been approved by the relevant research director, is finally approved by the Faculty Board on recommendation of the relevant school director.

V.10.2.2.3.2 Compilation of the curriculum: (104 128 – L901V)

Module code	Descriptive name	Ct
ATLW971	Thesis	360
Credit total for the curriculum		**360**

V.10.2.3 PROGRAMME: ENGLISH

V.10.2.3.1 SPECIFIC ADMISSION REQUIREMENTS

Apart from the requirements stated in Academic Rule 5.2 of the University, only students who obtained 65% or more in the preceding MA study will be considered for admission to PhD study in English. Students who did not obtain this required minimum may arrange for a joint interview with the chairperson of the subject group, and the director of the research unit.

V.10.2.3.2 PROGRAMME OUTCOMES

The student must demonstrate the ability to

a) identify and solve literary or linguistic problems in a critical and creative manner;

b) acquire, master, apply, analyse, and integrate knowledge independently, as well as evaluate it in a principled and well-grounded manner;

c) contribute original insights to the field;

d) understand the nature and content of English literature or linguistics;

e) master appropriate literary or linguistic theories;

f) identify and apply appropriate methodologies for the study;

g) formulate an informed viewpoint based on subject specific and theoretical knowledge;

h) situate the problem and findings of the study in their broader societal and cultural context and within an articulated word view if and where appropriate; and

i) present the findings of the study in appropriate academic language.

V.10.2.3.3 CURRICULUM: ENGLISH (104 138 – L905V)

V.10.2.3.3.1 Specific rules

a) Students only write a thesis (360 credits) in this curriculum.

b) The title of the thesis, after it has been approved by the relevant research director, is finally approved by the Faculty Board on recommendation of the relevant school director.

V.10.2.3.3.2 Compilation of the curriculum: (104 138 – L905V)

Module code	Descriptive name	Ct
ENLL971	Thesis	360
Credit total for the curriculum		**360**

V.10.2.4 PROGRAMME: SESOTHO

V.10.2.4.1 SPECIFIC ADMISSION REQUIREMENTS

Apart from the requirements stated in Academic Rule 5.2 of the University, only students who obtained 65% or more in the preceding MA study will be considered for admission to PhD study in Sesotho. Students who did not obtain this required minimum may arrange for a joint interview with the chairperson of the subject group, and the director of the research unit.

V.10.2.4.2 PROGRAMME OUTCOMES

The student must demonstrate the ability to

a) identify and solve literary or linguistic problems in a critical and creative manner;

b) acquire, master, apply, analyse, and integrate knowledge independently, as well as evaluate it in a principled and well-grounded manner;

c) contribute original insights to the field;

d) understand the nature and content of Sesotho literature or linguistics;

e) master appropriate literary or linguistic theories;

f) identify and apply appropriate methodologies for the study;

g) formulate an informed viewpoint based on subject specific and theoretical knowledge;

h) situate the problem and findings of the study in their broader societal and cultural context and within an articulated word view if and where appropriate; and

i)   present the findings of the study in appropriate academic language.

V.10.2.4.3   CURRICULUM: SESOTHO (104 125 – L932V)

V.10.2.4.3.1 Specific rules

     a)   Students only write a thesis (360 credits) in this curriculum.

     b)   The title of the thesis, after it has been approved by the relevant research director, is finally approved by the Faculty Board on recommendation of the relevant school director.

V.10.2.4.3.2 Compilation of the curriculum: (104 125 – L932V)

Module code	Descriptive name	Ct
SSLL971	Thesis	360
Credit total for the curriculum		**360**

V.10.2.5   PROGRAMME: LANGUAGE PRACTICE

V.10.2.5.1   SPECIFIC ADMISSION REQUIREMENTS

Apart from the requirements stated in Academic Rule 5.2 of the University, only students who obtained 65% or more in the preceding MA study will be considered for admission to PhD study in Language Practice. Students who did not obtain this required minimum may arrange for a joint interview with the chairperson of the subject group, and the director of the focus area (UPSET).

V.10.2.5.2   PROGRAMME OUTCOMES

The student must demonstrate the ability to

     a)   possess a systematic and comprehensive knowledge of historical and current developments in language practice broadly, and sophisticated and specialised knowledge of a state-of-the-art area within the discipline, a sub discipline, or the language professions

     b)   possess a coherent and critical understanding of the theory, research methodologies and techniques applicable to a particular area of specialisation in language practice, and be able to critically evaluate current and advanced research in a particular area of specialisation and participate in current debates

     c)   be able to reflect epistemologically on theoretical principles and debates in a particular field of language practice, and to relate theory and practice

     d)   master the research methods, techniques and technologies appropriate to the area of specialisation and select and apply these in order to investigate a particular problem

     e)   identify, analyse and engage with complex, real-life problems and situations related to a field of specialisation in language practice by means of innovative and creative theoretical and logical argumentation, as well as qualitative and quantitative research where applicable

     f)   identify, collect, critically analyse, synthesise and independently evaluate qualitative and quantitative information on a particular topic in language

practice at a sophisticated level, by using various types of high-level academic and professional sources

g) communicate academic-professional work coherently by applying the conventions of academic discourse in writing a thesis and adapt communication strategies in order to effectively communicate with a variety of audiences in different contexts

h) be committed to a process of life-long learning, specifically with reference to social, economic, political, and technological developments in the language professions.

V.10.2.5.3 CURRICULUM: LANGUAGE PRACTICE (104 126 – L934V)

V.10.2.5.3.1 Specific rules

a) Students only write a thesis (360 credits) in this curriculum.

b) The title of the thesis, after it has been approved by the relevant research director, is finally approved by the Faculty Board on recommendation of the relevant school director.

V.10.2.5.3.2 Compilation of the curriculum: (104 126 – L934V)

Module code	Descriptive name	Ct
LPRA971	Thesis	360
Credit total for the curriculum		**360**

V.10.3 SCHOOL OF BASIC SCIENCES

V.10.3.1 Curricula

The student registers for the following curriculum in consultation with the school and research directors:

Qualification code	Curriculum Codes	Module Codes	Descriptive name	Ct
104 114	L901V	HIST971	History	360
104 127	L900V	PUMA971	Public Management and Governance	360
104 119	L942V	MSDW971	Water Studies	360
104 124	L906V	BYBL971	Biblical Studies / Theology	256

V.10.3.2 PROGRAMME: POLITICAL STUDIES

V.10.3.2.1 Specific admission requirements of the programme

a) Apart from the requirements set out in Academic Rule 5.2 of the University, a candidate must have a Master's degree in Political Studies or an equivalent qualification, obtained with an average of mark 60%.

b) Candidates that do not comply with this minimum requirement may apply to the Research Director for an interview by an admissions panel. The

panel is compiled by the Research Director and may consider admission in light of the interview and other relevant considerations.

c) Only a limited number of candidates will be accepted onto the programme every year. The number of candidates who will be accepted is subject to the School's policy and capacity. All applications are assessed on strict academic merits and requirements.

V.10.3.2.2 Programme outcomes

The candidate should be able to undertake advanced research projects and to report on them in a scientific manner. With the knowledge acquired in this curriculum, the candidate will also be better equipped to occupy his career position with confidence and to have a more comprehensive understanding of the complex South African social spectrum.

V.10.3.2.3 Compilation of the curriculum: (104 120 – L901V)

Module code	Descriptive name	Ct
POLS971	Political Studies (Thesis)	360
Credit total for the curriculum		**360**

V.10.4 SCHOOL OF BEHAVIOURAL SCIENCES

V.10.4.1 Curricula

The student registers for **one** of the following curricula in consultation with the school and research directors:

Qualification code	Curriculum Codes	Module Codes	Descriptive name	Ct
805 110	G931V	PSYC971	Psychology	360
104 121	L951V	SOCL971	Sociology	360
506 136	E923V	LARM971	Labour Relations Management	360

V.10.4.2 PROGRAMME: INDUSTRIAL PSYCHOLOGY (IND PSYC)

V.10.4.2.1 Admission requirements:

Prospective students in *Industrial Psychology* should be in possession of Master's degree in Industrial Psychology. An average of 60% in the Master's degree is a prerequisite for PhD selection. All applications are subject to a selection process based on the student's CV and a scheduled interview during which the prospective research study of the student will be discussed.

V.10.4.2.2 Compilation of the curriculum: (506 127 – E920V)

Module code	Descriptive name	Ct
IOPS971	Industrial Psychology (Thesis)	360
Credit total for the curriculum		**360**

V.10.4.3   PROGRAMME: SOCIAL WORK (G921V) PhD (SW)

The curriculum composed in this programme is of an academic nature. It gives the opportunity for the development of specialised and advanced knowledge, and should enable the qualified student to distinguish himself/herself as a leader and researcher in the field of Social Work.

V.10.4.3.1   SPECIFIC ADMISSION REQUIREMENTS

Admission to this programme/curriculum takes place after obtaining the master's degree in Social Work and with consideration of the student's previous academic performance.

a)   Students registering for this programme/curriculum should supply proof of registration as a social worker according to the Act on Social Work, 1978 (Act 110 of 1978).

b)   The student chooses a topic in consultation with the subject head and his/her promoter with the reservation that the topic will fall within the approved focus area of both the Subject Group Social Work and the School of Behavioural S ciences .

c)   Students need to write an admission assessment in which the students need to obtain a minimum of 65%. Information may be obtained from the subject chairperson.

V.10.4.3.2   Compilation of the curriculum: (805 108 – G921V)

Module code	Descriptive name	Ct
MWKN971	Thesis	360
Credit total for the curriculum		**360**

V.10.4.3.3   Curriculum outcomes

The student will be skilled in:

a)   The utilisation of the ecosystems approach in the extensions and promotion of Social Work knowledge;

b)   The identification of a research problem of highly complicated nature in the field of Social Work, of which the solution can contribute to the extension of the knowledge base of Social work;

c)   The formulation and application of a suitable research topic and procedure;

d)   The analysis and application, interpretation and critical evaluation of research-related data;

e)   The presentation and report writing of research data in the form of a thesis of high quality; and

f)   The distribution of the newly obtained knowledge to social workers and other relevant role players.

| V.10.4.3.4 | **Articulation and exit point** |

The qualification enables the student to possibly be admitted to programmes at postdoctoral level at overseas universities.

| **V.10.5** | **SCHOOL OF EDUCATIONAL SCIENCES** |

| **V.10.5.1** | **SPECIFIC ADMISSION REQUIREMENTS** |

a)   A master's degree in the direction for which the candidate wishes to register for the PhD.

b)   A pass mark of 65% in the research master's degree.

c)   A pass mark of 65% in the structured master's degree. Also see Capacity Stipulation (V6.1)

d)   Candidates must further

   i)   have a computer at their disposal,

   ii)   be computer literate, and

   iii) be competent in accessing Internet sources and data bases.

e)   Applicants from universities other than the NWU have to write an admission test based on the research modules in the degree Honours Bachelor of Education. 70% must be obtained for the test in order to qualify for the PhD degree.

| **V.10.5.2** | **PROGRAMMES AND CURRICULA** |

| **V.10.5.2.1** | **Programme outcomes** |

The aim of the doctor's degree programme is to provide in South Africa's need for dedicated and highly specialised education researchers, who are empowered to conduct original research, to make a definite scientific contribution to the knowledge and understanding of one of the speciality areas mentioned below, either by discovering new knowledge or exercising critical abilities, and to contribute in a responsible and meaningful way to the improvement of education at a local, national and international level.

| **V.10.5.2.2** | **List of programmes** |

Programme code	Curriculum code	Descriptive name	Module code	Ct
404 110	0901V	Learning and Teaching	LEON971	384
404 112	0903V	Education Management	ONWB971	384
404 113	0904V	Education Law	ONWR971	384
404 114	0905V	Educational Psychology	OPSK971	384
404 115	0906V	Comparative Education	VGLO971	384
404 117	0908V	Learner Support	OPSL971	384
404 118	0909V	School Counselling and Guidance	OPSS971	384

V.11   MODULE-OUTCOMES OF POSTGRADUATE MODULES

The module-outcomes of honours and postgraduate certificate in education curricula presented in the Vaal Triangle Campus, are listed alphabetically. After each module code appears between brackets the HEQF-level and the credits as well as the descriptive name of the module. Module-outcomes that do not appear here can be found in the study guide for the relevant module.

Module Code: AFLL671 (24)	Year module	NQF-Level: 8
Title: AFRIKAANSE POËSIE: POËSIE EN INTERTEKS		
Module Outcomes: Ná suksesvolle voltooiing van die module behoort die student oor 'n deeglike kennis van en insig in die kompleksiteit van die genre van die poësie te beskik; in staat te wees om poëtiese style en tegnieke op gevorderde vlak te kan beskryf, analiseer, interpreteer en evalueer; kennis en insig te toon in die oeuvres van belangrike Afrikaanse digters; die intertekstuele aard van die poësie te begryp en kan verreken in komplekse interpretasies; verskillende literêre teorieë te kan gebruik om poëtiese tekste te interpreter; en van hulle kennis en insig verslag te kan doen in referate wat as wetenskaplike verslae teoreties, vakinhoudelik en vormlik van hoë gehalte is soos wat op nagraadse vlak verwag word.		
Method of delivery:		
Assessment Methods:		
Module Code: AFLL672 (24)	Year module	NQF-Level: 8
Title: AFRIKAANSE VERHALENDE TEKSTE		
Module Outcomes: Na afloop van hierdie module behoort studente die literêr-historiese ontwikkelinge in die Afrikaanse prosa van die begin van die twintigste eeu tot die hede te ken en verstaan en resente tendense kan beskryf en verduidelik; 'n gevorderde narratologiese analise van enige verhalende teks te kan maak en die resultaat van die analise met behulp van verskeie teoretiese raamwerke kan interpreteer; in staat te wees om teorie en teksanalise te integreer en kontekstualiseer; die verskyningsvorme van estetiese werkswyses in die Afrikaanse prosa te kan aantoon en bespreek; te kan deelneem aan 'n debat oor waardes na aanleiding van die gesprek tussen tekste en werklikheid en waardesisteme wat insluit die vermoë om 'n eie siening en evaluering van 'n verhalende teks te vorm en te verwoord; en 'n goed gestruktureerde wetenskaplike referaat te kan skryf waarin die beskrywing, analise, interpretasie, vergelyking en evaluering van tekste sowel teoreties begrond as gekontekstualiseer aangebied word.		
Method of delivery:		
Assessment Methods:		
Module Code: AFLL674 (24)	Year module	NQF-Level: 8
Title: TEMAS UIT DIE NEDERLANDSE LETTERKUNDE		
Module Outcomes: Na afloop van hierdie module behoort studente die Nederlandse literatuur te geniet en entoesiasties te wees oor die venster wat dit oopmaak op die Nederlandstalige wêreld; die basiese lyne van die Nederlandse literatuurgeskiedenis te ken en kan verduidelik en die bestudeerde werke en outeurs in hulle literêr-historiese konteks kan plaas; sekere eksemplariese werke, outeurs, temas en probleme uit die Nederlandse letterkunde ondersoekend te kan benader, ontleed en interpreteer; die gekose werke, outeurs en probleme met die Suid-Afrikaanse situasie en die Afrikaanse letterkunde te kan vergelyk; en teoretiese konsepte vrugbaar te kan gebruik in en deur die studie van die gekose werke, outeurs en temas.		
Method of delivery:		
Assessment Methods:		
Module Code: AFLL679 (32)	Year module	NQF-Level: 8
Title: NAVORSINGSMETODOLOGIE EN SKRIPSIE		
Module Outcomes: Na afloop van hierdie module moet studente kan demonstreer dat hulle bekwame navorsers is, wat beteken dat hulle verskillende sienings van navorsing moet kan beskryf en kan toepas; die navorsingsproses moet kan beskryf en in hulle eie navorsing moet kan toepas; 'n eie projek moet kan ontwerp en 'n navorsingsvoorstel daarvoor moet kan skryf; die projek volgens goeie navorsingspraktyk moet kan uitvoer om betroubare resultate te kan bereik; en 'n behoorlike essay (of navorsingsverslag van die projek) moet kan skryf. In hierdie module skryf die student ook 'n **skripsie** wat voldoen aan gespesifiseerde vereistes.		
Method of delivery: Contact		
Assessment Methods:		
Module Code: AFLG673 (24)	Year module	NQF-Level: 8

Title: **TAAL EN SAMELEWING**
Module Outcomes: Na afloop van hierdie module behoort die student in staat te wees om die basiese terminologie van die sosiolinguistiek en taalsosiologie te definieer en te gebruik; om die oorsake van taalvariasie te identifiseer en verklaar; om die dataversamelingstegnieke van die sosiolinguistiek te verduidelik en self toe te pas in navorsingsprojekte; om die data-interpretasiemetodes van die sosiolinguistiek te verduidelik en self toe te pas in navorsingsprojekte; om primêre navorsingsliteratuur selfstandig te bestudeer en interpreteer; om 'n navorsingsprojek te beplan en uit te voer; om resultate van 'n navorsingsprojek op gepaste wyses in geskrewe en gesproke media te kommunikeer; om standpunte oor die standaardisering van Afrikaans te identifiseer, verduidelik, sintetiseer en 'n eie gemotiveerde standpunt te formuleer; en om die Suid-Afrikaanse taalbeleid te verduidelik.
Method of delivery:
Assessment Methods:

Module Code: AFLG674 (24)	Year module	NQF-Level: 8
Title: **TEKSSTUDIE EN TEKSLINGUISTIEK**		

Module Outcomes: Na afloop van hierdie module behoort die student in staat wees om die basiese teoretiese uitgangspunte van die tekslinguistiek te kan beheers; om die insigte van die tekslinguistiek op gekose tekste te kan toepas; om hom/haar te kan verantwoord oor die geldigheid van 'n goeie "teks" al dan nie; en om 'n selfstandige werkstuk oor 'n gekose onderwerp te skryf waarin die beginsels van die tekslinguistiek duidelik geïllustreer word.
Method of delivery:
Assessment Methods:

Module Code: APLS673 (32)	Year module	NQF-Level: 8
Title: **APPLIED LEARNING SUPPORT**		

Module Outcomes: After completion of the module the student will be equipped with:
a broad knowledge and understanding of the diverse learning needs (barriers to learning) in a variety of contexts (school, classroom, home, community) which may require learning support, in terms of learning, emotional and social, and contextual support;   knowledge and skills to analyse and critically evaluate the various learning support approaches and techniques regarding learners' diverse needs in a variety of contexts; a high level of competence to apply the various support approaches and techniques in a variety of contexts; knowledge of the different phases in the learner support process and its application to the planning of support for learners who experience barriers to learning; the skills to apply the process to support learners who experience barriers to learning;   integrated knowledge and skills to draw up a support programme for a variety of needs or barriers that learners may experience; a high level of competence in applying specific support programmes; a broad and comprehensive understanding of the range of Inclusive education theoretical perspectives; knowledge and skills to analyse and evaluate knowledge critically with regard to different inclusive education theoretical perspectives; a high level of competence to apply the different inclusive education theoretical perspectives in a variety of contexts;
Method of delivery:
Assessment Methods:

Module Code: BMAN611 (16)	Semester 1	NQF-Level: 8
Title: **SUBJECT INTEGRATED MANAGEMENT APPLICATION**		

Module Outcomes: Upon completion of this module, the student should be able to demonstrate a systematic and theoretical knowledge of the elements that contribute to an effective business plan as well as the elements that contributes to a feasible business opportunity, an understanding of the importance of composing functional plans as part of the business plan, the skills to use the theoretical knowledge to identify and analyse business opportunities and the ability to compile and present a business plan.
Method of delivery:
Assessment Methods:

Module Code: BMAN612 (16)	Semester 1	NQF-Level: 8
Title: **SUBJECT ADVANCED ENTREPRENEURSHIP**		

Module Outcomes: Upon completion of module, the student should be able to apply the role of entrepreneurship in the economy, the broad meaning of the term entrepreneurship, entrepreneurial mindset and success skills in different contexts, analyse the dominant themes for entrepreneurial success, develop and present a personal entrepreneurial . career strategy, apply the driving forces of entrepreneurship in the entrepreneurial process, analyse various opportunities by means of the window of opportunity, analyse opportunities by means of opportunity scanning, know how to get access to various financing alternative, analyse a franchise as opportunity, know the basic principles of taxation for the individual and business, write and analyse a case study, know how to manage a business in the start-up and growth phase, work in groups on assignments and give effective feedback and make meaningful presentations.

Method of delivery:		
Assessment Methods:		
Module Code: BMAN621 (16)	**Semester 2**	**NQF-Level: 8**

Title: SUBJECT BUSINESS PLAN

Module Outcomes: Upon completion of this module you should be able to do demonstrate the skills to use the theoretical knowledge to identify and analyse business opportunities, the ability to do an industry and market analysis of a business venture, the ability to identify a feasible business opportunities and the ability to draw up and present a structured business plans.

Method of delivery:		
Assessment Methods:		
Module Code: BMAN622 (16)	**Semester 2**	**NQF-Level: 8**

Title: SUBJECT FINANCIAL MANAGEMENT

Module Outcomes: After completion of this module, the student should be able to demonstrate a complete and systematic knowledge of financial statements and cash management, fixed assets, analysis of financial management and working capital, time value of money, valuation and the required rate of return, financial decisions and dividend policy, skills based upon an informed comprehension of theories and concepts, evaluating and analysing financial statement, calculating all calculations on the time value of money, financial aspects and making decisions based on these results, the ability to undertake a literature and environmental review, prepare a basic report on financial issues as individual or as a member of a team and to communicate in writing as well verbally the report to an audience and the ability to solve problems and case studies based on the above-mentioned aspects.

Method of delivery:		
Assessment Methods:		
Module Code: BYBL 971 (256)	**Year Module**	**NQF-Level: 10**

Title: THESIS

Module Outcomes: After completion of this module, students will be equipped with:

- display extensive, systematic and specialised knowledge as well as coherent and critical understanding of any discipline in the field of Biblical Studies; analyse and synthesise the information and evaluate it independently by means of well-developed collection skills, independent study and evaluation of literature and existing research, and present it in the form of a thesis;
- solve complex and undefined problems which are prominent in any discipline in the field of Biblical Studies through the evaluation of their own ethical frameworks, with due consideration of other frameworks

Method of delivery:		
Assessment Methods:		
Module Code: CEPS612 (8)	**Semester 1**	**NQF-Level: 8**

Title: COMMUNITY EDUCATIONAL PSYCHOLOGY

Module Outcomes: After completion of this module, students will be equipped with:
well-rounded knowledge of the theoretical underpinnings of educational psychology as contained in the eco-systemic perspective as well as the theoretical underpinnings of community psychology;   well-rounded knowledge concerning the principles of community psychology, including health promotion, and the different role-players participating in the process;   integrated knowledge and skills in order to apply community educational psychology theory as well as health promotion principles;   applied, integrated knowledge, skills and values in order to execute organisational development interventions for improving the health and well-being in various contexts.

Method of delivery:		
Assessment Methods:		
Module Code: CLIN 611 (16)	**Semester 1**	**NQF-Level: 8**

Title: CLASSROOM INSTRUCTION

Module Outcomes: By the end of the module, students should be equipped with comprehensive knowledge, practical skill and dispositions regarding strategic teaching in order to effectively implement teaching-learning opportunities in specific learning areas, subjects and contexts.

Method of delivery:		
Assessment Methods:		
Module Code: CUDE611 (16)	**Semester 1**	**NQF-Level: 8**

Title: CURRICULUM DEVELOPMENT

Module Outcomes: By the end of the module, students should be equipped to:
understand   the   theories   and   models   of   curriculum   design,   development,   evaluation   and innovation/change; analyse the processes and procedures of curriculum development in South Africa;

develop critical thinking and analysis of a wide range of issues in curriculum development; critically reflect on the National Curriculum Statement (Curriculum 2005 and NCS); demonstrate an understanding of the role of research in curriculum development.; develop an understanding of factors that influence curriculum change.		
Method of delivery:		
Assessment Methods:		
Module Code: ELEA611 (8)	**Semester 1**	**NQF-Level: 8**
Title: E-LEARNING		
Module Outcomes: By the end of the module, students should be equipped with**:** a broad understanding of the educational learning theories underpinning e-learning; a broad understanding of e-learning concepts, principles and types used in education; the ability to differentiate e-learning technologies according to their contexts for decision making in education; the ability to create and manage an online course site; the ability to develop e-learning strategies in relation to their educational settings; the ability to develop and maintain e-activities; the ability to conduct online assessment and moderation; the ability to design, maintain and facilitate an online virtual learning group.		
Method of delivery:		
Assessment Methods:		
Module Code: EMLO611 (16)	**Semester 1**	**NQF-Level: 8**
Title: EDUCATION MANAGEMNENT AND ORGANISATIONS		
Module Outcomes: After completing this module, students demonstrate that they have acquired: an understanding of the structure and functioning of the workplace in which education management activities are executed; the necessary knowledge of and insight into the ecology (culture and climate) and the change and development of the educational organisation; a profound knowledge of and insight into education management as field of scientific endeavour, the ability to distinguish between the management tasks (how to manage) and management areas (what to manage) and be able to apply these tasks in order to ensure an effective education management practice		
Method of delivery: Contact		
Module Code: ENLG671 (32)	**Year module**	**NQF-Level: 8**
Title: RESEARCH METHODOLOGY AND MINI-DISSERTATION: LINGUISTICS		
Module Outcomes: The student should be able to explain and distinguish between different kinds of research methods and designs; use a range of relevant electronic databases, Internet, and other research resources; draft research proposals which conform with generally-accepted norms and criteria; formulate valid and scholarly problem statements; construct/design research theses/hypotheses; write an extended research paper in which he/she demonstrates the ability to analyse linguistic phenomena; integrate other viewpoints and criticism of schools of thought, theories, views and trends into an independent argument; formulate a personal viewpoint logically and coherently while acknowledging and evaluating those of others in a responsible and scholarly manner; manage critical and scholarly discourse in fluent English; and transfer these skills to the writing of shorter papers in other English courses		
Method of delivery: Contact		
Module Code: ENLG672 (24)	**Year module**	**NQF-Level: 8**
Title: LINGUISTIC THEORY		
Module Outcomes: The student should be able to discuss a broad range of theoretical views about the way language can be approached as an object of scientific and scholarly investigation; be able to evaluate conflicting views about the nature of language and formulate an own view; be able to compare and relate selected theories and their key concerns; be able to apply selected models of analysis emerging from different theoretical positions; be knowledgeable about the assumptions, methods, advantages and limitations of selected theories so as to be able to develop a personal critique of these theories; and be able to manage critical and theoretical discourse in fluent and fairly sophisticated English.		
Method of delivery: Contact		
Module Code: ENLG673 (24)	**Year module**	**NQF-Level: 8**
Title: THE STUDY OF LANGUAGE		
Module Outcomes: . On completion of this module the student should: be able to demonstrate theoretical and practical knowledge of the various components in the study of linguistics and the English language at an introductory level.		
Method of delivery:		
Module Code: ENLG674 (24)	**Year module**	**NQF-Level: 8**

Title: LINGUISTIC ANALYSIS AND CORPUS LINGUISTICS		
Module Outcomes: On completion of this module the student should explain the principles of organisation at different levels of linguistic organisation; analyse linguistic structures and functions in depth; identify and discuss the major publicly available corpora in English and evaluate their uses; explain the principles of corpus design; use appropriate software to analyse corpora; analyse and interpret data on the lexical and grammatical levels in corpora, including the relationship between the two levels; interpret the findings of linguistic analysis within a consistent theoretical framework.		
Method of delivery: Contact		
Module Code: ENLG675 (24)	**Year module**	**NQF-Level: 8**
Title: ENGLISH SOCIOLINGUISTICS		
Module Outcomes: On completion of this module the student should demonstrate a critical awareness of how language functions in society; be able to identify and analyse variable language data in terms of its forms and uses; identify, apply and evaluate models of varieties of English; and evaluate language policy proposals and present a motivated viewpoint about the role of English in the South African society**.**		
Method of delivery: Contact		
Module Code: ENLG679 (24)	**Year module**	**NQF-Level: 8**
Title: APPLIED LANGUAGE STUDIES		
Module Outcomes: On completion of this module the student should be able to explain the key issues in SLA; explain the role of selected factors that influence SLA; characterise interlanguage; discuss and evaluate the universal grammar theory of SLA; discuss the role of formal instruction in SLA; distinguish between approaches and methods in language teaching; describe and evaluate selected approaches and methods in language teaching, covering all four language skills (reading, writing, speaking and listening); design syllabi and teaching materials		
Method of delivery: Contact		
Module Code: ENLG680 (24)	**Year module**	**NQF-Level: 8**
Title: ACADEMIC LITERACY		
Module Outcomes: On completion of this module the student should be able to explain the various theoretical conceptions of academic literacy in higher education and formulate a point of view regarding controversies in this regard; explain the various theoretical conceptions of the relationships between language and cognition at the higher education level and how these are reflected in theoretical conceptions of academic literacy; describe and evaluate features of academic discourse in higher education; conduct a needs analysis for an academic literacy course for higher education; design an academic literacy course for higher education; describe and evaluate teaching and learning methodologies for an academic literacy course in a higher education context; design materials for an academic literacy course in a higher education context; evaluate existing assessment instruments used for determining academic literacy in higher education; and conduct research into academic literacy in higher education.		
Method of delivery: Contact		
Module Code: ENLL671 (32)	**Year module**	**NQF-Level: 8**
Title: RESEARCH METHODOLOGY AND MINI-DISSERTATION: LITERATURE		
Module Outcomes: On completion of this module the student should be knowledgeable about literary research methodologies in general; able to use a range of relevant electronic databases, Internet, and other research resources; able to draft research proposals which conform with generally-accepted norms and criteria; able to formulate valid and scholarly problem statements; able to construct/design research theses/hypotheses; able to write an extended research paper in which he/she demonstrates the ability to analyse literary texts; able to integrate other viewpoints and criticism of schools of thought, theories, views and trends into a reasonably independent argument; able to formulate a personal viewpoint logically and coherently while acknowledging and evaluating those of others in a responsible and scholarly manner; able to manage critical and scholarly discourse in fluent and fairly sophisticated English; and able to transfer these above skills to the writing of shorter papers in other English courses		
Method of delivery: Contact		
Module Code: ENLL680 (24)	**Year module**	**NQF-Level: 8**
Title: TWENTIETH CENTURY LITERATURE IN ENGLISH		
Module Outcomes: The student should be knowledgeable about the complex dialectic between epistemological and ontological issues in representative twentieth-century texts; identify, describe, analyse and compare the textual characteristics of the selected texts and be able to relate these to the larger movements of the period; be able to comment critically on the underlying philosophical assumptions and literary techniques evolving from the literary "trends" or "periods" of Modernism and Postmodernism; apply his/her knowledge of different theoretical approaches in their interpretations of narrative, poetic and dramatic texts; distinguish some major voices in twentieth-century British and American literature; situate		

each poet, novelist or playwright studied within British and American literary culture of the period; analyse and interpret with some sophistication the variety of poetic voices; be cognisant of relevant critical material in the field; discuss a broad range of theoretical views about the way language and literature can be approached as an object of scientific and scholarly investigation; be aware of the complex genealogy of modern critical discourse; and be able to describe with some sophistication the relationship between various theories and the issues which they deal with.

Method of delivery:	Contact	
Module Code: ENLL673 (24)	**Year module**	**NQF-Level: 8**

Title: SOUTH AFRICAN POSTCOLONIAL LITERATURE IN ENGLISH

Module Outcomes: The student should be able to construct and motivate a viable definition of the term "postcolonial"; discuss recent trends in South African literature critically; be knowledgeable about important South African postcolonial writers in general; be able to discuss and refer to several seminal South African postcolonial authors in particular; be able to relate postcolonial writing to the South African context; be able to distinguish major voices in South African literature; engage critically with the questions of subjectivity and identity formation; explore with some sophistication generic representations of postcolonial issues; interpret selected poems, novels and autobiographies from the angles of race, class and gender; be cognisant of relevant and related theories; substantiate conclusions about the significance of applicable approaches and their value for contemporary South African society; and be cognisant of relevant critical material in the field.

Method of delivery:	Contact	
Module Code: ETIE672 (16)	**Year module**	**NQF-Level: 8**

Title: HUMAN RIGHTS

Module Outcomes: On completion of this module the student should be able to understand the concept of human rights as expressed in a constitutional democracy; give a Christian foundation for the concept of human rights; evaluate the universal declaration of human rights ethically; evaluate individual human rights ethically; evaluate fundamental human rights violations ethically.

Method of delivery:		
Assessment Methods:		
Module Code: ETIV872 (148)	**Year Module**	**NQF-Level: 9**

Title: DISSERTATION

Module Outcomes: After completion of the module the student should:
research proposal which reflects coherent and critical understanding of a well defined and -formulated ethical research topic; provide evidence of specialised knowledge of the research methods and techniques of the subject; document the statement of the problem, aim, field, method, results and conclusions in a scientific manner; write a scientific dissertation which provides evidence of analytical ability, a critical approach and independent insight.

Method of delivery:		
Assessment Methods:		
Module Code: ETIV873 (116)	**Year module**	**NQF-Level: 9**

Title: MINI DISSERTATION

Mod research proposal which reflects critical understanding and a clear outline of a limited research topic; provide evidence of their familiarity with the research methods and techniques of the subject; document the statement of the problem, aim, field, method, results and conclusions in a scientific manner; write a mini dissertation in which they report on their research skill and their ability to record the results of their research.**ule Outcomes:** After completion of the module the student should:

Method of delivery:		
Assessment Methods:		
Module Code: ETIV874 (16)	**Year module**	**NQF-Level: 9**

Title: ETHICAL PERSPECTIVES

Module Outcomes: After completion of the module the student should:
extensive, systematic and specialised knowledge of a selection of topics which have a prominent place in Ethics; display coherent and critical understanding of the topic and its philosophical background; analyse, synthesise and evaluate this knowledge critically and independently, and present it in a suitable oral and/or written format, all within an ethically acceptable framework; solve complex problems and issues in selected area of ethics; provide evidence of well-developed collection skills, identification, critical analysis, synthesis and independent evaluation of data and literature study under supervision.

Method of delivery:		
Assessment Methods:		
Module Code: ETIV875 (32)	**Year module**	**NQF-Level: 9**

Title: ETHICAL PERSPECTIVES		
Module Outcomes: After completion of the module the student should:		
extensive, systematic and specialised knowledge of a selection of topics which have a prominent place in Ethics; display coherent and critical understanding of the topic and its philosophical background; analyse, synthesise and evaluate this knowledge critically and independently, and present it in a suitable oral and/or written format, all within an ethically acceptable framework; solve complex problems and issues in selected area of ethics; provide evidence of well-developed collection skills, identification, critical analysis, synthesis and independent evaluation of data and literature study under supervision.		
Method of delivery:		
Assessment Methods:		
Module Code: FLCE621 (8)	**Semester 2**	**NQF-Level: 8**
Title: FACILITATION AND LAY COUNSELLING FOR EDUCATORS		
Module Outcomes: After completion of the module the student should:		
be equipped with basic knowledge, skills and attitudes that will enable them to support learners who need guidance or who experience life problems, and refer those learners who are in need of specialised counselling; be equipped with basic knowledge, skills and attitudes that will enable them to identify a range of emotional and social problems in children and adolescents, as barriers to learning, to refer those learners who are in need of specialised counselling or therapy and to provide support; demonstrate knowledge, skills and attitudes regarding the identification of a range of emotional and social problems in children and adolescents; demonstrate knowledge, skills and attitudes regarding the referral of those learners for specialised counselling or therapy; demonstrate knowledge, skills and attitudes regarding the provision of support from an eco-systemic approach		
Method of delivery:		
Assessment Methods:		
Module Code: FOER 611 (8)	**Semester 1**	**NQF-Level: 8**
Title: FOUNDATIONS OF EDUCATION RESEARCH		
Module Outcomes: After completing this module, students demonstrate that they have acquired:		
• a broad understanding of the range of education theories, ideas and concepts that mark the current social science and educational landscape, • the ability to analyse and evaluate knowledge critically in a variety of educational contexts, • the ability to analyse and evaluate different methodological approaches so as to apply them in a variety of educational contexts • a basic level of competence to apply the dialectical relationship between education theory and education praxis • the ability to contribute to systematic and disciplined thinking about matters educational		
Method of delivery:		
Assessment Methods:		
Module Code: HERV872 (148)	**Year module**	**NQF-Level: 9**
Title: DISSERTATION		
Module Outcomes: On completion of this module the student should be able to: submit a research proposal which reflects coherent and critical understanding of a well defined and -formulated hermeneutical research topic; provide evidence of specialised knowledge of the research methods and techniques of the subject; document the statement of the problem, aim, field, method, results and conclusions in a scientific manner; write a scientific dissertation which provides evidence of analytical ability, a critical approach and independent insight.		
Method of delivery:		
Assessment Methods:		
Module Code: HERV873 (116)	**Year module**	**NQF-Level: 9**
Title: MINI DISSERTATION		
Module Outcomes: On completion of this module the student should be able to: submit a research proposal which reflects critical understanding and a clear outline of a limited research topic; provide evidence of their familiarity with the research methods and techniques of the subject; document the statement of the problem, aim, field, method, results and conclusions in a scientific manner; write a mini dissertation in which they report on their research skill and their ability to record the results of their research		
Method of delivery:		
Assessment Methods:		
Module Code: HERV874 (16)	**Year module**	**NQF-Level: 9**

Title: **HERMENEUTICAL PERSPECTIVES**		
Module Outcomes:		
On completion of this module the student should be able to: display extensive, systematic and specialised knowledge of a selection of topics which have a prominent place in Hermeneutics; display coherent and critical understanding of the topic and its philosophical background; analyse, synthesise and evaluate this knowledge critically and independently, and present it in a suitable oral and/or written format, all within an ethically acceptable framework; solve complex problems and issues in selected area of hermeneutics; provide evidence of well-developed collection skills, identification, critical analysis, synthesis and independent evaluation of data and literature study under supervision.		
Method of delivery:		
Assessment Methods:		
Module Code: HERV875 (32)	**Year module**	**NQF-Level: 9**
Title: **HERMENEUTICAL PERSPECTIVES**		
Module Outcomes: On completion of this module the student should be able to: display extensive, systematic and specialised knowledge of a selection of topics which have a prominent place in Hermeneutics; display coherent and critical understanding of the topic and its philosophical background; analyse, synthesise and evaluate this knowledge critically and independently, and present it in a suitable oral and/or written format, all within an ethically acceptable framework; solve complex problems and issues in selected area of hermeneutics; provide evidence of well-developed collection skills, identification, critical analysis, synthesis and independent evaluation of data and literature study under supervision.		
Method of delivery:		
Assessment Methods:		
Module Code: HIST611 (24)	**Semester 1**	**NQF-Level: 8**
Title: **METHOD AND THEORY**		
Module Outcomes: The student should be proficient in a variety of methodological strategies used in the discipline of History to interpret and analyse sources containing information pertaining to the past. Of particular importance would also be the ability to identify and apply certain theoretical underpinnings in the discipline and related fields of investigation in the humanities and social sciences.		
Method of delivery:		
Assessment Methods:		
Module Code: HIST612 (32)	**Year module**	**NQF-Level: 8**
Title: **HISTORIOGRAPHY**		
Module Outcomes: The student should be able to identify and analyse the various schools in Historiography (focusing on Western and South African traditions) up to modern times, and point out their meaning for History as a discipline.		
Method of delivery:		
Assessment Methods:		
Module Code: HIST623 (24)	**Semester 2**	**NQF-Level: 8**
Title: **SOUTH AFRICAN HISTORY: A SELECTED THEME**		
Module Outcomes: Concerning a selected theme about South African history the student should be able to Collect scientific factual knowledge and point out the coherence of related matters with the necessary insight; identify, analyse and evaluate historical issues and suggest creative proposals to solutions; as an effective student, realise the need for life-long learning; and articulate and take a stance from a personal frame of reference, while referring to the Christian and other world views.		
Method of delivery:		
Assessment Methods:		
Module Code: HIST624 (24)	**Semester 2**	**NQF-Level: 8**
Title: **AFRICA HISTORY: A SELECTED THEME**		
Module Outcomes: Concerning a selected theme about African history the student should be able to Collect scientific factual knowledge and point out the coherence of related matters with the necessary insight; identify, analyse and evaluate historical issues and suggest creative proposals to solutions; as an effective student, realise the need for life-long learning; and articulate and take a stance from a personal frame of reference, while referring to the Christian and other world views.		
Method of delivery:		
Assessment Methods:		
Module Code: HIST625 (24)	**Semester 2**	**NQF-Level: 8**
Title: **WORLD HISTORY: A SELECTED THEME**		
Module Outcomes: Concerning a selected theme about World history the student should be able to		

Collect scientific factual knowledge and point out the coherence of related matters with the necessary insight; identify, analyse and evaluate historical issues and suggest creative proposals to solutions; as an effective student, realise the need for life-long learning; and articulate and take a stance from a personal frame of reference, while referring to the Christian and other world views.		
Method of delivery:		
Assessment Methods:		
Module Code: HIST626 (24)	**Semester 2**	**NQF-Level: 8**
Title: RESEARCH PROJECT		
Module Outcomes: The student should be able to execute a research project of limited scope through the phases of a) identifying a research theme; b) collecting information (heuristics); c) evaluating the information (criticism); d) interpreting the date (hermeneutics/analysis); and e) reporting on the findings in an informed and articulate manner.		
Method of delivery:		
Assessment Methods:		
Module Code: HIST871 (180)	**Year module**	**NQF-Level: 9**
Title: DISSERTATION		
Module Outcomes: The student must demonstrate the ability to undertake advanced research on aspects relating to history and report on it in a scientific manner. The master's degree studies will prepare the student to proceed with doctoral studies.		
Method of delivery:		
Assessment Methods:		
Module Code: HIST873 (60)	**Year module**	**NQF-Level: 9**
Title: EXTENDED ESSAY		
Module Outcomes: The student must produce an acceptable mini-dissertation (based on a topic of own choice) reflecting an appropriate and effective use of research skills in history.		
Method of delivery:		
Assessment Methods:		
Module Code: HIST811 (30)	**Semester 1**	**NQF-Level: 9**
Title: OVERVIEW OF LAND TENURE IN SOUTH AFRICA UP TO 1994		
Module Outcomes: The student must investigate and demonstrate a critical understanding of land issues in South Africa by critiquing literature on such issues and exploring empathy with perceptions held by both the Voortrekkers and Africans regarding the land questions.		
Method of delivery:		
Assessment Methods:		
Module Code: HIST813 (30)	**Semester 1**	**NQF-Level: 9**
Title: PROCESSES OF LAND ACQUISITION BY AFRICANS		
Module Outcomes: The student must evaluate processes of land acquisition by Africans during the period 1850 – 1900.		
Method of delivery:		
Assessment Methods:		
Module Code: HIST823 (30)	**Semester 2**	**NQF-Level: 9**
Title: SOUTH AFRICA'S POLITICS OF FORCED REMOVALS OF AFRICANS FROM LAND		
Module Outcomes: The student must demonstrate the ability to undertake advanced research on aspects relating to history and report on it in a scientific manner. The master's degree studies will prepare the student to proceed with doctoral studies.		
Method of delivery:		
Assessment Methods:		
Module Code: HIST824 (30)	**Semester 2**	**NQF-Level:**
Title: SOUTH AFRICA'S LAND REFORM PROGRAMME SINCE 1994: AN EVALUATION OF SUCCESSES AND CHALLENGES		
Module Outcomes: The student must evaluate and compare South Africa's land reform programme and those of other neighbouring countries since the 1900's.		
Method of delivery:		
Assessment Methods:		
Module Code: HIST971 (360)	**Year module**	**NQF-Level: 10**
Title: HISTORY THESIS		
Module Outcomes: After the completion of module a candidate should be able to formulate a research title, problem, goals and/or hypotheses; demonstrate a comprehensive and systematic grasp of the underlying theory pertaining to the research subject; demonstrate a critical understanding of the most		

advanced research methodology techniques and draw sensible conclusions based on results obtained using the relevant methods; report literature and research results logically; make sufficient use of a variety of sources in the research process; communicate research results effectively and according to an agreeable format; conduct research successfully; make an original contribution to the field of Historical Studies.

Method of delivery:

Assessment Methods:

Module Code: HOMV671 (8)	Year module	NQF-Level: 8

Title: HOMILETICS

Module Outcomes: The student should be able to outline Trinitarian preaching and indicate the characteristics thereof; describe and apply the elements of indicative, imperative and promise in a sermon; define and apply goal orientated preaching; indicate the main communication elements in the delivering of a sermon; outline the prerequisites for a sermon in a post-modern context.

Method of delivery:

Assessment Methods:

Module Code: HPGA618 (16)	Semester 1	NQF-Level: 8

Title: PUBLIC HUMAN RESOURCE MANAGEMENT

Module Outcomes: The student should be able to explain the extent to which HRM has been transformed by legislation since 1994; be able to strategise and plan a model of public human resources system; and be able to practise in the functional areas of human resource provisioning.

Method of delivery:

Assessment Methods:

Module Code: HPGA625 (16)	Semester 2	NQF-Level: 8

Title: MANAGEMENT FOR SUSTAINABLE DEVELOPMENT

Module Outcomes: The student should be able to analyse social problems which must be taken into account in order to secure sustainable development; apply basic techniques in managing social problems in order to realise sustainable development.

Method of delivery:

Assessment Methods:

Module Code: HRMA612	Semester 1	NQF-Level: 8

Title: PSYCHOLOGICAL EVALUATION, RECRUITMENT, SELECTION AND PLACEMENT

Module Outcomes:
- Know and understand the principles of psychometric evaluation.
- Know and understand the responsibilities of assessment practitioners
- Know which tests registered psychometrists may use in the work and educational context at national and international level.
- Know and understand the ethics involved in the psychological evaluation of individuals.
- Know and understand the purposes of fair and ethical selection in assessment practices
- Understand the factors influencing candidates' perception of fair and ethical selection and assessment practices
- Know and understand the role of relevant legislation
- Be able to define the role of psychometric tests as part of the selection process
- Be able to manage the complete recruitment process.

Method of delivery: Full-time

Assessment Methods: The formative and summative assessment methods and weights will be indicated in the study guide and on Efundi.

Module Code: HRMA621	Second semester module	NQF-Level: 8

Title: PRACTICAL WORK

Module Outcomes:
- Know and understand how to apply different ways of counselling individuals in the workplace (for different reasons, including retirement, organisational transformation, retrenchments and other crises) and of referring these individuals to the appropriate professional where necessary.
- Know and understand how to apply knowledge and skills to evaluate, present and develop career planning workshops and life skills workshops for students and adults in the workplace, know and understand how to practically determine the meaning(s) that work and to be working hold for the modern person, how optimal occupational choice should be facilitated, which career tasks have to be carried out in the different career stages (in relation to the specific career issues that come to the fore), and which learning experiences are involved when

facilitating vocational adjustment.
- Apply knowledge and skills to investigate and facilitate the adaptation of employees in the workplace.
- Apply contextual knowledge and skills to ensure that the diverse client population are evaluated in a scientific and fair manner.
- Apply knowledge and skills to analyse and compile posts according to specific criteria.
- Know and understand a job evaluation system and the conditions necessary for its effective implementation.
- Form part of a panel that evaluates these jobs; correctly analysing and grading these posts.
- Develop a remuneration system based on performance.
- Compile competency profiles of different posts at different levels.
- Compile a recruitment advertisement for a specific post.
- Develop an induction programme for new employees; present and evaluate the programme.
- Develop a structured interview for a specific post, train the line managers and interview candidates in a scientific and fair manner.
- Show competency in personnel administration.
- Apply skills to ensure a scientific and fair performance management process.
- Support and assist in the development of an affirmative action programme in the work context.
- Develop a training programme for line managers, present and evaluate the programme.
- Perform an organisation diagnosis in an organisation according to the prescribed model, diagnose problems and opportunities in the organisation in the correct manner; write a report and present a presentation regarding the diagnosis.
- Present a self-development programme to employees of an organisation and assist the members to deal with change and stress in the workplace.
- Make recommendations regarding organisational socialising mechanisms that can be used to ensure organisational efficiency.
- Use various instruments to investigate the motivation levels of employees and make suggestions regarding corrective actions.
- Facilitate a strategic planning session and write a report concerning the session.
- Select, implement and evaluate organisational development interventions.
- Present and evaluate a diversity training programme.
- Undertake leadership development according to the prescribed guidelines.
- Identify the lifecycle of an organisation according to the correct measures and make recommendations as to how the effectiveness of the organisation can be improved.

Method of delivery: Full-time

Assessment Methods: The formative and summative assessment methods and weights will be indicated in the study guide and on Efundi.

Module Code: HRMA622	Semester 2	NQF-Level: 8

Title: HUMAN CAPACITY BUILDING

Module Outcomes:
- Understand and evaluate the organisation's vision, values and strategic objectives.
- Direct human resource development activities while keeping in mind the national training strategy.
- Analyse the external and internal environmental forces which have an impact on training and development.
- Formulate a Human Resource Development mission, main values and strategic objectives (human resource development plan) which correlate with the organisation's strategy.
- Examine and obtain knowledge of the needs of clients of the human resource development department (capabilities of the training and development consultant, competency-based training and development, performance management, models of identifying, training and development needs).
- The application of knowledge and skills about psychological strengths to evaluate individuals and the drafting of self-development programmes for employees at different levels of an organisation.
- Design and implement training strategies to close the gap between training needs and actual work ability.
- Understand and implement different evaluation strategies.
- Understand and sketch the different rolls of the training and development consultant.

Method of delivery: Full-time

Assessment Methods: The formative and summative assessment methods and weights will be indicated in the study guide and on Efundi.

Module Code: HRMA623	Semester 2	NQF-Level: 8

Title: HUMAN RESOURCE MANAGEMENT STRATEGIES		

Module Outcomes:
- Know and understand the extent, realities and complexities of personnel psychology and strategic human resource management, the relationship between this study area and the other specialist fields within industrial psychology, as well as the application of this knowledge and understanding in terms of solving complex human resource management issues in order to contribute to the bottom-line of any organisation.
- Know and understand the nature of the utility theory and the systems theory for personnel psychology/strategic human resource management and planning, selection of management personnel (with assessment centres as selection and developmental instrument), strategic supply of personnel, strategic performance evaluation, strategic performance management and reward, evaluating personnel/human resource management activities/functions and the management of the personnel/human resource function.
- Understand the components of a strategic approach towards human resource planning.
- Know and understand the variables and changing tendencies at a global level that impact on human resource management in South Africa.
- Explain the tendencies and variables within the broad South African social, political and economic environment that have implications for the management of people working in South African organisations.
- Explain the current status of the South African economy (compared to international standards) and how it relates to human resource management.
- Demonstrate an understanding of the impact and effect of the international economy on South African organisations.
- Understand the dynamics of the South African labour market.
- Apply knowledge regarding environmental tendencies to understand, predict and manage human resource problems and opportunities.

Method of delivery: Full-time

Assessment Methods: The formative and summative assessment methods and weights will be indicated in the study guide and on Efundi.

Module Code: HRMA 871	Year module	NQF-Level: 9

Title: MINI-DISSERTATION

Module Outcomes:
- Evaluate and integrate human resource literature to identify research opportunities and solutions to problems;
- Apply knowledge and skills to undertake scientific empirical research of limited scope, draw valid conclusions and suggest relevant recommendations.

Method of delivery: Full-and part time

Assessment Methods: The formative and summative assessment methods and weights will be indicated in the study guide and on Efundi.

Module Code: HRMA 872	Year module	NQF-Level: 9

Title: SCIENTIFIC REASONING

Module Outcomes:
- To familiarise the learner with the dimensions and methods of psychological research.
- To orient the learner to make an informed choice from the large number of alternative methods and experimental designs available.
- To enable the learner to present a good research proposal (e.g. his/her possible thesis/dissertation).
- To empower the learner with the knowledge and skills they need to undertake a research project, to present a conference paper and to write a scientific article.

Method of delivery: Full and part time

Assessment Methods: The formative and summative assessment methods and weights will be indicated in the study guide and on Efundi

Module Code: HRMA 873	Year module	NQF-Level: 9

Title: PEOPLE DEVELOPMENT

Module Outcomes: During this module we will endeavour to make a thorough analysis of the role and function of training and development within the South African context. After having completed this module, the student must be able to critically discuss the role played by the training and development department in order to reach the goals of an organisation. It is important that students display the necessary insight to form their own opinion regarding training and development.

Method of delivery:	Full-and part time	

Assessment Methods: The formative and summative assessment methods and weights will be indicated in the study guide and on Efundi.

Module Code: IOPS611	Semester 1	NQF-Level: 8

Title: PSYCHOMETRICS

Module Outcomes:

- Know and understand the issues (e.g. ethics and fairness) involved in psychometric testing of human resources.
- Use the underlying principles of development, evaluation and application of psychometric measuring instruments which are used in the workplace for diagnoses, prognosis and prediction of work-related behaviour.
- Know and understand psychometrics, testing and assessment which form and support the process of testing.
- Use testing in a professional and ethical way by following good testing practices.
- The application of contextual knowledge and skills (relative to diverse client populations which can be evaluated).

Method of delivery:	Full-time	

Assessment Methods: The formative and summative assessment methods and weights will be indicated in the study guide and on Efundi

Module Code: IOPS612	Semester 1	NQF-Level: 8

Title: PSYCHOLOGICAL EVALUATION & FORENSIC PSYCHOLOGY

Module Outcomes:

Psychological Assessment

- Know which tests registered psychometrists may use in the work and educational context at national and international level.
- Know and understand the principles of psychometric evaluation.
- Know and understand the variety of psychological tests that registered psychometrists may use at national and international level to measure an individual's abilities, personality, interests and motivation.
- The application of knowledge and skills in order to provide feedback regarding individuals' functioning, by indicating treatment and/or referral options.
- The application of knowledge and skills in order to provide feedback to individuals and to stimulate growth.
- Know and understand the ethics involved in the psychological evaluation of individuals.
- The application of knowledge and skills to use technically reliable tests, to do the necessary preparations for a test session, to administer tests under standardised circumstances, to mark, analyse and interpret the test and to provide feedback.
- The application of contingent management skills to handle test-related problems.
- Forensic Psychology
- To display knowledge of the practice of the forensic industrial psychologist as a field of expertise
- To display knowledge and insight of the biology of brain functioning in order to assess and predict mental competency.
- Know and understand legal processes and the justice system in South Africa with emphasis on civil procedural law and the judicator of courts and court rules.
- To compile forensic reports after analysing expert information in given case studies.

Method of delivery:	Full-time	

Assessment Methods: The formative and summative assessment methods and weights will be indicated in the study guide and on Efundi.

Module Code: IOPS613	Semester 1	NQF-Level: 8

Title: ORGANISATIONAL BEHAVIOUR

Module Outcomes:

- Have a complete and systematic knowledge of the world of Organisational Behaviour and of diversity management, and of the role of individuals, groups and group processes in Organisational Behaviour (learning objectives for each chapter).
- Demonstrate skills based upon an informed comprehension of theories and concepts, to identify challenges and issues dealing with the world of Organisational Behaviour, diversity management, the role of individuals and groups and group processes in Organisational Behaviour (exercises).
- Have the ability to undertake a literature and environmental review, prepare a basic report on challenges and issues dealing with the world of Organisational Behaviour, diversity management,

the role of individuals and groups and group process in Organisational Behaviour, individually or as a member of a team, and to communicate the report in writing as well as orally (assignments).

Method of delivery:	Full-time

Assessment Methods: The formative and summative assessment methods and weights will be indicated in the study guide and on Efundi.

Module Code: IOPS614	Semester 1	NQF-Level: 8

Title: RESEARCH METHODOLOGY

Module Outcomes:
- Know and understand the dimensions of social sciences research and the application of an integrated model of scientific research in industrial psychology research.
- Know and understand paradigm perspectives and identify central issues in the different paradigms.
- Know and understand the focus areas of research at the North-West university (Potchefstroom campus).
- Know and apply the instruments of research.
- Know the components of research problems and be able to formulate a problem statement and apply the knowledge and skills in order to develop a reference list according to APA guidelines.
- Formulate guidelines to ensure ethical psychological research.
- Know the components of a research proposal and be able to write a research proposal.
- Know and understand the different forms of research and demonstrate how valid conclusions can be promoted.
- Evaluate the different sampling methods and factors influencing the sample size.
- Evaluate the different research designs, show how bias in the design can be controlled for, demonstrate knowledge regarding the choice of/or development of measuring instruments and describe how results can be presented and interpreted.

Method of delivery:	Full-time

Assessment Methods: The formative and summative assessment methods and weights will be indicated in the study guide and on Efundi

Module Code: IOPS615	Semester 1	NQF-Level: 8

Title: CAREER PSYCHOLOGY

Module Outcomes:
- Know and understand the concept **career** and the historical roots, nature and bases of career psychology and to apply this knowledge and understanding to analyse the relationship between career psychology and other specialist fields of industrial psychology.
- Know and understand the meaning and functions of work and the relationship between work and relaxation of the present day employee and the application of this knowledge and understanding to obtain insight regarding the contemporary work ethic.
- Know and understand the different theories of career choice and adjustment and apply this knowledge and understanding to obtain insight into the dynamics of the improvement of the own and others' work/career choices and adjustment.
- Know and understand the dynamics of adolescent and adult career behaviour, career development and career self-management (including those of persons from minority groups and special groups, such as working women and employees with disabilities) and the role of the organisation in this regard and the application of this knowledge and insight to improve the own and others' entry into the world of work, socialisation, innovation, stabilisation, mid-career experiences, late career experiences and adjusting to retirement.
- Know and understand the dynamics underlying current career issues and the application of this knowledge and understanding in the handling of the own and others' career issues and problems.

Method of delivery:	Full-time

Assessment Methods: The formative and summative assessment methods and weights will be indicated in the study guide and on Efundi.

Module Code: IOPS616	Semester 1	NQF-Level: 8

Title: EMPLOYEE WELLNESS

Module Outcomes:
- Explain the shift in employee health and wellness provision.
- Explain and understand the holistic model of work-related well-being.
- Explain the philosophy of and shift towards managed wellness care.
- Apply knowledge to manage wellness in the organisation.
- Present employee health and wellness as a business case to management.

Method of delivery:	Full-time

Assessment Methods: The formative and summative assessment methods and weights will be indicated in the study guide and on Efundi

Module Code: IOPS617	Semester 1	NQF-Level: 8

Title: ORGANISATIONAL DEVELOPMENT

Module Outcomes:
- Understand and evaluate the concept, components and characteristics of organisational development.
- The application of knowledge and skills to explain organisational functioning and changes.
- Know and understand the nature of current and future changes that could impact on organisations, as well as the strategies that organisations can use to address these changes.
- Evaluate the role of paradigms in change management.
- Know and understand process consultation as an organisational developmental intervention and apply process consultation skills in diagnosing and intervening in organisations.
- The application of knowledge and skills regarding organisational diagnoses in order to address problems and identify opportunities within the organisation.
- The application of knowledge and skills to evaluate organisational development strategies (at individual, group and organisational level) and to intervene within organisations.

Method of delivery:	Full-time	

Assessment Methods: The formative and summative assessment methods and weights will be indicated in the study guide and on Efundi.

Module Code: IOPS618	Semester 1	NQF-Level: 8

Title: AUTHENTIC HELPING

Module Outcomes:
- Have overall knowledge of the principles, theory and functioning of an appropriate facilitation model, to apply the knowledge by means of analysing and evaluating psychological problems such as emotional issues, and be able to paraphrase and clarify problems by applying facilitation skills in the employment of effective problem-solving goals as well as identifying relevant facilitation strategies to integrate into a strategic plan as part of a wellness promotional plan of an organisation and to generate solutions for problems based on proof-related arguments.
- Find, interpret, integrate and utilise relevant literature in order use relevant research methods and techniques to research a wide range of complex problems and issues, and to communicate the result in writing as well as orally by means of information technology.
- To apply the principles associated with this module in an ethical cognitive framework

Method of delivery:	Full-time	

Assessment Methods: The formative and summative assessment methods and weights will be indicated in the study guide and on Efundi.

Module Code: IOPS622	Semester 2	NQF-Level: 8

Title: RESEARCH REPORT

Module Outcomes:
- Evaluate and integrate industrial psychology literature in order to identify research opportunities to come up with solutions for problems.
- The application of knowledge and skills to do a scientific, empirical research project of limited range, where valid conclusions and relevant recommendations can be made.

Method of delivery:	Fulltime	

Assessment Methods: The formative and summative assessment methods and weights will be indicated in the study guide and on Efundi.

Module Code: IOPS 624	Semester 2	NQF-Level: 8

Title: ADVANCED PRACTICAL WORK

Module Outcomes:
- Know and can apply different ways of counselling people in the workplace.
- Be able to refer people to other professionals when needed.
- The application of knowledge and skills to counsel people who are retiring.
- The application of knowledge and skills to investigate and facilitate the adjustment of employees in the workplace.
- The application of skills to counsel people in need (e.g. during organisation transformation, retrenchments and other crises).
- Identify the different symptoms of the different forms of psychopathology in the work context and be able to diagnose them according to an international model (e.g. DSM IV).

- Understand the psychodynamics underlying psychopathology.
- The application of knowledge and skills to ensure the application of ethics and fairness in the use of psychometric assessment instruments.
- The application of psychometric knowledge and skills to make a diagnosis, prognosis and prediction of work-related behaviour.
- Use tests and questionnaires in a professional and ethical way by following good testing practices.
- The application of conceptual knowledge and skills to ensure that the diverse client population is assessed scientifically and fairly.
- The application of knowledge and skills to provide feedback to individuals and to stimulate growth.
- Make use of technically reliable tests and questionnaires, make the necessary preparations for the test session, apply the tests and questionnaires under standardised circumstances, mark the tests, analyse the results and interpret the results according to the prescribed procedures and provide feedback.
- The application of contingent management skills to handle test-related problems.
- Use various instruments to examine the motivation levels of employees and suggest corrective actions; use the action research model effectively.

Method of delivery: Fulltime		
Assessment Methods: The formative and summative assessment methods and weights will be indicated in the study guide and on Efundi.		
Module Code: IOPS 871	**Year module**	**NQF-Level: 8**

Title: MINI-DISSERTATION/ MINI-SKRIPSIE

Module Outcomes:
- Evaluate and integrate industrial psychology literature to identify research opportunities and solutions to problems;
- Apply knowledge and skills to undertake scientific empirical research of limited scope, draw valid conclusions and suggest relevant recommendations.

Method of delivery: Full-and part time		
Assessment Methods: The formative and summative assessment methods and weights will be indicated in the study guide and on Efundi.		
Module Code: IOPS872	**Year Module**	**NQF-Level:9**

Title: SCIENTIFIC REASONING

Module Outcomes:
- To familiarise the learner with the dimensions and methods of psychological research.
- To orient the learner to make an informed choice from the large number of alternative methods and experimental designs available.
- To enable the learner to present a good research proposal (e.g. his/her possible thesis/dissertation).
- To empower the learner with the knowledge and skills they need to undertake a research project, to present a conference paper and to write a scientific article.
- Method of delivery: Full-and part time

Assessment Methods: The formative and summative assessment methods and weights will be indicated in the study guide and on Efundi.		
Module Code: IOPS873	**Year Module**	**NQF-Level:9**

Title: PEOPLE DEVELOPMENT

Module Outcomes: During this module we will endeavour to make a thorough analysis of the role and funct and development within the South African context. After having completed this module, the student must be critically discuss the role played by the training and development department in order to reach the goals of a It is important that students display the necessary insight to form their own opinion regarding training and dev

Method of delivery: Full-and part time		
Assessment Methods: The formative and summative assessment methods and weights will be indicated in the study guide and on Efundi.		
Module Code: IOPS874	**Year module**	**NQF-Level: 9**

Title: PROFESSIONAL INDUSTRIAL PSYCHOLOGY

Module Outcomes: After completion of this module learners must have insight into new developments in the field of Industrial Psychology and Human Resource Management. Some topics, which have been known for some years, are included if it is still a major force impacting on organisations and the management of organisations.

Method of delivery:

Assessment Methods:		
Module Code: IOPS875	**Year module**	**NQF-Level: 9**

Title: WELLBEING

Module Outcomes: The purpose of this module is to assist students in the formulation of their own mental paradigms that will guide them in their role as business partners. The essence is to provide the student with a safe environment to push his/her own mind and to develop a trust in own thinking.

Method of delivery:	Full-and part time	

Assessment Methods: The formative and summative assessment methods .and weights will be indicated in the study guide and on Efundi

Module Code: IOPS876	**Year module**	**NQF-Level: 9**

Title: TOEGEPASTE BERADING/ APPLIED COUNSELLING

Module Outcomes:

- To sensitise the student to constructive interpersonal functioning.
- To empower the learner with the knowledge and skills they need to manage a helping process.
- To familiarise the learner with the dimensions of sensitive relations
- To orient the learner concerning the different models and processes of counselling.
- To enable the learner to be able to apply the basic skills of counselling and trauma management

Method of delivery:	Full-and part time	

Assessment Methods: The formative and summative assessment methods and weights will be indicated in the study guide and on Efundi.

Module Code: IOPS971	**Year module**	**NQF-Level: 9**

Title: THESIS

Module Outcomes:

- Identifying the effects of work and the organisation on the state of well-being in individuals;
- Identifying the outcomes of work-related well-being for the individual, group and organisation;
- Identifying the effects of non-work on the state of well-being in individuals as well as the effect on the organisation;
- Applying various paradigms (including positive psychology) to our research and practice;
- Applying multicultural perspectives and methods in our research and practice; and
- Developing and evaluating the effectiveness and efficiency of interventions and applying the results to promote work-related well-being in South African organisations.

Method of delivery:	Full-and part time	

Assessment Methods:		
Module Code: KCMN611 (16)	**Semester 1**	**NQF-Level: 8**

Title: RESEARCH METHODOLOGY

Module Outcomes: On successful completion of the module, the student should be able to design a research proposal in a scientific and professional manner for the purposes of identified problems in applied communication research; demonstrate a comprehensive knowledge base of the different types of research designs for the purposes of applying such critical understanding to applied communication research contexts; demonstrate an extensive knowledge and critical comprehension of the different types of sampling designs, and the proper application thereof in an applied communication research environment; illustrate a coherent and critical understanding of different types of measuring instruments for application thereof in an applied communication research context; demonstrate a solid knowledge and critical understanding of elementary statistical analyses techniques, and the ability to properly apply such techniques to applied communication research data; use basic data interpretation principles and skills in interpreting applied communication research data; and prepare and compile a scientific research report in an ethically sound manner and/or the ability to present result findings to peers.

Method of delivery:		
Assessment Methods:		
Module Code: KCMN671 (32)	**Semester 2**	**NQF-Level: 8**

Title: RESEARCH ARTICLE

Module Outcomes: On successful completion of this module, the student should be able to conduct independent research on a communication problem of limited scope by using the relevant scientific method and report on it in written form.

Method of delivery:		
Assessment Methods:		
Module Code: KCMJ673 (72)	**Year module**	**NQF-Level: 8**

Title: **JOURNALISM IN PRACTICE**		
• **Module Outcomes:** After completion of the module, the student should be able to demonstrate knowledge and skills in writing different kinds of news reports and feature articles for the printed media (newspapers and magazines); demonstrate the ability to perform copy-editing tasks as could be expected from an entry level sub-editor; apply skills in desktop publishing regarding the layout of newspapers and magazines; demonstrate knowledge of the role of media convergence; and demonstrate knowledge of the characteristics of Internet journalism and skills in writing/compiling/adapting news items for this medium. • demonstrate well-rounded knowledge of the characteristics of radio news bulletins and critical know-how in identifying, writing and compiling such news reports into news bulletins that are fit for radio broadcast; understand the different types of radio interviews and indicate the ability to identify, prepare, and conduct interviews fit for radio broadcasting; and demonstrate solid theoretical understanding of radio current affairs programmes and the application of critical skills necessary in identifying, preparing, and editing such material in written format and / or audio format fit for broadcast, in addition to presenting such programmes on air. • compare the historical origins of photojournalism with modern approaches in this field; understand the selection criteria used by photo editors; discuss ethical issues *re* picture manipulation; master the operational and creative possibilities of SLR-cameras; perform basic picture manipulation in © Adobe Photoshop; and execute all the tasks necessary to construct a photo essay.		
Method of delivery:		
Assessment Methods:		
Module Code: KCMJ672 (16)	**Year module**	**NQF-Level: 8**
Title: **JOURNALISM: MEDIA AND SOCIETY**		
Module Outcomes: On completion of the module, the student should be able to demonstrate a coherent and critical understanding of the changing context in which South African journalists function; demonstrate a comprehensive and systematic knowledge base of the most important theories in die field of media and society, including issues such as media and democracy, critical theory and the journalist as opinion leader; compile an academic research report and present research findings to peers; critically discuss the major ethical issues encountered by journalists; demonstrate the ability to deal individually and in a group with ethical problems in a manner consistent with general accepted journalistic practices; source and research relevant academic material regarding the major ethical issues in a systematic academic document; apply their theoretical knowledge to analyse relevant ethical issues and case studies and present their findings in the form of a seminar to fellow students; and demonstrate the ability to describe and analyse major libel case studies within the South African constitutional context.		
Method of delivery:		
Assessment Methods:		
Module Code: KDGV672 (16)	**Year module**	**NQF-Level: 8**
Title: **GENERAL AND SOUTH AFRICAN CHURCH AND DOGMA HISTORY**		
Module Outcomes:		
Section 1: General Church and Dogma History		
The student should be able to demonstrate knowledge of the history of the early Christian Church and especially the doctrinal struggles during that time; understand and evaluate the development of the church and especially the history of missions during the time of the Middle Ages.		
Section 2: South African Church and Dogma History		
The student should be able to demonstrate in-depth knowledge of the history of the church in South Africa; understand the history of his/her own ecclesiastical tradition against the backdrop of the South African church history; understand and critically evaluate the influence of socio-political developments in South Africa on the missionary work of the church.		
Method of delivery:		
Assessment Methods:		
Module Code: KDGV872 (148	**Year module**	**NQF-Level: 9**
Title: **DISSERTATION**		
Module Outcomes: On completion of this module the student should be able to: submit a research proposal which reflects coherent and critical understanding of a well defined and -formulated church or dogma historical research topic; provide evidence of specialised knowledge of the research methods and techniques of the subject; document the statement of the problem, aim, field, method, results and conclusions in a scientific manner; write a scientific dissertation which provides evidence of analytical ability, a critical approach and independent insight.		
Method of delivery:		

Assessment Methods:		
Module Code: KDGV873 (116)	**Year module**	**NQF-Level: 9**

Title: MINI DISSERTATION

Module Outcomes: On completion of this module the student should be able to: submit a research proposal which reflects critical understanding and a clear outline of a limited research topic; provide evidence of their familiarity with the research methods and techniques of the subject; document the statement of the problem, aim, field, method, results and conclusions in a scientific manner; write a mini dissertation in which they report on their research skill and their ability to record the results of their research.

Method of delivery:		
Assessment Methods:		
Module Code: KDGV874 (16)	**Year module**	**NQF-Level: 9**

Title: CHURCH AND DOGMA HISTORY

Module Outcomes:
On completion of this module the student should be able to: display extensive, systematic and specialised knowledge of a selection of topics which have a prominent place in Church and Dogma history; display coherent and critical understanding of the topic and its philosophical background; analyse, synthesise and evaluate this knowledge critically and independently, and present it in a suitable oral and/or written format, all within an ethically acceptable framework; solve complex problems and issues in selected area of Church and Dogma history; display coherent and critical understanding of the topic and its philosophical background; provide evidence of well-developed collection skills, identification, critical analysis, synthesis and independent evaluation of data and literature study under supervision.

Method of delivery:		
Assessment Methods:		
Module Code: KDGV875 (32)	**Year module**	**NQF-Level: 9**

Title: CHURCH AND DOGMA HISTORY

Module Outcomes:
On completion of this module the student should be able to: display extensive, systematic and specialised knowledge of a selection of topics which have a prominent place in Church and Dogma history; display coherent and critical understanding of the topic and its philosophical background; analyse, synthesise and evaluate this knowledge critically and independently, and present it in a suitable oral and/or written format, all within an ethically acceptable framework; solve complex problems and issues in selected area of Church and Dogma history; provide evidence of well-developed collection skills, identification, critical analysis, synthesis and independent evaluation of data and literature study under supervision.

Method of delivery:		
Assessment Methods:		
Module Code: LARM611 (8)	**Semester 1**	**NQF-Level: 8**

Title: INDUSTRIAL SOCIOLOGICAL THEORIES

Module Outcomes: Evaluate various sociological thought schools and theories and to apply such to sociological problems. To apply sociological theories to current and identified labour relations problems and to suggest possible solutions to such problems. Know and understand social change in society and the effect of this on organisations. To apply knowledge and skills regarding social change in order to identify, explain and solve problematic labour situations.

Method of delivery:		
Assessment Methods:		
Module Code: LARM614 (8)	**Semester 1**	**NQF-Level: 8**

Title: RESEARCH METHODOLOGY

Module Outcomes: Know and understand various methods and strategies regarding data collection which will enable the student to make applicable and relevant conclusions in a research project. Know and understand the requirements for statistical measuring and analysis. Apply knowledge and skills in the drafting of a research proposal as part of a research project.

Method of delivery:		
Assessment Methods:		
Module Code: LARM615 (16)	**Semester 1**	**NQF-Level: 8**

Title: ADVANCED LABOUR RELATIONS

Module Outcomes: Know and understand the various components related to labour relations and to nurture relevant skills in the effective management of labour relations. Know and understand how to practice as labour relations specialists.

Method of delivery:		

Assessment Methods:

Module Code: LARM616 (16)	Semester 1	NQF-Level: 8

Title: LABOUR MARKET PRINCIPLES

Module Outcomes: Have a comprehensive understanding of the various principles, theories and functions of the labour market. To apply such by means of analysing and evaluating labour market concerns like labour demand and supply, wages, productivity, globalisation and human capital investment, labour market dispensations and discrimination, labour market organisations. To argue solutions to problems based on current factual proof of evidence. Geared with a range of research methods and techniques are able to search, interpret and integrate relevant literature concerning complex and concurrent problems, and to present such in a written and oral formatted presentation. To apply the contents of this module within an ethical thought paradigm.

Method of delivery:

Assessment Methods:

Module Code: LARM621 (16)	Semester 2	NQF-Level: 8

Title: GROUP DYNAMICS

Module Outcomes: Know and understand the study area of Group Dynamics, the importance, structure and function of small groups as subsystems in interaction. Know the most prominent exponents and their relevant perspectives as reiterated in the field of Group Dynamics. Geared with the necessary capabilities, to explore and apply explanatory possibilities to empirical problems within an organisation. To demonstrate knowledge and understanding of concepts like group communication, group cohesion, task groups, the importance and implications of small groups to the individual and the development of group dynamics. To apply gained knowledge of group dynamics by exploring explanatory possibilities regarding the individual and groups.

Method of delivery:

Assessment Methods:

Module Code: LARM622 (16)	Semester 2	NQF-Level: 8

Title: RESEARCH REPORT

Module Outcomes: Evaluate and integrate industrial sociological literature with research opportunities to identify problem-solving methods. The application of knowledge and skills to undertake scientific research to determine reliable and relevant consequences to make the required recommendations.

Method of delivery:

Assessment Methods:

Module Code: LARM623 (16)	Semester 2	NQF-Level: 8

Title: APPLIED LABOUR RELATIONS

Module Outcomes: To understand the external regulations that has an impact on labour relations. Integrate and manage labour relation procedures at different levels in the workplace. The application of external regulation requirements to improve the labour relations climate in the organisation.
The management of related workplace issues to the advantage of both management and labour.

Method of delivery:

Assessment Methods:

Module Code: LARM624 (16)	Semester 2	NQF-Level: 8

Title: COLLECTIVE BARGAINING & NEGOTIATION

Module Outcomes: Explain and comprehend the role of collective bargaining in the South African labour relations system:
- Understand the concept of the employer's duty to bargain with a trade union;
- Synthesise and evaluate the impact of conflict and power between the various key role-players to bargaining and negotiation within a labour relations context;
- Understand how duties concerned with collective bargaining and organisational rights are dealt with;
- Evaluate, apply and analyse the process of establishing a collective bargaining and/or negotiation relationship;
- Analyse, apply and generate/design various styles, structures and approaches related to collective bargaining and negotiation skills;
- Be aware of the legal status of collective agreements; and
- Describe and demonstrate the synthesised relationship between collective bargaining, negotiation and related South African legal precepts.

Assessment Methods: The student will be accordingly assessed throughout the semester by means of formative and summative assessment structures in the form of:
- Class tests, assignments and practical applications of various identified module and specific

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outcomes; and
- Formal examination

Module Code: LORE671 (32)	Year module	NQF-Level: 8

Title: LIFE ORIENTATION

Module Outcomes: After completion of the module the student will be equipped with:
a comprehensive and systemic knowledge about the theories and principles that underpin Life Orientation and be able to apply it to the practical situation; a deep understanding of the Life Orientation curriculum with reference to the levels of epistemology, learning-teaching-support material; the skills to develop a personal plan as facilitator and counsellor in Life Orientation and to apply facilitation and counselling skills to support diverse learners; a sound knowledge of career development theories.

Method of delivery:

Assessment Methods:

Module Code: LPRA671 (24)	Year module	NQF-Level: 8

Title: THEORY OF THE LANGUAGE PRACTICE

Module Outcomes: Upon successful completion of this module the student should be able to demonstrate a comprehensive, informed and systematic understanding of key historical and contemporary developments in the theory of translation; select, apply and integrate principles, techniques and theoretical approaches within translation studies in applications of theory to practice; identify and solve unfamiliar concrete and abstract translation problems by means of sophisticated theoretical reflection, and assess the success of solutions; identify, collect, analyse and synthesis quantitative and qualitative information on the theory of translation and use sources appropriately; and present and communicate academic-professional work on the theory of translation effectively and appropriately to a variety of audiences. **Note:** LPRA671 is a compulsory module.

Method of delivery:

Assessment Methods:

Module Code: LPRA673 (24)	Year module	NQF-Level: 8

Title: LANGUAGE, TEXT AND CONTEXT

Module Outcomes: Upon successful completion of this module the student should be able to demonstrate a comprehensive, informed and systematic understanding of sociolinguistic and text-linguistic theories as they apply to the work of language practitioners; select, apply and integrate principles, techniques and theoretical approaches from sociolinguistics and text-linguistics in order to produce professionally acceptable language products; identify and solve unfamiliar concrete and abstract language-practice problems by using appropriate aids for language practice together with sophisticated theoretical reflection, and assess the success of solutions; identify, collect, analyse and synthesis quantitative and qualitative information on sociolinguistic and text-linguistic theories and use sources appropriately; and present and communicate academic-professional work on the relevance of sociolinguistic and text-linguistic theories for language practice effectively and appropriately to a variety of audiences.

Method of delivery:

Assessment Methods:

Module Code: LPRA674 (24)	Year module	NQF-Level: 8

Title: MEDIA TRANSLATION

Module Outcomes: Upon successful completion of this module the student should be able to demonstrate a comprehensive, informed and systematic understanding of the theory and practice of audiovisual translation, including subtitling, dubbing, respeaking and audio-description; select, apply and integrate principles, techniques and theoretical approaches from audiovisual translation in order to produce professionally acceptable language products; identify and solve unfamiliar concrete and abstract audiovisual translation problems by using appropriate aids for language practice together with sophisticated theoretical reflection, and assess the success of solutions; identify, collect, analyse and synthesis quantitative and qualitative information on audiovisual translation and use sources appropriately; and present and communicate academic-professional work on audiovisual translation effectively and appropriately to a variety of audiences.

Method of delivery:

Assessment Methods:

Module Code: LPRA675 (24)	Year module	NQF-Level: 8

Title: LITERARY TRANSLATION

Module Outcomes: Upon successful completion of this module the student should be able to demonstrate a comprehensive, informed and systematic understanding of key historical and contemporary developments in the theory and practice of literary translation; select, apply and integrate principles, techniques and theoretical approaches in the field of literary translation in order to produce acceptable

literary translations; identify and solve unfamiliar concrete and abstract problems in literary translation by using appropriate aids for translation together with sophisticated theoretical reflection, and assess the success of solutions; identify, collect, analyse and synthesise quantitative and qualitative information on the theory and practice of literary translation and use sources appropriately; and present and communicate academic-professional work on the theory and practice of literary translation effectively and appropriately to a variety of audiences.

Method of delivery:		
Assessment Methods:		
Module Code: LPRA676 (24)	**Year module**	**NQF-Level: 8**
Title: FILM STUDIES		

Module Outcomes: Upon successful completion of this module the student should be able to demonstrate a comprehensive, informed and systematic understanding of key historical and contemporary developments in film studies; select, apply and integrate principles, techniques and theoretical approaches within film studies in the analysis of film texts; identify and solve unfamiliar concrete and abstract problems in film studies; identify, collect, analyse and synthesise quantitative and qualitative information on film studies and use sources appropriately; and present and communicate academic-professional work in film studies effectively and appropriately to a variety of audiences.

Method of delivery:		
Assessment Methods:		
Module Code: LPRA679 (32)	**Year module**	**NQF-Level: 8**
Title: MINI-DISSERTATION		

Module Outcomes: Upon successful completion of this module the student should be able to demonstrate a comprehensive, informed and systematic understanding of a chosen field in language practice in a research project; select, apply and integrate principles, techniques and theoretical approaches from a chosen field in language practice for a research project; identify and solve unfamiliar concrete and abstract language-practice problems by using appropriate aids for language practice together with sophisticated theoretical reflection, by means of a research project; identify, collect, analyse and synthesise quantitative and qualitative information on a chosen language-practice problem in a research project; and present and communicate academic-professional work on a chosen problem in the field of language practice effectively and appropriately in a research project. **Note:** LPRA679 is a compulsory module.

Method of delivery:		
Assessment Methods:		
Module Code: LPRA681 (24)	**Year module**	**NQF-Level: 8**
Title: APPLICATIONS IN LANGUAGE PRACTICE: TRANSLATION		

Module Outcomes: Upon successful completion of this module the student should be able to demonstrate a comprehensive, informed and systematic understanding of key historical and contemporary developments in the field of practical translation; select, apply and integrate principles, techniques and theoretical approaches in practical translation; identify and solve unfamiliar concrete and abstract translation problems; identify, collect, analyse and synthesise quantitative and qualitative information on practical translation issues and use sources appropriately; and present and communicate academic-professional work in practical translation effectively and appropriately to a variety of audiences.

Method of delivery:		
Assessment Methods:		
Module Code: LPRA682 (24)	**Year module**	**NQF-Level: 8**
Title: APPLICATIONS IN LANGUAGE PRACTICE: TEXT EDITING		

Module Outcomes: Upon successful completion of this module the student should be able to demonstrate a comprehensive, informed and systematic understanding of key historical and contemporary developments in editing; select, apply and integrate principles, techniques and theoretical approaches within editing in practical editing work; identify and solve unfamiliar concrete and abstract editing problems; identify, collect, analyse and synthesise quantitative and qualitative information on editing and use sources appropriately; and present and communicate academic-professional work in editing effectively and appropriately to a variety of audiences.

Method of delivery:		
Assessment Methods:		
Module Code: LPRA683 (8)	**Year module**	**NQF-Level: 8**
Title: INTERNSHIP		

Module Outcomes: Upon successful completion of this module the student should be able to demonstrate a comprehensive, informed and systematic understanding of the field of language practice in

the context of a practical internship; select, apply and integrate principles, techniques and approaches from a particular field in language practice in the context of a practical internship; identify and solve unfamiliar concrete and abstract language-practice problems by using appropriate aids for language practice in the context of a practical internship; identify, collect, analyse and synthesise quantitative and qualitative information in the context of a practical internship; and present and communicate professional work effectively and appropriately in the context of a practical internship. **Note:** LPRA683 is a compulsory module.

Method of delivery:		
Assessment Methods:		

Module Code: LPRA684 (24)	Year module	NQF-Level: 8

Title: JOURNALISM AND PUBLISHING PRACTICE

Module Outcomes: Upon successful completion of this module the student should be able to select and apply specific techniques of information gathering for journalistic purposes; demonstrate knowledge of the characteristics and style of a variety of journalistic genres (including the article, profile and review) and apply these in practice for different publications; demonstrate knowledge of the characteristics and writing style of different journalistic beats and apply these in practice; create journalistic text elements and demonstrate electronic page layout skills for a variety of publications; take photos for media purposes and edit it with software; and demonstrate knowledge and skills of media entrepreneurship.

Method of delivery:		
Assessment Methods:		

Module Code: MISS672 (24)	Year module	NQF-Level: 8

Title: MISSIOLOGICAL PERSPECTIVES

Module Outcomes: Part 1: Missiology: Introductory historical aspects
The student should be able to name the periods in which mission history can be subdivided and discuss the most important characteristics of each; describe Missiology as theological discipline; Biblically ground missiological theologies, evaluate various missiological models and explain various elements of Missiology.

Part 2: Missiology: Theoretical aspects
The student should be able to compare and evaluate the most important ideologies of our time; discuss the difference between a miraculous and a religious philosophy; explain the current position of religions in the world; describe the missionary congregation and discuss its functioning; discuss the relation between the visible and invisible dimensions of church unity and indicate the importance of this for churches in South Africa; describe the contribution of the Africa-Christianity to world missiology; explain central themes in Christian Africa-theology; formulated well-founded strategies for missiology today; provide informed advice with regard to various aspects of missiology.

Method of delivery:		
Assessment Methods:		

Module Code: MISV872 (148)	Year module	NQF-Level: 9

Title: DISSERTATION

Module Outcomes: On completion of this module the student should be able to: submit a research proposal which reflects coherent and critical understanding of a well defined and -formulated missiological research topic; provide evidence of specialised knowledge of the research methods and techniques of the subject; document the statement of the problem, aim, field, method, results and conclusions in a scientific manner; write a scientific dissertation which provides evidence of analytical ability, a critical approach and independent insight.

Method of delivery:		
Assessment Methods:		

Module Code: MISV873 (116)	Year module	NQF-Level: 9

Title: MINI DISSERTATION

Module Outcomes: : On completion of this module the student should be able to: submit a research proposal which reflects critical understanding and a clear outline of a limited research topic; provide evidence of their familiarity with the research methods and techniques of the subject; document the statement of the problem, aim, field, method, results and conclusions in a scientific manner; write a mini dissertation in which they report on their research skill and their ability to record the results of their research.

Method of delivery:		
Assessment Methods:		

Module Code: MISV874 (16)	Year module	NQF-Level: 9

Title: **MISSIOLOGICAL PERSPECTIVES**		
Module Outcomes: On completion of this module the student should be able to: display extensive, systematic and specialised knowledge of a selection of topics which have a prominent place in Missiology; display coherent and critical understanding of the topic and its philosophical background; analyse, synthesise and evaluate this knowledge critically and independently, and present it in a suitable oral and/or written format, all within an ethically acceptable framework; solve complex problems and issues in selected area of Missiology; display coherent and critical understanding of the topic and its philosophical background; provide evidence of well-developed collection skills, identification, critical analysis, synthesis and independent evaluation of data and literature study under supervision		
Method of delivery:		
Assessment Methods:		
Module Code: MISV875 (32)	**Year module**	**NQF-Level: 9**
Title: **MISSIOLOGICAL PERSPECTIVES**		
Module Outcomes: On completion of this module the student should be able to: display extensive, systematic and specialised knowledge of a selection of topics which have a prominent place in Missiology; display coherent and critical understanding of the topic and its philosophical background; analyse, synthesise and evaluate this knowledge critically and independently, and present it in a suitable oral and/or written format, all within an ethically acceptable framework; solve complex problems and issues in selected area of Missiology; provide evidence of well-developed collection skills, identification, critical analysis, synthesis and independent evaluation of data and literature study under supervision.		
Method of delivery:		
Assessment Methods:		
Module Code: MPGA815 (16)	**Semester 1**	**NQF-level:9**
Title: **APPLIED PROJECT MANAGEMENT**		
Module Outcomes: The learner should be able to analyse the principles, theories and techniques of project management and be empowered to plan projects, manage them and produce a scientific report with consideration of the set norms and standards		
Method of delivery:		
Assessment Methods:		
Module Code: MPGA817 (16)	**Semester 1**	**NQF-Level: 9**
Title: RESEARCH METHODOLOGY		
Module Outcomes:		
The learner should be able to understand and analyse concepts for research inquiry in advanced form; be able to construct research proposal for mini-dissertation purposes; and be equipped with knowledge and tools for conducting research in the Public Service		
Method of delivery:		
Assessment Methods:		
Module Code: MPGA822 (16)	**Semester 2**	**NQF-Level: 9**
Title: PUBLIC FINANCIAL MANAGEMENT		
Module Outcomes: The learner should be able to under the theory and practice of Project Management at an advanced level, be able to analyze the various knowledge areas thereof, and to evaluate the relevance of project management as a service delivery tool.		
Method of delivery:		
Assessment Methods:		
Module Code: MPMA812 (16)	**Semester 1**	**NQF-Level: 9**
Title: **PUBLIC MANAGEMENT**		
Module Outcomes: After the completion of this module the student should be able to:		
• Address management issues at central, provincial and local government spheres by referring to existing theories of management.		
• Implement management practices and techniques that would encourage and motivate subordinates to work effectively in government practices in line with government policy.		
Method of delivery:		
Assessment Methods:		
Module Code: MPMA814 (16)	**Semester 1**	**NQF-Level: 9**
Title: **APPLIED PROJECT MANAGEMENT**		
Module Outcomes: After the completion of this module the student should be able to:		
• Analyse the principles, theories and techniques of project management as applied in the public sector.		
• Plan, implement and control projects in public institutions with the view to operationalise strategic		

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objectives and improve service delivery.		
Method of delivery:		
Assessment Methods:		
Module Code: MPMA826 (16)	**Semester 2**	**NQF-Level: 9**
Title: PERFORMANCE MANAGEMENT		

Module Outcomes: After the completion of this module the student should be able to:
- Analyse public performance management systems and practices.
- Utilise the theories and principles of performance management for the efficient, effective, and economical functioning of public institutions.
- Apply techniques and models for the management of the total performance of public institutions.
- Apply the principles of performance management to human resources with specific reference to performance appraisals.

Method of delivery:		
Assessment Methods:		
Module Code: MSDW821 (16)	**Semester 2**	**NQF-Level: 9**
Title: THE CULTURAL DINAMICS OF WATER		

Module Outcomes: After the completion of this module the student should be able to have an understanding:
- of the historical evolution of water governance in South Africa;
- crucial issues of anticipated future water scarcity;
- the importance of the hydrosphere in sustainable environmental development; and
- applying historical thought in research on the hydrosphere.

Method of delivery:		
Assessment Methods:		
Module Code: MSDW822 (16)	**Semester 2**	**NQF-Level: 9**
Title: INTEGRATED WATER RESOURCE MANAGEMENT		

Module Outcomes: After the completion of this module the student should be able to:
- Analyse and apply the principles, theories, tools and techniques of more effective, efficient, economical and sustainable Water Resources Management to their activities regarding basic public potable water and sanitation service delivery at especially the local government sphere of the country.

Method of delivery:		
Assessment Methods:		
Module Code: MSDW823 (16)	**Semester 2**	**NQF-Level: 9**
Title: HYDRO POLITICS		

Module Outcomes: After the completion of this module the learner should be able to:
- Describe the emergence of hydro politics as a field of study
- Define and describe hydro politics
- Explain and discuss the theoretical concepts of hydro politics
- Discuss hydro politics on meta, macro and micro level.

Method of delivery:		
Assessment Methods:		
Module Code: NTES673 (24)	**Year module**	**NQF-Level: 8**
Title: NEW TESTAMENT		

Module Outcomes:
Part 1:Introduction to NT Exegesis and Hermeneutics, and socio-historical context of the NT
The student should be able to identify the points of departure and methods of the reformed Hermeneutics; name and apply the steps of a method for the exegesis of the NT for reformed preaching; be conversant with the Greek-Roman world in the time of the New Testament.
Part 2: Core motives of the History of Revelation, General Canonics.
The student should be able to formulate principled and scientifically founded opinions regarding the origin, scope and authority of the Canon, and to arrange systematically – with aids – exegetical material in view of a description of aspects of the revelation of God in the New Testament; formulate in a scientifically founded manner and evaluate opinions regarding the core motives in the history of revelation of the New Testament.
Part 3: The Synoptic Gospels.
The student should be able to be conversant with contents of the Synoptic Gospels; argue the Synoptic question; with aids interpret selected texts from the Synoptic Gospels.

Method of delivery:		

Assessment Methods:		
Module Code: NTEV872 (148)	**Year module**	**NQF-Level: 9**

Title: DISSERTATION

Module Outcomes: On completion of this module the student should be able to: submit a research proposal which reflects coherent and critical understanding of a well defined and -formulated New Testament research topic; provide evidence of specialised knowledge of the research methods and techniques of the subject; document the statement of the problem, aim, field, method, results and conclusions in a scientific manner; write a scientific dissertation which provides evidence of analytical ability, a critical approach and independent insight.

Method of delivery:		
Assessment Methods:		
Module Code: NTEV875 (32)	**Year module**	**NQF-Level: 9**

Title: NEW TESTAMENT

Module Outcomes: On completion of this module the student should be able to: display extensive, systematic and specialised knowledge of a selection of topics which have a prominent place in New Testament research ; display coherent and critical understanding of the topic and its philosophical background; analyse, synthesise and evaluate this knowledge critically and independently, and present it in a suitable oral and/or written format, all within an ethically acceptable framework; solve complex problems and issues in selected area of New Testament research ; provide evidence of well-developed collection skills, identification, critical analysis, synthesis and independent evaluation of data and literature study under supervision.

Method of delivery:		
Assessment Methods:		
Module Code: ONAV673 (16)	**Year module**	**NQF-Level: 8**

Title: PRACTICAL STATISTICS: HUMANITIES

Module Outcomes: The student should be able to describe and apply the basic methods of sampling, summary and description of data, correlation and linear regression, as well as factor analysis.

Method of delivery:		
Assessment Methods:		
Module Code: ONWB624 (16)	**Semester 2**	**NQF-Level: 8**

Title: HUMAN RESOURCES MANAGEMENT AND DEVELOPMENT IN EDUCATION

Module Outcomes: After completing this module, students demonstrate that they have acquired:
a comprehensive and systematic knowledge of major theories, approaches, concepts, contemporary issues, aims, history and challenges relating to human resource development in the work place; the ability to interpret and evaluate selected policies, laws and principles applicable to human resource management; the ability to explain processes of resourcing and assessing talent at the workplace; knowledge of continuous professional development in order to analyse, design and apply training programmes aimed at developing talent among employees; the ability to interpret and apply career management principles and models; the ability to apply knowledge of human resource development to improve performance in the workplace and to develop themselves as individuals.

Method of delivery:		
Assessment Methods:		
Module Code: ONWB625 (16)	**Semester 2**	**NQF-Level: 8**

Title: FINANCIAL SCHOOL MANAGEMENT

Module Outcomes: After completing this module, students demonstrate that they have acquired:
an understanding of the nature and complexity of the relation between economic and political aspects and the financing of schools; the ability to apply and extend education management areas concerned with finances in order to analyse the implications in practice; the ability to apply the theory of budgeting and financing of schools in a practical manner; a deep understanding of the implications of selected policy documents and laws for the financing of schools.

Method of delivery:		
Assessment Methods:		
Module Code: ONWR611 (16)	**Semester 1**	**NQF-Level: 8**

Title: EDUCATION LAW: THEORY AND PRAXIS

Module Outcomes: After completing this module, students demonstrate that they have acquired:
the ability to contemplate theoretically and define the core nature of Education law;
a theoretical and conceptual knowledge of the terminology of Education law;
the ability to describe the sources of Education Law and apply them correctly; a theoretical
and conceptual knowledge of, as well as an ability to apply common law principles to education practice;

the ability to apply knowledge and understanding of Education law principles in education related scenarios; a theoretical and conceptual knowledge of, as well as an ability to analyse, interpret and apply educational legislation in educational practice; the
ability to analyse, interpret and apply the Constitution in educational practice;
a theoretical and conceptual knowledge of relevant court cases as well as an ability to study, analyse and apply court cases to the interpretation of relevant legislation.

Method of delivery:		
Assessment Methods:		
Module Code: ONWR624 (16)	**Semester 2**	**NQF-Level: 8**

Title: LABOUR LAW AND SCHOOL GOVERNANCE

Module Outcomes: After completing this module, students demonstrate that they have acquired:
a sufficient practically usable knowledge of the applicable labour legislation in education;
theoretical and conceptual knowledge of the constitutional and legislative provisions that determine employment rights and obligations of educators; the ability to describe, analyse and apply legal principles with regard to the rights and duties of employees and employers in educational practice; a theoretical and conceptual knowledge of common law and case law principles that determine the substantive issues of labour law in education; the ability to distinguish between labour legislation that applies to educators at public schools and independent schools respectively; a theoretical and conceptual knowledge of concepts such as unfair labour practice, substantive and procedural fairness as well as an ability to make correct, informed and fair decisions in matters concerning labour relations; a theoretical and conceptual knowledge of the legal principles and case law pertaining to collective labour relations in education; a theoretical and conceptual knowledge of the rights and duties of members of school governing bodies; a deep understanding of the role and functions of school governing bodies; a theoretical and conceptual knowledge of the requirements for as well as an ability to apply the correct disciplinary procedures in instances of seriously ill-disciplined learners.

Method of delivery:		
Assessment Methods:		
Module Code: ONWR625 (16)	**Semester 2**	**NQF-Level: 8**

Title: HUMAN RIGHTS AND DEMOCRACY IN EDUCATION

Module Outcomes: After completing this module, students demonstrate that they have acquired:
a theoretical and conceptual knowledge of the educational determinants of the Constitution of South Africa; a theoretical and conceptual knowledge of the constitutional and legislative provisions that determine democracy in education; the ability to distinguish between and evaluate the significance of different models of democracy in relation to education; the ability to analyse, interpret and apply the constitutional rights to educational practice; the ability to distinguish the ways in which rights can be limited; a deep understanding of the concepts of democratic school governance, decentralisation, devolution and delegation of power; the ability to apply knowledge of the various constitutional rights to case studies in the education setting; the ability to act in a constitutionally sound manner as an educational practitioner or manager; a deep understanding of as well as an ability to analyse and apply relevant case law pertaining to the Constitution and educational practice; the ability to analyse and criticise unconstitutional and undemocratic features and practices in various education settings.

Method of delivery:		
Assessment Methods:		
Module Code: OPSK612 (16)	**Semester 1**	**NQF-Level: 8**

Title: STUDENTS WITH SPECIAL NEEDS A

Module Outcomes: Students will be able to understand students with special needs in general in their social context by making use of an eco-systemic perspective. Students will also be able to identify and help students with special needs – particularly individual learning problems.

Method of delivery:		
Assessment Methods:		
Module Code: OPSK613 (16)	**Semester 1**	**NQF-Level: 8**

Title: HEALTH PROMOTION AND ORGANISATIONAL DEVELOPMENT

Module Outcomes: Students will be able to manage the process for promoting, establishing and maintaining health-promoting schools, including the use of whole school development to attain this objective.

Method of delivery:		
Assessment Methods:		
Module Code: OPSK624 (8)	**Semester 2**	**NQF-Level: 8**

Title: SCHOOL GUIDANCE		
Module Outcomes: Students will be able to conduct school guidance with the focus on personal, social, academic and educational and vocational guidance.		
Method of delivery:		
Assessment Methods:		
Module Code: OPSK625 (8)	**Semester 2**	**NQF-Level: 8**
Title: STUDENTS WITH SPECIAL NEEDS B		
Module Outcomes: Students will be able to identify and help students with special needs – particularly individual disabilities like physical and sensory disabilities, epilepsy, chronic diseases, etc. Students should be able to give an overview of current research in science education, understand and apply appropriate research techniques to examples in natural science subjects.		
Method of delivery:		
Assessment Methods:		
Module Code: OTES674 (24)	**Year module**	**NQF-Level: 8**
Title: OLD TESTAMENT		
Module Outcomes: **Part 1:** The student should be able to evaluate the principles and methods for the interpretation of the Old Testament; interpret a section from the Old Testament by making use of a valid methodology; evaluate exegetical problems and formulate suggestions to solve these problems. **Part 2:** The student should be able to give an overview of the study of the Old Testament; evaluate different approaches to the study of the Old Testament. **Part 3: Prophetic Literature** The student should be able to give an overview of the study of the Old Testament Theology (History of Revelation) and evaluate different approaches.		
Method of delivery:		
Assessment Methods:		
Module Code: OTEV872 (148)	**Year module**	**NQF-Level: 9**
Title: DISSERTATION		
Module Outcomes: On completion of this module the student should be able to: submit a research proposal which reflects coherent and critical understanding of a well defined and -formulated Old Testament research topic; provide evidence of specialised knowledge of the research methods and techniques of the subject; document the statement of the problem, aim, field, method, results and conclusions in a scientific manner; write a scientific dissertation which provides evidence of analytical ability, a critical approach and independent insight.		
Method of delivery:		
Assessment Methods:		
Module Code: NTEV875 (32)	**Year module**	**NQF-Level: 9**
Title: OLD TESTAMENT		
Module Outcomes: On completion of this module the student should be able to: display extensive, systematic and specialised knowledge of a selection of topics which have a prominent place in Old Testament research ; display coherent and critical understanding of the topic and its philosophical background; analyse, synthesise and evaluate this knowledge critically and independently, and present it in a suitable oral and/or written format, all within an ethically acceptable framework; solve complex problems and issues in selected area of Old Testament research ; provide evidence of well-developed collection skills, identification, critical analysis, synthesis and independent evaluation of data and literature study under supervision.		
Method of delivery:		
Assessment Methods:		
Module Code: PAST671 (16)	**Year module**	**NQF-Level: 8**

Title: GENERAL AND SPECIFIC COUNSELLING		
Module Outcomes: Part 1: General counselling The student should be able to describe what Biblical counselling is; conduct a pastoral interview; briefly describe what a counselling model should comprise of; design an own counselling model; provide introductory Biblical counselling to fellow believers. **Part 2: Specific counselling** The student should be able to convey the principles and methodology of pastoral house calls; principally and practically account for pastoral marriage enrichment and counselling in a divorce situation; outline the principles and methodology of pastoral ministering to the sick; describe and apply pastoral ministering to addicts.		
Method of delivery:		
Assessment Methods:		
Module Code: PASV874 (16)	**Year module**	**NQF-Level: 9**
Title: PASTORAL PERSPECTIVES		
Module Outcomes: On completion of this module the student should be able to: display extensive, systematic and specialised knowledge of a selection of topics which have a prominent place in Pastoral Care; display coherent and critical understanding of the topic and its philosophical background; analyse, synthesise and evaluate this knowledge critically and independently, and present it in a suitable oral and/or written format, all within an ethically acceptable framework; solve complex problems and issues in selected area of Pastoral Care; display coherent and critical understanding of the topic and its philosophical background; provide evidence of well-developed collection skills, identification, critical analysis, synthesis and independent evaluation of data and literature study under supervision.		
Method of delivery:		
Assessment Methods:		
Module Code: POLS611 (16)	**Semester 1**	**NQF-Level: 8**
Title: METHODOLOGY		
Module Outcomes: The student should be able to understand the code of conduct, values and ethics of post-graduate study; have a basic orientation on the nature of scientific knowledge and the epistemology of the humanities; demonstrate knowledge and understanding of/about the values and ethics of post-graduate study; develop skills in research design, the writing of a research proposal and a research report, as well as the ability to think critically and to proceed with scientific reasoning whenever necessary.		
Method of delivery:		
Assessment Methods:		
Module Code: POLS612 (16)	**Semester 1**	**NQF-Level: 8**
Title: POLICY STUDIES		
Module Outcomes: The student should be able to demonstrate knowledge and understanding of/about the levels and types of public policy, the theoretical foundation of public policy analysis, differences of public policy in more and lesser developed states, the importance of problem identification and the necessity of clear objectives and the policy implementation process, and policy dynamics in general.		
Method of delivery:		
Assessment Methods:		
Module Code: POLS613 (16)	**Semester 1**	**NQF-Level: 8**
Title: POLITICAL PHILOSOPHY		
Module Outcomes: The student should be able to demonstrate knowledge and understanding of the relevance and importance of political philosophy as a subject matter that need to be practiced in a disciplined and unprejudiced manner; discuss the difficulties raised by the quest for justification of authority, global economic justice, liberty, democracy and war; understand the different arguments that philosophers have developed regarding the common good and the theory of the social contract.		
Method of delivery:		
Assessment Methods:		
Module Code: POLS621 (16)	**Semester 2**	**NQF-Level: 8**
Title: COMPARATIVE POLITICS		
Module Outcomes: show comprehensive, systematic and integrated knowledge and understanding of the methods and application of political comparison; collect and analyse information independently and recommend solutions for unfamiliar and often abstract problems in the field of comparative politics and represent it individually or in groups according to academic conventions.		
Method of delivery:		
Assessment Methods:		
Module Code: POLS622 (16)	**Semester 2**	**NQF-Level: 8**

Title: ISSUES IN WORLD POLITICS		
Module Outcomes: Demonstrate knowledge and understanding of issues and problems in world politics as well as the invorlvement of numerous actors in world issues and how they conduct themselves.		
Method of delivery:		
Assessment Methods:		
Module Code: POLS623 (16)	**Semester 2**	**NQF-Level: 8**
Title: POLITICAL DYNAMICS		
Module Outcomes: Demonstrate comprehensive, systematic and integrated knowledge and understanding of political dynamics as well as related phenomena, institutions and role players; collect and analyse information independently and then, individually or in groups, recommend solutions according to academic conventions for undefined/unfamiliar and often abstract problems regarding political dynamics and related phenomena, institutions and role players.		
Method of delivery:		
Assessment Methods:		
Module Code: POLS624 (16)	**Semester 2**	**NQF-Level: 8**
Title: POLITICS IN THE DEVELOPING WORLD		
Module Outcomes: have a comprehensive, systematic and integrated knowledge and understanding of the developing world's politics; demonstrate a coherent and critical understanding of the main principles, theories as well as the epistemology of politics in the developing world; use advanced research skills, to present evidence-driven solutions as well as theory-driven solutions and arguments for complex problems regarding politics in the developing world; collect, analyse as well as synthesise and evaluate information independently and then communicate the results with professional insight, interpretations and solutions for problems concerned.		
Method of delivery:		
Assessment Methods:		
Module Code: POLS625 (16)	**Semester 2**	**NQF-Level: 8**
Title: POLITICS IN AFRICA		
Module Outcomes: The student should be able to demonstrate knowledge and understanding of the decolonisation of Africa, the general impact of ethnicity on politics, the different political ideologies that influences Africa, the internal and external factors that determine the domestic and foreign policy of African states, common developmental challenges faced by African countries and apply relevant conceptual frameworks to all of the above.		
Method of delivery:		
Assessment Methods:		
Module Code: POLS626 (16)	**Semester 2**	**NQF-Level: 8**
Title: GOVERNANCE AND POLITICAL TRANSFORMATION		
Module Outcomes: The student should be able to demonstrate knowledge and understanding of/about the nature of political development, social transformation and political transformation.		
Method of delivery:		
Assessment Methods:		
Module Code: POLS673 (32)	**Year module**	**NQF-Level: 8**
Title: RESEARCH PROJECT		
Module Outcomes: The student should be able to Demonstrate comprehensive and systematic knowledge in one of the sub-fields of Political Studies; Demonstrate a coherent and critical understanding of the underlying theory, research methodologies and techniques relevant to the research topic; Master the relevant research methodology and draw sensible conclusions based on results obtained using the relevant methods.		
Method of delivery:		
Assessment Methods:		
Module Code: POLS871 (180)	**Year module**	**NQF-Level: 9**
Title: DISSERTATION		
Module Outcomes: The student should be able to demonstrate the ability to undertake advanced research on a theme within the field of political science and report on it in a scientific manner, in the form of a dissertation preparing the student to proceed with doctoral studies.		
Method of delivery:		
Assessment Methods:		
Module Code: POLS971 (360)	**Year module**	**NQF-Level: 10**
Title: THESIS		
Module Outcomes: The student should be able to write a thesis displaying comprehensive and		

systematic knowledge in the field of the Political Studies subject group; demonstrate a comprehensive and systematic grasp of the underlying theory pertaining to the research subject; demonstrate a critical understanding of the most advanced research methodology techniques.

Method of delivery:		
Assessment Methods:		

Module Code: PSYC671 (8)	Year module	NQF-Level: 8

Title: PSYCHOMETRICS

Module Outcomes: After completion of the module successful students should be able to demonstrate a comprehensive and systematic knowledge base and critical understanding of factors that helped shape psychological assessment internationally and in South Africa, and which continue to steer it today, as well as the nature and process of psychological evaluation; demonstrate the skill to rate the utility of tests according to their psychometric properties, and evaluate and interpret the performance of individuals in various tests or test batteries (Students should also be able to use the basic properties and technical requirements of tests, including the way in which tests and their testing norms are developed, as individuals and in group context, to develop a new psychological measuring instrument to be used in a complex and real-life problem situation.); demonstrate the ability to combine test scores, do cross-cultural test adjustments and interpret these; manage tests and ethical standards; take care of administrative arrangements involved in assessment procedures; and communicate test results to an audience of peers in the form of written research reports, or orally while using appropriate IT; demonstrate the ability, individually or in group context, to undertake appropriate literature searches to serve as frame of reference when reasoning about the above aspects; and reflect on the impact of the study material on the self as a person and as a future care giver.

Method of delivery:		
Assessment Methods:		

Module Code: PSYC672 (16)	Year module	NQF-Level: 8

Title: PSYCHOLOGICAL EVALUATION

Module Outcomes:
After completion of the module successful students should be able to demonstrate a comprehensive and systematic knowledge base and critical understanding of the processes of psychological evaluation aimed at providing an holistic picture of the child, adolescent and/or adult; demonstrate a coherent and critical understanding of various methods of evaluating psychological functioning and apply them ethically; apply a comprehensive knowledge of the core methods of psychological evaluation to clearly defined unfamiliar case studies; critically evaluate qualitative and quantitative outcomes of psychological evaluation and synthesise them into a conclusion contained in a well-structured report meant for a probable reader; and demonstrate the ability independently to garner information from appropriate research articles and other reliable sources, critically to analyse the information and synthesise it, and to present findings in relevant academic and professional discourse.

Method of delivery:		
Assessment Methods:		

Module Code: PSYC673 (16)	Year module	NQF-Level: 8

Title: APPLIED POSITIVE PSYCHOLOGY

Module Outcomes: After completion of this module the student should be able to demonstrate a comprehensive knowledge base of Positive Psychology/Psychofortology as a movement in the field of Psychology, as well as the important paradigms, theories, concepts and ethical aspects that have a bearing on psychological health, and to apply them in order to identify and facilitate the functioning of the self and others in a multicultural context; to apply relevant theories/research in cultural context while being sensitive to biopsychological coherence in order to contextualise behavioural problems and facilitate psychosocial wellness from a positive psychological/psychofortological perspective; demonstrate the ability to resolve complex and poorly defined modern-day problems that relate to psychological and psychosocial health, by using appropriate procedures and reliable evidence from a critical analysis of various theories in Positive Psychology/Psycofortology, as well as communicate the information in a reliable and coherent manner, both orally and in writing, thereby providing evidence of effective and critical reasoning; and apply a variety of specifically selected research-based strategies in a moral-ethical and culture-sensitive way in order to promote positive psychological wellness in individuals, groups and communities while recognising important biopsychosocial associations and being sensitive to, among other things, collectivistic and individualistic value systems.

Method of delivery:		
Assessment Methods:		

Module Code: PSYC 674 (16)	Year module	NQF-Level: 8

Title: RESEARCH PSYCHOLOGY		
Module Outcomes: After completion of the module successful students should be able to demonstrate understanding of research being planned and carried out from a specific paradigmatic perspective which represents the researcher's philosophic and conceptual framework and which is reflected in his/her assumptions about the world and the research process; demonstrate a well-funded knowledge base of all aspects relating to research, as well as the phases of the research process; apply research skills in a practical and ethical way, thereby demonstrating the ability to effectively select appropriate research methods for collecting and dealing with data in real-life situations; present the research findings orally in an innovative way, as well as produce a coherent written report which demonstrates a critical understanding of using research-based solutions and theory; identify when institution variance or two-way ANOVA (analysis of variance) is used; and identify the purpose of multiple regression methods and differentiate between the various types and assumptions.		
Method of delivery:		
Assessment Methods:		
Module Code: PSYC 675 (16)	**Year module**	**NQF-Level: 8**
Title: INTERVENTION TECHNIQUES		
Module Outcomes: After completion of the module successful students should be able to have an advanced knowledge and understanding of the theory of relevant short-term intervention techniques (six-phase crisis intervention model); demonstrate the ability to rate intervention theories and effectively apply core procedures, actions and techniques in various socio-cultural contexts; demonstrate the ability independently to garner information from relevant research articles and other reliable sources, critically analyse and synthesise the information, and present the findings in appropriate academic and professional discourse; and demonstrate a clear value system and ethical code of conduct in all modes of communication and behaviour.		
Method of delivery:		
Assessment Methods:		
Module Code: PSYC 676 (16)	**Year module**	**NQF-Level: 8**
Title: THEORETICAL PERSPECTIVES ON AID RENDERING		
Module Outcomes: After completion of the module successful students should be able to demonstrate comprehensive knowledge of and insight into various models and processes of psychological aid rendering; apply this knowledge of various therapeutic theories and techniques to unfamiliar case studies, develop suitable interventions on the basis of theory-driven arguments and communicate them in reports according to the prescribed conventions of the subject; and demonstrate information garnering and processing skills for finalising written assignments.		
Method of delivery:		
Assessment Methods:		
Module Code: PSYC677 (16)	**Year module**	**NQF-Level: 8**
Title: COMMUNITY PSYCHOLOGY		
Module Outcomes: After completion of the module successful students should be able to demonstrate comprehensive and systematic knowledge of what community psychology comprises and what may be regarded as geographic and social communities; demonstrate competence to suggest appropriate interventions based on the conceptual models for community psychology; demonstrate skills to facilitate, plan and evaluate community competence by using suitable research methods; and be sensitive to the contextual embedment of communities in the macro environment characterised by poverty, violence, HIV and homelessness.		
Method of delivery:		
Assessment Methods:		
Module Code: PSYC678 (16)	**Year module**	**NQF-Level: 8**
Title: PSYCHOPATHOLOGY		
Module Outcomes: After completion of the module successful students should be able to demonstrate comprehensive knowledge and understanding of Western and African perspectives on the various forms of psychopathology in children, adolescents and adults; demonstrate skills to recognise, analyse and correctly diagnose possible etiologies relating to psychopathology in case studies; make meaningful and relevant referrals for continued and advanced intervention after studying case studies; and demonstrate ethical behaviour in all actions and base these actions on an established value system.		
Method of delivery:		
Assessment Methods:		
Module Code: PSYC681 (16)	**Year module**	**NQF-Level: 8**

Title: FACILITATION OF COMMUNITY WELLNESS		
Module Outcomes: After completion of the module successful students should be able to demonstrate knowledge and skills to identify needs, shortcomings, strengths and/or sources of individuals, groups or communities, garner information and interpret and analyse the data obtained in this way; and plan suitable interventions in a way that is ethically responsible on the basis of the data gathered, suggest implementation plans, evaluate interventions and make adjustments according to the available feedback.		
Method of delivery:		
Assessment Methods:		
Module Code: PSYC679 (8)	**Year module**	**NQF-Level: 8**
Title: ETHICS AND PROFESSIONAL CONDUCT		
Module Outcomes: After completion of the module successful students should be able to demonstrate a comprehensive and systematic knowledge base and critical understanding of the various pieces of legislation, ethical principles and professional codes of conduct that give direction to psychology as a profession, both internationally and in South Africa; demonstrate skills to identify ethical, legal and professional dilemmas in a complex and real-life problem situation and arrive at an acceptable outcome; and demonstrate information garnering and processing skills in terms of finalising oral and written assignments; and demonstrate a clear value system and ethical code of conduct in all modes of communication and behaviour.		
Method of delivery:		
Assessment Methods:		
Module code: PSYP874	**Semester 1 and 2**	**NQF-level: 9**
Title: INTRODUCTION TO POSITIVE PSYCHOLOGY		

Module outcomes: After completing this module, learners should be able to:

- Develop a specialised knowledge of concepts, theories and research in the fields of positive psychology, well-being, positive organizational scholarship, psycho-social health, positive lifespan development and aging and enabling communities;
- Be able to critically evaluate current research and literature within the positive psychology discipline;
- Reflect critically on own learning and experience; demonstrate the ability to develop own learning strategies which can sustain independent learning and academic development, and can interact effectively in a professional or academic context to enhance learning;
- Demonstrate the ability to take full responsibility for own work, decisions and use of resources, and where appropriate to lead and initiate new processes or systems, ensuring good resource management and governance practices.

Part time - Contact		
Method of assessment::Essays Report of self-development project in a reflective portfolio Participation in discussions and online-entries		
Module code: PSYP875	**Semester 1 and 2**	**NQF-level: 9**
Title: RESEARCH METHODS IN POSITIVE PSYCHOLOGY		

Module outcomes: After completing this module, learners should be able to:

- Demonstrate embedded theoretical knowledge, understanding and experience needed to carry out research into positive psychology areas.
- Apply appropriate research design, research methods and data analysis techniques.
- Design and implement strategies to access, process and manage information, and to defend substantial ideas in the field of PP;
- to communicate ideas from PP to a wide range of audiences with different levels of knowledge or expertise

Part time - Contact		
Method of assessment:: Formal examination in which learning outcomes are assessed.		
Module code: PSYP876	**Semester 1 and 2**	**NQF-level: 9**
Title: ASSESSMENT AND BASICS OF INTERVENTIONS		
Module outcomes: After completing this module, learners should be able to:		

- Demonstrate the ability to creatively select, design and apply appropriate evaluation/assessment and interventions methods and techniques, appropriate to a specific context.
- Use creativity and originality in the interpretation, application and development of knowledge and practice, regarding assessment and interventions;
- Be able to critically and reflectively apply specialist knowledge and theory to address complex practical and theoretical problems - implementing a wide range of specialized skills in identifying, conceptualizing, designing and implementing methods of enquiry to address challenging problems in the field of positive psychology as a discipline and practice, with an understanding of the consequences of solutions generated in a specific context;
- Show an awareness of and understanding of ethical constraints associated with application of positive psychology interventions;
- Demonstrate the ability to make autonomous ethical decisions which affect knowledge production and research, as well as individual, group, community or organizational issues.

Part time - Contact

Method of assessment::
Personal and professional development portfolio (5, 000 words equivalent), including:
1. Component 1
   1. A short introduction
   2. A description and reflection on the personal use of questionnaires and assessment tools, such as VIA strengths inventory, well-being scales, etc.
   3. A critical analysis and evaluation of selected positive psychology assessment tools
   4. A summary and reflection on the personal use of a range of interventions, such as 'a gratitude letter' or 'gratitude diary', 'creating a beautiful day', etc
   5. A critical analysis and evaluation of the range of interventions developed within positive psychology, drawing on both personal experiential learning and review of research.

2 Component 2
How did you change? A Self-development project (cf. Todd Kashdan; Jonathan Haidt; and Barbara Fredrickson). You must write a paper on a self-enhancement project in which you report on the process and outcome of a process in which you chose to enhance something positive in yourself (build something positive), and on which you constantly worked through the year.
i) Introduction: motivate why you chose the change you chose the specific positive facet to enhance, and what the issues and difficulties were about making this change. Include background literature from the workshop and other readings. Make a convincing case.
ii) Methods: explain the process you went about changing yourself. What strategies and techniques did you use? What is the psychology behind these techniques? How did you set up a measurement procedure? Motivate the applicability of your assessment methods. The tools you select should be sensitive to change.
iii) Results: What happened? You must present more evidence than only your own impressions. For example, a log counting up successes and failures, or reports from 3 friends, or some objective health or behavioural measure might be appropriate. Be creative. Read research studies and see how scientists measure the constructs you are interested in.
iv) Discussion: reflect on what you have learned about self- and life-changes, life satisfaction, meaning in life, different strengths, etc.? Refer to strengths and weaknesses, difficulties of changing the habits and automatic processes, or you might explain why some techniques seemed to be more effective than others. Interpret and integrate, don't just reiterate the results.

Module code: PSYP877	Semester	NQF-level: 9
Title: APPLICATIONS IN POSITIVE PSYCHOLOGY		

Module outcomes: After completing this module, learners should be able to:

- Demonstrate advanced competence in using various positive psychology measuring instruments ;
- Be able to apply a wide range of positive interventions across personal and professional domains ;
- Able to make interventions at the appropriate level within a system, based on the understanding of the hierarchical relations within the system, and the ability to address the intended and unintended consequences of interventions ;
- Be able to contribute to the development of ethical standards in specific contexts; identify, and manage emerging ethical issues; advance processes of ethical decision-making, and monitor

	consequences where applicable

Part time - Contact

Method of assessment::

Evaluation of assignments with the following instructions:

Individual assignment: Apply principles, theories and strategies from positive psychology / psychofortology in a simulated clinical/work related context. Select a theory and develop a practical application from it. Describe the intervention, evaluation of its outcome and write a report on it (3-5 pages - for examination purposes). Indicate how you implemented and evaluated the effectiveness of the intervention. You will do a presentation of approximately 10 minutes to the group and must have a handout of 1-3 pages for each group member. It is important that you should reflect on and explicitly also note in your report what you have learned in this process.

Sub-group assignment: Form small groups (name members), select a community context or target group, develop an application / intervention to enhance their quality of life and well-being. Describe the conceptual background, the intervention / strategies, outcome of evaluation, and your experience of this process. Make sure that you also indicate what you have done in this project, and what you have learned in this process. Reports are done individually, and must be approximately 5 pages - for examination purposes. Structure your task reports properly (e.g. demographic information, info on 'client' and context, your aim, background theories used, your programme /plan, method of implementation - indicate your part, results, evaluation of the effect of the intervention, what you have learned, reference list - APA)

Module code: PSYP878	Semester 1 and 2	NQF-level: 9

TITLE: ADVANCED POSITIVE PSYCHOLOGY

Module outcomes: After completing this module, learners should be able to:

- Develop awareness of meta-theoretical and philosophical perspectives in PP, the pertinent social, economic, political, historical issues and the wider context of positive psychology and positive social sciences
- Develop critical awareness of current issues, debates, new insights and cutting edge issues within positive psychology
- Demonstrate the ability to contribute to scholarly debates around theories of knowledge and methods of knowledge production in PP
- Develop the capacity for analysis and synthesis: evaluation of concepts at a meta-level, capability to identify assumptions, evaluation of statements with regard to evidence, detecting false logic or reasoning, identification of implicit values, appropriate generalization, meaningful integration of facts and inferences

Part time - Contact

Method of assessment::

Component 1: Literature review with critical evaluation of an area of interest (3 000 words) Component 2: Conceptual representation of another facet of PP in a 15-minute mini-lecture

Module code: PSYP872	Semester 1 and 2	NQF-level: 9

Title: RESEARCH DISSERTATION IN POSITIVE PSYCHOLOGY

Module outcomes: After completing this module, learners should be able to:
- Demonstrate embedded theoretical knowledge, understanding and experience needed to carry out research into positive psychology areas (level descriptor 9a).
- Apply appropriate research design, research methods and data analysis techniques (level descriptor 9a).
- Design and implement strategies to access, process and manage information, and to defend substantial ideas in the field of PP (level descriptor 9f);
- Able to communicate ideas from PP to a wide range of audiences with different levels of knowledge or expertise (level descriptor 9g)

Part time - Contact

Method of assessment::
Dissertation will be examined by one internal and two external examiners.

Module Code: PUMA611 (32)	Semester 1	NQF-Level: 8

Title: RESEARCH METHODOLOGY

Module Outcomes: The student should be able to master the methodological fundamentals of public management by analysing scientific methods and procedural techniques at all management levels and apply them in practice; demonstrate basic scientific knowledge that would enable the use of

methodological and procedural techniques in the scientific implementation of data-gathering instruments and techniques; identify, analyse and solve concrete and abstract public sector problems using appropriate scientific research methodologies and conventions.

Method of delivery:		

Assessment Methods:		

Module Code: PUMA612 (16)	Semester 1	NQF-Level: 8

Title: PUBLIC MANAGEMENT AND LEADERSHIP

Module Outcomes: The student should be able to acquire knowledge about the concept of public management and understand what strategic leadership means within the context of public sector management; be empowered to master the necessary techniques within certain theoretical frameworks that would enable them to act as strategic and innovative leaders who could motivate public employees and provide them with applicable frameworks to gain their cooperation for the effective implementation of strategic plans in a creative manner.

Method of delivery:		

Assessment Methods:		

Module Code: PUMA613 (16)	Semester 1	NQF-Level: 8

Title: PUBLIC POLICY ANALYSIS

Module Outcomes: The student should be able to analyse the policy context in a developmental state like South Africa, unpack the policy-making process, and evaluate the significance of Policy Analysis for improved policy decisions.

Method of delivery:		

Assessment Methods:		

Module Code: PUMA621 (16)	Semester 2	NQF-Level: 8

Title: PUBLIC FINANCIAL MANAGEMENT

Module Outcomes: The student should be able to effectively apply the core responsibilities such as budgeting, financial accountability, applicable legislative requirements, supply Chain Management, Asset Management and financial management systems in public sector institutions

Method of delivery:		

Assessment Methods:		

Module Code: PUMA622 (16)	Semester 2	NQF-Level: 8

Title: PUBLIC HUMAN RESOURCE MANAGEMENT

Module Outcomes: The student should be able to master theories, principles and best practices concerning human resources at all management levels in the public sector; be able to manage human resource practices such as recruitment, selection, career development, health and safety, training and development, and performance management with the view to further improve existing practices in public sector institutions.

Method of delivery:		

Assessment Methods:		

Module Code: PUMA623 (16)	Semester 2	NQF-Level: 8

Title: MUNICIPAL GOVERNANCE

Module Outcomes: The student should be able to analyse the environment and service delivery context of developmental local governance in South Africa; evaluate the core administrative, political and managerial processes and systems in municipalities; appraise core municipal policy, strategies and programmes such as integrated development planning and service delivery and budget implementation plans.

Method of delivery:		

Assessment Methods:		

Module code: PUMA624	Semester 2	NQF level: 8

Title: PUBLIC PERFORMANCE AND PROJECT MANAGEMENT

- Module outcomes: On completion of this module, the student should be able to
- apply theories and principles of performance management to ensure the effective and economic functioning/operation of public sector institutions;
- analyse existing performance management systems and practices;
- apply techniques and models to manage the total performance of public sector institutions;
- apply the principles of performance management on human resources with specific reference to performance evaluations;
- analyse the principles, theories and techniques of project management as applied in the public sector; and
- plan, implement and manage projects in public institutions, with the intention of improving the

operational strategic objectives and service delivery.		
Method of delivery: Part-time		
Assessment methods: Tests and assignments — weight: 50% Semester exam 1X3 hours — weight: 50%		

Module Code: STTN111 (12)	Semester 1	NQF-Level: 7
Title: DESCRIPTIVE STATISTICS		
Module Outcomes: After completion of the module successful students should be able to demonstrate fundamental knowledge of the most important statistical techniques including: sampling, graphic presentation of data, descriptive measures of locality and dispersion, least-squares line fitting, prediction of least squares, correlation coefficient, multiple linear regression (and applying it to predictions and time series data), and demonstrate knowledge of movement components to predict outcomes and take practical considerations into account for sampling and sample size; demonstrate problem-solving skills in terms of known and unknown problems by using samples, graphic presentation of data, descriptive measures of locality and dispersion, least-squares line fitting, prediction of least squares, correlation coefficients, multiple linear regression, and applying it for purposes of predicting time series data; critically compare various methods and techniques including sampling and descriptive measures of locality and dispersion in unfamiliar real-life situations.		
Method of delivery:		
Assessment Methods:		

Module Code: STTN124 (12)	Semester	NQF-Level: 7
Title: PRACTICAL STATISTICS		
Module Outcomes: After completion of the module successful students should be able to demonstrate knowledge of, and apply in practice, the following: -Correlation and interpretation of least-squares line fitting, fitting of a regression function, prediction by means of regression function, multiple linear regression and selection of predictors; -Factor analysis and analysis of results of factor analysis, interpretation of factor matrices and construct validity; -Hypothesis testing, calculation of probability, central limit setting, significance and p-values; -One-way ANOVA testing and the interpretation of results obtained with it; -The practical significance of effect sizes of differences in the means of two populations; -Categorical data analysis based on contingency tables, chi-square goodness of fit tests and independence tests; -Distribution methods, parametric and non- parametric inferential methods; and identify statistical concepts in practice, and apply suitable statistical methods to summarise, understand and analyse data by using computer software developed for statistical purposes.		
Method of delivery:		
Assessment Methods:		

Module Code: RSPR 671	Year module	NQF-Level: 8
Title: RESEARCH PROJECT		
Module Outcomes: After completing this module, students demonstrate that they have acquired the knowledge, skill, disposition and values to:		
• identify a research problem in a specific field of specialisation;		
• prepare a proposal for a project to investigate the identified problem;		
• conduct the proposed project under supervision; and		
• write a scientific report on the project.		
Method of delivery:		
Assessment Methods:		

Module Code: SGVK 681 (16)	Year module	NQF-Level: 8
Title: THEORY OF MEDICAL SOCIOLOGY		
Module Outcomes: At the end of this module the student will be able to demonstrate knowledge of the theory of medical sociology and how it applies to the critical role that social factors play in health care; evaluate it and provide an independent opinion; apply the concept of holistic health care with relation to the broader scope of the socio-physical context; integrate different significant models of health care with specific reference to complementary health care; demonstrate basic knowledge, and insight of how it relates to practical issues, of the complex relationship between social factors and the level of health characteristic of various groups and societies with reference to: contrasting ideas about health and social behaviour; the medicalization of society; issues of public and community health such as infectious and chronic diseases; metatheoretical issues such as causality and holism and how it relates to health care and problem solving.		
Method of delivery:		
Assessment Methods:		

Module Code: SGVK 682 (32)	Year module	NQF-Level: 8

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Title: RESEARCH METHODOLOGY AND RESEARCH PROJECT		
Module Outcomes: At the end of this module the student ought to be able to demonstrate critical insight in the sociological scientific method; apply quantitative and qualitative research methods effectively and ethically; apply and utilise research methods and techniques purposefully to the benefit of the research process; undertake literature study and communicate information and apply it in terms of the research project and report; plan and conduct research of a limited scope; analyze, synthesize, evaluate, interpret research finding, report in writing and implementation of research findings; demonstrate computer skills as well as the ability to use science and technology effectively, critically and responsibly.		
Module Code: SGVK 683 (16)	**Year module**	**NQF-Level: 8**
Title: SOCIOLOGICAL HEALTH BEHAVIOUR		
Module Outcomes: At the end of this module the student should be able to explain the relation between health lifestyles and disease with special reference to the work of Weber, health lifestyle motivation, health lifestyles in Western Society and Africa with reference to practice and preventative care.		
Module Code: SGVK 684 (16)	**Year module**	**NQF-Level: 8**
Title: SOCIOLOGY IN MEDICINE		
Module Outcomes: At the end of this module the student should be able to demonstrate the influence of modernization and disease on different communities with reference to epidemiological diseases and social demographic tendencies.		
Module Code: SGVK 685 (16)	**Year module**	**NQF-Level: 8**
Title: ETHICS IN MEDICAL SOCIOLOGY		
Module Outcomes: At the end of this module the student should be able to demonstrate knowledge about the general aspects of ethics in Medical Sociology with reference to society, culture, patient and health care worker and the interaction in these systems; in social health care demonstrate competence to manage and researh ethically on the terrian of focussed expertise in order to deliver effective service to a community; demonstrate critical cognizance in the report with reference to interventions in a community as well as sensitivity for the personal, social and culturale values and norms, prescribed by the professional constitution of the profession; demonstrate the necessary knowledge in his or her report for the application of legislation, guidelines, regulations and standards.		
Module Code: SGVK 686 (16)	**Year module**	**NQF-Level: 8**
Title: SOCIAL DYNAMICS: IN HEALTH CARE SYSTEMS		
Module Outcomes: At the end of this module the student should be able to give an overview of healing options with reference to allopathic and complementary; systems of health care evaluate illness behaviour with reference to self care, sociodemographic variables, and horizontal and vertical disease; demonstrate health care worker/doctor – patient interaction with reference to models of interaction, cultural differences in communication, the use of technology and genetics and the professionalization and socialization of the health care worker/doctor.		
Module Code: SGVK 687 (16)	**Year module**	**NQF-Level: 8**
Title: LIFE STYLE COACHING AND HIV/AIDS		
Module Outcomes: At the end of this module the student should be able to provide life style coaching with reference to: patient responsibility, tagging, and stigmatization; Factors which may contribute to optimal wellbeing such as diet and nutrition, emotional wellbeing, exercise, and social stress management; Social conditioning and cultural conduct that could co-determine life style.		
Module Code: SGVK 877 (32)	**Year module**	**NQF-Level: 9**
Title: CLINICAL SOCIOLOGY		
Module Outcomes: At the end of this module the student will be able to make recommendations on the handling of social stress with reference to the meaning and impact of social stress on health; to understand theories of social stress such as Symbolic Interactionism (Thomas and Goffman) and functionalism (Durkheim) in order to demonstrate its application in practice; weigh healing options to cope with stress with special reference to Allopathic, Complementary and Alternative Medicine (CAMS); evaluate critically the value of training health professionals in behavioural sciences in order to make recommendations in the South African context; demonstrate insight in the relationship between culture and health with special reference to cultural aspects of health, the role and position of Allopathic, Complementary and Alternative Healing Systems and social inequality and apply principles of health in support of problem solving.		
Module Code: SGVK 876 (32)	**Year module**	**NQF-Level: 9**
Title: ADVANCED THEORY OF SOCIOLOGY		
Module Outcomes: At the end of this module the student will be able to critically evaluate and do an in depth analysis into the role and contribution respectively of allopathic and complementary health workers in a changing society with special references to social control, prevalent paradigms, training regimens, equity in health services, legislation, cultural conditioning and Government policies; critically evaluate the		

health care delivery system of South Africa with reference to issues related to historical development, demography, social policy, health care delivery practices, health reform, distribution of services, hospitalization and health care cost, medical aid systems and make relevant recommendations; discuss and critically evaluate health care in developed countries with reference to socialized and decentralized national health programmes contextualized in Medical Sociology such as Canada, Great Britain, Japan Germany and France and make critical recommendations in the South African context.

Module Code: SLAD621 (8)	Semester 2	NQF-Level: 8

Title: STRATEGIC LEARNING AND DEVELOPMENT

Module Outcomes: After completing this module, the students demonstrate that they have acquired: specialised knowledge of and expertise in evidence-based research on the fundamental cognitive and affective components of academic reading, writing, and critical thinking relevant to the content areas at all levels of education, current relevant research documents and reports, instructional practices, frameworks and models relevant to academic reading, writing and critical thinking as well as variables affecting strategic learning and the development of effective academic support.

Module Code: SOCL811 (16)	Semester 1	NQF-Level: 9

Title: SUSTAINABLE DEVELOPMENT: THEORETICAL ORIENTATION

Module Outcomes: After the completion of this module the student should be able to:
• comprehend the conceptual framework of the concept Sustainable Development.
• understand and criticise the theoretical framework regarding Sustainable Development: macro as well as micro approaches will be put under the magnifying lens.
• reflect on and critically discuss specific relevant developmental issues in South Africa.
• describe, analyse and make recommendations regarding a specific developmental issue in South Africa by submitting a formal and scientific assignment.

Module Code: SSOL671 (24)	Year module	NQF-Level: 8

Title: SA AND AFRICAN COMPARATIVE LITERATURE

Module Outcomes: The student should be able to discuss recent trends in African and South African literature critically; be able to construct and motivate a viable definition of the term "postcolonial"; be knowledgeable about important postcolonial authors in general; be able to discuss and refer to several seminal postcolonial authors in particular; be able to relate postcolonial writing to the South African and African context; be able to distinguish some major voices in black South African and African literature; be able to engage critically with the questions of subjectivity and identity formation; be able to explore with some sophistication two generic representations of these issues; be able to interpret selected poems, novels and autobiographies from the angles of race, class and gender; be able to come to substantiated conclusions about the significance of the approach and its value for contemporary South African and African society; and be cognisant of relevant critical material in the field.

Module Code: SSOL672 (24)	Year module	NQF-Level: 8

Title: CONTEMPORARY TRENDS IN SESOTHO LITERATURE

Module Outcomes: The student should be able to recognise developmental trends in Sesotho literature; be able to understand and give account of movements that influence literary development; be able to identify and classify authors according to the profile of their contribution to Sesotho literature; be able to relate literary development to social development; be able to develop informed theoretical arguments for the evaluation of literary texts; be able to recognise implications of typical social trends such as gender, culture, space and identity; be able to understand and apply features of various genres in literary appreciation; be able to analyse, interpret and discuss the literary interface between traditional and modern literature.

Module Code: SSOL673 (24)	Year module	NQF-Level: 8

Title: OVERVIEW OF DEVELOPMENTS IN SESOTHO LITERATURE

Module Outcomes: The student should be able to discuss various aspects of specific genres in Sesotho literature, mainly focusing on a combination of traditional to contemporary drama and oral to contemporary poetry and fiction in Sesotho. The student should further be able to discuss the developments in these genres from their traditional roots to their contemporary manifestations.

Module Code: SSOL674 (24)	Year module	NQF-Level: 8

Title: SESOTHO LINGUISTICS

Module Outcomes: The student should have a solid knowledge on the various linguistic aspects of Sesotho, including the fields of morphology, syntax, semantics, pragmatics and phonology. The student should also be conversant in the general language theories and their applications, with an emphasis on sociolinguistics, discourse analysis and psycholinguistics.

Module Code: SSOL679 (32)	Year module	NQF-Level: 8

Title: MINI-DISSERTATION

Module Outcomes: The student should be able to indicate that he/she has familiarised him/herself with the most recent developments concerning certain aspects of research; be conversant in the most important scientific theories and methodologies, and be able to evaluate and apply them in a substantial piece of independent research.

Module Code: TEOL671 (32)	Year module	NQF-Level: 8

Title: MINI DISSERTATION

Module Outcomes: By the end of the module, students should submit a research proposal which reflects critical understanding and clear delineation of a limited research theme; provide evidence of their familiarity with research methods and techniques in this field; scientifically document the statement of the problem, aim, research, field, method, results and conclusions; write a mini dissertation in which they report on their research skill and ability to record the results of their research.

Module Code: TLAS612 (16)	Semester 1	NQF-Level: 8

Title: TEACHING LEARNING AND ASSESSMENT

Module Outcomes: By the end of the module, students should be equipped with specialised knowledge of and expertise in teaching and learning theories relevant to the South African and International teaching and learning context; with a fundamental understanding of the theoretical underpinnings of assessment and how it relates to and impacts on sound assessment practices; with the knowledge and skills to be able to plan and implement successful classroom assessment

Module Code: TSCU621 (16)	Semester 2	NQF-Level: 8

Title: THE SCHOOL CURRICULUM

Module Outcomes: After completing this module, students should be equipped:
with a systematic and in-depth knowledge of the school curriculum; to critically analyse the South African education system in general and the school curriculum in particular; to demonstrate an understanding of the processes of the school curriculum in South Africa; with skills of relating theory and practice in the classroom situation; to demonstrate an understanding of OBE and its relevance to the school curriculum

Module Code: VGLO621 (16)	Semester 2	NQF-Level: 8

Title: EDUCATION SYSTEMS; STRUCTURE AND FUNCTIONS

Module Outcomes: After completing this module, students demonstrate that they have acquired:
an understanding of the origin, development, nature and purpose of Comparative Education; the ability to compare different education systems along cross-national lines;
the ability to illuminate an educational issue from a comparative perspective.

Module Code: VGLO622 (16)	Semester 2	NQF-Level: 8

Title: MODERN EDUCATION SYSTEMS

Module Outcomes: After completing this module, students demonstrate that they have acquired:
the ability to describe, compare and explain specific characteristics and social structures concerned with education in the context of internal and external determinants, with the aim of understanding the structure of national and international education systems; The ability to analyse the individuality and universality of education systems in order to address the needs of the target group and to understand the importance of creating a harmonious school environment; the ability to apply knowledge, skills and attitudes regarding the structure and organisation of national and international education systems, with the aim of evaluating the South African education system.

Module Code: VGLO623 (16)	Semester 2	NQF-Level: 8

Title: CONTEMPORARY EDUCATION ISSUES: COMPARATIVE PERSPECTIVES

Module Outcomes: After completing this module, students demonstrate that they have acquired:
an understanding of policy development in developing countries;   the ability to make judgements on issues related to education policy in the education setting, and to assess and evaluate the impact that policies may have on educational planning;   an understanding of different theories of educational planning and the ability to apply them as educational planners;   the ability to identify and analyse educational problems and issues arising from schooling in a developing country;   the ability to analyse educational issues from a comparative perspective.

Module Code: VGLO624 (16)	Semester 2	NQF-Level: 8

Title: EDUCATION SYSTEMS, STRUCTURE AND FUNCTIONS

Module Outcomes: After completing this module, students demonstrate that they have acquired:
an understanding of the origin, development, nature and purpose of Comparative Education; the ability to compare different education systems along cross-national lines; the ability to illuminate an educational issue from a comparative perspective

V.12 MODULE-OUTCOMES OF THE POSTGRADUATE CERTIFICATE IN EDUCATION

The module-outcomes of postgraduate honours curricula presented in the Vaal Triangle Campus, are listed alphabetically. After each module code appears between brackets the NQF-level and the credits as well as the descriptive name of the module. Module-outcomes that do not appear here can be found in the study guide for the relevant module.

Module Code: ACCD511 (12)	Semester 1	HEQF level: 6
Title: ACCOUNTING METHODOLOGY		
Module Outcomes: After completion of this module, the student should be able to:		
• have a well-rounded and systematic knowledge base regarding lesson planning, learner programme development, teaching aids and teaching management of the methodologies of Accounting • have an informed base of understanding of key terms, rules, concepts, established principles and theories regarding the presentation of Accounting • be able to gather, organise, make a critical analysis and interpret information, to communicate information coherently and reliably, both individually or as part of a group; • be able to select information and develop the necessary presentation skills using appropriate technologies according to generally accepted accounting practice (GAAP).		
Method of delivery: Contact		
Assessment Methods: Continuous assessment 50%, 1x3 hour written examination 50%		
Module Code: ADSD521 (12)	Semester 2	HEQF level: 6
Title: ADDITIONAL SUBJECT METHODOLOGY: CREATIVITY FOR EDUCATORS		
Module Outcomes: After completion of this module, the student should be able to:		
• demonstrate a comprehensive and systematic knowledge of creative teaching; • demonstrate an instructive and analytical comprehension of principles and theories relating to creative teachers, learners and the classroom, of critical analysis, synthesis and the evaluation of quantitative and qualitative information in this regard • professionally present academic information effectively, using relevant IT skills • communicate coherently and reliably in individual or group situations and • use the knowledge and skills acquired in this module to teach any subject creatively, effectively and according to ethically based standards and values within the Outcomes-based Education framework.		
Method of delivery: Contact		
Assessment Methods: Continuous assessment 50%, 1x2 hour written examination 50%		
Module Code: AFRD511(12)	Semester 1	HEQF level: 6
Title: AFRIKAANSMETODIEK		
Module Outcomes: Na voltooing van die module behoort die student in staat te wees om:		
• leermateriaal en geïntegreerde leerderaktiwiteite te kan saamstel om huistaal- en addisioneletaal leerders te begelei in die bereiking van gestelde leeruitkomste; • gepaste assesseringsvorme, deur middel waarvan leerders in graad 7-12 se voldoening aan bepaalde assesseringstandaarde gemeet kan word, te kan implementeer; • verworwe kennis oor die interpretasie en implementering van die NKV te kan gebruik om • geïntegreerde lesse saam te stel; en • om die voorskrifte van relevante departementele dokumente in breë trekke in ag te neem by die uitvoering van portefeulje-opdragte oor verskillende fasette van die onderrig van Afrikaans.		
Method of delivery: Contact		
Assessment Methods: Continuous assessment 50%, 1x3 hour written examination 50%		
Module Code: AFRD521 (12)	Semester 2	HEQF level: 6
Title: AFRIKAANSMETODIEK		
Module Outcomes: Na voltooing van die module behoort die student in staat te wees om:		
• met insig en in fyner besonderhede uitvoering te gee aan die voorskrifte van relevante departementele dokumente wanneer geïntegreerde lesse vir leerders in die Senior Fase saamgestel word én • wanneer verslag gedoen word van leerdervordering; departementele voorskrifte ten opsigte van die		

samestelling van werkskedules, assesseringsprogramme en lesbeplanning vir die onderrig van Afrikaans aan leerders in Gr. 7-12 te kan uitvoer

- verskillende handboeke en ander soorte leermateriaal te kan beoordeel ten opsigte van die geskiktheid daarvan vir bepaalde leerdergroepe en bepaalde onderrigsituasies

Method of delivery:	Contact

Assessment Methods: Continuous assessment 50%,
       1x3 hour written examination 50%

Module Code: BSTD511 (12)	Semester 1	HEQF level: 6

Title: BUSINESS STUDIES METHODOLOGY

Module Outcomes: After completion of this module, the student should be able to:
- demonstrate a comprehensive and systematic knowledge base of the National Curriculum Statement applicable to Business Studies in the FET phase, teacher portfolios, learning programmes and assessment
- identify themes relevant to the National Curriculum Statement applicable to Business Studies in the FET phase and plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules
- use unknown and abstract information in this regard by using graphs and theory driven arguments; effectively use IT skills to collect, organise, critically analyse and to interpret
- demonstrate problem-solving abilities to plan and present lessons for specific application to Business Studies, using appropriate technologies, unknown and abstract information, graphs and theory driven arguments and IT skills to collect, organise, critically analyse and to interpret, giving evidence of theoretical underpinning and
- effectively communicate Business Studies didactical aspects ethically, coherently and reliably to learners in the classroom situation by using individual or group methods

Method of delivery:	Contact

Assessment Methods: Continuous assessment 50%,
       1x3 hour written examination 50%

Module Code: CATD511 (12)	Semester 1	HEQF level: 6

Title: COMPUTER APPLICATION TECHNOLOGY METHODOLOGY

Module Outcomes: After completion of this module, the student should be able to:
- demonstrate comprehensive and systematic knowledge of appropriate policy documents of Computer Application Technology in the FET phase
- demonstrate profound practical skills in the planning, presentation and assessment of both theoretical and practical CAT lessons
- demonstrate the ability to facilitate teaching and learning OBE Computer Application Technology in the FET phase and
- demonstrate and evaluate the ethical use of different learning material for CAT

Method of delivery:	Contact

Assessment Methods: Continuous assessment 50%,
       1x3 hour written examination 50%

Module Code: COMF511 (8)	Semester 1	HEQF level: 6

Title: COMPUTERS IN EDUCATION

Module Outcomes: Upon completion of this module, the student should be able to:
- demonstrate a sound knowledge of e-Education and the Policy on e-Education
- demonstrate knowledge and practical skills of ICT integration in schools
- demonstrate profound problem-solving abilities to plan computer-integrated lessons and
- demonstrate and evaluate ethical and moral aspects regarding the use of computers in education

Method of delivery:	Contact

Assessment Methods: Continuous assessment 50%,
       1x2 hour written examination 50%

Module Code: ECOD511 (12)	Semester 1	HEQF level: 6

Title: ECONOMICS METHODOLOGY

Module Outcomes: Upon completion of this module the student should be able to:
- illustrate and apply comprehensive and systematic knowledge of the National Curriculum Statement and other related educational policy documents for grades 10-12 and display an informed and critical understanding of the principles and theories with regard to classroom management, creative teaching and active learning in the Economics classroom in the context of postgraduate education
- execute critical analyses, syntheses and evaluations of quantitative and qualitative information with regard to classroom administration, classroom organisation and record-keeping

- effectively present academically professional information with regard to assessment of Economics teaching, as well as plan and prepare Economics lessons using his/her IT-skills and communicate coherently and creditably as an individual or as part of a group and
- use the knowledge and skills mastered in this module effectively to present the subject Economics to grade 10-12 learners using the Outcomes-based Educational approach and implement norms and values prescribed by the Education Department

Method of delivery: Contact

Assessment Methods: Continuous assessment 50%,
1x3 hour written examination 50%

Module Code: EDCC511 (8)	Semester 1	HEQF level: 6

Title: EDUCATION THEORY

Module Outcomes: After completion of this module the student should be able to:
- develop a broad understanding of the range of education theories, ideas and concepts that mark the current social science and educational landscape
- develop a basic level of competence to apply the major education theories, ideas and concepts within their future educational practices as professional educators working in various contexts (schools, clinics, colleges, universities, parastatals, NGOs, developmental organisations and government)
- develop an ability to apply theoretical understanding to the conduct of basic research in education and to extend their theoretical insights based on the results of empirical inquiry

Method of delivery: Contact

Assessment Methods: Continuous assessment 50%,
1x2 hour written examination 50%

Module Code: EDCC512 (8)	Semester 1	HEQF level: 6

Title: ASSESSMENT

Module Outcomes: After completion of this module the student should be able to:
- demonstrate an understanding of outcomes-based assessment theoretical underpinning
- demonstrate understanding and application of integrated assessment
- demonstrate understanding of inclusively mainstream curriculum and the ordinary classroom environment
- demonstrate an ability to plan for teaching, learning and assessment within an OBE approach
- demonstrate the ability to conduct outcomes-based assessment
- demonstrate an understanding and application of recording, recordkeeping and reporting within an OBE approach
- demonstrate the ability to review assessment

Method of delivery: Contact

Assessment Methods: Continuous assessment 50%,
Portfolio assessment 50%

Module Code: EDCC513 (8)	Semester 1	HEQF level: 6

Title: PROFESSIONAL STUDIES

Module Outcomes: After completion of this module, the student should be able to:
- demonstrate fundamental knowledge regarding the theoretical underpinnings and principles of an outcomes-based curriculum
- identify and explain the components of an outcomes-based curriculum cycle
- interpret the outcomes-based National Curriculum Statement and other related policies
- design a learning programme, work schedule and lesson plan using OBE principles;
- demonstrate fundamental knowledge and skills in the selection, planning and implementation of direct and indirect teaching strategies and related instructional skills and teaching methods
- develop his/her own strategic teaching-learning approach
- develop and manage professional portfolios
- apply appropriate knowledge, skills and attitudes in teaching practice.

Method of delivery: Contact

Assessment Methods: Continuous assessment 50%,
1x2 hour written examination 50%

Module Code: EDCC521 (12)	Semester 2	HEQF level: 6

Title: EDUCATIONAL PSYCHOLOGY

Module Outcomes: After completion of this module, the student should be able to:
- demonstrate fundamental knowledge of the theoretical underpinnings of educational and community psychology as well as the ecosystemic perspective

- act as an agent of change by integrating the theoretical underpinnings of educational and community psychology as well as the ecosystemic perspective in their education practice
- demonstrate well-rounded (fundamental and in-depth) knowledge of health promotion in diverse educational settings
- demonstrate fundamental knowledge of Inclusive Education and integrate this knowledge to create environments that value all learners
- understand the learner as a developing person from the ecosystemic perspective;
- critically reflect on interpersonal dynamics in educational settings.

Method of delivery:	Contact

Assessment Methods: Continuous assessment 50%,
1x3 hour written examination 50%

Module Code: EDCC522 (12)	Semester 2	HEQF level: 6

Title: EDUCATION LAW, SYSTEMS AND ADMINISTRATION

Module Outcomes:

After completion of this module, the student should be able to:
- contribute to quality education in a diverse community;
- have a deep knowledge and understanding of the nature and aims of the South African education system
- function within this education system to the advantage of the South African community and to contribute to the solution of challenges
- have the ability to integrate education management theory and practice to develop professional classroom management skills in a diverse and changing national and international context
- demonstrate knowledge and understanding of education law principles, and the ability to interpret and apply legislation and policy correctly in order to become responsible, independent and a contributing member of the professional education community
- have the ability to assess external influences on the education system and the classroom in order to develop critical, creative and reflective problem-solving skills within an educational and societal context by assessing external influences on the education system and the classroom.

Method of delivery:	Contact

Assessment Methods: Continuous assessment 50%,
1x3 hour written examination 50%

Module Code: EDCC523 (8)	Year module	HEQF level: 6

Title: PROFESSIONAL STUDIES

Module Outcomes: After completion of this module, the student should be able to:
- apply theoretical knowledge, practical skills and the required attitudes in teaching practice
- demonstrate knowledge of and insight into ethical aspects of the teaching profession and the SACE Code of Conduct
- demonstrate knowledge and understanding of the complexity of classroom discipline
- and identify, make, integrate and evaluate media in the teaching-learning situation.

Method of delivery: Contact

Assessment Methods: Participation mark 30 %; * Practical Teaching 40 %; Theoretical examination 30 %
* It is a prerequisite that a student must meet with all the requirements to pass teaching practice

Module Code: ENGD511	Semester 1	HEQF level: 6

Title: ENGLISH METHODOLOGY

Module Outcomes: After completion of this module the student should be able to:
- apply OBE principles (outcome of the generic module EDCC512) in the different phases at school level for teaching English and to interpret learning outcomes for the outcomes of each phase; demonstrate
systematic and comprehensive skills in the planning and execution of English lessons, integration with other learning areas and interpretation of the NCS
- demonstrate sophisticated competence as educator and in the selection of appropriate learning material and teaching strategies for all phases
- demonstrate refined and cultivated values regarding the English language teaching profession, and showing responsibility towards learners and the community.

Method of delivery:	Contact

Assessment Methods: Continuous assessment 50%,
1x3 hour written examination 50%

Module Code: ENGD521 (12)	Semester 2	HEQF level: 6

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Title: ENGLISH METHODOLOGY

Module Outcomes: After completion of this module the student should be able to:
- demonstrate comprehensive knowledge of principles regarding the planning of lessons for teaching of English First Additional Language for Senior and FET Phases
- demonstrate systematic and comprehensive skills in the planning and execution of English lessons and learning programmes; integration of other subjects; interpretation of the NCS with regard to the learning outcomes and assessment standards set per grade in the Senior and FET Phases
- demonstrate sophisticated competence as educator and in the selection of appropriate learning material and teaching strategies for Senior and FET Phases
- demonstrate refined and cultivated values regarding the English language teaching profession and show responsibility towards learners and the community.

Method of delivery: Contact

Assessment Methods: Continuous assessment 50%,
                   1x3 hour written examination 50%

Module Code: GEOD511 (12)	Semester 1	HEQF level: 6
Title: GEOGRAPHY METHODOLOGY		

Module Outcomes: After completion of this module, the student should be able to:
- have thorough and systematic knowledge to apply integrated, specific skills to design and effectively implement Geography learning experiences
- integrate theory and practical components with regard to curriculum development and act as a curriculum planner
- distinguish between the different teaching and learning approaches, styles, strategies, methods and techniques and to evaluate which of these are specifically the most effective learning content in Geography, and subsequently implementing these in a creative, logical and systematic manner
- demonstrate a thorough and systematic knowledge in applying integrated critical skills to ensure that correct summative and formative continuous assessment methods, techniques, testing and examining of Geography knowledge are correctly implemented
- analyse and implement the effective management and organisation of a Geography classroom, as well as the management and evaluation of the Geography department and personnel.

Method of delivery: Contact

Assessment Methods: Continuous assessment 50%,
                   1x3 hour written examination 50%

Module Code: HISD511 (12)	Semester 1	HEQF level: 6
Title: HISTORY METHODOLOGY		

Module Outcomes: After completion of this module, the student should be able to:
- demonstrate an extended and systematic knowledge of the methodology of History in context of the National Curriculum Statement
- demonstrate extended skills in the analysis and synthesis of sources, the planning, design and implementation of various assessment strategies, the design of tests, examination papers and memoranda, as well as year planning (learning programmes and working schedules)
- demonstrate competence in analysing and synthesising sources and the ability to plan practically, to design and implement various assessment strategies, to set tests, examination papers and memoranda as well as to conduct year planning (learner programmes and working schedules) and
- demonstrate values of an ethically professional nature with regard to the interpretation of historical facts, which should always be true and contextual, in accordance with the Manifesto on Values, Education and Democracy.

Method of delivery: Contact

Assessment Methods: Continuous assessment 50%,
                   1x3 hour written examination 50%

Module Code: INTD511 (12)	Semester 1	HEQF level: 6
Title: INFORMATION TECHNOLOGY METHODOLOGY		

Module Outcomes: After completion of this module, the student should be able to:
- demonstrate comprehensive knowledge of departmental policy documents on Information Technology in the FET phase, learning programmes and work schedules in applicable learning contexts, a variety of assessment techniques, methods and instruments applicable to Information Technology, as well as learning material for Information Technology and the organisation and administration of a computer centre
- demonstrate profound skills in analysing, interpreting and applying departmental policy documents to Information Technology in the FET phase, the planning, presentation and evaluation of both

•	theoretical and practical lessons and the planning, implementation and evaluation of the principles of assessment in IT
•	demonstrate the ability to implement and apply learning contexts and learning programmes to enhance effective learning in Information Technology and to develop applicable learning activities to measure learners' attainment of specific assessment standards and
•	demonstrate the ability to evaluate and debate the profile of the ideal Information Technology facilitator.

Method of delivery: Contact

Assessment Methods: Continuous assessment 50%,
                     1x3 hour written examination 50%

Module Code: LAAD511 (12)	Semester 1	HEQF level: 6

Title: LEARNING AREA ARTS AND CULTURE METHODOLOGY

Module Outcomes: After completion of this module, the student should be able to:
- demonstrate a comprehensive and systematic knowledge base of teaching African Arts, didactic principles such as planning lessons, work schedules and a learning programme in the learning area Arts and Culture, teaching methods in the arts and assessment in the arts should be able to debate and motivate his/her preferences;
- independently evaluate the value of play in the learning area Arts and Culture and apply dance, drama, music and visual arts games in the learning area Arts and Culture
- demonstrate an ability to identify, analyse and deal with complex and/or real world problems in applying practical teaching skills during micro-lessons and practical teaching in the learning area Arts and Culture
- evaluate all opinions from one's own well-established worldview while teaching dance, drama, music and visual arts in the learning area Arts and Culture during micro-lessons and in practical teaching and be aware of social and ethical implications of applying knowledge in a certain context

Method of delivery: Contact

Assessment Methods: Continuous assessment 50%,
                    1x3 hour written examination 50%

Module Code: LAAD521 (12)	Semester 2	HEQF level: 6

Title: LEARNING AREA ARTS AND CULTURE METHODOLOGY

Module Outcomes: After completion of this module, the student should be able to:
- demonstrate a comprehensive and systematic knowledge base and a coherent and critical understanding of integrated arts education, multicultural arts education and inclusive arts education
- critically analyse, synthesize and independently evaluate different models for integrating the Arts in the learning area Arts and Culture in the Senior Phase;
- demonstrate an ability to identify, analyse and deal with complex and/or real world problems in applying genres, which are inherently integrated, such as theatre and musical storytelling
- evaluate all opinions from one's own well-established worldview while teaching inclusive arts education in the learning area Arts and Culture during micro-lessons and in practical teaching and be aware of social and ethical implications of applying knowledge in a certain context.

Method of delivery: Contact

Assessment Methods: Continuous assessment 50%,
                     1x3 hour written examination 50%

Module Code: LABD521 (12)	Semester 2	HEQF level: 6

Title: LEARNING AREA ECONOMIC AND MANAGEMENT SCIENCES METHODOLOGY

Module Outcomes: After completing this module the student should be able to:
- demonstrate in-depth knowledge and understanding of the National Curriculum Statement applicable to the learning area Economic and Management Science in the Senior Phase with regards to key terms, rules, concepts, principles and theories in this regard
- identify themes, plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules
- use known and abstract information by using graphs and theory driven arguments, and effectively use IT skills to collect, organise, critically analyse and to interpret; demonstrate problem-solving abilities to plan and present lessons for specific application to EMS
- effectively communicate EMS didactical aspects ethically, coherently and reliably to learners in the classroom situation by using individual or group methods
- to plan, prepare and present a lesson according to the learning outcomes and assessment standards included in the National Curriculum statement for the senior phase.

Method of delivery: Contact

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| Assessment Methods: Continuous assessment 50%, |
| 1x3 hour written examination 50% |

| Module Code: LAND521 (12 | Semester 2 | HEQF level: 6 |

Title: LEARNING AREA NATURAL SCIENCES METHODOLOGY

Module Outcomes: After completing this module the student should be able to:
- demonstrate a comprehensive and systematic knowledge of the learning area Natural Science in the context of OBE concerning the following: facilitation in the Intermediate Phase, didactic principles of Natural Science education and the learning area Natural Sciences laboratory
- identify and solve problems within the themes mentioned above, and plan activities which support a comprehensive understanding of ideas, theories, principles and rules within these themes
- act in a problem-solving manner, in the planning and presentation of lessons and practical sessions within the context of the above-mentioned theoretical themes by using applicable technological resources and
- demonstrate an appreciation of the contribution made by indigenous knowledge systems to educational issues concerning the above-mentioned content as well as demonstrate an ethical professional attitude and behaviour towards the content of Natural Science.

| Method of delivery: Contact |

| Assessment Methods: Continuous assessment 50%, |
| 1x2 hour written examination 50% |
| 1x3 hour written examination 50% |

| Module Code: LASD521 (12) | Semester 2 | HEQF LEVEL: 6 PENDING 7 |

Title: LEARNING AREA SOCIAL SCIENCES METHODOLOGY

Module Outcomes: After completion of this module, the student should be able to:
- understand the place of Social Sciences within OBE, and explain the place of History and Geography respectively within the Social Sciences;
- creatively apply a source-based approach in the learning area of Social Sciences;
- demonstrate knowledge and skills to implement a learning experience in Geography and History as sub-disciplines of Social Sciences and prove that they are skilled to use different teaching techniques, including information and communications technology in Social Sciences;
- demonstrate general teaching approaches in learning experiences of Social Sciences;
- explain the role of environmental value education in the school curriculum and indicate how this can contribute towards the moral development of individual learners and the community as well as the implementation of this in learning experiences of Social Sciences;
- creatively design suitable learning experiences, work sheets, assessment rubrics, tests/exams and memoranda regarding synoptic weather maps, topographic maps and aerial maps according to OBE and geographical didactical principles, as well as efficiently integrating other learning areas GEOD 511 and HISD 511.
- have the necessary knowledge and skills to construct and use graphs and diagrams in Social Sciences and integrate these in suitable themes in Social Sciences

| Method of delivery: Full-time, SBET, ODL |

| Assessment Methods: Continuous assessment 50%, |
| 1x2 hour written examination 50% |

| Module Code: LIFD511 (12) | Semester 1 | HEQF LEVEL: 6 |

Title: LIFE SCIENCES METHODOLOGY

Module Outcomes: After completion of this module, the student should be able to:
- design a learning programme (subject framework, work schedule and lesson plans) and assessment instruments, apply laboratory techniques in Life Sciences and apply Environmental Education in Life Sciences
- identify and solve problems within the above themes as well as plan activities that support the comprehensive understanding of ideas, theories and principles and rules within the themes
- use problem-solving abilities regarding the planning and presentation of lessons and practical sessions within the context of the theoretical themes mentioned above by, amongst others, the use of suitable technological aids
- display an appreciation for the contribution that indigenous knowledge systems play in pharmacology, bio-ethical issues in the above content and the ethical accountability towards the content of the Living Sciences.

| Method of delivery: Contact |

| Assessment Methods: Continuous assessment 50%, 1x3 hour written examination 50% |

| Module Code: LIFF521 (12) | Semester 2 | HEQF LEVEL: 6 |

Title: LIFE SKILLS

Module Outcomes: After completion of this module, the student should be able to:
- demonstrate fundamental knowledge of issues relating to diversity, HIV/Aids, values and environmental education
- demonstrate an understanding of appropriate skills, attitudes and values to contribute and maintain a healthy environment
- integrate HIV/Aids, diversity, values and environmental education in the classroom.

Method of delivery: Contact

Assessment Methods: Continuous assessment 50%,
                                    1x2 hour written examination 50%

Module Code: LLOD511(12)	Semester 1	HEQF LEVEL: 6

Title: LEARNING AREA LIFE ORIENTATION METHODOLOGY

Module Outcomes: After completion of this module, the student should be able to:
- demonstrate a comprehensive and systematic knowledge base of the terminology, rules, concepts, principles, theories, methods and strategies pertaining to the presentation of the four focus areas of Life Orientation in the Senior and FET phase
- demonstrate an ability to interpret, convert, evaluate and apply essential theories, text, methods and strategies pertaining to the presentation of Life Orientation in the Senior and FET phase
- demonstrate the ability to attained knowledge to solve unfamiliar, concrete and abstract problems pertaining to the planning and implementation of Life Orientation learning programmes for the Senior and FET Phase, using appropriate technological skills and giving evidence of theoretical underpinning
- act ethically responsible and value-driven in all circumstances and forms of communication, written as well as orally, related to the planning and presentation of Life Orientation in the Senior and FET phase.

Method of delivery: Contact

Assessment Methods: Continuous assessment 50%,
                                    1x3 hour written examination 50%

Module Code: LLOD521 (12	Semester 2	HEQF LEVEL: 6

Title: LEARNING AREA LIFE ORIENTATION METHODOLOGY

Module Outcomes: After completion of this module, the student should be able to:
- Apply the outcomes for social development and citizenship in such a way that it will encourage learner-centred and activity-based learning activities and to identify the critical as well as the specific outcomes for the grades you are being trained for and motivate the rationale for them
- motivate self-knowledge and career knowledge as the two major components of career planning, indicate the process of obtaining information on job opportunities and evaluate these aspects in learners by means of questionnaires and self-help instruments
- apply and practise health promotion and personal well-being so as to promote learner-centred and associated activity in the classroom situation
- evaluate inclusive teaching on the basis of personality traits and personal development aspects
- apply and practise physical development and physical education so as to encourage learner-centred and associated activities in the classroom situation.

Method of delivery: Contact

Assessment Methods: Continuous assessment 50%,
                                    1x3 hour written examination 50%

Module Code: MATD511 (12)	Semester 1	HEQF LEVEL: 6

Title: MATHEMATICS METHODOLOGY

Module Outcomes: After completion of this module, the student should be able to:
- demonstrate comprehensive knowledge, insight and skills regarding
- the learning and teaching of mathematics world-wide
- assessment of and for the learning of mathematics
- the effective use of technology in the teaching and learning of school mathematics
    the value of mathematics in real life

Method of delivery: Contact

Assessment Methods: Continuous assessment 50%,
                                    1x3 hour written examination 50%

Module Code: MATD521 (12)	Semester 2	HEQF LEVEL: 6

Title: MATHEMATICS METHODOLOGY

Module Outcomes: After completion of this module, the student should be able to:

- apply conceptual and pedagogical knowledge, insight and skills regarding
- the content and structure of the Mathematics Curriculum applicable to the Senior Phase and FET band
- the implementation of Mathematical Literacy as a compulsory subject in the FET band
- the effective teaching of mathematics in multilingual classrooms;
- the value of mathematics in real life.

Method of delivery: Contact

Assessment Methods: Continuous assessment 50%,
1x3 hour written examination 50%

Module Code: PHSD511 (12)	Semester 1	HEQF LEVEL: 6

Title: PHYSICAL SCIENCES METHODOLOGY

Module Outcomes: After completion of this module, students should be able to:
- demonstrate the knowledge and skills they have acquired with regard to
- the integration of pedagogical content knowledge and physical sciences content knowledge
- progression of content knowledge and process skills of Physical Science from grade 7 to 12
- Nature of Science and its relationships to technology, society and the environment
- learning theories and teaching strategies as implemented in Physical Sciences
- assessment models in Physical sciences, and laboratory management.

Method of delivery: Contact

Assessment Methods: Continuous assessment 50%,
1x3 hour written examination 50%

Module Code: SEMD511 (12)	Semester 1	HEQF LEVEL: 6

Title: SETSWANA METHODOLOGY (MOTHER TONGUE)

Module Outcomes: Kwa bokhutlong jwa mojulu o, moithuti o tshwanets go:
- go tlhama ditiragatso tsa go ithuta go nonofisa bokgoni jwa puo mo dikgatong tse di farologaneng
- go supetsa kitso e e lotaganeng e e rulaganeng le go bopa lenaanethuto le sejulu ya tiro ya thuto ya Setswana ya mephato e e farologaneng
- go supetsa le go tlhalosa mekgwa e e farologaneng e e maleba ya tekanyetso ya thuto ya Puo
- go tlhama le go tshola direkoto tsa tekanyetso
- go go sekaseka le go anaanela ditokomane tsa Lefapha la thuto tse di maleba le thuto ya Dipuo
- go supetsa go tlhaloganya dikarolo tse supa tsa morutabana, bogolosegolo yo o rutang Dipuo

Method of delivery: Ka Kopano mo khampaseng

Assessment Methods: Tlhatlhobo e e tswelelang 50%
Diura tsa tlhatlhobo e e kwadiwang   1x2 ke 50%

Module Code: SEMD521 (12)	Semester 2	HEQF LEVEL: 6

Title: SETSWANA METHODOLOGY (MOTHER TONGUE)

Module Outcomes: Kwa bokhutlong jwa mojulu o, moithuti o tshwanets go:
- go tlhama ditiragatso tsa go ithuta go nonofisa bokgoni jwa puo mo dikgatong tse di farologaneng
- go supetsa kitso e e lotaganeng e e rulaganeng le go bopa lenaanethuto le sejulu ya tiro ya thuto ya Setswana ya mephato e e farologaneng
- go supetsa le go tlhalosa mekgwa e e farologaneng e e maleba ya tekanyetso ya thuto ya Puo
- go tlhama le go tshola direkoto tsa tekanyetso
- go go sekaseka le go anaanela ditokomane tsa Lefapha la thuto tse di maleba le thuto ya Dipuo
- go supetsa go tlhaloganya dikarolo tse supa tsa morutabana, bogolosegolo yo o rutang Dipuo

Method of delivery: Ka Kopano mo khampaseng

Assessment Methods: Tlhatlhobo e e tswelelang 50%
Diura tsa tlhatlhobo e e kwadiwang   1x2 ke 50%

Module Code: TECD521 (12)	Semester 2	HEQF LEVEL: 6

Title: LEARNING AREA TECHNOLOGY METHODOLOGY

Module Outcomes: After completion of this module, the student should be able to:
demonstrate a fundamental knowledge of the NCS document with regard to the learning area Technology;apply interpretation and designing skills in the development and planning of learning programmes, work schedules and lesson planning
show a comprehensive understanding of different teaching-learning and assessment strategies that are appropriate for the learning area Technology
demonstrate an understanding of the nature of organising and managing a practical technology class room and workshop, including safety aspects relevant to practical technology tasks
apply relevant knowledge and skills in the practical teaching of the learning area Technology.

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Method of delivery:	Contact	
Assessment Methods: Continuous assessment 50%, 1x3 hour written examination 50		
Module Code: TGNO511 (8)	**Semester 1**	**HEQF LEVEL: 6**
Title: TECHNOLOGY		
Module Outcomes: After completion of this module, the student should be able to: • demonstrate problem-solving skills, critical and creative thinking during the application of the design process to technological problems and needs in real life; • demonstrate a fundamental understanding of, and the ability to apply appropriate technological knowledge, skills and values • demonstrate a critical understanding and appreciation of the interrelationship of technology, society, economy and the environment • demonstrate the application of the attained knowledge and skills and fulfill the role of technology learning mediator.		
Method of delivery: Contact		
Assessment Methods: Continuous assessment 50%, 1x2 hour written examination 50%		
Module Code: TGNO521 (8)	**Semester 2**	**HEQF-Level: 6**
Title: TECHNOLOGY		
Module Outcomes: After completion of this module, the student should be able to: • demonstrate a basic knowledge of the learning area Technology in the South African School system • demonstrate a comprehensive knowledge of all the three outcomes and assessment standards in the Senior Phase, including structures, systems and control and processing • demonstrate the principles of outcomes-based assessment in the learning area Technology for the Senior Phase • apply the problem-solving and creative approach to the learning area Technology and the unique methodology thereof in the Senior Phase.		
Method of delivery: Contact		
Assessment Methods: Continuous assessment 50%, 1x2 hour written examination 50%		

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