

# **CALENDAR 2012**

FACULTY OF EDUCATION  
SCIENCES  
HONOURS AND  
POSTGRADUATE PROGRAMMES  
BEdHons, MEd & PhD  
**Potchefstroom Campus**

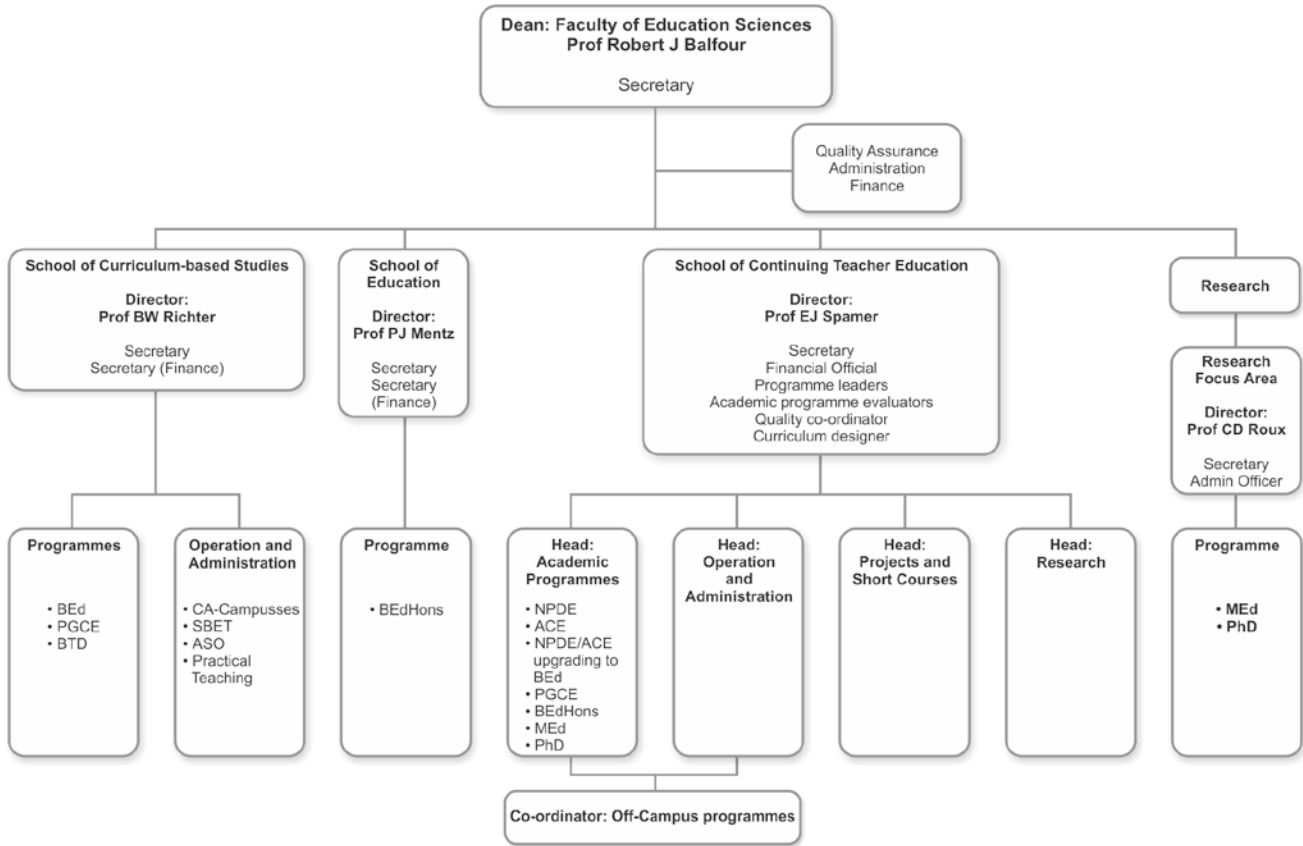
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**PLEASE MENTION YOUR STUDENT NUMBER IN ALL CORRESPONDENCE**

The General Academic Rules of the University, to which all students are to adhere and which apply to all the qualifications offered by the University, appear in a separate publication and are available on the website at:

[http://www.nwu.ac.za/export/sites/default/nwu/gov\\_man/policy/7P-Academic\\_Rules\\_e.pdf](http://www.nwu.ac.za/export/sites/default/nwu/gov_man/policy/7P-Academic_Rules_e.pdf)

**Please note:** While the information in this Calendar has been compiled with the utmost care and accuracy, the Council and the Senate of the University accept no responsibility whatsoever for errors that may appear. Before students make a final selection of modules, it is their responsibility to consult the class timetable regarding possible clashes. Should there be a clash in a student's planned selection, the relevant module combination will not be permitted.



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## Faculty of Education Sciences: Office Bearers

### Executive Dean

Prof RJ Balfour (BA, BAHons, HDE (PGCE), MA, PhD)

### Directors of Schools / Research Unit

#### School for Curriculum-based Studies (SCS)

Prof BW Richter (BA, BAHons, MA, PhD, UED)

#### School of Education (SE)

Prof PJ Mentz (BA, HED (Postgraduate), BEd, MEd, DEd, DTE)

#### School of Continuing Teacher Education (SCTE)

Prof EJ Spamer (BA, HED, BAHons, MA, PhD)

#### Research Focus Area: Teaching-Learning organisations

Prof CD Roux (BA, BAHons, SED, MA, DPhil)

### Administrative Manager

Ms AMC Cloete

### Management Committee of the Faculty

*Chairperson:* Prof RJ Balfour

*Members:*

Prof BW Richter

Prof EJ Spamer

Prof PJ Mentz

Prof CD Roux

Ms JM van Heerden (Financial Officer)

Ms AMC Cloete (*ex officio* – Minuting Secretary)

### Faculty Board

*Chairperson:* Executive Dean

*Members:*

Directors of the schools and Research Focus Area

Faculty representatives in the Campus Senate

Faculty representatives in the Institutional Senate

Research professors of the SCTE, SCS and SE

Programme leaders:

- MEd and PhD
- BEdHons
- BTD
- PGCE (offered on-campus and via distance learning)
- BEd
  - Foundation Phase
  - Intermediate and Senior Phase
  - Senior and Further Education and Training Phase
  - Senior and Further Education and Training Phase (Technology)
  - NPDE/ACE upgrade to BEd
- ACE
- NPDE

Subject-group chairpersons

Head: Academic (SCTE)

Head: Business and Administration (SCTE, SE and SCS)

Head: Projects and Short Courses (SCTE)

Head: Student Support Division

Coordinator: Quality (SCTE)

Student representatives

Representative of the Faculty of Natural Sciences

Administrative Manager (*ex officio* – Minuting Secretary)

### CONTACT DETAILS FOR THE FACULTY

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## **OP.1 FACULTY RULES**

### **OP.1.1 AUTHORITY OF THE GENERAL ACADEMIC RULES**

The faculty rules applicable to the different qualifications, programmes and curricula offered by the Faculty and contained in this faculty calendar are subject to the General Academic Rules of the University, as determined from time to time by the Council of the University on recommendation by the Senate. The faculty rules should therefore be read in conjunction with the General Academic Rules.

### **OP.1.2 FACULTY-SPECIFIC RULES AND REGULATIONS**

Teaching Policy:

The teaching policy of the Faculty of Education Sciences is in accordance with the vision and mission of the North-West University.

Procedures regarding quality assurance in the Faculty (Teaching-Learning Policy and Assessment and Moderation Policy) are available on our webpage at:

- (a) [http://www.nwu.ac.za/export/sites/default/nwu/gov\\_man/policy/8P-TL\\_e.pdf](http://www.nwu.ac.za/export/sites/default/nwu/gov_man/policy/8P-TL_e.pdf)
- (b) [http://www.nwu.ac.za/export/sites/default/nwu/gov\\_man/policy/8P-8.1.7-assessment\\_e.pdf](http://www.nwu.ac.za/export/sites/default/nwu/gov_man/policy/8P-8.1.7-assessment_e.pdf);

Research Policy:

The research policy of the Faculty of Education Sciences is in accordance with the vision and mission of the North-West University. The development of academic scholarship is a priority as is the maintenance of relevant, innovative, leading and focused research to address the challenges faced by education both nationally and internationally.

The webpage for the Research Focus Area of the Faculty of Education Sciences:

<http://www.nwu.ac.za/p-retlo/welc.html>.

#### **OP.1.2.1 Admission requirements**

Requirements for admission to the University are stipulated in General Academic Rules A.6.1 (honours degree), A.7.1 (MEd) and A.8.1 (PhD). Specific requirements are stated in the rules for the various qualifications, programmes and curricula offered by the Faculty of Education Sciences.

#### **OP.1.2.2 Examination opportunities**

The examination opportunities and the relevant rules are determined in accordance with General Academic Rules, A.6.4, A.7.4 and A.8.4.

#### **OP.1.2.3 Calculation of participation marks**

- a) The participation mark for a module is calculated from marks obtained in tests, assignments, practical and/or research assignments. (Refer to General Academic Rule 5.4.3.)
- b) The ratio between theory and practical work for calculation of the participation mark for a module is as explained in the relevant study guide.

#### **OP.1.2.4 Admission to examinations**

- a) Admission to the examination in any module requires proof of participation. (General Academic Rules A.6.4.3, honours degree; A.7.4.3, MEd; and A.8.4.3, PhD.)
- b) Proof of participation, which allows admission to the examination, will only be issued once a student has complied with the requirements for the module concerned to the satisfaction of the school director in consultation with the relevant subject group chairperson/programme leader. The requirements are stipulated in the study guide for the module concerned and under the module outcomes in this calendar.

#### **OP.1.2.5 Pass requirements for modules, curricula and programmes**

- a) General Academic Rules A.6.4.4, A.7.5.5 and A.8.5.5 and all the subparagraphs apply.
- b) The module mark is calculated according to the ratio between the participation mark and the examination mark as set out under the module outcomes in this calendar.
- c) The module mark required for a pass in a module in which examinations are written is 50%.
- d) The subminimum for all modules in which examinations are written is 40% (General Academic Rule 5.4.4.4), unless stated otherwise in the rules of specific programmes and curricula.
- e) Adjustment of the module mark for a first semester module in which an examination was written but not passed may be considered according to the stipulations of General Academic Rule A.5.4.4.2.
- f) General Academic Rule A.5.4.5 stipulates the requirements for passing a module/curriculum/qualification with distinction.
- g) A pass is obtained for a curriculum once all the modules of the programme have been passed individually. (General Academic Rule A.1.16.)

#### **OP.1.2.6 Modules and credits**

- a) Subjects are presented according to modules, to which a certain number of credits are allocated.
- b) Each module has a certain weight, known as a credit (General Academic Rule A1.15).
- c) Modules have a code and a descriptive name, e.g. ABC 611. The meaning of the codes is explained in General Academic Rule A1.39.
- d) Each module is to be passed individually.
- e) **Programme-specific: BEdHons:-** An honours student may only repeat a failed module once. In the event of the student failing more than 25% of the modules in the relevant curriculum the student's studies will be terminated. (General Academic Rule A 6.6.) Each programme stipulates the number of examination opportunities in a module that may be sat or repeated.

#### **OP.1.2.7 Termination of studies**

A student's studies may be terminated in accordance with the stipulations of General Academic Rule A.6.6 (honours degree), A.7.7 (MEd) and A.8.7 (PhD).



**OP.1.2.8****Other rules****Programme-specific rules:****Compulsory certificates**

Students have to be in possession of the required qualifications for admission to study in the BEdHons programme selected.

**OP.1.3****WARNING AGAINST PLAGIARISM**

Assignments are individual tasks and not group activities (unless explicitly indicated as group activities). For further details see:

[http://www.puk.ac.za/opencms/export/PUK/html/beheer-bestuur/beleid-reels/WARNING\\_AGAINST\\_PLAGIARISM.pdf](http://www.puk.ac.za/opencms/export/PUK/html/beheer-bestuur/beleid-reels/WARNING_AGAINST_PLAGIARISM.pdf)

**OP.1.4****CAPACITY STIPULATION**

Please take note that, owing to specific capacity constraints, the University reserves the right to select candidates for admission to certain fields of study. This means that prospective students who comply with the minimum admission requirements may not necessarily be admitted to the course for which they applied.

**OP.1.5****RECOGNITION OF PRIOR LEARNING**

The process for recognition of prior learning is stipulated in General Academic Rules A.1.54, and A.6.1.2.

**OP.1.6****INTERPRETING IN THE FACULTY (BEDHONS)**

The Language Policy of the NWU is available at the following web address: [http://www.nwu.ac.za/export/sites/default/nwu/gov\\_man/policy/2p-2.5-Language\\_e.pdf](http://www.nwu.ac.za/export/sites/default/nwu/gov_man/policy/2p-2.5-Language_e.pdf)

**Programme specific:** Generally BEdHons programmes are offered in Afrikaans and English on the Potchefstroom Campus. Examination papers are set in Afrikaans and English, and students may answer in either Afrikaans or English. Following any of the BEdHons programmes requires a functional level of proficiency in the language (Afrikaans or English) the student chooses to use. The programme in Afrikaanse Taalonderwys is offered in Afrikaans only, and the programmes English Language Education and Educational Training and Development are offered in English only.

**OP.1.7 SCHOOLS IN THE FACULTY**

School	Subject Group
School for Curriculum-based Studies	<ul style="list-style-type: none"> <li>○ African Languages for Education</li> <li>○ Afrikaans for Education</li> <li>○ Economic and Management Sciences for Education</li> <li>○ English for Education</li> <li>○ Creative Arts for Education</li> <li>○ Natural Sciences for Education</li> <li>○ Training and Development</li> <li>○ Computer Science Education</li> <li>○ Social Sciences and Environmental Education</li> <li>○ Technology Education</li> <li>○ Mathematics Education</li> </ul>
School of Education	<ul style="list-style-type: none"> <li>○ Comparative Education and Teaching Theory</li> <li>○ Curriculum Studies</li> <li>○ Educational Psychology and Learner Support</li> <li>○ Education Management and Leadership</li> <li>○ Education Law</li> <li>○ Foundation Phase</li> <li>○ Life Orientation</li> <li>○ Movement Science</li> </ul>
School for Continuing Teacher Education	<ul style="list-style-type: none"> <li>○ Curriculum Studies</li> <li>○ Education Law</li> <li>○ Education Management, Systems and Leadership</li> <li>○ Foundation Phase Education</li> <li>○ Languages for Education</li> <li>○ Learner Support for Education</li> <li>○ Life Orientation and Movement Science Education</li> <li>○ Mathematics and Mathematical Literacy Education</li> <li>○ Social Sciences for Education</li> <li>○ Technology and Computer Science Education</li> </ul>

**OP.1.8**

**QUALIFICATIONS, PROGRAMMES AND CURRICULA**

The University has the authority to confer the following degrees, certificates and diplomas offered by the Faculty of Education Sciences:

- Advanced Certificate in Education (ACE)
- National Professional Diploma in Education (NPDE)
- Bachelor of Education (BEd)
- Postgraduate Certificate in Education (PGCE)
- Bachelor of Education (Honours) (BEdHons)
- Master of Education (MEd)
- Doctor of Philosophy (PhD)

<b>HONOURS DEGREE</b>				
<b>Qualification</b>	<b>Programme and code</b>	<b>Curriculum and code</b>	<b>Method of delivery</b>	<b>NQF level</b>
<b>Honneurs Baccalaureus Educationis (BEdHons)</b>	Afrikaanse Taalonderwys 464 138 (Only offered in Afrikaans)	Afrikaanse Taalonderwys: O601P (Only offered in Afrikaans)	Full-time Part-time	7
	Computer Science Education 464 139	Computer Science Education: O602P	Full-time Part-time	7
	Curriculum Studies 464 120	Curriculum Studies: O603P	Full-time Part-time ODL	7
	Teaching and Learning 464 120	Teaching and Learning O601P	ODL	7
	Education, Management, Law and Systems 464 121	Education, Management, Law and Systems O605P	Full-time Part-time ODL	7
	Educational Training and Development 464 143	Educational training and Development: O606P	Part-time	7
	Educational Psychology 464 122	Educational Psychology O607P	Full-time Part-time	7
	English Language Education 464 145	English Language Education O608P	Full-time Part-time	7
	Geography Education 464 147	Education in Geography Education O610P	Full-time Part-time	7
	Learner Support 464 148	Education in Learner Support O611P	Full-time Part-time ODL	7
	Life Sciences Education 464 149	Life Sciences Education O612P	Full-time Part-time	7
	Mathematics Education 464 150	Mathematics Education O613P	Full-time Part-time ODL	7
	Movement Education 464 151	Movement Education O614P	Full-time Part-time	7
	Physical Sciences Education 464 152	Physical Sciences Education O615P	Full-time Part-time	7
	Technology Education 464 133	Technology Education O617P	Full-time Part-time	7

<b>MASTERS DEGREE</b>				
<b>Qualification</b>	<b>Programme and code</b>	<b>Curriculum and code</b>	<b>Method of delivery</b>	<b>NQF level</b>
<b>Magister Educationis (MEd)</b>	Curriculum Development 403 116	Curriculum Development O815P	Full-time Part-time	8
	Natural Sciences Education 403 121	Natural Sciences Education: O802P	Full-time Part-time	8
	Education Management: 403 122	Education Management: O803P	Full-time Part-time	8
	Education Law: 403 123	Education Law: O804P	Full-time Part-time	8
	Educational Psychology: 403 124	Educational Psychology: O805P	Full-time Part-time	8
	Comparative Education: 403 125	Comparative Education: O806P	Full-time Part-time	8
	Mathematics Education: 403 126	Mathematics Education: O807P	Full-time Part-time	8
	Learner Support: 403 127	Learner Support: O808P	Full-time Part-time	8
	Philosophy of Education: 403 129	Philosophy of Education: O810P	Full-time Part-time	8
	Movement Education: 403 130	Movement Education: O811P	Full time Part-time	8
	Computer Science Education: 403 131	Computer Science Education: O812P	Full-time Part-time	8
<b>DOCTORAL DEGREE</b>				
<b>Philosophiae Doctor (PhD)</b>	Natural Sciences Education: 404 111	Natural Sciences Education: O902P	Full-time Part-time	9
	Educational Management: 404 112	Educational Management: O903P	Full-time Part-time	9
	Education Law: 404 113	Education Law: O904P	Full-time Part-time	9
	Educational Psychology: 404 114	Educational Psychology: O905P	Full-time Part-time	9
	Comparative Education: 404 115	Comparative Education: O906P	Full-time Part-time	9
	Mathematics Education: 404 116	Mathematics Education: O907P	Full-time Part-time	9
	Learner Support: 404 117	Learner Support: O908P	Full-time Part-time	9
	Philosophy of Education: 404 119	Philosophy of Education: O910P	Full-time Part-time	9
	Movement Education: 404 120	Movement Education: O911P	Full-time Part-time	9
	Computer Science Teaching: 404 121	Computer Science Teaching: O912P	Full-time Part-time	9
	Training and Development: 404 122	Training and Development: O913P	Full-time Part-time	9
	Curriculum Development Innovation and Evaluation 404 130	Curriculum Development Innovation and Evaluation O914P	Full-time Part-time	9

## **OP.1.9 RULES FOR THE HONOURS BACCALAUREUS EDUCATIONIS DEGREE (BEDHONS)**

### **METHOD OF PRESENTATION:**

Full-time

Part-time

ODL (*Refer ODL Calendar 2012*)

- This qualification can be obtained in one of the specialisations and programmes described in (OP.1.9. 3) and can be enrolled for on a full-time or part-time basis.
- A full-time student means a learner for whom study is his / her main activity (according to A.1.31).
- The rules for BEdHons must be read together with the general academic rules of the university, which are available on the Internet at: <http://www.nwu.ac.za>

### **OP.1.9.1 Duration (minimum and maximum duration)**

The minimum duration of the studies for this degree is one (1) year and the maximum duration for completing the degree is three (3) years.

### **OP.1.9.2 Admission requirements for the qualification**

Admission to this qualification takes place according to the general rules (A.6) of the university. In particular the following admission requirements are valid for the BEdHons degree.

**OP.1.9.3****Programme: BEdHons****PROGRAMME: AFRIKAANS TAALONDERWYS (Programme code: 464 138)**

**Note:** *This programme is only offered through medium of Afrikaans; hence, full details appear in the Afrikaans Calendar.*

**Faculty Specific Rules for Programme**

Learners who wish to follow the curriculum in Afrikaanse Taalonderwys should see the Afrikaans Calendar for the specific admission requirements for this curriculum.

**Programme structure****Full-time: Afrikaanse Taalonderwys (Curriculum code: O601P)**

<b>Year 1</b>	
<b>First semester</b>	
<b>Module code</b>	<b>Cr</b>
FOER 611	16
RSPR 671 (*1)	8
TOAF 612	16
TOAF 671 (*2)	12
AFLG 671 (*2)	12
BAHons-keusemodule (*2)	12
<b>Total 1<sup>st</sup> semester</b>	<b>76</b>
<b>Year 1</b>	
<b>Second semester</b>	
<b>Module code</b>	<b>Cr</b>
TOAF 671 (*2)	12
RSPR 671 (*1)	24
AFLG 671 (*2)	12
BAHons-keusemodule	12
<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>
<b>Total year 1</b>	<b>136</b>

(\*1) 32-credit module presented across both semesters

(\*2) 24-credit module presented across both semesters

Part-time: Afrikaanse Taalonderwys (Curriculum code: O601P )

Year 1		Year 2	
First semester		First semester	
Module code	Cr	Module code	Cr
FOER 611	16	RSPR 671 (*1)	8
AFLG 671 (*2)	12	TOAF 612	16
BAHons-Keusemodule (*2)	12	TOAF 671 (*2)	12
<b>Total 1<sup>st</sup> semester</b>	<b>40</b>	<b>Total 1<sup>st</sup> semester</b>	<b>36</b>
Year 1		Year 2	
Second semester		Second semester	
Module code	Cr	Module code	Cr
AFLG 671 (*2)	12	RSPR 671 (*1)	24
BAHons-Keusemodule (*2)	12	TOAF 671 (*2)	12
<b>Total 2<sup>nd</sup> semester</b>	<b>24</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>36</b>
<b>Total year 1</b>	<b>64</b>	<b>Total year 2</b>	<b>72</b>

(\*1) 32-credit module presented across both semesters

(\*2) 24-credit module presented across both semesters

Lys van Hons. B.A.-keusemodules (24 Krediete elk) waarvan een gekies moet word:

AFLL 671	Afrikaanse Poësie: Poësie en interteks
AFLL 672	Afrikaans verhalende tekste
AFLL 673	Van dramateks tot opvoering: 'n studie van die drama- en teaterwetenskap
AFLL 675	Afrikaanse en Nederlandse kinder-en jeugliteratuur
AFLW 672	Narratologie : roman en film

**PROGRAMME: Computer Science Education (Programme code: 464 139)**

**Faculty Specific Rules for Programme**

Learners who want to register for the programme in Computer Science Education must already be in possession of:

- a B.Ed. degree with Computer Science or Information Technology or Computer Application Technology at third year undergraduate level or
- any other Bachelor's degree with Computer Science or Information Technology at second year undergraduate level, as well as a PGCE or equivalent professional qualification

**Programme structure**

**Full-time: Computer Science Education (Curriculum code: O602P)**

<b>Year 1</b>	
<b>First semester</b>	
<b>Module code</b>	<b>Cr</b>
FOER 611	16
RSPR 671 (*1)	16
TLAS 612	16
CUDE 611	16
<b>One of:</b>	
CSIE 611 ( <i>Elective</i> )	16
CSIE 612 ( <i>Elective</i> )	16
<b>Total 1<sup>st</sup> semester</b>	<b>80</b>
<b>Year 1</b>	
<b>Second semester</b>	
<b>Module code</b>	<b>Cr</b>
RSPR 671 (*1)	16
CSIE 624	16
<b>One of:</b>	
CSIE 625 ( <i>Elective</i> )	16
CSIE 626 ( <i>Elective</i> )	16
<b>Total 2<sup>nd</sup> semester</b>	<b>48</b>
<b>Total year 1</b>	<b>128</b>

(\*1) 32-credit module presented across both semesters

(\*2) 24-credit module presented across both semesters



**Part-time: Computer Science Education (Curriculum code: O602P)**

Year 1		Year 2	
First semester		First semester	
Module code	Cr	Module code	Cr
FOER 611	16	RSPR 671 (*1)	16
TLAS 612	16	CUDE 611	16
<b>One of:</b>			
CSIE 611 ( <i>Elective</i> )	16		
CSIE 612 ( <i>Elective</i> )	16		
<b>Total 1<sup>st</sup> semester</b>	<b>48</b>	<b>Total 1<sup>st</sup> semester</b>	<b>32</b>
Year 1		Year 2	
Second semester		Second semester	
Module code	Cr	Module code	Cr
CSIE 624	16	RSPR 671 (*1)	16
		<b>One of:</b>	
		CSIE 625 ( <i>Elective</i> )	16
		CSIE 626 ( <i>Elective</i> )	16
<b>Total 2<sup>nd</sup> semester</b>	<b>16</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>32</b>
<b>Total year 1</b>	<b>80</b>	<b>Total year 2</b>	<b>48</b>

(\*1) 32-credit module presented across both semesters

(\*2) 24-credit module presented across both semesters

**Note:** CSIE 611 is a prerequisite for CSIE 624 and CSIE 625  
 CSIE 612 is a prerequisite for CSIE 624 and CSIE 625

**PROGRAMME: Curriculum Studies (Programme code: 464 140)**

**Faculty Specific Rules for Programme**

See OP.1.2.1 – Admission Requirements

**Programme structure**

**Full-Time: Curriculum Studies (Curriculum code: O603P)**

<b>Year 1</b>	
<b>First semester</b>	
<b>Module code</b>	<b>Cr</b>
FOER 611	16
RSPR 671 (*1)	16
CUDE 611	16
CLIN 611	16
TLAS 612	16
<b>One of:</b>	
ISCS 611 ( <i>Elective</i> )	8
ELEA 611 ( <i>Elective</i> )	8
<b>Total 1<sup>st</sup> semester</b>	<b>88</b>
<b>Year 1</b>	
<b>Second semester</b>	
<b>Module code</b>	<b>Cr</b>
RSPR 671 (*1)	16
TSCU 621	16
<b>One of:</b>	
INME 621 ( <i>Elective</i> )	8
SLAD 621 ( <i>Elective</i> )	8
<b>Total 2<sup>nd</sup> semester</b>	<b>40</b>
<b>Total year 1</b>	<b>128</b>

(\*1) 32-credit module presented across both semesters

**Part-Time/ ODL: Curriculum Studies (Curriculum code: O603P)**

Year 1		Year 2	
First semester		First semester	
Module code	Cr	Module code	Cr
FOER 611	16	TLAS 612	16
CUDE 611	16	RSPR 671 (*1)	16
CLIN 611	16	<b>One of:</b>	
		ISCS 611 ( <i>Elective</i> )	8
		ELEA 611 ( <i>Elective</i> )	8
<b>Total 1<sup>st</sup> semester</b>	<b>48</b>	<b>Total 1<sup>st</sup> semester</b>	<b>40</b>
Year 1		Year 2	
Second semester		Second semester	
Module code	Cr	Module code	Cr
TSCU 621	16	RSPR 671 (*1)	16
<b>One of:</b>			
INME 621 ( <i>Elective</i> )	8		
SLAD 621 ( <i>Elective</i> )	8		
<b>Total 2<sup>nd</sup> semester</b>	<b>24</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>16</b>
<b>Total year 1</b>	<b>64</b>	<b>Total year 2</b>	<b>64</b>

(\*1) 32-credit module presented across both semesters

**PROGRAMME: Education Management; Law and Systems**  
**(Programme code:464 121)**

**Faculty Specific Rules for Programme**

See OP.1.2.1 – Admission Requirements

**Programme structure**

**Full Time: Education Management, Law and Systems**  
**(Curriculum code: O605P)**

<b>Year 1</b>	
<b>First semester</b>	
<b>Module code</b>	<b>Cr</b>
FOER 611	16
RSPR 671 (*1)	16
EMLO 611	16
ONWR 611	16
<b>Total 1<sup>st</sup> semester</b>	<b>64</b>
<b>Year 1</b>	
<b>Second semester</b>	
<b>Module code</b>	<b>Cr</b>
RSPR 671 (*1)	16
VGLO 624	16
<b><u>Chose two of the following modules in accordance with the RSPR 671 research focus</u></b>	
ONWB 624 ( <i>Elective</i> )	16
ONWB 625 ( <i>Elective</i> )	16
ONWR 624 ( <i>Elective</i> )	16
ONWR 625 ( <i>Elective</i> )	16
VGLO 622 ( <i>Elective</i> )	16
VGLO 623 ( <i>Elective</i> )	16
<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year level 1</b>	<b>128</b>

(\*1) 32-credit module presented across both semesters

**Part-Time/ODL: Education Management, Law and Systems  
(Curriculum code: O605P)**

Year 1		Year 2	
First semester		First semester	
Module code	Cr	Module code	Cr
FOER 611	16	RSPR 671 (*1)	16
EMLO 611	16		
ONWR 611	16		
<b>Total 1<sup>st</sup> semester</b>	<b>48</b>	<b>Total 1<sup>st</sup> semester</b>	<b>16</b>
Year 1		Year 2	
Second semester		Second semester	
Module code	Cr	Module code	Cr
VGLO 624	16	RSPR 671 (*1)	16
<b><i>Chose two of the following modules in accordance with the RSPR 671 research focus</i></b>			
ONWB 624 <i>(Elective)</i>	16		
ONWB 625 <i>(Elective)</i>	16		
ONWR 624 <i>(Elective)</i>	16		
ONWR 625 <i>(Elective)</i>	16		
VGLO 622 <i>(Elective)</i>	16		
VGLO 623 <i>(Elective)</i>	16		
<b>Total 2<sup>nd</sup> semester</b>	<b>48</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>16</b>
<b>Total year 1</b>	<b>96</b>	<b>Total year 2</b>	<b>32</b>

(\*1) 32-credit module presented across both semesters

**PROGRAMME: Educational Psychology (Programme code: 464 122)**

**Faculty Specific Rules for Programme**

Learners who wish to follow the curriculum in Educational Psychology

- should already have passed Psychology at third year undergraduate level, and
- are subject to screening.

**Programme structure**

**Full-Time: Educational Psychology (Curriculum code: O607P)**

<b>Year 1</b>	
<b>First semester</b>	
<b>Module code</b>	<b>Cr</b>
FOER 611	16
RSPR 671 (*1)	8
EPSY 611	16
EPSY 612	16
EPSY 613	20
<b>Total 1<sup>st</sup> semester</b>	<b>76</b>
<b>Year 1</b>	
<b>Second semester</b>	
<b>Module code</b>	<b>Cr</b>
RSPR 671 (*1)	24
EPSY 621	16
EPSY 622	16
EPSY 623	20
<b>Total 2<sup>nd</sup> semester</b>	<b>76</b>
<b>Total year 1</b>	<b>152</b>

(\*1) 32-credit module presented across both semesters

**Part Time: Educational Psychology (Curriculum code: O607P)**

<b>Year 1</b>		<b>Year 2</b>	
<b>First semester</b>		<b>First semester</b>	
<b>Module code</b>	<b>Cr</b>	<b>Module code</b>	<b>Cr</b>
FOER 611	16	RSPR 671 (*1)	16
EPSY 611	16	EPSY 612	16
		EPSY 613	20
<b>Total 1<sup>st</sup> semester</b>	<b>32</b>		<b>52</b>
<b>Year 1</b>		<b>Year 2</b>	
<b>Second semester</b>		<b>Second semester</b>	
<b>Module code</b>	<b>Cr</b>	<b>Module code</b>	<b>Cr</b>
EPSY 621	16	RSPR 671 (*1)	16
EPSY 622	16	EPSY 623	20
<b>Total 2<sup>nd</sup> semester</b>	<b>32</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>36</b>
<b>Total year 1</b>	<b>64</b>	<b>Total year 2</b>	<b>88</b>

(\*1) 32-credit module presented across three semesters

**PROGRAMME: English Language Education (Programme code: 464 145)**

**Faculty Specific Rules for Programme**

For learners who wish to register for the curriculum in English

**Language Teaching**

- B.Ed. degree with either English at third year undergraduate level; or
- BA degree with English at third year undergraduate level and a PGCE or equivalent professional qualification;
- All candidates must have an appropriate command of (academic) language skills. Standardised tests may be required for this purpose.
- Mode of delivery: full time and part time on Friday afternoons.

**Programme structure**

**Full Time: English Language Education (Curriculum code: O608P)**

<b>Year 1</b>	
<b>First semester</b>	
<b>Module code</b>	<b>Cr</b>
FOER 611	16
RSPR 671 (*1)	16
LTCA 671 (*2)	12
ENLG 679 (*2)	12
LTLL 611	16
<b>Total 1<sup>st</sup> semester</b>	<b>72</b>
<b>Year 1</b>	
<b>Second semester</b>	
<b>Module code</b>	<b>Cr</b>
RSPR 671 (*1)	16
LTFR 621	16
LTCA 671 (*2)	12
ENLG 679 (*2)	12
<b>Total 2<sup>nd</sup> semester</b>	<b>56</b>
<b>Total year 1</b>	<b>128</b>

(\*1) 32-credit module presented in the course of both semesters

(\*2) 24-credit module presented in the course of both semesters



**Part-Time: English Language Education (Curriculum code: O608P)**

Year 1		Year 2	
First semester		First semester	
Module code	Cr	Module code	Cr
FOER 611	16	RSPR 671 (*1)	16
ENLG 679 (*2)	12	LTLL 611	16
		LTCA 671 (*2)	12
<b>Total 1<sup>st</sup> semester</b>	<b>28</b>	<b>Total 1<sup>st</sup> semester</b>	<b>44</b>
Year 1		Year 2	
Second semester		Second semester	
Module code	Cr	Module code	Cr
ENLG 679 (*2)	12	RSPR 671 (*1)	16
LTFR 621	16	LTCA 671 (*2)	12
<b>Total 2<sup>nd</sup> semester</b>	<b>28</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>28</b>
<b>Total year 1</b>	<b>56</b>	<b>Total year 2</b>	<b>72</b>

(\*1) 32-credit module presented in the course of both semesters

(\*2) 24-credit module presented in the course of both semesters

**PROGRAMME: Geography Education (Programme code: 464 147)**

**Faculty Specific Rules for Programme**

This programme is offered by the Faculty of Education Sciences in combination with the Faculty of Natural Sciences. The modules OMBO 613 and OMBE 621 (old OMBO 622 & OMBO 623) are offered at the School of Environmental Sciences and Development of the Faculty of Natural Sciences and students must therefore adhere to timetable needs of both faculties.

**Programme structure**

**Full-Time: Geography Education (Curriculum code: O610P)**

<b>Year 1</b>	
<b>First semester</b>	
<b>Module code</b>	<b>Cr</b>
FOER 611	16
RSPR 671 (*1)	16
EDTM 616	16
OMBO 613 / OMBO 614* or CUDE 611	16
<b>Total 1<sup>st</sup> semester</b>	<b>64</b>
<b>Year 1</b>	
<b>Second semester</b>	
<b>Module code</b>	<b>Cr</b>
RSPR 671 (*1)	16
GEOE 621	16
GEOE 622	16
* OMBE 621 or TSCU 621	16
<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year 1</b>	<b>128</b>

(\*1) 32-credit module presented across both semesters

**Take note:** \* OMBE 621 = Old OMBO 622 & OMBO 623

**Part-Time: Geography Education (Curriculum code: O610P)**

Year 1		Year 2	
First semester		First semester	
Module code	Cr	Module code	Cr
FOER 611	16	RSPR 671 (*1)	16
EDTM 616	16	CUDE 611	16
<b>Total 1<sup>st</sup> semester</b>	<b>32</b>	<b>Total 1<sup>st</sup> semester</b>	<b>32</b>
Year 1		Year 2	
Second semester		Second semester	
Module code	Cr	Module code	Cr
GEOE 621	16	RSPR 671 (*1)	16
TSCU 621	16	GEOE 622	16
<b>Total 2<sup>nd</sup> semester</b>	<b>32</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>32</b>
<b>Total year 1</b>	<b>64</b>	<b>Total year 2</b>	<b>64</b>

(\*1) 32-credit module presented across both semesters

**PROGRAMME: Learner Support (Programme code: 464 148)**

**Important Note:** *This programme includes a component of Life Orientation*

**Faculty Specific Rules for Programme**

See OP.1.2.1 – Admission Requirements

**Programme structure**

**Full Time: Learner Support (Curriculum code: O611P)**

<b>Year 1</b>	
<b>First semester</b>	
<b>Module code</b>	<b>Cr</b>
FOER 611	16
RSPR 671 (*1)	8
CEPS 612	8
LORE 671	16
APLS 673	16
<b>Total 1<sup>st</sup> semester</b>	<b>64</b>
<b>Year 1</b>	
<b>Second semester</b>	
<b>Module code</b>	<b>Cr</b>
RSPR 671 (*1)	24
FLCE 621	8
LORE 671	16
APLS 673	16
<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year 1</b>	<b>128</b>

(\*1) 32-credit module presented across both semesters

**Part Time/ODL : Learner Support (Curriculum code: O611P)**

Year 1		Year 2	
First semester		First semester	
Module code	Cr	Module code	Cr
FOER 611	16	RSPR 671 (*1)	16
LORE 671	16	CEPS 612	8
		APLS 673	16
<b>Total 1<sup>st</sup> semester</b>	<b>32</b>	<b>Total 1<sup>st</sup> semester</b>	<b>40</b>
Year 1		Year 2	
Second semester		Second semester	
Module code	Cr	Module code	Cr
FLCE 621	8	RSPR 671 (*1)	16
LORE 671	16	APLS 673	16
<b>Total 2<sup>nd</sup> semester</b>	<b>24</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>32</b>
<b>Total year 1</b>	<b>56</b>	<b>Total year 2</b>	<b>72</b>

(\*1) 32-credit module presented across both semesters

**PROGRAMME: Life Sciences Education (Programme code: 464 149)**

**Faculty Specific Rules for Programme**

Students must have Biology/ Life Sciences as specialisation in a previous degree/ diploma.

**Programme structure**

**Full-Time: Life Sciences Education (Curriculum code: O612P)**

<b>Year 1</b>	
<b>First semester</b>	
<b>Module code</b>	<b>Cr</b>
FOER 611	16
RSPR 671 (*1)	8
TLAS 612	16
CUDE 611	16
OMSB 611	16
<b>Total 1<sup>st</sup> semester</b>	<b>72</b>
<b>Year 1</b>	
<b>Second semester</b>	
<b>Module code</b>	<b>Cr</b>
RSPR 671 (*1)	24
LIFE 621	16
LIFE 622	16
<b>Total 2<sup>nd</sup> semester</b>	<b>56</b>
<b>Total year level 1</b>	<b>128</b>

(\*1) 32-credit module presented across both semesters

**Part Time: Life Sciences Education (Curriculum code: O612P)**

Year 1		Year 2	
First semester		First semester	
Module code	Cr	Module code	Cr
FOER 611	16	RSPR 671 (*1)	8
TLAS 612	16	OMSB 611	16
		CUDE 611	16
<b>Total 1<sup>st</sup> semester</b>	<b>32</b>	<b>Total 1<sup>st</sup> semester</b>	<b>40</b>
Year 1		Year 2	
Second semester		Second semester	
Module code	Cr	Module code	Cr
LIFE 621	16	RSPR 671 (*1)	24
LIFE 622	16		
<b>Total 2<sup>nd</sup> semester</b>	<b>32</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>24</b>
<b>Total year 1</b>	<b>64</b>	<b>Total year 2</b>	<b>64</b>

(\*1) 32-credit module presented across both semesters

## **PROGRAMME: Mathematics Education (Programme code: 464 150)**

### **Faculty Specific Rules for Programme**

- Learners who wish to enroll for the programme in Mathematics Education have to have completed higher education study in Mathematics at least, at first-year university level or second-year teacher college level or;
- have to have completed an ACE qualification, specialising in Mathematics or Mathematical Literacy and have to comply with the above requirement regarding Higher Education study in Mathematics.

### **Programme structure**

#### **Full-Time: Mathematics Education (Curriculum code: O613P)**

<b>Year 1</b>	
<b>First semester</b>	
<b>Module code</b>	<b>Cr</b>
FOER 611	16
RSPR 671 (*1)	16
CUDE 611	16
MATE 671 (*1)	16
<b>Total 1<sup>st</sup> semester</b>	<b>64</b>
<b>Year 1</b>	
<b>Second semester</b>	
<b>Module code</b>	<b>Cr</b>
RSPR 671 (*1)	16
MATE 671 (*1)	16
MATD 621	16
MATD 622	16
<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year 1</b>	<b>128</b>

(\*1) 32-credit module presented across both semesters



**Part-Time/ODL: Mathematics Education (Curriculum code: O613P)**

<b>Year 1</b>		<b>Year 2</b>	
<b>First semester</b>		<b>First semester</b>	
<b>Module code</b>	<b>Cr</b>	<b>Module code</b>	<b>Cr</b>
FOER 611	16	RSPR 671 (*1)	16
CUDE 611	16	MATE 671 (*1)	16
<b>Total 1<sup>st</sup> semester</b>	<b>32</b>	<b>Total 1<sup>st</sup> semester</b>	<b>32</b>
<b>Year 1</b>		<b>Year 2</b>	
<b>Second semester</b>		<b>Second semester</b>	
<b>Module code</b>	<b>Cr</b>	<b>Module code</b>	<b>Cr</b>
MATD 621	16	RSPR 671 (*1)	16
MATD 622	16	MATE 671 (*1)	16
<b>Total 2<sup>nd</sup> semester</b>	<b>32</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>32</b>
<b>Total year 1</b>	<b>64</b>	<b>Total year 2</b>	<b>64</b>

(\*1) 32-credit module presented across both semesters

**PROGRAMME: Movement Education (Programme code: 464 151)**

**Faculty Specific Rules for Programme**

Human Movement Sciences at third year undergraduate level is a strong recommendation for learners who want to register for the programme in Movement Education.

**Programme structure**

**Full-Time: Movement Education (Curriculum code: O614P)**

<b>Year 1</b>	
<b>First semester</b>	
<b>Module code</b>	<b>Cr</b>
FOER 611	16
RSPR 671 (*1)	16
BWOS 611	16
BWOS 612	16
<b>Total 1<sup>st</sup> semester</b>	<b>64</b>
<b>Year 1</b>	
<b>Second semester</b>	
<b>Module code</b>	<b>Cr</b>
RSPR 671 (*1)	16
BWOS 621	16
BWOS 623	16
BWOS 624	16
<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year 1</b>	<b>128</b>

(\*1) 32-credit module presented across both semesters

**Part Time: Movement Education (Curriculum code: O614P)**

Year 1		Year 2	
First semester		First semester	
Module code	Cr	Module code	Cr
FOER 611	16	RSPR 671 (*1)	16
BWOS 611	16	BWOS 612	16
<b>Total 1<sup>st</sup> semester</b>	<b>32</b>	<b>Total 1<sup>st</sup> semester</b>	<b>32</b>
Year 1		Year 2	
Second semester		Second semester	
Module code	Cr	Module code	Cr
BWOS 623	16	RSPR 671 (*1)	16
		BWOS 621	16
		BWOS 624	16
<b>Total 2<sup>nd</sup> semester</b>	<b>16</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>48</b>
<b>Total year 1</b>	<b>48</b>	<b>Total year 2</b>	<b>80</b>

(\*1) 32-credit module presented across both semesters

## **PROGRAMME: Physical Sciences Education (Programme code: 464 152)**

### **Faculty Specific Rules for Program**

Learners who wish to register for the programme in physical sciences education should be in possession of

- a Bachelor of Education (BEd) degree with physical sciences (chemistry and physics) at third year level and an average of at least 60% for all modules included in the degree; or
- a Baccalaureus Scientiae (BSc) degree or equivalent first degree with chemistry and physics – one of which should be at least on second year level. Additionally, learners should have an average of at least 60% for the Postgraduate Certificate in Education (PGCE) or an equivalent education qualification; or
- an Advanced Certificate in Education (ACE) with specialisation in science (physical science) and an average of at least 60% for all modules included in the certificate.

### **Programme structure**

#### **Full-Time: Physical Sciences Education (Curriculum code: O615P)**

<b>Year 1</b>	
<b>First semester</b>	
<b>Module code</b>	<b>Cr</b>
FOER 611	16
RSPR 671 (*1)	8
TLAS 612	16
CUDE 611	16
PHSE 611	8
PHSE 612	8
<b>Total 1<sup>st</sup> semester</b>	<b>72</b>
<b>Year 1</b>	
<b>Second semester</b>	
<b>Module code</b>	<b>Cr</b>
RSPR 671 (*1)	24
PHSE 621	16
PHSE 622	16
<b>Total 2<sup>nd</sup> semester</b>	<b>56</b>
<b>Total year 1</b>	<b>128</b>

(\*1) 32-credit module presented across both semesters

**Part Time: Physical Sciences Education (Curriculum code: O615P)**

Year 1		Year 2	
First semester		First semester	
Module code	Cr	Module code	Cr
FOER 611	16	RSPR 671 (*1)	16
TLAS 612	16	CUDE 611	16
PHSE 612	8	PHSE 611	8
<b>Total 1<sup>st</sup> semester</b>	<b>40</b>	<b>Total 1<sup>st</sup> semester</b>	<b>40</b>
Year 1		Year 2	
Second semester		Second semester	
Module code	Cr	Module code	Cr
PHSE 622	16	RSPR 671 (*1)	16
		PHSE 621	16
<b>Total 2<sup>nd</sup> semester</b>	<b>16</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>32</b>
<b>Total year 1</b>	<b>56</b>	<b>Total year 2</b>	<b>72</b>

(\*1) 32-credit module presented across three semesters

**PROGRAMME: Technology Education (Programme code: 464 133)**

**Faculty Specific Rules for Programme**

See OP.1.2.1 – Admission Requirements

**Programme structure**

**Full-Time: Technology Education (Curriculum code:O617P)**

<b>Year 1</b>	
<b>First semester</b>	
<b>Module code</b>	<b>Cr</b>
FOER 611	16
RSPR 671 (*1)	16
CUDE 611	16
TLAS 612	16
TECE 611	16
<b>Total 1<sup>st</sup> semester</b>	<b>80</b>
<b>Year 1</b>	
<b>Second semester</b>	
<b>Module code</b>	<b>Cr</b>
RSPR 671 (*1)	16
TECE 621	16
TECE 622	16
<b>Total 2<sup>nd</sup> semester</b>	<b>48</b>
<b>Total year 1</b>	<b>128</b>

(\*1) 32-credit module presented across both semesters

**Part Time: Technology Education (Curriculum code: O617P)**

Year 1		Year 2	
First semester		First semester	
Module code	Cr	Module code	Cr
FOER 611	16	RSPR 671 (*1)	8
CUDE 611	16	TLAS 612	16
		TECE 611	16
<b>Total 1<sup>st</sup> semester</b>	<b>32</b>	<b>Total 1<sup>st</sup> semester</b>	<b>40</b>
Year 1		Year level 2	
Second semester		Second semester	
Module code	Cr	Module code	Cr
TECE 621	16	RSPR 671 (*1)	24
TECE 622	16		
<b>Total 2<sup>nd</sup> semester</b>	<b>32</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>24</b>
<b>Total year 1</b>	<b>64</b>	<b>Total year level 2</b>	<b>64</b>

(\*1) 32-credit module presented across both semesters

## PROGRAMME: Educational Training and Development

(Programme code: 464 143)

### Faculty Specific Rules for Programme

The programme in Educational Training and Development is aimed at persons finding themselves in a training, ETD or HRD environment outside the formal school education sector. As such, this curriculum is not accessible to full-time, in-service teacher educators.

**Note:** This programme is NOT accredited for school education purposes.

### Programme structure

#### Part Time: Educational Training and Development (Curriculum code: O606P)

Year 1		Year 2	
First semester		First semester	
Module code	Cr	Module code	Cr
FOER 611	16	RSPR 671 (*1)	16
OPLN 612	16	OPLN 613	16
<b>Total 1<sup>st</sup> semester</b>	<b>32</b>	<b>Total 1<sup>st</sup> semester</b>	<b>32</b>
Year 1		Year 2	
Second semester		Second semester	
Module code	Cr	Module code	Cr
OPLN 626	16	RSPR 671 (*1)	16
OPLN 627	16	OPLN 628	16
<b>Total 2<sup>nd</sup> semester</b>	<b>32</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>32</b>
<b>Total year 1</b>	<b>64</b>	<b>Total year 2</b>	<b>64</b>

(\*1) 32-credit module presented across both semesters



### OP.1.9.3.1 List of modules

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

- Students follow the module Foundations of Education Research (FOER 611) in their first semester of study.
- Students execute the Research Project (RSPR 671) concurrently with FOER 611 after completion of the latter (as indicated in each programme).
- Students execute their Research Project (RSPR 671) in the field of study they enrolled for under supervision of a member of the relevant subject group.

Module code	Descriptive name	Prerequisites	Credits
<b>FUNDAMENT MODULES</b>			
FOER 611	Foundations of Education Research		16
RSPR 671	Research Project		32
<b>CORE MODULES</b>			
AFLG 671	Verpligte module van SKT (Hons. B.A.-keusemodule) see OP. 1.8		12
APLS 673	Applied Learning Support		32
BWOS 611	Exercise Science		16
BWOS 612	Motor learning and development		16
BWOS 621	Talent identification and talent development		16
BWOS 623	Movement Education and Education Law		16
BWOS 624	Sport and Movement Education management		16
CEPS 612	Community Educational Psychology		8
CLIN 611	Classroom Instruction		16
CSIE 624	Computer Science: knowledge for education		16
CUDE 611	Curriculum Development		16
EDTM 616	Introduction to Environmental Education		16
EMLO 611	Education Management and Organisations		16
ENLG 679	Applied Language Studies		24
EPSY 611	Individual Counselling, Ethics & Law		16
EPSY 612	Psychometry, Assessment and Career Development		16
EPSY 613	Community Educational Psychology for Health Promotion		20
EPSY 621	Psychopathology and Wellness		16
EPSY 622	Applied Learning Support in Counselling		16
EPSY 623	Applied Counselling		20
FLCE 621	Facilitation and Lay Counselling for Educators		8
GEOE 621	Teaching and Learning in Geography Education: Environmental Education		16
GEOE 622	Information & Communication Technology (ICT) in Geography Education		16
LIFE 621	Environmental Education for Life Sciences Teaching		16
LIFE 622	Interdisciplinary perspectives on core aspects in Bioethics		16
LORE 671	Life Orientation		32
LTCA 671	Developing and Implementing Curricula and Assessment in Language Teaching		24
LTFR 621	Foundations of Reading		16
LTL 611	Language and Literature Studies		16
MATD 621	Mathematics Education in Perspective		16
MATD 622	Mathematics Learning and Teaching		16
MATE 671	Mathematical Knowledge for Teaching		32
OMBO 613	Introduction to GIS		16
OMBE 621	Hydro Geography		16
OMSB 611	Conservation Ecology		16
ONWR 611	Education Law: Theory and praxis		16
OPLN 612	Research management in Education Training and Development		16

OPLN 613	Adult education in Education Training and Development		16
OPLN 626	Training & Development Perspectives		16
OPLN 627	The Learning Organisation		16
OPLN 628	Human Resource Development in a changing world		16
PHSE 611	Advanced physics for teaching I		8
PHSE 612	Advanced chemistry for teaching I		8
PHSE 621	Advanced chemistry for teaching II		16
PHSE 622	Advanced physics for teaching II		16
TOAF 612	Kurrikulumontwikkeling en assessering in Taalonderwys		16
TOAF 671	Fundamentele boustene van lees, letterkunde onderrig en lees vir taalverwerwing		24
TECE 611	Perspectives in Technology Education		16
TECE 621	Foundations of Technology Education		16
TECE 622	Teaching and Learning in Technology Education		16
TLAS 612	Teaching, Learning and Assessment		16
TSCU 621	The School Curriculum		16
VGLO 624	Education Systems: structure and functions		16
<b>ELECTIVE MODULES</b>			
CSIE 611	Foundations of Information Technology Education		16
CSIE 612	Foundations of Computer Applications Technology Education		16
CSIE 625	Information Technology: knowledge for education		16
CSIE 626	Computer Applications Technology: knowledge for education		16
ELEA 611	E-learning		8
INME 621	Instructional Media		8
ISCS 611	Issues in curriculum studies		8
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
SLAD 621	Strategic Learning and Development		8
VGLO 622	Modern Education systems		16
VGLO 623	Contemporary education issues: comparative perspectives		16

## OP.2      MODULE OUTCOMES

### FUNDAMENTAL MODULES

<b>Module code: FOER 611</b>	<b>Semester 1</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Foundations of Education Research			
<b>Module outcomes:</b>			
After completing this module, students demonstrate that they have acquired:			
<ul style="list-style-type: none"> <li>• a broad understanding of the range of education theories, ideas and concepts that mark the current social science and educational landscape,</li> <li>• the ability to analyse and evaluate knowledge critically in a variety of educational contexts,</li> <li>• the ability to analyse and evaluate different methodological approaches so as to apply them in a variety of educational contexts</li> <li>• a basic level of competence to apply the dialectical relationship between education theory and education praxis</li> <li>• the ability to contribute to systematic and disciplined thinking about matters educational.</li> </ul>			
<b>Method of delivery:</b>		Full-time / Part-time / ODL	
<b>Methods of assessment:</b>		Continuous Assessment 50 % Written Exam 50 %	

<b>Module code: RSPR 671</b>	<b>Semester 1 &amp; 2</b>	<b>32 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Research Project			
<b>Module outcomes:</b>			
After completing this module, students demonstrate that they have acquired the knowledge, skill, disposition and values to:			
<ul style="list-style-type: none"> <li>• identify a research problem in a specific field of specialisation;</li> <li>• prepare a proposal for a project to investigate the identified problem;</li> <li>• conduct the proposed project under supervision; and</li> <li>• write a scientific report on the project.</li> </ul>			
<b>Method of delivery:</b>		Full-time / Part-time / ODL	
<b>Methods of assessment:</b>		Project Report 100 %	

## CORE MODULES

Module code: AFLG 671	Semester 1	12 Credits	NQF-Level: 7
<b>Title:</b> Verpligte module van Skool in Tale (Hons. B.A.- keusemodule)			
Na afloop van hierdie module moet die student in staat wees <ul style="list-style-type: none"> <li>• om taalteorie en taalpraktyk te versoen;</li> <li>• om sekondêre en primêre taatgebruiksbronne te kan identifiseer en gebruik;</li> <li>• om selfstandig te kan beredeneer oor normering as konsep in die taalkunde;</li> <li>• om basiese teksredigering te doen;</li> <li>• om hom/haar te kan verantwoord oor die geldigheid van 'n goed versorgde taalteks al dan nie.</li> </ul>			
<b>* Module offered through medium Afrikaans only</b>			
<b>Method of delivery:</b>	Full-time / Part-time		
<b>Methods of assessment:</b>	Continuous Assessment 50 % Written Exam 50 %		

Module code: APLS 673	Semester 1 & 2	32 Credits	NQF-Level: 7
<b>Title:</b> Applied Learning Support			
<b>Module outcomes:</b> After completion of the module the student will be equipped with: <ul style="list-style-type: none"> <li>• 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;</li> <li>• knowledge and skills to analyse and critically evaluate the various learning support approaches and techniques regarding learners' diverse needs in a variety of contexts;</li> <li>• a high level of competence to apply the various support approaches and techniques in a variety of contexts;</li> <li>• 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;</li> <li>• the skills to apply the process to support learners who experience barriers to learning;</li> <li>• integrated knowledge and skills to draw up a support programme for a variety of needs or barriers that learners may experience;</li> <li>• a high level of competence in applying specific support programmes;</li> <li>• a broad and comprehensive understanding of the range of Inclusive education theoretical perspectives;</li> <li>• knowledge and skills to analyse and evaluate knowledge critically with regard to different inclusive education theoretical perspectives;</li> <li>• a high level of competence to apply the different inclusive education theoretical perspectives in a variety of contexts;</li> <li>• systematic and disciplined thinking about different inclusive education theoretical perspectives;</li> <li>• an appropriate attitude towards ethical principles which relate to inclusive education theoretical perspectives</li> </ul>			
<b>Method of delivery:</b>	Full-time / Part-time / ODL		
<b>Methods of assessment:</b>	Continuous Assessment 50 % Written Exam 50 %		

<b>Module code: BWOS 611</b>	<b>Semester 1</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Exercise Science			
<b>Module outcomes:</b>			
By the end of the module, students should be equipped with:			
<ul style="list-style-type: none"> <li>• a comprehensive knowledge of Exercise Science as science, as part of Movement Science, as well as with the concepts and theories of related physiology, kinesiology, nutrition and measurement;</li> <li>• the ability to solve specific problems with reference to the above;</li> <li>• the necessary knowledge and skills to apply the principles of Exercise Science as science, as part of Movement Science, as well as the concepts and theories of related physiology, kinesiology, nutrition and measurement in case studies from the industry, both individually and in group format;</li> <li>• the ability to design and evaluate specific exercise programmes for Exercise Science, as part of Movement Science, according to the principles of related physiology, kinesiology, nutrition and measurement, both individually and in group format;</li> <li>• the ability to demonstrate a positive attitude towards Exercise Science as science, as part of Movement Science, as well as related physiology, kinesiology, nutrition and measurement and also stimulate this attitude among the learners;</li> <li>• the ability to act in an ethically responsible manner with learners during Exercise Science, as part of Movement Science, according to the concepts and theories of related physiology, kinesiology, nutrition and measurement during the facilitation of exercise programmes.</li> </ul>			
<b>Method of delivery:</b>		Full-time / Part-time	
<b>Methods of assessment:</b>		Continuous Assessment 50 % Written Exam 50 %	

<b>Module code: BWOS 612</b>	<b>Semester 1</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Motor learning and development			
<b>Module outcomes:</b>			
By the end of the module, students should be equipped with:			
<ul style="list-style-type: none"> <li>• a comprehensive knowledge of the terminology, concepts, principles and theories of gross and perceptual motor development as well as the ability to demonstrate a deep understanding of specific problems related to the above;</li> <li>• the ability to apply the principles of problem identification and remedial movement development in case studies from the industry, both individually and in group format;</li> <li>• the ability to design and evaluate specific movement programmes to rehabilitate specific gross motor and perceptual motor problems, both individually and in group format;</li> <li>• a positive attitude towards remedial movement development and also to stimulate this attitude among their learners;</li> <li>• the knowledge and skills to be able to act in an ethically responsible manner with learners who may experience gross motor or perceptual motor problems during the facilitation of remedial movement programmes.</li> </ul>			
<b>Method of delivery:</b>		Full-time / Part-time	
<b>Methods of assessment:</b>		Continuous Assessment 50 % Written Exam 50 %	

<b>Module code: BWOS 621</b>	<b>Semester 2</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Talent Identification and talent development			
<b>Module outcomes:</b>			
By the end of the module, students should be equipped with:			
<ul style="list-style-type: none"> <li>• the relevant knowledge, skills and insight as regards all relevant aspects of talent identification and development as it pertains to team sport at school level;</li> <li>• the appropriate skills and concomitant understanding as regards the application of different models of talent identification and development and appropriate research techniques;</li> <li>• the ability to adhere to sound ethical principles in all communications and practical applications of the talent identification and development processes;</li> <li>• the skills to be able to participate in groups during class discussions and during preparation for specific assignments;</li> <li>• appropriate leadership skills that may apply to the management of talent identification teams;</li> <li>• appropriate skills to write comprehensive reports on the findings and to draw logical conclusions regarding the further development of talented youngsters;</li> <li>• the knowledge and skills that will allow them to plan, initiate, and utilise appropriate research techniques, do research on talent identification and communicate the research results in a well organised research report.</li> </ul>			
<b>Method of delivery:</b>	Full-time / Part-time		
<b>Methods of assessment:</b>	Continuous Assessment 50 % Written Exam 50 %		

<b>Module code: BWOS 623</b>	<b>Semester 2</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Movement Education and Education Law			
<b>Module outcomes:</b>			
By the end of the module, students should be equipped:			
<ul style="list-style-type: none"> <li>• with sufficient practically usable knowledge of applicable legislation and other documents to know which legal sources to consult in a variety of situations related to movement development and sport participation;</li> <li>• with the ability to make correct, informative decisions and act procedurally correct and fair in movement development-related matters in agreement with applicable educational, sport and other laws;</li> <li>• with the ability to give reliable guidance to other responsible interested parties, like members of the governing body and educators, in a variety of situations that might give rise to lawsuits, especially liability due to negligence;</li> <li>• to demonstrate an ethical and responsible attitude towards the interpretation and application of relevant legislation.</li> </ul>			
<b>Method of delivery:</b>	Full-time / Part-time		
<b>Methods of assessment:</b>	Continuous Assessment 50 % Written Exam 50 %		

<b>Module code: BWOS 624</b>	<b>Semester 2</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Sport and Movement Education management			
<b>Module outcomes:</b> By the end of the module, students should be equipped: <ul style="list-style-type: none"> <li>with a comprehensive and systematic knowledge base of the terminology, rules, concepts, principles, theories, methods and strategies pertaining to the management of school sport programmes, leagues and tournaments, and Physical Education curricula and programmes in the school;</li> <li>to interpret, convert, evaluate and apply essential theories, text, methods and strategies pertaining to the management of school sport programmes, leagues and tournaments, and Physical Education curricula and programmes in the school;</li> <li>with the ability to use their attained knowledge to solve unfamiliar, concrete and abstract problems pertaining to the management of school sport programmes, leagues and tournaments, and Physical Education curricula and programmes in the school, using appropriate technological skills and giving evidence of theoretical underpinning;</li> <li>to act ethically responsible and value-driven in all circumstances and forms of communication, written as well as oral, related to the management of school sport programmes, leagues and tournaments, and Physical Education curricula and programmes in the school.</li> </ul>			
<b>Method of delivery:</b>		Full-time / Part-time	
<b>Methods of assessment:</b>		Continuous Assessment 50 % Written Exam 50 %	

<b>Module code: CEPS 612</b>	<b>Semester 1</b>	<b>8 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Community Educational Psychology			
<b>Module outcomes:</b> After completion of this module, students will be equipped with: <ul style="list-style-type: none"> <li>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;</li> <li>well-rounded knowledge concerning the principles of community psychology, including health promotion, and the different role-players participating in the process;</li> <li>integrated knowledge and skills in order to apply community educational psychology theory as well as health promotion principals.</li> <li>applied, integrated knowledge, skills and values in order to execute organisational development interventions for improving the health and well-being in various contexts</li> </ul>			
<b>Method of delivery:</b>		Full-time / Part-time / ODL	
<b>Methods of assessment:</b>		Continuous Assessment 50 % Written Exam 50 %	

<b>Module code: CLIN 611</b>	<b>Semester 1</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Classroom Instruction			
<b>Module outcomes:</b> By the end of the module, students should be equipped: <ul style="list-style-type: none"> <li>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.</li> </ul>			
<b>Method of delivery:</b>		Full-time / Part-time	
<b>Methods of assessment:</b>		Continuous Assessment 50 % Written Exam 50 %	

<b>Module code: CSIE 624</b>	<b>Semester 2</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Computer Science: knowledge for education			
<b>Module outcomes:</b> By the end of the module, learners should be equipped:			
<ul style="list-style-type: none"> <li>to demonstrate specialised knowledge and skills regarding the influence of learning theories and different learning styles on the implementation of teaching, learning and assessment strategies that are necessary for effective learning of the theoretical and practical content of IT/CAT on secondary level;</li> <li>with profound knowledge and skills regarding new tendencies in development of Information and Communication technologies (ICT) and the implementation thereof in the teaching, learning and assessment of IT/CAT.</li> </ul>			
<b>Method of delivery:</b>	Full-time / Part-time		
<b>Methods of assessment:</b>	Continuous Assessment 50 % Written Exam 50 %		

<b>Module code: CUDE 611</b>	<b>Semester 1</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Curriculum Development			
<b>Module outcomes:</b> By the end of the module, learners should be equipped to:			
<ul style="list-style-type: none"> <li>understand the theories and models of curriculum design, development, evaluation and innovation/change;</li> <li>analyse the processes and procedures of curriculum development in South Africa;</li> <li>develop critical thinking and analysis of a wide range of issues in curriculum development;</li> <li>critically reflect on the National Curriculum Statement (Curriculum 2005 and NCS);</li> <li>demonstrate an understanding of the role of research in curriculum development; develop an understanding of factors that influence curriculum change.</li> </ul>			
<b>Method of delivery:</b>	Full-time / Part-time / ODL		

<b>Module code: EDTM 616</b>	<b>Semester 1</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Introduction to Environmental Education			
<b>Module outcomes:</b> On completion of this module, students demonstrate that they have acquired:			
<ul style="list-style-type: none"> <li>an extended, systematic and solid knowledge base regarding the background principles of environmental education.</li> <li>an extended, systematic knowledge of different approaches to environmental education.</li> <li>a critical analysis of current environmental education policies and practices;</li> <li>an ethical and professional approach to carry out teaching, learning, assessing and research in environmental education.</li> </ul>			
<b>Method of delivery:</b>	Full-time / Part-time		
<b>Methods of assessment:</b>	Continuous Assessment 50 % Written Exam 50 %		
<b>Methods of assessment::</b>	Continuous Assessment 50 % Written Exam 50 %		



<b>Module code: EMLO 611</b>	<b>Semester 1</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Education management and organisations			
<b>Module outcomes:</b> After completing this module, students demonstrate that they have acquired:			
<ul style="list-style-type: none"> <li>• an understanding of the structure and functioning of the workplace in which education management activities are executed;</li> <li>• the necessary knowledge of and insight into the ecology (culture and climate) and the change and development of the educational organisation;</li> <li>• a profound knowledge of and insight into education management as field of scientific endeavour,</li> <li>• 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.</li> </ul>			
<b>Method of delivery:</b>		Full-time / Part-time / ODL	
<b>Methods of assessment:</b>		Continuous Assessment 50 % Written Exam 50 %	

<b>Module code: ENLG 679</b>	<b>Semester 1 &amp; 2</b>	<b>24 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Applied Language Studies			
Outcomes and Assessment Criteria to be found in the yearbook of the Faculty of Arts (They are also in the process of aligning their English Honours modules and the detail is not yet available.)			
<b>Method of delivery:</b>		Full-time / Part-time	
<b>Methods of assessment:</b>		Continuous Assessment 50 % Written Exam 50 %	

<b>Module code: EPSY 611</b>	<b>Semester 1</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Individual Counselling, Ethics & Law			
<b>Module outcomes:</b> On completion of this module the learners will be equipped with basic knowledge, skills and attitudes that will enable them to:			
<ul style="list-style-type: none"> <li>• understand human experience, problems, behaviour and phenomena from an eco-systemic point of view,</li> <li>• embrace the role and identity of the counsellor,</li> <li>• develop the internal supervisor by practising consciously within the ambit of the Ethical Rules of the Professional Board for Psychology and the law,</li> <li>• employ Egan's problem-management and opportunity-development approach to counselling,</li> <li>• perform appropriate psychological interventions with children and / or adults,</li> <li>• be knowledgeable about brief solution focussed counselling,</li> <li>• be knowledgeable about the contributions, strengths, limitations and applications of different counselling theories.</li> </ul>			
<b>Method of delivery:</b>		Full-time / Part-time	
<b>Methods of assessment:</b>		Continuous Assessment 50 % Written Exam 50 %	

<b>Module code: EPSY 612</b>	<b>Semester 1</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Psychometry, Assessment and Career Development			
<b>Module outcomes:</b> On completion of this module the learners will be equipped with: <ul style="list-style-type: none"> <li>• basic knowledge, skills and attitudes regarding psychometry and career development theories that will enable them to conduct assessment and to give feedback to clients.</li> </ul>			
<b>Method of delivery:</b>		Full-time / Part-time	
<b>Methods of assessment:</b>		Continuous Assessment 50 % Written Exam 50 %	

<b>Module code: EPSY 613</b>	<b>Semester 1</b>	<b>20 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Community Educational Psychology for Health Promotion			
<b>Module outcomes:</b> After completion of this module, students will be able to: <ul style="list-style-type: none"> <li>• demonstrate well-rounded knowledge of the theoretical underpinnings of educational psychology as contained in the ecosystemic perspective as well as the theoretical underpinnings of community psychology;</li> <li>• demonstrate well-rounded knowledge concerning health and health promotion and the different role-players participating in the process;</li> <li>• integrate relevant knowledge and concomitant skills in order to apply community educational psychology theory as well as health promotion principles;</li> <li>• apply the acquired knowledge, skills and values in order to execute organizational development interventions for improving the health and well-being in various contexts.</li> </ul>			
<b>Method of delivery:</b>		Full-time / Part-time	
<b>Methods of assessment:</b>		Continuous Assessment 50 % Written Exam 50 %	

<b>Module code: EPSY 621</b>	<b>Semester 2</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Psychopathology and Wellness			
<b>Module outcomes:</b> On completion of this module the learners will be equipped with: <ul style="list-style-type: none"> <li>• basic knowledge, skills and attitudes that will enable them to identify a range of psychological disorders in children, adolescents and adults,</li> <li>• basic knowledge, skills and attitudes to refer those persons who are in need of specialised counselling or therapy and to provide support for the promotion of wellness.</li> </ul>			
<b>Method of delivery:</b>		Full-time / Part-time	
<b>Methods of assessment:</b>		Continuous Assessment 50 % Written Exam 50 %	

<b>Module code: EPSY 622</b>	<b>Semester 2</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Applied Learning Support in Counselling			
<b>Module outcomes:</b> On completion of this module the learners will be equipped to: <ul style="list-style-type: none"> <li>• demonstrate the skills to apply the process to support learners who experience barriers to learning;</li> <li>• integrate the knowledge and skills to draw up a support programme for a variety of needs or barriers that learners may experience;</li> <li>• illustrate a high level of competence in applying specific support programmes.</li> </ul>			
<b>Method of delivery:</b>		Full-time / Part-time	
<b>Methods of assessment:</b>		Continuous Assessment 50 % Written Exam 50 %	

<b>Module code: EPSY 623</b>	<b>Semester 2</b>	<b>20 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Applied Counselling			
<b>Module outcomes:</b> On completion of this module the learners will be equipped:			
<ul style="list-style-type: none"> <li>• to integrate the acquired knowledge, skills and attitudes of counselling theory and practice with knowledge of the particular nature and challenges posed by various counselling contexts and apply it in real-life situations;</li> <li>• to demonstrate, in a real-life case study, the competence to integrate and apply in-depth knowledge, skills and attitudes, obtained throughout the programme.</li> </ul>			
<b>Method of delivery:</b>		Full-time / Part-time	
<b>Methods of assessment:</b>		Continuous Assessment 50 % Written Exam 50 %	

<b>Module code: FLCE 621</b>	<b>Semester 2</b>	<b>8 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Facilitation and Lay Counselling for Educators			
<b>Module outcomes:</b> After completion of the module the student should:			
<ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• demonstrate knowledge, skills and attitudes regarding the identification of a range of emotional and social problems in children and adolescents;</li> <li>• demonstrate knowledge, skills and attitudes regarding the referral of those learners for specialised counselling or therapy;</li> <li>• demonstrate knowledge, skills and attitudes regarding the provision of support from an eco-systemic approach</li> </ul>			
<b>Method of delivery:</b>		Full-time / Part-time / ODL	
<b>Methods of assessment:</b>		Continuous Assessment 50 % Written Exam 50 %	

<b>Module code: GEOE 621</b>	<b>Semester 2</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Teaching and Learning in Geography Education : Environmental Education			
<b>Module outcomes:</b> On completion of this module, students demonstrate that they have acquired:			
<ul style="list-style-type: none"> <li>• an extensive, systematic and deep knowledge with regard to the ontological and epistemological developments in Geography Education/ Environmental Education;</li> <li>• the ability to implement the principles that emanate from the theories and research upon which the outcomes-based approach to the teaching, learning and assessment of Geography Education/ Environmental Education in the Intermediate, Senior and FET school phases is based;</li> <li>• the ability to analyse and evaluate both complex and poorly defined problems in teaching, learning and assessment of Geography Education/ Environmental Education with the aid of the most applicable research methods, techniques and technologies both individually and in groups, as well as the ability to suggest solutions based on theory driven proof and research findings;</li> <li>• the ability to communicate information of an academic professional nature orally and in writing, with the aid of technology that is relevant to that particular context;</li> <li>• the ability to approach and execute teaching, learning, assessment and research in Geography Education / Environmental Education in an ethical and professional manner.</li> </ul>			
<b>Method of delivery:</b>	Full-time / Part-time		
<b>Methods of assessment:</b>	Continuous Assessment 50 % Written Exam 50 %		

<b>Module code: GEOE 622</b>	<b>Semester 2</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Information & Communication Technology (ICT) in Geography Education			
<b>Module outcomes:</b> On completion of this module, students demonstrate that they have acquired:			
<ul style="list-style-type: none"> <li>• a profound and extensive knowledge of ICT (the range of the ICT teaching situations and policies of first world countries) in practice-based Geography teaching;</li> <li>• the ability to develop the different aids that exist for ICT and to evaluate their applicability for the mode of delivery of particular Geography themes (as reflected in the relevant NCS);</li> <li>• the ability to apply specific skills in order to reach learning outcomes in the most effective way and to demonstrate appropriate skills as regards the intended integrated applied competence in the professional management and the application of ICT in Geography teaching;</li> <li>• the ability to make an analysis of the Southern African situation, as third world country, and to compare it with first world conditions (such as the model of Great Britain) in order to plan, develop and implement strategies for the expansion of ICT in the teaching situation locally, in order to evaluate it critically and to define and justify the profile of the Geography teacher in this whole set-up;</li> <li>• the ability to make a meaningful and effective analysis of the field of Geospatial technologies in Geography education and to investigate the theory and research of Geospatial technologies, as well as the evaluation of the effectiveness of the implementation of Geospatial technologies in practise;</li> <li>• the ability to justify the learning theories that support ICT teaching and to align it with teaching and learning strategies of the TAF model ("Tasks-Abilities-Features") in Geography teaching by critically analysing it within the framework of geospatial thinking;</li> <li>• the ability to illustrate the competencies (knowledge, values and skills) in the effective implementation of digital geography and geospatial thinking in Geography teaching and learning in an integrated manner, in the application thereof in the design (and justification) of lessons for first world classrooms with alternatives for third world classrooms.</li> </ul>			
<b>Method of delivery:</b>	Full-time / Part-time		
<b>Methods of assessment:</b>	Continuous Assessment 50 % Written Exam 50 %		

<b>Module code: LIFE 621</b>	<b>Semester 2</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Environmental Education for Life Sciences Teaching			
<b>Module outcomes:</b>			
By the end of the module, students should be equipped to:			
<ul style="list-style-type: none"> <li>• define and explain the definition of environment and the approach to the concept environmental education as education OF (knowledge), IN (skills) and FOR (attitudes) the environment and to evaluate the implications thereof critically for the teaching of environmental studies as sub-discipline of Life Sciences;</li> <li>• act as empowered Life Science teachers as school-based curriculum experts;</li> <li>• apply environmental education to make students aware of the fact that the natural resources available can be utilised in a sustainable manner;</li> <li>• evaluate the importance of the environmental policy of the school- or classroom and to be able to set an environmental policy for the school;</li> <li>• develop a comprehensive learner activity in environmental studies, which will create awareness in students about the current debate on the environment and environmental education in a holistic and practical manner;</li> <li>• realise and appreciate the importance of positive dispositions and attitudes, in order to act as a school-based curriculum expert.</li> </ul>			
<b>Method of delivery:</b> Full-time / Part-time			
<b>Methods of assessment:</b> Continuous Assessment 50 % Written Exam 50 %			
<b>Module code: LIFE 622</b>	<b>Semester 2</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Interdisciplinary perspectives on core aspects in bioethics			
<b>Module outcomes:</b>			
By the end of the module, students should be equipped:			
<ul style="list-style-type: none"> <li>• to demonstrate a well-developed, grounded and systematic knowledge of bioethical questions including the evolution theory as these themes manifest in the Life Sciences NCS, using suitable research methods and philosophical paradigms by finding and organizing available information and evaluating it from an interdisciplinary perspective;</li> <li>• with the ability to identify and solve problems with regard to bioethical questions and the evolution theory in practice (the Life Sciences classroom) as well as to plan activities that support the comprehensive comprehension of ideas, theories, principles and rules within the themes;</li> <li>• with the ability to use problem solving skills regarding the planning and presentation of lessons and practical sessions within the context of the theoretical themes mentioned above in order to facilitate the thinking processes of students in the Life Sciences classroom and communication of viewpoints regarding bioethical questions within a democratic environment;</li> <li>• to investigate critically and creatively, from a personal value system (that displays respect for life and the created reality), bioethical questions and the evolution theory as it manifests in the Life Sciences NCS and to display an appreciation for the contribution that indigenous knowledge systems may make in these themes.</li> </ul>			
<b>Method of delivery:</b> Full-time / Part-time			
<b>Methods of assessment:</b> Continuous Assessment 50 % Written Exam 50 %			

<b>Module code: LORE 671</b>	<b>Semester 1 &amp; 2</b>	<b>32 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Life Orientation			
<b>Module outcomes:</b> After completion of the module the student will be equipped with: <ul style="list-style-type: none"> <li>• a comprehensive and systemic knowledge about the theories and principles that underpin Life Orientation and be able to apply it to the practical situation;</li> <li>• a deep understanding of the Life Orientation curriculum with reference to the levels of epistemology, learning-teaching-support material;</li> <li>• 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;</li> <li>• a sound knowledge of career development theories</li> </ul>			
<b>Method of delivery:</b>		Full-time / Part-time / ODL	
<b>Methods of assessment:</b>		Continuous Assessment 50 % Written Exam 50 %	

<b>Module code: LTCA 671</b>	<b>Semester 1 &amp; 2</b>	<b>24 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Developing and Implementing Curricula and Assessment in Language Teaching			
<b>Module outcomes:</b> On completion of this module, students demonstrate that they have acquired: <ul style="list-style-type: none"> <li>• a broad understanding of the range of curriculum theories, levels, elements and frameworks within the context of applied linguistics and language teaching;</li> <li>• a broad understanding of theories and practices of assessment within the context of language teaching;</li> <li>• the ability to analyse and evaluate knowledge critically in a variety of educational contexts.</li> </ul>			
<b>Method of delivery:</b>		Full-time / Part-time	
<b>Methods of assessment:</b>		Continuous Assessment 50 % Written Exam 50 %	

<b>Module code: LTFR 621</b>	<b>Semester 2</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Foundations of Reading			
<b>Module outcomes:</b> On completion of this module, students demonstrate that they have acquired: <ul style="list-style-type: none"> <li>• specialised knowledge of and expertise in theories of reading, evidence-based research in the fundamental cognitive elements of reading and reading instructional practices, as well as of variables affecting reading achievement.</li> </ul>			
<b>Method of delivery:</b>		Full-time / Part-time	
<b>Methods of assessment:</b>		Continuous Assessment 50 % Written Exam 50 %	

<b>Module code: LTL 611</b>	<b>Semester 1</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Language and Literature Studies			
<b>Module outcomes:</b> On completion of this module, students demonstrate that they have acquired:			
<ul style="list-style-type: none"> <li>• an understanding that literature and literature teaching are integral to the teaching of language and to general human intellectual development;</li> <li>• an understanding of the thought-processes behind the development of the classroom teacher's philosophy for teaching literature and how this, in turn, affects the choices made in facilitating the learning process;</li> <li>• an understanding of strategies for encouraging and developing student reading and visual literacy through the selection of appropriate reading material.</li> </ul>			
<b>Method of delivery:</b>		Full-time / Part-time	
<b>Methods of assessment:</b>		Continuous Assessment 50 % Written Exam 50 %	
<b>Module code: MATD 621</b>	<b>Semester 2</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Mathematics Education in Perspective			
<b>Module outcomes:</b> On completion of this module, students demonstrate that they have acquired comprehensive knowledge and understanding, high-level skill, and appropriate dispositions and values with respect to:			
<ul style="list-style-type: none"> <li>• the origin, development and cultural determination of mathematics and mathematics education as human activities and fields of study;</li> <li>• exemplars of fundamental philosophical, cultural, theoretical and practical perspectives on and in the fields of mathematics and mathematics education;</li> <li>• an own grounded view of mathematics and mathematics education.</li> </ul>			
<b>Method of delivery:</b>		Full-time / Part-time	
<b>Methods of assessment:</b>		Continuous Assessment 50 % Written Exam 50 %	
<b>Module code: MATD 622</b>	<b>Semester 2</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Mathematics Learning and Teaching			
<b>Module outcomes:</b> On completion of this module, students demonstrate that they have acquired comprehensive knowledge and understanding, high-level skill, and appropriate dispositions and values with respect to:			
<ul style="list-style-type: none"> <li>• a global as well as a South African perspective on various approaches to school mathematics education;</li> <li>• the identification, critical analysis and evaluation of existing and new teaching-learning approaches with respect to mathematics education;</li> <li>• theoretical and practical aspects relating to the characteristics of effective mathematics learning and teaching;</li> <li>• factors that influence or determine the quality of mathematics learning and teaching.</li> </ul>			
<b>Method of delivery:</b>		Full-time / Part-time	
<b>Methods of assessment:</b>		Continuous Assessment 50 % Written Exam 50 %	

<b>Module code: MATE 671</b>	<b>Semester 1 &amp; 2</b>	<b>32 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Mathematical knowledge for teaching			
<b>Module outcomes:</b> On completion of this module, students demonstrate that they have acquired comprehensive knowledge and understanding, high-level skill, and appropriate dispositions and values with respect to:			
<ul style="list-style-type: none"> <li>theoretical and empirical underpinnings of the concepts of Mathematical Knowledge for Teaching (MKT) and Mathematical Content Knowledge for Teaching (MCKT);</li> <li>the inter-related coherence of MCK, MCKT and other forms of knowledge required for mathematics teaching;</li> <li>conceptual areas, and key concepts and processes relating to a chosen level of mathematics education;</li> <li>the technologies and tools of the field of mathematics and mathematics education.</li> </ul>			
<b>Method of delivery:</b>		Full-time / Part-time	
<b>Methods of assessment:</b>		Continuous Assessment 50 %,Written Exam 50 %	
<b>Module code: OMBO 613</b>	<b>Semester 1</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Introduction to GIS			
<b>Module outcomes:</b> On completion of this module, students demonstrate that they have acquired:			
<ul style="list-style-type: none"> <li>an extensive, systematic knowledge of what a GIS (Geographic information System) is and how to apply it in practice;</li> <li>basic skills with regard to data collection, analysis and interpretation;</li> <li>the ability to do an analysis of database structures within the GIS-landscape;</li> <li>the ability to generate thematic GIS maps that can be utilised on a general managerial level as well as in geography and geography teaching and learning.</li> </ul>			
<b>Method of delivery:</b>		Full-time / Part-time	
<b>Methods of assessment:</b>		Continuous Assessment 50 %, Written Exam 50 %	
<b>Module code: OMBE 621</b>	<b>Semester 2</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Hydro Geography (See <i>Environmental Science Calendar</i> )			
<b>Module outcomes:</b> On completion of this module, students demonstrate that they have acquired:			
<ul style="list-style-type: none"> <li>the ability to consider the water situation in South Africa with regard to the available volume as well as water quality issues in decision making of environmental management approaches;</li> <li>the ability to demonstrate an understanding of the hydrological cycle and the water balance as well as to apply the principle of water cycle integrity in environmental management situations;</li> <li>systematic knowledge of the Water Act and to apply it in environmental management;</li> <li>the ability to analyse the basic principles of waste water treatment;</li> <li>the ability to apply integrated catchment management;</li> <li>the ability to calculate run-off velocities with due consideration of run-off principles;</li> <li>the ability to design sub-critical canals;</li> <li>the ability to calculate mean annual run-off;</li> <li>the ability to calculate flood peaks of different repeat intervals by means of the SCS-SA Rasional and OP ten Noort methods;</li> <li>the ability to apply the principles of basic ground water flow within the calculation of extraction cones;</li> <li>the ability to apply the procedure of outflow impact determination in practice.</li> </ul>			
<b>Method of delivery:</b>		Full-time / Part-time	
<b>Methods of assessment:</b>		Continuous Assessment 50 %, Written Exam 50 %	



<b>Module code: OMSB 611</b>	<b>Semester 1</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Conservation Ecology			
See Calendar of The School Environmental Studies.			
<b>Method of delivery:</b>		Full-time / Part-time	
<b>Methods of assessment:</b>		Continuous Assessment 50 % Written Exam 50 %	
<b>Module code: ONWR 611</b>	<b>Semester 1</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Education Law: Theory and praxis			
<b>Module outcomes:</b>			
After completing this module, students demonstrate that they have acquired:			
<ul style="list-style-type: none"> <li>• the ability to contemplate theoretically and define the core nature of Education law;</li> <li>• a theoretical and conceptual knowledge of the terminology of Education law;</li> <li>• the ability to describe the sources of Education Law and apply them correctly;</li> <li>• a theoretical and conceptual knowledge of, as well as an ability to apply common law principles to education practice;</li> <li>• the ability to apply knowledge and understanding of Education law principles in education related scenarios;</li> <li>• a theoretical and conceptual knowledge of, as well as an ability to analyse, interpret and apply educational legislation in educational practice;</li> <li>• the ability to analyse, interpret and apply the Constitution in educational practice;</li> <li>• 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.</li> </ul>			
<b>Method of delivery:</b>		Full-time / Part-time / ODL	
<b>Methods of assessment:</b>		Continuous Assessment 50 % Written Exam 50 %	

<b>Module code: OPLN 612</b>	<b>Semester 1</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Research management in Education Training & Development			
<b>Module outcomes:</b>			
After completing this module, students demonstrate that they have acquired:			
<ul style="list-style-type: none"> <li>• the knowledge and skills to generate, explore and consider applicable research actions in ETD and HRD within the relevant contexts, themes, learner groups, levels of learning and availability of resources;</li> <li>• an understanding of how to integrate research results by means of ETD and HRD practices;</li> <li>• the skills to make assessments and evaluations w.r.t different approaches to research in ETD and HRD;</li> <li>• the skills to co-ordinate planning and selection of funding for research in ETD and HRD;</li> <li>• the skills to select and apply the applicable basis for occupational ETD and HRD directed research.</li> </ul>			
<b>Method of delivery:</b>		Part-time	
<b>Methods of assessment:</b>		Continuous Assessment 50 % Written Exam 50 %	

<b>Module code: OPLN 613</b>	<b>Semester 1</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Adult education in Education Training and Development			
<b>Module outcomes:</b> After completing this module, students demonstrate that they have acquired:			
<ul style="list-style-type: none"> <li>• a solid understanding of knowledge regarding the underpinning philosophies and theories of andragogy;</li> <li>• the skills and knowledge to identify, compare and contrast andragogy as a philosophy and adult education as a praxis;</li> <li>• a working knowledge of different teaching and learning methodologies in adult education;</li> <li>• the knowledge and understanding of the different theories that play a functional role in the different concepts in adult learning, e.g. memory, self directed learning, critical reflection, experiential learning, cross-culturalism etc;</li> <li>• specialised knowledge of and practical skills in the grounding, planning, motivation and implementation of teaching and learning opportunities within adult education;</li> <li>• an understanding of the different areas of and for research in adult education within the ambit of different occupations.</li> <li>• the skills to do research and the knowledge to explain the role and function of adult education within an OBE and skills development context.</li> </ul>			
<b>Method of delivery:</b>		Part-time	
<b>Methods of assessment:</b>		Continuous Assessment 50 % Written Exam 50 %	

<b>Module code: OPLN 626</b>	<b>Semester 2</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Training & Development Perspectives			
<b>Module outcomes:</b> After completing this module, students demonstrate that they have acquired:			
<ul style="list-style-type: none"> <li>• a broad understanding of the influences of education, training and development on the vocationally directed market and development sectors;</li> <li>• the ability to compare, evaluate and ascertain the value of the different bands and systems in education and training;</li> <li>• the ability to apply management principles conducive to learning e.g. conduct planning, organise, exercise leadership and control in a micro- or macro- adult education, training and/or development environment.</li> </ul>			
<b>Method of delivery:</b>		Part-time	
<b>Methods of assessment:</b>		Continuous Assessment 50 % Written Exam 50 %	

<b>Module code: OPLN 627</b>	<b>Semester 2</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> The Learning Organisation			
<b>Module outcomes:</b> After completing this module, students demonstrate that they have acquired: <ul style="list-style-type: none"> <li>• the knowledge and understanding of what the characteristics and criteria of and for a learning organisation are;</li> <li>• the knowledge and skills to evaluate and implement the different models of learning and analyse techniques constituting the fundamental principles of HRD;</li> <li>• the skills to design and develop active strategies that will ensure that the investment in training will return a good interest (ROI).</li> </ul>			
<b>Method of delivery:</b>		Part-time	
<b>Methods of assessment:</b>		Continuous Assessment 50 % Written Exam 50 %	

<b>Module code: OPLN 628</b>	<b>Semester 2</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Human Resource Development in a changing world			
<b>Module outcomes:</b> After completing this module, students demonstrate that they have acquired: <ul style="list-style-type: none"> <li>• the knowledge to analyse the social and economic context of a First World vs the Third World in HRD;</li> <li>• an understanding of the different challenges facing HRD in relevant work place environments;</li> <li>• the ability to address the special needs of learners and marginalised communities in HRD critically.</li> </ul>			
<b>Method of delivery:</b>		Part-time	
<b>Methods of assessment:</b>		Continuous Assessment 50 % Written Exam 50 %	

<b>Module code:PHSE 611</b>	<b>Semester 1</b>	<b>8 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Advanced Physics for Teaching I			
<b>Module outcomes:</b> After completion of this module, students should demonstrate <ul style="list-style-type: none"> <li>• comprehensive knowledge and understanding of a wide variety of new and previously acquired concepts, principles, laws, theories and models that form part of or support the effective development of electromagnetism, and waves in the relevant school curriculum;</li> <li>• the ability to solve problems in fields of electromagnetism and waves by integrating knowledge from diverse themes within physics as well as from other disciplines;</li> <li>• the ability to analyse and evaluate learners' notions of electromagnetism and waves and the ability to implement refinements through constructivist teaching;</li> <li>• critical, systematic and disciplined thinking regarding the influence of science and technology on society and the environment;</li> <li>• competence in scientific processes and the development of learners' practical process skills in the context of electromagnetism and waves.</li> </ul>			
<b>Method of delivery:</b>		Full-time / Part-time	
<b>Methods of assessment:</b>		Continuous Assessment 50 % Written Exam 50 %	

<b>Module code: PHSE 612</b>	<b>Semester 1</b>	<b>8 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Advanced Chemistry for Teaching I			
<b>Module outcomes:</b> After completion of this module, students should demonstrate			
<ul style="list-style-type: none"> <li>comprehensive knowledge and understanding of a wide variety of new and previously acquired concepts, principles, laws, theories and models that form part of or support the effective development of chemistry in the relevant school curriculum;</li> <li>the ability to solve problems in the multidisciplinary field of industrial chemistry by integrating knowledge from diverse themes within chemistry as well as from other disciplines.</li> <li>the ability to analyse and evaluate learners' notions of selected concepts in themes underpinning industrial chemistry and the ability to implement refinements through constructivist teaching;</li> <li>the ability to contribute to systematic and disciplined thinking regarding the influence of science and technology on society and the environment; a basic level of competence in laboratory work and the ability to design and execute effective laboratory activities at school level.</li> </ul>			
<b>Method of delivery:</b>		Full-time / Part-time	
<b>Methods of assessment:</b>		Continuous Assessment 50 %	
		Written Exam 50 %	

<b>Module code: PHSE 621</b>	<b>Semester 2</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Advanced Chemistry for Teaching II			
<b>Module outcomes:</b> After completion of this module, students should demonstrate			
<ul style="list-style-type: none"> <li>comprehensive knowledge and understanding of a wide variety of new and previously acquired concepts, principles, laws, theories and models that form part of or support the effective development of chemistry in the relevant school curriculum;</li> <li>the ability to solve problems in the multidisciplinary field of environmental chemistry by integrating knowledge from diverse themes within chemistry as well as from other disciplines.</li> <li>the ability to analyse and evaluate learners' notions of selected concepts in themes underpinning environmental chemistry and the ability to implement refinements through constructivist teaching;</li> <li>the ability to contribute to systematic and disciplined thinking regarding the influence of science and technology on society and the environment;</li> <li>a basic level of competence in laboratory work and the ability to design and execute effective laboratory activities at school level.</li> </ul>			
<b>Method of delivery:</b>		Full-time / Part-time	
<b>Methods of assessment:</b>		Continuous Assessment 50 %	
		Written Exam 50 %	

<b>Module code: PHSE 622</b>	<b>Semester 2</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Advanced Physics for Teaching II			
<b>Module outcomes:</b> After completion of this module, students should demonstrate			
<ul style="list-style-type: none"> <li>comprehensive knowledge and understanding of a wide variety of new and previously acquired concepts, principles, laws, theories and models that form part of or support the effective development of mechanics, astronomy and nuclear physics in the relevant school curriculum;</li> <li>the ability to solve problems in the fields of mechanics, astronomy and nuclear physics by integrating knowledge from diverse themes within physics as well as from other disciplines;</li> <li>the ability to analyse and evaluate learners' notions of mechanics and the ability to</li> </ul>			

- implement refinements through constructivist teaching;
- an understanding of the nature of physics as revealed in the historic development of astronomy and the paradigms of classical and modern mechanics;
- competence in scientific processes and the development of learners' practical process skills in the context of mechanics.

**Method of delivery:** Full-time / Part-time

**Methods of assessment:** Continuous Assessment 50 %  
Written Exam 50 %

**Module code:** TOAF 612

**Semester** 1

**16 Credits**

**NQF-Level:** 7

**Title:** Kurrikulumontwikkeling en assessering in taalonderwys

**Module outcomes:**

Na voltooiing van hierdie module behoort die student

- bewys te kan lewer van diepgaande kennis en insig in die teoretiese fundering van taalkreatiwiteit en in staat te wees om praktiese vaardigheid ten opsigte van die toepassing daarvan in die onderrig van Afrikaans te demonstreer;
- die konstruktivistiese fundering van die UGO-onderrigbenadering aan die hand van 'n oorsigtelike literatuurstudie te kan beoordeel en die implikasies daarvan vir die onderrig van verskillende fasette van Afrikaans te kan identifiseer en te kan implementeer;
- die NKV met 'n gevorderde vlak van vaardigheid en selfstandigheid te kan ontsluit en implementeer vir die ontwikkeling van 'n tematies georganiseerde en geïntegreerde lesreeks waarin daar van 'n verskeidenheid gepaste onderrig- en assesseringsmetodes gebruik gemaak word;
- die beginsel vir effektiewe gebruik van tegnologie en multimedia (veral die ten opsigte van MS Word-pakkette) te kan implementeer vir die ondersteuning van leer en onderrig;
- bewys te kan lewer van diepgaande kennis en gevorderde vaardigheid ten opsigte van assesseringspraktyke in skole, teorieë oor assessering, departemente dokumente oor assessering en die samestelling van assesseringsplanne vir bepaalde grade en fases.

**\* Module offered through medium Afrikaans only**

**Method of delivery:** Full-time / Part-time

**Methods of assessment:** Continuous Assessment 50 %  
Written Exam 50 %

**Module code:** TOAF 671

**Semester** 1

**24 Credits**

**NQF-Level:** 7

**Title:** Kreatiwiteit in taalonderwys; Afrikaans as addisionele taal in die skool; fundamentele boustene van lees

**Module outcomes:**

Na voltooiing van hierdie module behoort die student

- bewys te kan lewer van gespesialiseerde kennis van en ekspertise ten opsigte van teorieë oor en beginsels van lees en ten opsigte van bewysgebaseerde navorsing oor die fundamentele kognitiewe elemente van lees en van leesonderrigpraktyke, sowel as van veranderlikes wat leesprestasie affekteer;
- in staat te wees om die analise, interpretasie en evaluering van films op so 'n wyse in die skoolsituasie te kan fasiliteer dat dit tot verruiming van die visuele ervaringswêreld van leerders lei;
- 'n analise van die kreatiewe onderrigmoontlikhede van interaktiewe, lesergerigte teksbenaderings te kan doen om die waarde daarvan in terme van die ontwikkeling van hoërde kognitiewe en emosionele vaardighede by leerders te benut

- bewys te kan lewer van diepgaande kennis omtrent die teoretiese onderbou van lesergerigte teksbenaderings ten einde onderrigstrategieë te kan ontwerp met behulp waarvan die kwyndende leesbelangstelling onder leerders teengewerk kan word en 'n liefde vir Afrikaanse literêre tekste gekweek kan word.
- bewys te kan lewer van sensitiewe instelling teenoor die diverse gemeenskappe in Suid-Afrika en vir die belangrikheid daarvan vir effektiewe kommunikasie binne die leerarea Taal,
- relevante teorieë oor die aanleer van 'n vreemde taal te kan analiseer en te vergelyk met moedertaalteorieë,
- literêre tekste te kan gebruik om onderrigmateriaal te ontwerp word en dit aan leerders te kan ontsluit deur gebruikmaking van verskillende gepaste metodes en strategieë vir die onderrig van 'n addisionele taal.

**\* Module offered through medium Afrikaans only**

<b>Method of delivery:</b>	Full-time / Part-time
<b>Methods of assessment:</b>	Continuous Assessment 50 % Written Exam 50 %

<b>Module code: TECE 611</b>	<b>Semester 1</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
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**Title:** Perspectives in Technology Education

<b>Module outcomes:</b> Students demonstrate that they have acquired a critical understanding and working knowledge of:	<ul style="list-style-type: none"> <li>• international (global) and national trends in Technology Education,</li> <li>• internationally and nationally favoured / privileged pedagogical approaches to Technology Education,</li> <li>• international and national trends with regard to the design process, including the role of creativity, innovation and different perspectives on indigenous technologies (taking account of IKS).</li> </ul>
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<b>Method of delivery:</b>	Full-time / Part-time
<b>Methods of assessment:</b>	Continuous Assessment 50 % Written Exam 50 %

<b>Module code: TECE 621</b>	<b>Semester 2</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
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**Title:** Foundation of Technology Education

<b>Module outcomes:</b> Students demonstrate that they have acquired a critical understanding and working knowledge of:	<ul style="list-style-type: none"> <li>• the philosophy of Technology Education,</li> <li>• the historical development of Technology Education,</li> <li>• the relation between technology and science and</li> <li>• an epistemological and methodological approach to technology both as a process and as an artefact.</li> </ul>
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<b>Method of delivery:</b>	Full-time / Part-time
<b>Methods of assessment:</b>	Continuous Assessment 50 % Written Exam 50 %

<b>Module code: TECE 622</b>	<b>Semester 2</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Teaching and Learning in Technology Education			
<b>Module outcomes:</b> Students demonstrate that they have acquired a critical understanding and comprehensive working knowledge : <ul style="list-style-type: none"> <li>• of the teaching and learning of technology as a problem-based academic subject with a practical approach (including concomitant skills),</li> <li>• of problem-based teaching and learning in the ability to analyse, evaluate and apply it,</li> <li>• of the development of pedagogic content knowledge in the ability to analyse, evaluate and apply it,</li> <li>• of assessment approaches in Technology Education, including the creative and effective integration of media in the classroom.</li> </ul>			
<b>Method of delivery:</b>		Full-time / Part-time	
<b>Methods of assessment:</b>		Continuous Assessment 50 % Written Exam 50 %	
<b>Module code: TLAS 612</b>	<b>Semester 1</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Teaching, Learning and Assessment			
<b>Module outcomes:</b> By the end of the module, students should be equipped: <ul style="list-style-type: none"> <li>• with specialised knowledge of and expertise in teaching and learning theories relevant to the South African and International teaching and learning context;</li> <li>• with a fundamental understanding of the theoretical underpinnings of assessment and how it relates to and impacts on sound assessment practices;</li> <li>• with the knowledge and skills to be able to plan and implement successful classroom assessment</li> </ul>			
<b>Method of delivery:</b>		Full-time / Part-time / ODL	
<b>Methods of assessment:</b>		Continuous Assessment 50 % Written Exam 50 %	
<b>Module code: TSCU 621</b>	<b>Semester 2</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> The School Curriculum			
<b>Module outcomes:</b> After completing this module, students should be equipped: <ul style="list-style-type: none"> <li>• with a systematic and in-depth knowledge of the school curriculum;</li> <li>• to critically analyse the South African education system in general and the school curriculum in particular;</li> <li>• to demonstrate an understanding of the processes of the school curriculum in South Africa;</li> <li>• with skills of relating theory and practice in the classroom situation;</li> <li>• to demonstrate an understanding of OBE and its relevance to the school curriculum.</li> </ul>			
<b>Method of delivery:</b>		Full-time / Part-time / ODL	
<b>Methods of assessment:</b>		Continuous Assessment 50 % Written Exam 50 %	
<b>Module code:VGLO 624</b>	<b>Semester 2</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Education Systems: structure and functions			
<b>Module outcomes:</b> After completing this module, students demonstrate that they have acquired: <ul style="list-style-type: none"> <li>• an understanding of the origin, development, nature and purpose of Comparative Education;</li> <li>• the ability to compare different education systems along cross-national lines;</li> <li>• the ability to illuminate an educational issue from a comparative perspective.</li> </ul>			
<b>Method of delivery:</b>		Full-time / Part-time / ODL	
<b>Methods of assessment:</b>		Continuous Assessment 50 % Written Exam 50 %	

## ELECTIVE MODULES

Module code: CSIE 611	Semester 1	16 Credits	NQF-Level: 7
<b>Title:</b> Foundations of Information Technology Education			
<b>Module outcomes:</b> By the end of the module, learners should be equipped:			
<ul style="list-style-type: none"> <li>• with knowledge and skills that will allow them to demonstrate that they have acquired profound knowledge of current research in the field of IT education, locally and globally;</li> <li>• with the ability to apply appropriate research methods in this field of study;</li> <li>• with comprehensive knowledge of the current status of IT education on secondary level world-wide;</li> <li>• with knowledge and skills that will allow them to critically evaluate the determinants that are necessary for the teaching and development of the subject;</li> <li>• with deep understanding regarding the development of cooperative and collaborative learning environments as basis to enhance knowledge construction in the IT class;</li> <li>• with thorough knowledge and skills regarding the empowerment and support of IT learners in terms of the basic principles of IT as subject field.</li> </ul>			
<b>Method of delivery:</b>		Full-time / Part-time	
<b>Methods of assessment:</b>		Continuous Assessment 50 % Written Exam 50 %	

Module code: CSIE 612	Semester 1	16 Credits	NQF-Level: 7
<b>Title:</b> Foundations of Computer Applications Technology Education			
<b>Module outcomes:</b> By the end of the module, learners should be equipped with:			
<ul style="list-style-type: none"> <li>• comprehensive knowledge of the current status of CAT on secondary level, locally and globally;</li> <li>• knowledge and skills that will enable them to demonstrate that they have profound knowledge of current research in CAT, locally and globally, in order to identify research opportunities in the subject;</li> <li>• specialised knowledge and skills to apply appropriate research methods in this field of study;</li> <li>• profound knowledge and skills that will allow them to critically evaluate critically the determinants that are necessary for the teaching and development of the subject;</li> <li>• specialised knowledge and skills regarding the empowerment and support of CAT learners in terms of the basic principles of CAT as subject field.</li> </ul>			
<b>Method of delivery:</b>		Full-time / Part-time	
<b>Methods of assessment:</b>		Continuous Assessment 50 % Written Exam 50 %	



<b>Module code: CSIE 625</b>	<b>Semester 2</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Information Technology: knowledge for education			
<b>Module outcomes:</b> By the end of the module, learners should be equipped: <ul style="list-style-type: none"> <li>• with profound knowledge and practical skills in the design and implementation of advanced object oriented programming principles;</li> <li>• with profound knowledge and skills to demonstrate the compiling process of programs, with reference to memory allocation and error handling; to demonstrate profound knowledge and skills of network technologies and security, operating systems and project management.</li> </ul>			
<b>Method of delivery:</b>		Full-time / Part-time	
<b>Methods of assessment:</b>		Continuous Assessment 50 % Written Exam 50 %	

<b>Module code: CSIE 626</b>	<b>Semester 2</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Computer Applications Technology: knowledge for education			
<b>Module outcomes:</b> By the end of the module, learners should be equipped: <ul style="list-style-type: none"> <li>• with profound knowledge of the practical content of CAT on secondary level;</li> <li>• with practical skills regarding the design and advanced integration of different application packages;</li> <li>• to demonstrate profound skills regarding project and information management.</li> </ul>			
<b>Method of delivery:</b>		Full-time / Part-time	
<b>Methods of assessment:</b>		Continuous Assessment 50 % Written Exam 50 %	

<b>Module code: ELEA 611</b>	<b>Semester 1</b>	<b>8 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> E-learning			
<b>Module outcomes:</b> By the end of the module, students should be equipped with: <ul style="list-style-type: none"> <li>• a broad understanding of the educational learning theories underpinning e-learning;</li> <li>• a broad understanding of e-learning concepts, principles and types used in education;</li> <li>• the ability to differentiate e-learning technologies according to their contexts for decision making in education;</li> <li>• the ability to create and manage an online course site;</li> <li>• the ability to develop e-learning strategies in relation to their educational settings;</li> <li>• the ability to develop and maintain e-activities;</li> <li>• the ability to conduct online assessment and moderation;</li> <li>• the ability to design, maintain and facilitate an online virtual learning group.</li> </ul>			
<b>Method of delivery:</b>		Full-time / Part-time / ODL	
<b>Methods of assessment:</b>		Continuous Assessment 50 % Written Exam 50 %	

<b>Module code: ONWB 624</b>	<b>Semester 2</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Human resources management and development in education			
<b>Module outcomes:</b> After completing this module, students demonstrate that they have acquired:			
<ul style="list-style-type: none"> <li>• 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;</li> <li>• the ability to interpret and evaluate selected policies, laws and principles applicable to human resource management;</li> <li>• the ability to explain processes of resourcing and assessing talent at the workplace;</li> <li>• knowledge of continuous professional development in order to analyse, design and apply training programmes aimed at developing talent among employees;</li> <li>• the ability to interpret and apply career management principles and models;</li> <li>• the ability to apply knowledge of human resource development to improve performance in the workplace and to develop themselves as individuals.</li> </ul>			
<b>Method of delivery:</b>		Full-time / Part-time / ODL	
<b>Methods of assessment:</b>		Continuous Assessment 50 % Written Exam 50 %	

<b>Module code: ONWB 625</b>	<b>Semester 2</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Financial school management			
<b>Module outcomes:</b> After completing this module, Students demonstrate that they have acquired:			
<ul style="list-style-type: none"> <li>• an understanding of the nature and complexity of the relation between economic and political aspects and the financing of schools;</li> <li>• the ability to apply and extend education management areas concerned with finances in order to analyse the implications in practice;</li> <li>• the ability to apply the theory of budgeting and financing of schools in a practical manner;</li> <li>• a deep understanding of the implications of selected policy documents and laws for the financing of schools.</li> </ul>			
<b>Method of delivery:</b>		Full-time / Part-time / ODL	
<b>Methods of assessment:</b>		Continuous Assessment 50 % Written Exam 50 %	

<b>Module code: ONWR 624</b>	<b>Semester 2</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Labour law and school governance			
<b>Module outcomes:</b> After completing this module, students demonstrate that they have acquired:			
<ul style="list-style-type: none"> <li>• a sufficient practically usable knowledge of the applicable labour legislation in education;</li> <li>• a theoretical and conceptual knowledge of the constitutional and legislative provisions that determine employment rights and obligations of educators;</li> <li>• the ability to describe, analyse and apply legal principles with regard to the rights and duties of employees and employers in educational practice;</li> <li>• a theoretical and conceptual knowledge of common law and case law principles that determine the substantive issues of labour law in education;</li> <li>• the ability to distinguish between labour legislation that applies to educators at public schools and independent schools respectively;</li> <li>• 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;</li> <li>• a theoretical and conceptual knowledge of the legal principles and case law</li> </ul>			

	<p>pertaining to collective labour relations in education;</p> <ul style="list-style-type: none"> <li>• a theoretical and conceptual knowledge of the rights and duties of members of school governing bodies;</li> <li>• a deep understanding of the role and functions of school governing bodies;</li> <li>• 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.</li> </ul>
<b>Method of delivery:</b>	Full-time / Part-time / ODL
<b>Methods of assessment:</b>	Continuous Assessment 50 % Written Exam 50 %

<b>Module code: ONWR 625</b>	<b>Semester 2</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Human Rights and democracy in education			
<b>Module outcomes:</b>			
After completing this module, students demonstrate that they have acquired:			
<ul style="list-style-type: none"> <li>• a theoretical and conceptual knowledge of the educational determinants of the Constitution of South Africa;</li> <li>• a theoretical and conceptual knowledge of the constitutional and legislative provisions that determine democracy in education;</li> <li>• the ability to distinguish between and evaluate the significance of different models of democracy in relation to education;</li> <li>• the ability to analyse, interpret and apply the constitutional rights to educational practice;</li> <li>• the ability to distinguish the ways in which rights can be limited;</li> <li>• a deep understanding of the concepts of democratic school governance, decentralisation, devolution and delegation of power;</li> <li>• the ability to apply knowledge of the various constitutional rights to case studies in the education setting;</li> <li>• the ability to act in a constitutionally sound manner as an educational practitioner or manager;</li> <li>• a deep understanding of as well as an ability to analyse and apply relevant case law pertaining to the Constitution and educational practice;</li> <li>• the ability to analyse and criticise unconstitutional and undemocratic features and practices in various education settings.</li> </ul>			
<b>Method of delivery:</b>	Full-time / Part-time / ODL		
<b>Methods of assessment:</b>	Continuous Assessment 50 % Written Exam 50 %		

<b>Module code: SLAD 621</b>	<b>Semester 2</b>	<b>8 Credits</b>	<b>NQF-Level: 7</b>
<b>Title:</b> Strategic Learning and Development			
<b>Module outcomes:</b>			
After completing this module, the students demonstrate that they have acquired:			
<ul style="list-style-type: none"> <li>• 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.</li> </ul>			
<b>Method of delivery:</b>	Full-time / Part-time / ODL		
<b>Methods of assessment:</b>	Continuous Assessment 50 % Written Exam 50 %		

<b>Module code:VGLO 622</b>	<b>Semester 2</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title: Modern Education systems</b>			
<b>Module outcomes:</b>			
After completing this module, students demonstrate that they have acquired:			
<ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• 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.</li> </ul>			
<b>Method of delivery:</b>	Full-time / Part-time / ODL		
<b>Methods of assessment:</b>	Continuous Assessment 50 % Written Exam 50 %		

<b>Module code:VGLO 623</b>	<b>Semester 2</b>	<b>16 Credits</b>	<b>NQF-Level: 7</b>
<b>Title: Contemporary education issues: comparative perspectives</b>			
<b>Module outcomes:</b>			
After completing this module, students demonstrate that they have acquired:			
<ul style="list-style-type: none"> <li>• an understanding of policy development in developing countries;</li> <li>• the ability to make judgement on issues related to education policy in the education setting, and to assess and evaluate the impact that policies may have on educational planning;</li> <li>• an understanding of different theories of educational planning and the ability to apply them as educational planners;</li> <li>• the ability to identify and analyse educational problems and issues arising from schooling in a developing country;</li> <li>• the ability to analyse educational issues from a comparative perspective.</li> </ul>			
<b>Method of delivery:</b>	Full-time / Part-time / ODL		
<b>Methods of assessment:</b>	Continuous Assessment 50 % Written Exam 50 %		



### **OP.3.1.2.2 Specific admission requirements**

- (i) A BEdHons degree in the direction for which the student wishes to register.
- (ii) A minimum average pass mark of 65% in the BEdHons degree as well as a minimum pass mark of 65% for the research modules in the BEdHons degree.
- (iii) If a student is not in possession of a BEdHons degree in an applicable field of education, but is in possession of another Honours degree, further conditions for admission may be set by the faculty.
- (iv) Students must demonstrate acceptable levels of proficiency in terms of their computer and academic literacy. All prospective MEd students must undergo compulsory computer and academic literacy assessments and their admission will depend on their performance in these assessments.
  
- (v) A prospective student could meet all of the above admission requirements, but the application may still be turned down due to (1) a lack of capacity in the faculty to render adequate supervision and, (2) where the proposed research topic/theme cannot be accommodated within the focus of existing research programmes/projects in the faculty.

### **OP.3.1.3 RECOGNITION OF PRIOR LEARNING**

Prior knowledge as recognised by the Faculty Board.

### **OP.3.1.4 STUDY PROGRAMME**

- (i) A student for the MEd degree must, unless the research director decides otherwise, follow an approved programme in the Research Focus Area in consultation with the research director (A.7.2.2). Attendance of the approved programme is compulsory, and if the student fails to do so, his/her studies may be terminated
- (ii) A student who has been admitted to the MEd programme must submit a research proposal to the MEd & PhD Programme Committee for approval within six (6) months after registration. The approved academic processes and administrative cut-off dates for submission must be followed (A.7.4.8).
- (iii) If a student fails to submit the research proposal for approval within six (6) months after registration, his/her studies may be terminated (A.7.4.8).

### **OP.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.

### **OP.3.1.6 EXTENSION OF STUDY PERIOD**

- (i) A student who does not complete his/her studies within the maximum period must apply to the research director for an extension of the study period by one academic year at the end of the third year of the studies (A.7.6).

- (ii) The supervisor must provide a motivation for the extension of the study period to the research director of the ResearchFocus Area.
- (iii) An application for the extension of the study period must be in the form of a submission in which the following are indicated:
  - (a) that the research topic is still relevant;
  - (b) what progress has already been made;
  - (c) what still has to be done to complete the studies; and
  - (d) whether the supervisor is still available (A.7.6.5).
- (iv) If the study period is extended, a levy determined by the council from time to time, will be imposed (A.7.6.6).

### OP.3.1.7 LIST OF PROGRAMMES

Programme Code	Curriculum Code	Descriptive Name	Curriculum Abbreviation	Credits
403 121	O802P	Natural Sciences Education	NWOW 871	240
403 122	O803P	Education Management	ONWB 871	240
403 123	O804P	Education Law	ONWR 871	240
403 124	O805P	Educational Psychology	OPSK 871	240
403 125	O806P	Comparative Education	VGLO 871	240
403 126	O807P	Mathematics Education	WISO 871	240
403 127	O808P	Learner Support	OPSL 871	240
403 129	O810P	Philosophy of Education	FOPV 871	240
403 130	O811P	Movement Education	BWOS 871	240
403 131	O812P	Computer Science Education	RWON 871	240
403 132	O813P	Training and Development	OPLN 871	240
403 116	O815P	Curriculum Development	EDTM 871	240

### **OP.3.1.8 EXAMINATIONS**

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

#### **OP.3.1.8.1 Appointment of examiners**

- (i) The Faculty's MEd & PhD Examination committee appoint the examiners.
- (ii) Appointment of examiners is done in accordance with general rule A.7.5.3.
- (iii) At least three months before submission of the dissertation students and supervisors must notify the administration officer of MEd & PhD Examination Committee in writing of their intentions to submit the dissertation for examination.
- (iv) No examiner of a dissertation may have been involved in any manner in the supervision of the student or act as a critical reader of the dissertation.

#### **OP.3.1.8.2 Requirements to which the dissertation must conform**

- (i) A dissertation must provide proof that the student has mastered research paradigms and methodologies (A.7.5.7).
- (ii) Regarding the technical requirements a dissertation must comply with all the requirements prescribed by the Faculty Board (A.7.5.7) and the latest Manual for Postgraduate studies.
- (iii) If a dissertation is presented in the form of published research articles or (an) unpublished manuscript(s) in article format, and if more than one such article or manuscripts 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 (A.7.5.7).

#### **OP.3.1.8.3 Submission in the dissertation for examination**

- (i) A dissertation may be submitted for examination only with the written permission of the supervisor(s) (A.7.5.4.4).
- (ii) A dissertation that has been submitted for examination cannot be withdrawn by the student or supervisor(s).

#### **OP.3.1.8.4 Requirements for passing**

- (i) A dissertation passes if the student obtains marks of at least 50%.
- (ii) A dissertation passes with distinction if the student obtains marks of at least 75%.
- (iii) A student failing a dissertation may only apply once for re-submission into the same MEd programme whereafter a new study must be registered (A.7.5.2.2). The research director of the Research Focus Area must be notified before such registration can be approved.

### **OP.3.1.9 TERMINATION OF STUDIES**

The studies of a student may be terminated if he/she exceeds the maximum duration of the study period or in the case of unsatisfactory academic performance (A.7.7.1). From the time of registration, the student's academic progress will be monitored continuously by means of half-yearly progress reports.

### **OP.3.1.10 Articulation**

This qualification gives access to the PhD degree





undergo compulsory computer and academic literacy assessments and their admission will depend on their performance in these assessments.

- (v) A prospective student could meet all of the above admission requirements, but the application may still be turned down due to (1) a lack of capacity in the faculty to render adequate supervision and (2) where the proposed research topic/theme cannot be accommodated within the focus of existing research programmes/projects in the faculty.

#### **OP.4.3 RECOGNITION OF PRIOR LEARNING**

Prior learning as recognised by the Faculty Board.

#### **OP.4.4 STUDY PROGRAMME**

- (i) A student for the PhD degree must, unless the research director decides otherwise, follow an approved programme in the research Focus Area in consultation with the research director. Attendance of the approved programme is compulsory, and if the student fails to do so, his/her studies may be terminated
- (ii) A student who has been admitted to the PhD programme must submit a research proposal to the MEd & PhD Programme Committee for approval within six (6) months after registration (A.8.4.7). The approved academic processes and administrative cut-off dates for submission must be followed.
- (iii) If a student fails to submit a research proposal for approval within six (6) months after registration, his/her studies may be terminated (A.8.4.7).

#### **OP.4.5 DURATION OF THE STUDIES**

The minimum duration of the studies for this qualification is a period of two (2) years or the period necessary to acquire the required 360 credits, and the maximum length of time for completing the doctoral degree is a period of four (4) years.

#### **OP.4.6 EXTENSION OF THE STUDY PERIOD**

- (i) A student who does not complete his/her studies within the maximum period must apply to the research director for an extension of the study period by one academic year at the end of the fourth year of his studies (A.8.6.1).
- (ii) The promoter must provide a motivation for the extension of the study period to the research director of the Focus Area.
- (iii) An application for the extension of the study period must be in the form of a submission in which the following are indicated (A.8.6.5):
  - (a) that the research topic is still relevant;
  - (b) what progress has already been made;
  - (c) what still has to be done to complete the studies; and
  - (d) whether the promoter is still available.
- (iv) If the study period is extended, a levy determined by the council from time to time, will be imposed (A.7.6.6).

**OP.4.7 LIST OF PROGRAMMES**

<b>Programme Code</b>	<b>Curriculum Code</b>	<b>Descriptive Name</b>	<b>Curriculum Abbreviation</b>	<b>Credits</b>
404 111	O902P	Natural Sciences Education	NWOW 971	360
404 112	O903P	Education Management	ONWB 971	360
404 113	O904P	Education Law	ONWR 971	360
404 114	O905P	Educational Psychology	OPSK 971	360
404 115	O906P	Comparative Education	VGLO 971	360
404 116	O907P	Mathematics Education	WISO 971	360
404 117	O908P	Learner Support	OPSL 971	360
404 119	O910P	Philosophy of Education	FOPV 971	360
404 120	O911P	Movement Education	BWOS 971	360
404 121	O912P	Computer Science Education	RWON 971	360
404 122	O913P	Training and Development	OPLN 971	360
404 130	O914P	Curriculum Development Innovation and Evaluation	DCDM 971	360

**OP.4.8 EXAMINATIONS****OP.4.8.1 Appointment of examiners**

- (i) For the examination of a doctoral thesis at least three examiners, including international external examiners, is appointed by the MEd & PhD Examination Committee of the Faculty. The external examiners must be in the majority. No examiner of a thesis may have been involved in any manner in the supervision of the student, or as a critical reader of the thesis.
- (ii) At least three months before submission of the dissertation students and their promoters must notify the MEd & PhD Examination Committee in writing of their intentions to submit the thesis for examination.

**OP.4.8.2 Examinations**

- (i) Examinations for a doctoral degree comprise at least a doctoral thesis containing the student's original research (A.8.5.1).
- (ii) A doctoral thesis must be handed in for an examination to be conducted on it (see A.8.5.4).

- (iii) For obtaining the final outcome of the examination for the doctoral degree an oral defence of the thesis is required (A.8.5.7.5).

#### **OP.4.9**

#### **REQUIREMENTS FOR A DOCTORAL THESIS**

- (i) A doctoral thesis must contribute towards scientific education research, knowledge construction and insight into the research domain, and has to provide proof of originality, either by finding new facts, or by exercising an independent critical research approach (A.8.5.7).
- (ii) The editing of a thesis must be satisfactory and comply with the requirements laid down by the Faculty Board (A.8.5.7) and the latest Manual for Postgraduate Studies.
- (iii) If a thesis 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 thesis 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.

#### **OP.4.10**

#### **TERMINATION OF STUDIES**

The studies of a student may be terminated if he/she exceeds the maximum duration of the study period or in the case of unsatisfactory academic performance (A.8.7). From the time of registration, the student's academic progress will be monitored continuously by means of half-yearly progress reports