

POTCHEFSTROOM CAMPUS
EDUCATION SCIENCES

POSTGRADUATE PROGRAMMES

J A A R B O E K

2017

Y E A R B O O K



NWU®

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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

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.

To be confirmed by the Council of the NWU

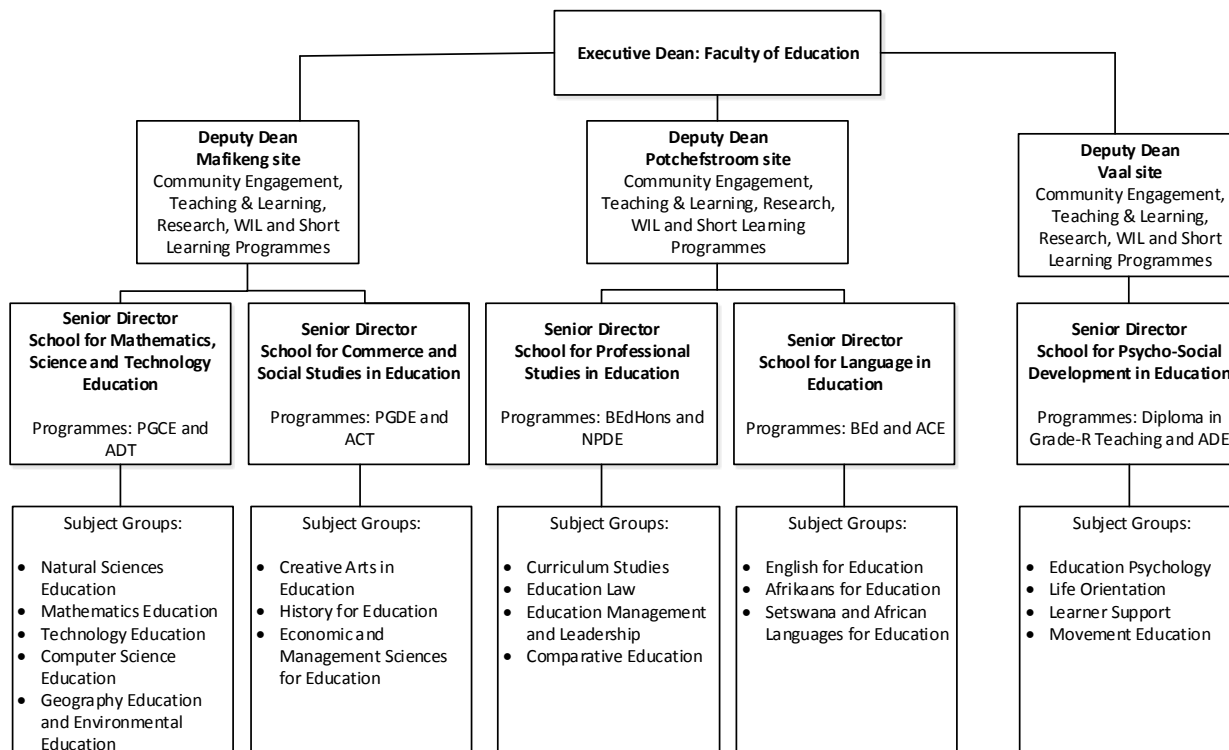


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Faculty of Education

Information regarding the new office bearers in the merged faculty that will come into effect from 2017 was not available when the calendar was compiled. Please consult the NWU website for the new structure and names of the members of management.

Management Committee of the Faculty

Executive Dean (*Chairperson*)

Deputy Deans

Senior School Directors

Directors of Research Entities

Directors

Administrative Managers

- Academic processes
- Administrative processes
- Quality assurance
- Financial Human resources

Faculty Board

Executive Dean (*Chairperson*)

Deputy Deans

Senior School Directors

Directors of Research Entities

Directors

Faculty representatives in the Institutional Senate

Research professors of schools and research entities

Representative of the Professoriate

Programme leaders:

- MEd and PhD
- BEdHons
- PGDE (Postgraduate Diploma en Education)
- PGCE (Postgraduate Certificate in Education)
- BEd
 - Foundation Phase
 - Intermediate Phase
 - Senior and Further Education and Training Phase and Technology
- ADE (Advanced Diploma in Education)
- ACE (Advanced Certificate in Education)
- NPDE (National Professional Diploma in Education)

- Diploma in Grade R Teaching
- ACT (Advanced Certificate in Teaching)
- Short learning programmes

Subject group chairpersons

Chairpersons of Faculty Board committees

Manager: Division of Professional Development

Administrative Managers

- Academic processes
- Administrative processes
- Quality assurance
- Financial Human resources

Student representatives

Representative of the Faculty of Natural Sciences

Representative of the Faculty of Health Sciences

CONTACT DETAILS FOR THE FACULTY

- Potchefstroom site
 - Telephone number: 018 299 1766
 - E-mail address: Edu-EnquiryPotch@nwu.ac.za
 - Website: <http://www.nwu.ac.za/faculty-education-sciences>
- Mafikeng site
 - Telephone number: 018 389 2214
 - E-mail address: MCEducation@nwu.ac.za
 - Website: <http://www.nwu.ac.za/content/welcome-faculty-education>
- Vaal site
 - Telephone number: 016 910 3060
 - E-mail address: VTC-Education-Info@nwu.ac.
 - Website: <http://www.nwu.ac.za/content/vaal-triangle-campus-faculty-humanities-school-education-sciences-directors-welcome>

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.
- (b) 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

The admission requirements for all formal academic qualifications offered by the University are set out in the Admission Policy as approved by Senate and Council (http://www.nwu.ac.za/webfm_send/24749).

Requirements for admission to the University are stipulated in Academic Rules A.3.2 (honours degree), A.4.2 (MEd) and A.5.2 (PhD). Specific requirements are stated in the rules for the various qualifications, programmes and curricula offered by the Faculty of Education Sciences.

NQF-Level 7 (ODL)

- Any recognised education qualification that totals 480 credits (of which 72 are at NQF Level 6), or any recognised RPL equivalent of the above-mentioned;
- recognised three-year teacher qualification with an ACE/FDE/HED;
- recognised four-year HED qualification.

NQF-Level 8 (full-time/part-time contact/ODL)

A four-year professional teaching degree OR a relevant Bachelor's degree capped by a recognised professional teaching qualification. A minimum pass of 65% average in the final year of the qualification that permits entry to the BEDHons.

OP.1.3 REGISTRATION

OP.1.3.1 Annual Registration

The provisions of 2.3.1 apply adapted as required to the honours programmes.

Annual registration is subject to successful application.

NQF-Level 7 (ODL)

Students may register at any time during the academic year.

NQF-Level 8 (full-time/part-time contact/ODL)

Application is made prior to 30 September subject to selection for registration in January the following year.

Students may only register in January each year, after successfully applying for admission in the previous year.

OP.1.3.2 Registration for additional modules

A student may in any year of study on application be granted permission by the dean in accordance with faculty rules to enrol, besides for the prescribed modules of the curriculum concerned, for modules additional thereto.

A student may apply in writing to be granted permission to register for additional modules for non-degree purposes. Permission may be granted by the programme leader (by proxy of the dean).

OP.1.3.3 Exemption from registration

The provisions of 2.3.5 apply adapted as required to honours programmes.

OP.1.3.4 Amendment or cancellation of registration

The provisions of 2.3.6 apply adapted as required to honours programmes, provided that cancellation of registration for an honours programme may be requested at any time.

OP.1.4 EXAMINATION

OP.1.4.1 Examiners and moderators

OP.1.4.1.1 The provisions of 2.4.1 apply adapted as required to honours programmes.

OP.1.4.1.2 The supervisor of an honours mini-dissertation may not be an internal examiner of such a mini-dissertation

NQF-Level 7 (ODL)

Supervisors are not assigned for NAVR 621. Such research reports are evaluated by the designated lecturer.

NQF-Level 8 (full-time/part-time contact/ODL)

The supervisor of a particular BEdHons research report (RSPR 671 – Level 8 qualification only) evaluates the research report as an internal examiner (supervisor). The research report is then moderated by one internal moderator (subject group member) and thereafter sent for external moderation. This process will be followed annually. In the case of large groups of students, a minimum of 10% will be randomly selected for external moderation.

OP.1.4.2 Requirements for admission to examination

The provisions of 2.4.2 apply adapted as required to honours programmes.

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 the calendar.

OP.1.4.3 Pass requirements

The pass requirements for every honours curriculum and module, inclusive of the ratio in which the assessment methods applicable to a specific module or group of modules in a faculty are combined to determine whether it has been completed successfully, are provided for in the faculty rules concerned.

The provisions of A.2.4.3 and A.2.4.3.2 apply, as adapted for honours programmes.

- a) 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 the relevant calendar.
- b) The module mark required for a pass in a module in which examinations are written is 50%.
- c) The subminimum for all modules in which examinations are written is 40% (Academic Rule A.2.4.3), unless stated otherwise in the rules of specific programmes and curricula.
- d) 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 Academic Rule A.2.4.3.2.

In order to pass a BEdHons qualification, all the modules of the specific curriculum must have been completed successfully.

OP.1.4.4 Number of examination opportunities

- OP.1.4.4.1** Except where faculty rules provide otherwise, a student who fails one or more of the modules of an honours study in an examination may be granted a second

examination opportunity in the affected module(s) by the dean concerned after consultation with the school director.

NQF-Level 7 (ODL)

A participation mark in any particular module allows a student a maximum of two examination opportunities. A student who fails one or more of the modules of an honours programme in an examination may be granted a second examination opportunity in the next examination cycle

NQF-Level 8 (full-time/part-time contact)

Where a participation mark in any particular module is obtained, a student will only be allowed one examination opportunity.

NQF-Level 8 (ODL)

A participation mark in any particular module allows a student a maximum of two examination opportunities. A student who fails one or more of the modules of an honours programme in an examination may be granted a second examination opportunity in the next examination cycle.

OP.1.4.4.2 A student may, within the maximum period allowed for the study, repeat examination papers once in modules not exceeding 25% of the curriculum concerned.

OP.1.4.4.3 A student who, after making use of all the ordinary examination opportunities, passed all the modules required in an honours programme except one, may apply to the dean concerned for a final assessment opportunity in the outstanding module, for which payment of the required amount, but not registration, is required.

OP.1.4.5 Extension of period of study

The provisions of 2.4.6 apply adapted as required to honours programmes.

NQF-Level 7 (ODL)

The minimum duration of study for this degree is two years and the maximum duration is four years. Students who exceed the maximum duration of study must apply to the programme leader, by proxy of the dean, to be allowed to re-register. This must be done in writing. Such a student may be granted two more examination opportunities to pass the outstanding modules. Should a student still have modules outstanding after these examination opportunities, the studies of such a student will be terminated and he/she will not be allowed to continue in the programme.

NQF-Level 8 (full-time/part-time contact/ODL)

The minimum duration of study for this degree is one year and the maximum duration is three years. Students who exceed the maximum duration of study

must apply to the programme leader, by proxy of the dean, to be allowed to re-register. This must be done in writing.

OP.1.4.6 Unsatisfactory academic performance

The provisions of A.2.4.7 and A.2.4.8 apply, as adapted for honours programmes.

NQF-Level 7 (ODL)

A student whose academic performance is found to be unsatisfactory shall receive a formal written warning from the Director of the SCTE. Thereafter, if progress is still not satisfactory, the student may be dealt with in terms of Academic Rule A.2.4.8.

NQF-Level 8 (full-time/part-time contact/ODL)

A student whose academic performance is found to be unsatisfactory shall receive a formal written warning from the Office of Academic Administration and a copy thereof placed on the student's file. Thereafter, if progress is still not satisfactory, the student may be dealt with in terms of Academic Rule A.2.4.8.

OP.1.5 ATTAINMENT OF THE DEGREE

OP.1.5.1 Satisfaction of requirements

The honours degree is attained when a student has passed in the examination of all the modules prescribed in faculty rules for the curriculum concerned. The prescribed modules are included in the BEdHons programme document.

OP.1.5.2 Qualification with distinction

The honours degree is conferred with distinction where the student completes the degree in the minimum period and obtained a weighted average of 75% in all the core-modules.

NQF-Level 8 (full-time/part-time contact/ODL)

The honours degree is conferred with distinction if the student has completed the degree in the minimum period and obtained a weighted average of 75% in all the modules (weighted according to the module credits).

OP.1.5.3 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 3.4.3.)
- 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.1.6 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

OP.1.7 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.1.8 RECOGNITION OF PRIOR LEARNING

The process for recognition of prior learning is stipulated in General Academic Rules A.2.3.2. The provisions of A.2.3.2. apply adapted as required to BEdHons programmes.

OP.1.9 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

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.1.10 SCHOOLS IN THE FACULTY

School	Subject Group
School of Human and Social Science for Education	<ul style="list-style-type: none">o African Languages for Educationo Afrikaans for Education

	<ul style="list-style-type: none"> ○ Creative and Performing Arts for Education ○ Early Childhood Development ○ Economic and Management Sciences Education and History Education ○ English for Education
School of Natural Science and Technology for Education	<ul style="list-style-type: none"> ○ Computer Science Education ○ Geography Education and Environmental Education ○ Mathematics Education ○ Natural Sciences Education ○ Technology for Education
School of Education Studies	<ul style="list-style-type: none"> ○ Comparative Education ○ Curriculum Studies, Philosophy and Research Methodology ○ Education Law ○ Education Management Leadership ○ Educational Psychology and Learner Support ○ Life Orientation ○ Movement Education

OP.1.11 QUALIFICATIONS, PROGRAMMES AND CURRICULA

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

- Doctor of Philosophy (PhD)
- Master of Education (MEd)
- Bachelor of Education Honours (BEdHons)
- Postgraduate Certificate in Education (PGCE)
- Bachelor of Education (BEd)
- Grade R-Diploma
- Advanced Diploma in Education (ADE): Special needs
- National Professional Diploma in Education (NPDE). (Programme is phasing out. Pipeline students till 2018)
- Advanced Certificate in Education (ACE) (Programme is phasing out. Pipeline students till 2018)

HONOURS DEGREE						
LEVEL 7: ODL						
QUALIFICATION	PROGRAMME AND CODE	CURRICULUM AND CODE	METHOD OF DELIVERY	NQF-LEVEL	AMOUNT OF MODULES	CREDITS
Honours Baccalaureus Educationis (BEdHons)	Teaching and Learning 464 120	General Teaching and Learning O601P	ODL	7	11	128
	Education Management, Law & systems 464 121	Education Management, Law & systems O608P	ODL	7	13	128
	Learner Support 464 148	Learner Support O610P	ODL	7	11	128
	Teaching and Learning 464 120	Mathematics Education O607P	ODL	7	11	128
LEVEL 8: Full Time / Part Time (CONTACT)						
Honours Baccalaureus Educationis (BEdHons)	Afrikaanse Taalonderwys 464 138 (Only offered in Afrikaans)	Afrikaanse Taalonderwys O601P (Only offered in Afrikaans)	Full-time Part-time Contact	8	6	136
	Computer Science Education 464 139	Computer Science Education O602P	Full-time Part-time Contact	8	7	128
	Computer Applications Technology Education 4BG L01	Computer Applications Technology Education O601P	Full-time Part-time Contact	8	8	128
	Curriculum Studies 464 140	Curriculum Studies O603P/V	Full-time Part-time Contact ODL	8	8	128
	Education, Management, Law and Systems 464 121	Education, Management, Law and Systems O605P/V/M	Full-time Part-time Contact	8	6	128
	Educational Psychology 464 122	Educational Psychology O607P	Only Full-time	8	8	152
	English Language Education 464 145	English Language Education O608P	Full-time Part-time Contact	8	6	128
	Geography Education 464 147	Geography Education O610P	Full-time Part-time Contact	8	7	128
	History Education 4BF M01	History Education O601P	Full-time Part-time Contact	8	7	128
	Learner Support 464 148	Learner Support O618P/V/M	Full-time Part-time Contact ODL	8	6	128

	Life Sciences Education 464 149	Life Sciences Education O612P	Full-time Part-time Contact	8	7	128
	Mathematics Education 464 150	Mathematics Education O613P	Full-time Part-time Contact	8	6	128
	Movement Education 464 151	Movement Education O614P	Full-time Part-time Contact	8	7	128
	Physical Science Education 464 152	Physical Science Education O615P	Full-time Part-time Contact	8	8	128
	Technology Education 464 133	Technology Education O617P	Full-time Part-time Contact	8	7	128

MASTERS DEGREE						
QUALIFICATION	PROGRAMME AND CODE	CURRICULUM AND CODE	METHOD OF DELIVERY	NQF LEVEL	CURRICULUM ABBREVIATION	CREDITS
Magister Educationis (MEd)	Curriculum Studies 4CC N01	Curriculum Studies O801P	Full-time Part-time	9	CRSE 871	180
	Natural Sciences Education 4CE N01	Physical Science Education with Natural Sciences Education O801P	Full-time Part-time	9	NSCE 871	240
	Educational Management and Leadership 4CB N01	Educational Management and Leadership O801P	Full-time Part-time	9	EDMA 871	180
	Education Law 4CG N01	Education Law O801P	Full-time Part-time	9	EDLW 871	180
	Educational Psychology 4CH N01	Educational Psychology O801P	Full-time Part-time	9	EPSY 871	180
	International and Comparative Education 4CJ N01	International and Comparative Education O801P	Full-time Part-time	9	COMP 871	180
	Mathematics Education 4CK N01	Mathematics Education O801P	Full-time Part-time	9	MATE 871	180
	Special needs Education 4CL N01	Special needs Education O801P	Full-time Part-time	9	SPNP 871	180
	Philosophy of Education 4CM N01	Philosophy of Education O801P	Full-time Part-time	9	PHIE 871	180
	Movement Education 4CN N01	Movement Education O801P	Full time Part-time	9	MATE 871	180
	Computer Science Education 403 131	Computer Science Education O812P	Full-time Part-time	9	RWON 871	240

DOCTORAL DEGREE						
Philosophiae Doctor (PhD)	Natural Sciences Education 4CA R10	Natural Sciences Education O901P	Full-time Part-time	10	PHSE 971	360
	Education Management 4CA R06	Education Management O901P	Full-time Part-time	10	EDMA 971	360
	Education Law 4CA R05	Education Law O901P	Full-time Part-time	10	EDLW 971	360
	Educational Psychology 4CA R07	Educational Psychology O901P	Full-time Part-time	10	EPSY 971	360
	Comparative Education 4CA R01	Comparative Education O901P	Full-time Part-time	10	CMPE 971	360
	Mathematics Education 4CA R09	Mathematics Education O901P	Full-time Part-time	10	MATE 971	360
	Special Needs Education 4CA R14	Special Needs Education O901P	Full-time Part-time	10	SPNE 971	360
	Philosophy of Education 4CA R11	Philosophy of Education: O901P	Full-time Part-time	10	PHIE 971	360
	Physical Education 4CA R12	Movement Education: O901P	Full-time Part-time	10	MOVE 971	360
	Computer Science Education 4CA R02	Computer Science Education O901P	Full-time Part-time	10	CSIE 971	360
	Curriculum Studies 4CA R03	Curriculum Development Innovation and Evaluation O901P	Full-time Part-time	10	CRSE 971	360

OP.1.12 RULES FOR THE HONOURS BACCALAUREUS EDUCATIONIS DEGREE (BEdHons)

METHOD OF PRESENTATION:

Full-time (NQF-Level 8)

Part-time Contact (NQF-Level 8)

ODL (NQF-Level 8)

ODL (NQF-Level 7) (Phasing out)

This qualification may be obtained in one of the programmes and curricula described in the programme document and can be completed on a full-time or part-time basis.

A “**full-time student**” means a student for whom study is the predominant activity and follows a curriculum that can be completed within the prescribed minimum period.

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.1.12.1 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.1.12.2 Admission requirements for the qualification

Admission to this qualification takes place according to the general rules A.3.2 of the university. In particular the following admission requirements are valid for the BEdHons degree.

NQF-LEVEL 7 (ODL)

The final intake of students for the BEdHons degree at NQF Level 7 was October 2015, and these students must complete the qualification by the end of 2018. Provided that they successfully complete FOER 611 and RSPR 671 for non-degree purposes (a minimum mark of 65% for both research modules), these candidates may apply for the MEd degree at NQF Level 9. The BEdHons degree at NQF Level 7 will be retained until 2018 to accommodate students who do not have a previous degree, and who therefore do not qualify to register for the BEdHons degree at NQF Level 8.

NQF-LEVEL 8 (full-time/part-time contact/ODL)

A four-year professional teaching degree OR a relevant Bachelor's degree capped by a recognised professional teaching qualification. A minimum pass of 65% average in the final year of the qualification that permits entry to the BEdHons.

After the successful completion of the BEdHons degree at NQF Level 8 with a minimum average mark of 65% for the BEdHons degree, as well as a minimum mark of 65% for both research modules (FOER 611 and RSPR 671) in the BEdHons curriculum, students may apply for the MEd degree at NQF Level 9.

PROGRAMME: Teaching and Learning (Programme code: 464 120)**IMPORTANT NOTE:**

This programme is only offered through ODL. The last intake was in October 2015. Only pipeline students are still accommodated in the programme.

Faculty Specific Rules for Programme

See OP.1.2.1 – Admission Requirements

Programme Structure**ODL: General Teaching and Learning (Curriculum code: O601P)**

Year 1		Year 2	
First semester		First semester	
Module code	Cr	Module code	Cr
LEON 611	8	LEON 613	8
LEON 612	8	ONWB 611	8
LEON 614	16	NAVR 611	16
Total 1st semester	32	Total 1st semester	32
Year 1		Year 2	
Second semester		Second semester	
Module code	Cr	Module code	Cr
LEON 621	16	LEON 623	16
LEON 622	16	LEON 624	8
		NAVR 621	8
Total 2nd semester	32	Total 2nd semester	32
Total Year 1	64	Total Year 2	64

PROGRAMME: Education Management, Law & Systems (Programme code: 464 121)

IMPORTANT NOTE:

This programme is only offered through ODL. The last intake was in October 2015. Only pipeline students are still accommodated in the programme.

Faculty Specific Rules for Programme

See OP.1.2.1 – Admission Requirements

Programme Structure

ODL: Education Management, Law & Systems (Curriculum code: O608P)

Year 1		Year 2	
First semester		First semester	
Module code	Cr	Module code	Cr
LEON 611	8	LEON 613	8
LEON 612	8	ONWB 611	8
VGLO 612	16	NAVR 611	16
Total 1st semester	32	Total 1st semester	32
Year 1		Year 2	
Second semester		Second semester	
Module code	Cr	Module code	Cr
ONWB 621	16	ONWR 621	8
ONWB 622	8	ONWR 622	8
ONWB 623	8	NAVR 621	8
		<u>Choose one:</u>	
		ONWR 623 (<i>Elective module</i>)	8
		VGLO 621 (<i>Elective module</i>)	8
Total 2nd semester	32	Total 2nd semester	32
Total Year 1	64	Total Year 2	64

PROGRAMME: Learner Support (Programme code: 464 148)

IMPORTANT NOTE:

This programme is only offered through ODL. The last intake was in October 2015. Only pipeline students are still accommodated in the programme.

Faculty Specific Rules for Programme

See OP.1.2.1 – Admission Requirements

Programme Structure

ODL: Learner Support (Curriculum code: O610P)

Year 1		Year 2	
First semester		First semester	
Module code	Cr	Module code	Cr
LEON 611	8	OPSK 613	8
LEON 612	8	NAVR 611	16
OPSK 612	16		
Total 1st semester	32	Total 1st semester	32
Year 1		Year 2	
Second semester		Second semester	
Module code	Cr	Module code	Cr
LEON 621	16	OPSK 625	8
LEON 622	16	OPSK 624	8
		LEON 624	8
		NAVR 621	8
Total 2nd semester	32	Total 2nd semester	32
Total Year 1	64	Total Year 2	64

PROGRAM: Teaching and Learning (Programme code: 464 120)

IMPORTANT NOTE:

This programme is only offered through ODL. The last intake was in October 2015. Only pipeline students are still accommodated in the programme.

Faculty Specific Rules for Programme

Learners wishing to follow a curriculum in Mathematics Education must have undergone training qualifying them to be appointed in a permanent position as an educator in the relevant learning area, Mathematics Education or Mathematical Literacy; in a particular school phase.

Programme Structure

ODL: Mathematics Education (Curriculum code: O607P)

Year 1		Year 2	
First semester		First semester	
Module code	Cr	Module code	Cr
LEON 611	8	LEON 613	8
LEON 612	8	ONWB 611	8
WISO 611	16	NAVR 611	16
Total 1st semester	32	Total 1st semester	32
Year 1		Year 2	
Second semester		Second semester	
Module code	Cr	Module code	Cr
WISO 621	16	WISO 622	16
LEON 621	16	LEON 624	8
		NAVR 621	8
Total 2nd semester	32	Total 2nd semester	32
Total Year 1	64	Total Year 2	64

OP.2.1 List of modules

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

- The requirements with regard to the assumed learning for NAVR 621 are indicated in the last column.
- To be allowed into NAVR 621 a module mark of at least 50% in NAVR 611 is required or a participation mark of at least 45%
- NAVR 621 must be completed in one of the core modules of a curriculum.

Module code	Descriptive name	Requirements	Credits
FUNDAMENTAL MODULES			
NAVR 611	Educational Research		16
NAVR 621	Action Research	NAVR 611 50% or 45% participation mark	8
LEON 611	Learning Perspectives		8
LEON 612	Teaching Perspectives		8
LEON 613	The OBE Curriculum		8
ONWB 611	Educational Organisations		8
CORE MODULES			
LEON 614	Classroom Communication		16
LEON 621	Strategic Learning and Motivation		16
LEON 622	Strategic Teaching		16
LEON 623	Curriculum Development		16
LEON 624	Assessment of Learning		8
ONWB 621	Education Management Tasks		16
ONWB 622	Financial Management		8
ONWB 623	Human Resources Development: Labour Law		8
ONWR 621	Introduction to Education Law		8
ONWR 622	Interpretation of Statutes		8
OPSK 612	Learners with Special Needs A		16
OPSK 613	Health Promotion and Organisational Development		16
OPSK 624	School Guidance		8
OPSK 625	Learners with Special Needs B		8
VGLO 612	Education Systems		16
WISO 611	Mathematics Education in Perspective		16
WISO 621	Mathematics Education: Theory and Practice		16
WISO 622	The Mathematics Learning Area Curriculum		16
ELECTIVE MODULES			
ONWR 623	Human Rights in Education		8
VGLO 621	Particularisation of Education Systems		8

OP.2.2 MODULE OUTCOMES (NQF-LEVEL 7 – ODL)

FUNDAMENTAL MODULES

Module code: NAVR 611	Semester 1	16 Credits	NQF-Level: 7
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Title: Educational Research			
Module outcomes: After completing this module, students should demonstrate: <ul style="list-style-type: none"> • basic knowledge and understanding of educational research in the skills in using information technology (amongst others Internet) to retrieve information; • write a literature review; distinguish between the nature and characteristics of qualitative and quantitative research methods; • identify research problems and write a research proposal on the basis of such knowledge. 			
Method of delivery: ODL			
Methods of assessment: Continuous Assessment 50 % Written Exam 50 %			
Module code: NAVR 621	Semester 2	8 Credits	NQF-Level: 7
Title: Action Research			
Module outcomes: After completing this module, students should: <ul style="list-style-type: none"> • in the professional focus programme carry out a practical research assignment of limited scope and write a research report in the form of a periodical article on the basis of the knowledge of the different aspects of research and skills developed in module NAVR 611 Educational Research. 			
Method of delivery: ODL			
Methods of assessment: Practical research assignment 100%			
Module code: LEON 611	Semester 1	8 Credits	NQF-Level: 7
Title: Learning Perspectives			
Module outcomes: After completing this module, students should: <ul style="list-style-type: none"> • demonstrate a critical understanding of the behaviouristic, information processing and constructivistic views of learning by evaluating each of them from a Biblical and fundamental perspective; • to define learning in context of each of these views; • to identify the positive and negative implications of each view for effective learning and for variables influencing learning; and to develop a programme enabling learners to learn more effectively. 			
Method of delivery: ODL			
Methods of assessment: Continuous Assessment 50 % Written Exam 50 %			
Module code: LEON 612	Semester 1	8 Credits	NQF-Level: 7
Title: Teaching Perspectives			
Module outcomes: After completing this module the learner ought to: <ul style="list-style-type: none"> • demonstrate a basic knowledge of and a critical attitude towards process-product and ontological-contextual teaching views; to determine, explain and motivate the foundation, explanation and evaluation of the above-mentioned teaching views from Christian and other perspectives; • to determine, explain and motivate the implications of these views for teaching-learning in different contexts; also to demonstrate basic knowledge and skills with regard to selecting, applying and evaluating direct and indirect teaching approaches in specific learning areas and contexts. 			
Method of delivery: ODL			
Methods of assessment: Continuous Assessment 50 % Written Exam 50 %			

Module code: LEON 613	Semester 1	8 Credits	NQF-Level: 7
Title: The OBE Curriculum			
Module outcomes: At the end of the module the learner will give proof of: <ul style="list-style-type: none"> an understanding of: the basic principles of the curriculum; in what way decisions concerning curricula are made; the outcomes-based teaching approach (OBE); the debate on abilities <i>versus</i> achievement; and the prescribed contents and skills in the national curriculum. The learner will be able to adapt and implement the prescribed teaching and learning programmes for a specific learning situation (school/class). 			
Method of delivery: ODL			
Methods of assessment: Continuous Assessment 50 % Written Exam 50 %			

Module code: ONWB 611	Semester 1	8 Credits	NQF-Level: 7
Title: Educational Organisations			
Module outcomes: Learners must acquire: <ul style="list-style-type: none"> a basic knowledge and be able to apply it to the principles underlying an educational organisation (its structure and functioning); they must be able to analyse educational organisations critically and show a commitment to the values and practices of the educational organisation – specifically in the own school and working place. Learners must furthermore demonstrate knowledge of an insight into the ecology (organisation culture and climate) or the educational organisation, as well as the way in which organisation development should take place. Finally the learner must be able to make a critical analysis of what the effect of the before mentioned may be on teaching-learning activities (events in the classroom). 			
Method of delivery: ODL			
Methods of assessment: Continuous Assessment 50 % Written Exam 50 %			

CORE MODULES

Module code: LEON 614	Semester 1	16 Credits	NQF-Level: 7
Title: Classroom Communication			
Module outcomes: After completing this module the learner ought to: <ul style="list-style-type: none"> demonstrate a profound knowledge and practical skills with regard to a classroom communication model in view of classifying according to this model classroom communication skills promoting effective teaching and learning, as well as analysing and evaluating classroom practice; knowledge and practical skills regarding teaching styles in view of being able to analyse and evaluate styles, as well as regarding communication fear in view of measuring, analysing and taking steps to prevent and/or overcome it; profound knowledge and practical skills regarding classroom climate in view of measuring, analysing and taking steps to improve it, as well as regarding classroom discipline and order in view of analysing problem situations and creating solutions. 			
Method of delivery: ODL			
Methods of assessment: Continuous Assessment 50 % Written Exam 50 %			

Module code: LEON 621	Semester 2	16 Credits	NQF-Level: 7
Title: Strategic Learning and Motivation			
Module outcomes: After completing this module the learner ought to be able to: <ul style="list-style-type: none"> demonstrate a critical understanding of effective learning, as seen from a social-cognitive, constructivistic and self-regulating view of learning, in order to evaluate each of these perspectives from a Biblical and fundamental perspective; knowledge (for example the self as learner, prior knowledge, epistemological beliefs), objectives, learning task, meta-cognition and learning strategies as variables influencing learning; the ability to analyse the relation between motivation and learning, with special emphasis on the attribution and goal theories and self-efficacy to develop a programme that will improve learners' learning ability and motivation to learn. 			
Method of delivery: ODL			
Methods of assessment: Continuous Assessment 50 % Written Exam 50 %			

Module code: LEON 622	Semester 2	16 Credits	NQF-Level: 7
Title: Strategic Teaching			
Module outcomes: After completing this module the learner ought to:			
<ul style="list-style-type: none"> demonstrate specialised and reflexive knowledge, practical skills, a critical attitude and value with regard to the characteristics of effective teaching and contemporary behaviouristic- and constructivistic-based teaching approaches; as well as explaining, motivating, investigating and evaluating these approaches; determining and critically assessing the implications of these for teaching-learning in specific learning areas and contexts; and specialised knowledge and practical skills with regard to the selection, use and evaluation of direct and indirect teaching models, amongst others problem-centred teaching-learning; as well as effective teaching-learning media and technologies in different contexts. 			
Method of delivery: ODL			
Methods of assessment: Continuous Assessment 50 % Written Exam 50 %			

Module code: LEON 623	Semester 2	16 Credits	NQF-Level: 7
Title: Curriculum Development			
Module outcomes: At the end of the module the learner will give proof of:			
<ul style="list-style-type: none"> understanding: different approaches to curriculum and programme development; the sociological, philosophical, psychological, historical, political and economic influences on education in developing communities; the influence of language and cultural differences on learning programmes; participation in developing curricula at macro-, meso- and micro-level. The learner must be able to interpret and adapt existing programmes and to develop original learning programmes. 			
Method of delivery: ODL			
Methods of assessment: Continuous Assessment 50 % Written Exam 50 %			

Module code: LEON 624	Semester 2	8 Credits	NQF-Level: 7
Title: Assessment of Learning			
Module outcomes: After completing this module the learner ought demonstrate:			
<ul style="list-style-type: none"> specialised knowledge and practical skills with regard to the assessment of teaching-learning situations, achievement and media, and with regard to the selection, motivation, investigation and evaluation of applicable assessment methods in specific learning areas and contexts, as well as planning, implementing, investigating and evaluating an effective integrated assessment plan as part of a teaching-learning programme in specific learning areas and contexts. 			
Method of delivery: ODL			
Methods of assessment: Continuous Assessment 50 % Written Exam 50 %			

Module code: ONWB 621	Semester 2	16 Credits	NQF-Level: 7
Title: Education Management Tasks			
Module outcomes: Learners have to show:			
<ul style="list-style-type: none"> a profound knowledge of and insight into education management as scientific field and in what way it forms the basis of effective management practices in school. Learners must be able to apply the identified education management principles (method of management, namely planning, organising, leading and controlling) in order to ensure an effective education management practice. Finally learners must be able to use and make applications of education management principles in order to develop and adapt a personal and effective management style. 			
Method of delivery: ODL			
Methods of assessment: Continuous Assessment 50 % Written Exam 50 %			

Module code: ONWB 622	Semester 2	8 Credits	NQF-Level: 7
Title: Financial Management			
Module outcomes: Learners must be able to:			
<ul style="list-style-type: none"> apply and extend education management areas concerned with finances in order to analyse the implications in practice. Learners must also apply the theory of budgeting and financing of schools in a practical manner. Learners will understand the implication of selected policy documents and laws for financing schools. 			
Method of delivery: ODL			
Methods of assessment: Continuous Assessment 50 % Written Exam 50 %			

Module code: ONWB 623	Semester 2	8 Credits	NQF-Level: 7
Title: Human Resources Development: Labour Law			
Module outcomes: The learner will be able to:			
<ul style="list-style-type: none"> describe, analyse and apply critically the role of the South African Council for Educators, the prescriptions of contracts as well as labour relations in education, in order to acquire appropriate skills to act reasonably, lawfully and according to procedures towards those involved in practice. 			
Method of delivery: ODL			
Methods of assessment: Continuous Assessment 50 % Written Exam 50 %			
Module code: ONWR 621	Semester 2	8 Credits	NQF-Level: 7
Title: Introduction to Education Law			
Module outcomes: Learners must be able to:			
<ul style="list-style-type: none"> analyse, interpret and apply the roles, rights, obligations and liabilities of the different role players in education, in order to create a legally well ordered and effective environment for education. 			
Method of delivery: ODL			
Methods of assessment: Continuous Assessment 50 % Written Exam 50 %			
Module code: ONWR 622	Semester 2	8 Credits	NQF-Level: 7
Title: Interpretation of Statutes			
Module outcomes: Learners must be able to:			
<ul style="list-style-type: none"> analyse and interpret legislation as determinants for a legally well-ordered and effective education dispensation. 			
Method of delivery: ODL			
Methods of assessment: Continuous Assessment 50 % Written Exam 50 %			
Module code: OPSK 612	Semester 1	16 Credits	NQF-Level: 7
Title: Learners with Special Needs A			
Module outcomes: Learners will be able to understand:			
<ul style="list-style-type: none"> understand learners with special needs in general in their social context by making use of an ecosystemic perspective. Learners will also be able to identify and help learners with special needs – particularly individual learning problems. 			
Method of delivery: ODL			
Methods of assessment: Continuous Assessment 50 % Written Exam 50 %			
Module code: OPSK 613	Semester 1	16 Credits	NQF-Level: 7
Title: Health Promotion and Organisational Development			
Module outcomes: Learners will be able to:			
<ul style="list-style-type: none"> to manage the process for promoting, establishing and maintaining health-promoting schools, including the use of whole school development to attain this objective. 			
Method of delivery: ODL			
Methods of assessment: Continuous Assessment 50 % Written Exam 50 %			
Module code: OPSK 624	Semester 2	8 Credits	NQF-Level: 7
Title: School Guidance			
Module outcomes: Learners will be able to:			
<ul style="list-style-type: none"> conduct school guidance with the focus on personal, social, academic and educational and vocational guidance. 			
Method of delivery: ODL			
Methods of assessment: Continuous Assessment 50 % Written Exam 50 %			
Module code: OPSK 625	Semester 2	8 Credits	NQF-Level: 7
Title: Learners with Special Needs B			
Module outcomes: Learners will be able to:			

<ul style="list-style-type: none"> identify and help learners with special needs – particularly individual disabilities like physical and sensory disabilities, epilepsy, chronic diseases, etc.
Method of delivery: ODL
Methods of assessment: Continuous Assessment 50 % Written Exam 50 %

Module code: VGLO 612	Semester 1	16 Credits	NQF-Level: 7
Title: Education Systems			
Module outcomes: After learners have completed this module, they ought to be able to: <ul style="list-style-type: none"> describe, compare and explain specific characteristics and social structures concerned with education in the context of internal and external determinants, with the aim to understand the structure of national and international educational systems; to analyse the individuality and universality of education systems, to address the needs of the target group and to understand the importance of creating a harmonious school environment, and 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. 			
Method of delivery: ODL			
Methods of assessment: Continuous Assessment 50 % Written Exam 50 %			

Module code: WISO 611	Semester 1	16 Credits	NQF-Level: 7
Title: Mathematics Education in Perspective			
Module outcomes: After completing this module the learner ought to demonstrate: <ul style="list-style-type: none"> well-grounded knowledge and a critical attitude with regard to mathematics education as field of scientific investigation, as well as the historic development of mathematics, mathematics education and its curriculum as human activities, from Christian and other perspectives; specialised knowledge with regard to contemporary international perspectives on and approaches to mathematics education, as well as circumstances that promote effective teaching and learning of mathematics, amongst others outcomes-based education. 			
Method of delivery: ODL			
Methods of assessment: Continuous Assessment 50 % Written Exam 50 %			

Module code: WISO 621	Semester 2	16 Credits	NQF-Level: 7
Title: Mathematics Education: Theory and Practice			
Module outcomes: After completing this module the learner ought to: <ul style="list-style-type: none"> demonstrate fundamental and reflexive knowledge and a critical attitude with regard to theoretical and practical aspects concerning the characteristics of effective mathematics teaching, as well as mathematics teaching-learning problems; and specialised knowledge and practical skills with regard to the founding, planning, motivating, implementing, investigating and evaluating of effective mathematics teaching-learning opportunities, media and technologies in different contexts, amongst others problem solving and direct and indirect teaching models. 			
Method of delivery: ODL			
Methods of assessment: Continuous Assessment 50 % Written Exam 50 %			

Module code: WISO 622	Semester 2	16 Credits	NQF-Level: 7
Title: The Mathematics Learning Area Curriculum			
Module outcomes: After completing this module the learner ought to demonstrate: <ul style="list-style-type: none"> a more specialised and reflexive knowledge, practical skills and critical attitude with regard to investigating, implementing and evaluating relevant and dynamic development of curricula in mathematics education, as well as a thorough knowledge and practical skills with regard to selecting, motivating, using and evaluating appropriate curriculum and teaching approaches, models, materials, resources and technologies to initiate, promote and evaluate learning and teaching mathematics in specific contexts, amongst others problem solving and integrated assessment. 			
Method of delivery: ODL			
Methods of assessment: Continuous Assessment 50 % Written Exam 50 %			

ELECTIVE MODULES

Module code: ONWR 623	Semester 2	8 Credits	NQF-Level: 7
Title: Human Rights Education			
Module outcomes: Learners must be able to: <ul style="list-style-type: none"> analyse, interpret and apply the South African constitution with regard to the application of human rights in education. 			
Method of delivery: ODL			
Assesseringsmetodes: Deurlopende assessering 50 % Skriftelike eksamen 50 %			

Module code: VGLO 621	Semester 2	8 Credits	NQF-Level: 7
Title: Particularisation of Education Systems			
Module outcomes: After completing this module the learner ought to be able to: <ul style="list-style-type: none"> understand the history of comparative education, the nature and methods of comparative education, the nature of lifelong learning and the nature of home education; apply the methods of comparative education; be able to compare lifelong learning, as manifested in the South African education system, with selected foreign education systems; and be able to explain and compare home education, as manifested in the South African education system, with selected foreign systems. 			
Method of delivery: ODL			
Methods of assessment: Continuous Assessment 50 % Written Exam 50 %			

OP.2.3**PROGRAMME:****BEdHons (NQF-LEVEL 8) (Full-time/Part-time Contact)****PROGRAMME: AFRIKAANS TAALONDERWYS****(FULL-TIME/PART-TIME CONTACT)****(Programme code: 464 138)**

Important 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)**

Year 1	
First semester	
Module code	Cr
FOER 611	16
RSPR 671 (*1)	8
TOAF 612	16
TOAF 671 (*2)	12
AFLG 671 (*2) or TOAF 672 (*2)	12
BA Hons-keusemodule (*2) or TOAF 673 (*2)	12
Total 1st semester	76
Year 1	
Second semester	
Module code	Cr
TOAF 671 (*2)	12
RSPR 671 (*1)	24
AFLG 671 (*2) or TOAF 672 (*2)	12
BA Hons-keusemodule (*2) or TOAF 673 (*2)	12
Total 2nd semester	60
Total year 1	136

(*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)	16
AFLG 671 (*2) or TOAF 672 (*2)	12	TOAF 612	16
		TOAF 671 (*2)	12
		BA Hons-keusemodule (*2) or TOAF 673 (*2)	12
Total 1st semester	40	Total 1st semester	44
Year 1		Year 2	
Second semester		Second semester	
Module code	Cr	Module code	Cr
AFLG 671 (*2) or TOAF 672 (*2)	12	RSPR 671 (*1)	16
		TOAF 671 (*2)	12
		BA Hons-keusemodule (*2) or TOAF 673 (*2)	12
Total 2nd semester	24	Total 2nd semester	28
Total year 1	64	Total year 2	72

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

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

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

- AFLG 671 Afrikaanse Poësie: Poësie en intertekst**
- AFLG 672 Afrikaans verhalende tekste**
- AFLG 673 Van dramateks tot opvoering: 'n studie van die drama-en Teaterwetenskap**

Take note:

- Part-time students must take TOAF 672 and TOAF 673. These two modules can also be taken by full-time students.
- The BAHons electives, as well as AFLG 671 (also a BAHons module) is only available for full-time students.

PROGRAMME: Information Technology Education (Programme code: 464 139)

(FULL-TIME/PART-TIME CONTACT)

Important Note:

Faculty Specific Rules for Programme

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

Bachelor of Education degree with Computer Science or Information Technology as major subject, OR an appropriate Bachelor degree with subject content relevant to Information Technology on SAQA level 7, together with a Post-Graduate Certificate in Education, or an Advanced Diploma in Teaching (NQF 7), or an equivalent professional teaching qualification with specialisation in Information Technology.

Programme structure

Full-time: Information Technology Education (Curriculum code: O602P)

Year 1	
First semester	
Module code	Cr
FOER 611	16
RSPR 671 (*1)	16
TLAS 612	16
CUDE 611	16
CSIE 611	16
Total 1st semester	80
Year 1	
Second semester	
Module code	Cr
RSPR 671 (*1)	16
CSIE 624	16
CSIE 625	16
Total 2nd semester	48
Total year 1	128

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

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

Part-time: Information Technology 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
CSIE 611	16		
Total 1st semester	48	Total 1st semester	32
Year 1		Year 2	
Second semester		Second semester	
Module code	Cr	Module code	Cr
CSIE 624	16	RSPR 671 (*1)	16
		CSIE 625	16
Total 2nd semester	16	Total 2nd semester	32
Total year 1	80	Total year 2	48

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

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

PROGRAMME: Computer Applications Technology Education (Programme code: 4BG L01)

(FULL-TIME/PART-TIME CONTACT)

Important Note:

Faculty Specific Rules for Programme

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

Bachelor of Education degree with Computer Science or Computer Applications Technology as major subject, OR an appropriate Bachelor degree with subject content relevant to Computer Applications Technology on SAQA level 7, together with a Post-Graduate Certificate in Education, or an Advanced Diploma in Teaching (NQF 7), or an equivalent professional teaching qualification with specialisation in Computer Applications Technology.

Programme structure

Full-time: Computer Applications Technology Education (Curriculum code: O601P)

Year 1	
First semester	
Module code	Cr
FOER 611	16
RSPR 671 (*1)	16
TLAS 612	16
CUDE 611	16
CSIE 612	16
Total 1st semester	80
Year 1	
Second semester	
Module code	Cr
RSPR 671 (*1)	16
CSIE 624	16
CSIE 626	16
Total 2nd semester	48
Total year 1	128

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

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

Part-time: Computer Applications Technology Education (Curriculum code: O601P)

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
CSIE 612	16		
Total 1st semester	48	Total 1st semester	32
Year 1		Year 2	
Second semester		Second semester	
Module code	Cr	Module code	Cr
CSIE 624	16	RSPR 671 (*1)	16
		CSIE 626	16
Total 2nd semester	16	Total 2nd semester	32
Total year 1	80	Total year 2	48

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

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

Important Note: CSIE 612 is a prerequisite for CSIE 624 and CSIE 626

PROGRAMME: Curriculum Studies (Programme code: 464 140)

(FULL-TIME/PART-TIME CONTACT/ODL)

Faculty Specific Rules for Programme

See OP.1.2.1 – Admission Requirements

Programme structure

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

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

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

Part-Time: 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	Choose one:	
		ISCS 611 (<i>Elective</i>)	8
		ELEA 611 (<i>Elective</i>)	8
Total 1st semester	48	Total 1st semester	40
Year 1		Year 2	
Second semester		Second semester	
Module code	Cr	Module code	Cr
TSCU 621	16	RSPR 671 (*1)	16
Choose one:			
INME 621 (<i>Elective</i>)	8		
SLAD 621 (<i>Elective</i>)	8		
Total 2nd semester	24	Total 2nd semester	16
Total year 1	64	Total year 2	64

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

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	CLIN 611	16
ISCS 611	8	RSPR 671 (*1)	8
Total 1st semester	40	Total 1st semester	40
Year 1		Year 2	
Second semester		Second semester	
Module code	Cr	Module code	Cr
TSCU 621	16	RSPR 671 (*1)	16
SLAD 621	8		
RSPR 671 (*1)	8		
Total 2nd semester	32	Total 2nd semester	16
Total year 1	72	Total year 2	56

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

PROGRAMME: Education Management; Law and Systems (Programme code:464 121)
(FULL-TIME/PART-TIME CONTACT)

Faculty Specific Rules for Programme

See OP.1.2.1 – Admission Requirements

Programme structure

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

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

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

Part-Time: 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		
Total 1st semester	48	Total 1st semester	16
Year 1		Year 2	
Second semester		Second semester	
Module code	Cr	Module code	Cr
VGLO 624	16	RSPR 671 (*1)	16
Chose two of the following modules in accordance with the RSPR 671 research focus			
ONWB 624 (Elective)	16		
ONWB 625 (Elective)	16		
ONWR 624 (Elective)	16		
ONWR 625 (Elective)	16		
VGLO 622 (Elective)	16		
VGLO 623 (Elective)	16		
Total 2nd semester	48	Total 2nd semester	16
Total year 1	96	Total year 2	32

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

PROGRAMME: Educational Psychology (Programme code: 464 122)

(FULL-TIME)

Important Note: *Full-time only*

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)

Year 1	
First semester	
Module code	Cr
FOER 611	16
RSPR 671 (*1)	8
EPSY 611	16
EPSY 612	16
EPSY 614	16
Total 1st semester	72
Year 1	
Second semester	
Module code	Cr
RSPR 671 (*1)	24
EPSY 622	20
EPSY 623	16
EPSY 624	20
Total 2nd semester	80
Total year 1	152

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

PROGRAMME: English Language Education (Programme code: 464 145)**(FULL-TIME/PART-TIME CONTACT)****Faculty Specific Rules for Programme**

For learners who wish to register for the curriculum in English

Language Teaching

- BEd 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)**

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

(*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
Total 1st semester	28	Total 1st semester	44
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
Total 2nd semester	28	Total 2nd semester	28
Total year 1	56	Total year 2	72

(*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)

(FULL-TIME/PART-TIME CONTACT)

Faculty Specific Rules for Programme

The programme offered for full-time students 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.

OMBO 614** refers to the module, *Advanced Geographical Information Systems (GIS)* that is for those students who have already completed the semester module, *Introduction to Geographical Information Systems (GIS)*.

Programme structure

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

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

(*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
Total 1st semester	32	Total 1st semester	32
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
Total 2nd semester	32	Total 2nd semester	32
Total year 1	64	Total year 2	64

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

PROGRAMME: History Education (Programme code: 4BF M01)

(FULL-TIME/PART-TIME CONTACT)

Faculty Specific Rules for Programme

See OP.1.2.1 – Admission Requirements

Programme structure

Full-Time: History Education (Curriculum code: O601P)

Year 1	
First semester	
Module code	Cr
FOER 611	16
RSPR 671 (*1)	16
CUDE 611	16
HISE 611	16
Total 1st semester	64
Year 1	
Second semester	
Module code	Cr
RSPR 671 (*1)	16
HISE 621	16
HISE 622	8
HIST 623 or HIST 624 or HIST 625	24
Total 2nd semester	64
Total year 1	128

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

Part-Time: History Education (Curriculum code: O601P)

Year 1		Year 2	
First semester		First semester	
Module code	Cr	Module code	Cr
FOER 611	16	RSPR 671 (*1)	16
HISE 611	16	CUDE 611	16
Total 1st semester	32	Total 1st semester	32
Year 1		Year 2	
Second semester		Second semester	
Module code	Cr	Module code	Cr
HISE 621	16	RSPR 671 (*1)	16
HIST 623 or HIST 624 or HIST 625	24	HISE 622	8
Total 2nd semester	40	Total 2nd semester	24
Total year 1	72	Total year 2	56

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

PROGRAMME: Learner Support (Programme code: 464 148)

(FULL-TIME/PART-TIME CONTACT/ODL)

Faculty Specific Rules for Programme

See OP.1.2.1 – Admission Requirements

Programme structure

Full Time: Learner Support (Curriculum code: O618P)

Year 1	
First semester	
Module code	Cr
FOER 611	16
RSPR 671 (*1)	8
CEPS 612	8
IELS 671	16
APLS 674	16
Total 1st semester	64
Year 1	
Second semester	
Module code	Cr
RSPR 671 (*1)	24
FLCE 621	8
IELS 671	16
APLS 674	16
Total 2nd semester	64
Total year 1	128

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

Part Time: Learner Support (Curriculum code: O618P)

Year 1		Year 2	
First semester		First semester	
Module code	Cr	Module code	Cr
FOER 611	16	RSPR 671 (*1)	16
IELS 671	16	CEPS 612	8
		APLS 674	16
Total 1st semester	32	Total 1st semester	40
Year 1		Year 2	
Second semester		Second semester	
Module code	Cr	Module code	Cr
FLCE 621	8	RSPR 671 (*1)	16
IELS 671	16	APLS 674	16
Total 2nd semester	24	Total 2nd semester	32
Total year 1	56	Total year 2	72

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

ODL: Learner Support (Curriculum code: O618P)

Year 1		Year 2	
First semester		First semester	
Module code	Cr	Module code	Cr
FOER 611	16	RSPR 671 (*1)	8
IELS 671	16	CEPS 612	8
		APLS 624	16
Total 1st semester	32	Total 1st semester	40
Year 1		Year 2	
Second semester		Second semester	
Module code	Cr	Module code	Cr
FLCE 621	8	RSPR 671 (*1)	16
IELS 671	16	APLS 624	16
RSPR 671 (*1)	8		
Total 2nd semester	24	Total 2nd semester	32
Total year 1	56	Total year 2	72

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

PROGRAMME: Life Sciences Education (Programme code: 464 149)**(FULL-TIME/PART-TIME CONTACT)****Faculty Specific Rules for Programme**

This programme is offered by the Faculty of Education Sciences in combination with the Faculty of Natural Sciences. The module OMSB 611 is 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.

- a B.Ed. degree with Life Sciences at third year undergraduate level or
- any other Bachelor's degree Botany 3 and Zoology 1 **OR**, Botany 1 and Zoology 3 **OR** Botany 2 and Zoology 2 as well as a PGCE or equivalent professional qualification

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

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

(*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
Total 1st semester	32	Total 1st semester	40
Year 1		Year 2	
Second semester		Second semester	
Module code	Cr	Module code	Cr
LIFE 621	16	RSPR 671 (*1)	24
LIFE 622	16		
Total 2nd semester	32	Total 2nd semester	24
Total year 1	64	Total year 2	64

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

PROGRAMME: Mathematics Education (Programme code: 464 150)
(FULL-TIME/PART-TIME CONTACT)

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.

Programme structure

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

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

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

Part-Time: Mathematics Education (Curriculum code: O613P)

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

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

PROGRAMME: Movement Education (Programme code: 464 151)
(FULL-TIME/PART-TIME CONTACT)

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)

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

(*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
Total 1st semester	32	Total 1st semester	32
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
Total 2nd semester	16	Total 2nd semester	48
Total year 1	48	Total year 2	80

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

PROGRAMME: Physical Sciences Education (Programme code: 464 152)**(FULL-TIME/PART-TIME CONTACT)****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

Programme structure**Full-Time: Physical Science Education (Curriculum code: O615P)**

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

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

Part Time: Physical Science 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
Total 1st semester	40	Total 1st semester	40
Year 1		Year 2	
Second semester		Second semester	
Module code	Cr	Module code	Cr
PHSE 622	16	RSPR 671 (*1)	16
		PHSE 621	16
Total 2nd semester	16	Total 2nd semester	32
Total year 1	56	Total year 2	72

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

PROGRAMME: Technology Education (Programme code: 464 133)
(FULL-TIME/PART-TIME CONTACT)

Faculty Specific Rules for Programme

See OP.1.2.1 – Admission Requirements

Programme structure

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

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

(*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
Total 1st semester	32	Total 1st semester	40
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		
Total 2nd semester	32	Total 2nd semester	24
Total year 1	64	Total year level 2	64

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

OP.2.4 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
FUNDAMENT MODULES			
FOER 611	Foundations of Education Research		16
RSPR 671	Research Project		32
CORE MODULES			
AFLG 671	Verpligte module van SKT (Hons. B.A.-keusemodule) see OP. 1.8		12
APLS 674	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 611	Foundations of Information Technology Education		16
CSIE 612	Foundations of Computer Applications Technology Education		16
CSIE 624	Computer Science: knowledge for education		16
CSIE 625	Information Technology: knowledge for education		16
CSIE 626	Computer Applications Technology: 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
HISE 611	Historical writing and history teaching trends in South Africa: a historiographical reconnaissance		16
HISE 621	Teaching, Learning and Assessment in History Education		16
HISE 622	South African Heritage and Indigenous Knowledge Systems in History Education		8
IELS 671	Inclusive Education and Learning Support		32
LIFE 621	Environmental Education for Life Sciences Teaching		16

LIFE 622	Interdisciplinary perspectives on core aspects in Bioethics		16
LTC A 671	Developing and Implementing Curricula and Assessment in Language Teaching		24
LTFR 621	Foundations of Reading		16
LTLL 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
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
ELECTIVE MODULES			
ELEA 611	E-learning		8
INME 621	Instructional Media		8
ISCS 611	Issues in curriculum studies		8
HIST 623	South African History: a selected theme		24
HIST 624	African History: a selected theme		24
HIST 625	World History: a selected theme		24
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
TOAF 672	Sin, Teks en Konteks in die Taalonderrigpraktik		24
TOAF 673	Kleuter, Kinder en Jeugliteratuur vir die Onderwys		24
VGLO 622	Modern Education systems		16
VGLO 623	Contemporary education issues: comparative perspectives		16

OP.2.5 MODULE OUTCOMES (NQF-LEVEL 8) (Full-Time/Part-Time Contact)

FUNDAMENTAL MODULES

Module code: FOER 611	Semester 1	16 Credits	NQF-Level: 8
Title: Foundations of Education Research			
Module outcomes: On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> • a broad understanding of the range of education theories, ideas and concepts that mark the current social science and educational landscape, • the ability to analyse and evaluate knowledge critically in a variety of educational contexts, • the ability to analyse and evaluate different methodological approaches so as to apply them in a variety of educational contexts, • a basic level of competence to apply the dialectical relationship between education theory and education praxis • the ability to contribute to systematic and disciplined thinking about educational matters. 			
Method of delivery: Full-time / Part-time/ ODL			
Methods of assessment: Continuous Assessment 50 % Written Exam 50 %			

Module code: RSPR 671	Semester 1 & 2	32 Credits	NQF-Level: 8
Title: Research Project			
Module outcomes: After completing this module, students demonstrate that they have acquired the knowledge, skill, disposition and values to: <ul style="list-style-type: none"> • identify a research problem in a specific field of specialisation; • prepare a proposal for a project to investigate the identified problem; • conduct the proposed project under supervision; and • write a scientific report on the project. 			
Method of delivery: Full-time / Part-time/ ODL			
Methods of assessment: Project Report 100 %			

CORE MODULES

Module code: AFLG 671	Semester 1 & 2	12 Credits	NQF-Level: 8
Title: Verpligte module van Skool in Tale (Hons. B.A.- keusemodule)			
Na afloop van hierdie module behoort die student in staat te wees <ul style="list-style-type: none"> • om oor die konsep tekskwaliteit te kan besin; • om taalteorie en taalpraktyk te kan versoen; • om sekondêre en primêre taalgebruiksbronne te kan identifiseer en gebruik; • om selfstandig te kan redeneer oor normering as konsep in die taalkunde; • om basiese teksredigering te doen; • om hom/haar te kan verantwoord oor die geldigheid van 'n goed versorgde taaltteks al dan nie. 			
* Module offered through medium Afrikaans only			
Method of delivery: Full-time / Part-time			
Methods of assessment: Continuous Assessment 50 % Written Exam 50 %			

Module code: BWOS 611	Semester 1	16 Credits	NQF-Level: 8
Title: Exercise Science			
Module outcomes: On completion of the module, students must be equipped with: <ul style="list-style-type: none"> • broad and in-depth knowledge and understanding of the diverse learning needs (barriers to learning) in a variety of contexts (school, classroom, home, community) that may require learning support, in terms of learning, emotional, social and cognitive/ability support; • theories, research paradigms, methods and techniques relevant to applied exercise physiology and exercise sciences, as well as an understanding of how to apply such knowledge in the Physical Education and sport coaching context; • a high level of competence to apply various support approaches and techniques in a variety of contexts (school, classroom, home, community); • the skills to apply various support approaches and techniques to support learners who experience barriers to learning; • critically evaluate knowledge and processes of knowledge production pertaining to applied exercise physiology and exercise sciences; • integrated knowledge and skills to compile a support programme for a variety of learning needs or barriers that learners may experience; • a high level of competence in applying specific support programmes; 			

<ul style="list-style-type: none"> an appropriate professional attitude towards ethical issues of practice that relate to the learning support of learners with movement, training programmes and techniques, such as performance development programs, including deficits and problems, within learners, drawing systematically on the body of knowledge and methods appropriate to the discipline of applied exercise physiology and exercise sciences. 	
Methods of assessment: Continuous Assessment 50 % Written Exam 50 %	
<ul style="list-style-type: none"> an ability to identify and address ethical issues based on critical reflection on the suitability of different ethical value systems to the context of Physical Education and sport coaching, including physical fitness performance deficits and problems and the remediation there-of. an ability to critically review information gathering, evaluation and management processes in the context of Physical Education and sport coaching, in order to develop creative responses to applied exercise physiology an ability to present and communicate academic, professional or occupational ideas and texts effectively to a range of audiences, offering creative insights, rigorous interpretations and solutions to problems and issues appropriate to applied exercise physiology and sciences. an ability to operate effectively within a school system, or manage a school system, such as a Physical Education remedial programme, based on an understanding of the roles and relationships between elements within the school system and physical development programme. an ability to apply, in a self-critical manner, learning strategies which effectively address own professional and ongoing learning needs and the professional and ongoing learning needs of others. an ability to take full responsibility for own work, learning, decision-making and use of resources, and full accountability for the decisions and actions of others, where appropriate. 	
Method of delivery: Full-time / Part-time	
Methods of assessment: Continuous Assessment 50 % Written Exam 50 %	

Module code: BWOS 612	Semester 1	16 Credits	NQF-Level: 8
Title: Motor learning and development			
Module outcomes: On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> knowledge of and engagement in applied gross and perceptual-motor learning and development; demonstrate an understanding of the theories, research methodologies, methods and techniques relevant to gross and perceptual motor learning and development; as well as an understanding of how to apply such knowledge in the Physical Education and sport coaching context. an ability to interrogate multiple sources of knowledge in gross and perceptual motor learning and development, and to critically evaluate knowledge and processes of knowledge production pertaining to gross and perceptual motor learning and development. an understanding of the complexities and uncertainties of selecting and applying appropriate exercises, movements, training programmes or techniques, such as remedial motor programmes, to unfamiliar problems, including motor deficits and problems, within the discipline of motor learning and development. an ability to use a range of specialised skills to identify, analyse and address motor deficits and problems within learners, drawing systematically on the body of knowledge and methods appropriate to the discipline of motor learning and development. an ability to identify and address ethical issues based on critical reflection on the suitability of different ethical value systems to the context of Physical Education and sport coaching, including motor deficits and problems and the remediation there-of. an ability to critically review information gathering, evaluation and management processes in the context of Physical Education and sport coaching, in order to develop creative responses to gross and perceptual motor problems. an ability to present and communicate academic, professional or occupational ideas and texts effectively to a range of audiences, offering creative insights, rigorous interpretations and solutions to problems and issues appropriate to motor learning and development. <ul style="list-style-type: none"> an ability to operate effectively within a school system, or manage a school system, such as a Physical Education remedial programme, based on an understanding of the roles and relationships between elements within the school system and Physical Education remedial programme. an ability to apply, in a self-critical manner, learning strategies which effectively address own professional and ongoing learning needs and the professional and ongoing learning needs of others. an ability to take full responsibility for own work, learning, decision-making and use of resources, and full accountability for the decisions and actions of others, where appropriate. 			
Method of delivery: Full-time / Part-time			
Methods of assessment: Continuous Assessment 50 % Written Exam 50 %			
Module code: BWOS 621	Semester 2	16 Credits	NQF-Level: 8

Title: Talent Identification and talent development**Module outcomes:**

On completion of the module, the student should be able to demonstrate:

- knowledge of and engagement in sport talent identification and development; demonstrate an understanding of the theories, research methodologies, methods and techniques relevant to sport talent identification and development; as well as an understanding of how to apply such knowledge in the Physical Education and sport coaching context.
- an ability to interrogate multiple sources of knowledge in sport talent identification and development, and to evaluate knowledge and processes of knowledge production.
- an understanding of the complexities and uncertainties of selecting and applying appropriate sport test batteries, and training programme principles to identify and develop elite sport talent within Physical Education and sport coaching.
- an ability to use a range of specialised skills and tests to identify, analyse and develop sport talent, drawing systematically on the body of knowledge and methods appropriate to Physical Education and sport coaching.
- an ability to identify and address ethical issues based on critical reflection on the suitability of different sport test batteries, training programmes and other ethical value systems to Physical Education and sport coaching contexts.
 - an ability to critically review information gathering, evaluation and management processes in the context of Physical Education and sport coaching, in order to develop creative talent identification and development programmes.
 - an ability to present and communicate academic, professional or occupational ideas and texts effectively to a range of audiences, offering creative insights, rigorous interpretations and solutions to problems in talent identification and development, within the context of Physical Education and sport coaching.
- an ability to operate effectively within a school system, or manage talent identification and development programme within the school system, based on an understanding of the roles and relationships between elements within the school system and talent identification and development within the Physical Education and sport programme of the school.
- an ability to apply, in a self-critical manner, learning strategies which effectively address own professional and ongoing learning needs and the professional and ongoing learning needs of others.
- an ability to take full responsibility for own work, learning, decision-making and use of resources, and full accountability for the decisions and actions of others, where appropriate.

Method of delivery: Full-time / Part-time

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

Module code: BWOS 623

Semester 2

16 Credits

NQF-Level: 8

Title: Movement Education and Education Law**Module outcomes:**

On completion of the module, the student should be able to demonstrate:

- knowledge of and engagement in applicable legislation and other documents in the field of Sport Law; demonstrate an understanding of the theories, research methodologies, methods and techniques relevant to Sport Law; as well as an understanding of how to apply such knowledge and which legal sources to consult in a variety of situations within Physical Education and sport coaching.
- an ability to interrogate multiple legal sources of knowledge within Sport Law and to evaluate these sources of knowledge and processes of knowledge production in the context of Physical Education and sport coaching.
- an understanding of the complexities and uncertainties of selecting and applying appropriate standard procedures to take correct, informative decisions and to act procedurally correct and fair to solve unfamiliar problems in Physical Education and sport coaching, in agreement with applicable educational, sport and other laws.
- an ability to use a range of specialised skills to identify, analyse and address complex or abstract legal problems within Physical Education and sport coaching, drawing systematically on the body of knowledge and methods appropriate to Sport Law.
- an ability to identify and address ethical issues, including the interpretation and application of relevant legislation, based on critical reflection on the suitability of different ethical value systems within Physical Education and sport coaching contexts.
- an ability to critically review information gathering, evaluation and management processes in Sport Law related to Physical Education and sport coaching contexts in order to develop creative responses to legal problems and issues.
- an ability to present and communicate reliable guidance to other responsible interested parties, like members of the school governing body and educators, in a variety of situations that might give rise to lawsuits, especially liability due to negligence, offering creative insights, rigorous interpretations and solutions to problems and issues appropriate to the context of Physical Education and sport coaching.
- an ability to operate effectively within a school system, or manage a system such as a Physical Education or sport coaching programme, based on an understanding of the roles and relationships between legal elements within the system.
- an ability to apply, in a self-critical manner, learning strategies which effectively address own professional and ongoing learning needs and the professional and ongoing learning needs of others.
- an ability to take full responsibility for own work, learning, decision-making and use of resources, and full accountability for the decisions and actions of others, where appropriate.

Method of delivery: Full-time / Part-time

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

Module code: BWOS 624	Semester 2	16 Credits	NQF-Level: 8
Title: Sport and Movement Education management			
Module outcomes: On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> • knowledge of and engagement in Physical Education and sport management, demonstrate an understanding of the theories, research methodologies, methods and techniques Physical Education and sport management, as well as an understanding of how to apply such knowledge in the school context • an ability to interrogate multiple sources of knowledge in Physical Education and sport management and to evaluate knowledge and processes of knowledge production. • an understanding of the complexities and uncertainties of selecting, applying or transferring appropriate standard management procedures, processes or techniques to unfamiliar problems unique to the school system in Physical Education and sport management • an ability to use a range of specialised skills to identify, analyse and address complex or abstract problems drawing systematically on the body of knowledge and methods appropriate to Physical Education and sport management • an ability to identify and address ethical issues based on critical reflection on the suitability of different ethical value systems to the school context. • an ability to critically review information gathering, evaluation and management processes in Physical Education and sport in order to develop creative responses to problems and issues. • an ability to present and communicate academic, professional or occupational ideas and texts effectively to a range of audiences, offering creative insights, rigorous interpretations and solutions to problems and issues appropriate to Physical Education and sport management • Context and systems: demonstrate an ability to operate effectively within a system, or manage a system based on an understanding of the roles and relationships between elements within the school system. • Management of learning: demonstrate an ability to apply, in a self-critical manner, learning strategies which effectively address own professional and ongoing learning needs and the professional and ongoing learning needs of others. • Accountability: demonstrate an ability to take full responsibility for own work, learning, decision-making and use of resources, and full accountability for the decisions and actions of others, where appropriate. 			
Method of delivery: Full-time / Part-time			
Methods of assessment: Continuous Assessment 50 % Written Exam 50 %			

Module code: CEPS 612	Semester 1	8 Credits	NQF-Level: 8
Title: Community Educational Psychology			
Module outcomes: On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> • well-rounded knowledge of the theoretical underpinnings of educational psychology as contained in the eco-systemic perspective as well as the theoretical underpinnings of community psychology • well-rounded knowledge concerning the principles of community psychology, including health promotion, and the different role-players participating in the process • integrated knowledge and skills in order to apply community educational psychology theory as well as health promotion principles • applied, integrated knowledge, skills and values in order to execute organisational development interventions for improving the health and well-being in various contexts 			
Method of delivery: Full-time / Part-time / ODL			
Methods of assessment: Continuous Assessment 50 % Written Exam 50 %			

Module code: CLIN 611	Semester 1	16 Credits	NQF-Level: 8
Title: Classroom Instruction			
Module outcomes: By the end of the module, students should be equipped with: <ul style="list-style-type: none"> • comprehensive knowledge, practical skill and dispositions regarding strategic teaching in order to implement effectively teaching-learning opportunities in specific learning areas, subjects and contexts. 			
Method of delivery: Full-time / Part-time/ ODL			
Methods of assessment: Continuous Assessment 50 % Written Exam 50 %			

Module code: CSIE 611	Semester 1	16 Credits	NQF-Level: 8
Title: Foundations of Information Technology Education			
Module outcomes: On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> • profound knowledge of current research in the field of IT education, locally and globally; • comprehensive knowledge of the current status of IT education on secondary level world-wide; • the ability to interrogate current research in the field of IT education, locally and globally; • the ability to apply appropriate research methods in this field of study; • the ability to critically evaluate the determinants that are necessary for the teaching and development of the subject; • a deep understanding regarding the development of cooperative and collaborative learning environments as basis to enhance knowledge construction in the IT class; • the ability to present and appropriately communicate solutions to current global and local issues in IT education; • thorough knowledge and skills regarding the empowerment and support of IT teachers and learners in terms of the basic principles of IT as subject field. • the ability to be self-directed in their learning of the IT education field. 			
Method of delivery:		Full-time / Part-time	
Methods of assessment:		Continuous Assessment 50 %	Written Exam 50 %

Module code: CSIE 612	Semester 1	16 Credits	NQF-Level: 8
Title: Foundations of Computer Applications Technology Education			
Module outcomes: On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> • comprehensive knowledge of the current status of CAT on secondary, local and global level; • 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; • specialised knowledge and skills to apply appropriate research methods in this field of study; • profound knowledge and skills that will allow them to critically evaluate the determinants that are necessary for the teaching and development of the subject; • specialised knowledge and skills regarding the empowerment and support of CAT learners in terms of the basic principles of CAT as subject field. 			
Method of delivery:		Full-time / Part-time	
Methods of assessment:		Continuous Assessment 50 %	Written Exam 50 %

Module code: CSIE 624	Semester 2	16 Credits	NQF-Level: 8
Title: Computer Science: knowledge for education			
Module outcomes: On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> • knowledge and understanding to engage with and research, in academically appropriate ways, the theories of learning and different learning styles, and the influence thereof on the implementation of teaching, learning, and assessment strategies that are essential for effective learning of the theoretical and practical content of IT/CAT at secondary teaching level; • 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 in an ethically justifiable way 			
Method of delivery:		Full-time / Part-time	
Methods of assessment:		Continuous Assessment 50 % Written Exam 50 %	

Module code: CSIE 625	Semester 2	16 Credits	NQF-Level: 8
Title: Information Technology: knowledge for education			
Module outcomes: On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> • rounded knowledge regarding advanced object-oriented programming (OOP); compiling processes, memory management and error handling, network technologies, network security, operating systems and project management as well as applying such knowledge in a particular context; • the ability to search and critically evaluate multiple sources of various knowledge with reference to OOP, compiling processes, network technologies and project management; • relevant knowledge and skills regarding OOP, compiling processes, network technologies and project management in particular contexts; 			

<ul style="list-style-type: none"> • the ability to address and solve complex and abstract problems in OOP, program compiling, network technologies and project management; • the ability to apply project management skills effectively when planning and developing new software or information systems; • the ability to apply various learning strategies to support effective learning; • the ability to take responsibility and accountability for own tasks, assignment and all learning processes involved in this course. 		
Method of delivery:	Full-time / Part-time	
Methods of assessment:	Continuous Assessment 50 %	Written Exam 50 %

Module code: CSIE 626	Semester 2	16 Credits	NQF-Level: 8
Title: Computer Applications Technology: knowledge for education			
Module outcomes: On completion of the module, the student should be able: <ul style="list-style-type: none"> • to demonstrate profound knowledge of the practical content of CAT on secondary level; • to demonstrate practical skills regarding the design, implementation and advanced integration of the different application packages; • to demonstrate the ability to solve a real-world problem and integrate profound database, spreadsheet and web design skills as well as profound skills regarding project and information management; • to critically analyze current database, spreadsheet and web page designs; • to demonstrate the ability to identify and address ethical issues regarding web design and application development and critically reflect on these issues; • to demonstrate the ability to critically evaluate existing database applications and web sites regarding the design and end-user experience; • to demonstrate the ability to communicate and present a custom designed solution to a real-world problem; • to demonstrate the ability to apply self-directed learning strategies to address own professional and ongoing learning needs; • to demonstrate the ability to take full responsibility for own work, learning, decision making and use of resources and full accountability for the decisions and actions of others where working in groups. 			
Method of delivery:	Full-time / Part-time		
Methods of assessment:	Continuous Assessment 50 %	Written Exam 50 %	

Module code: CUDE 611	Semester 1	16 Credits	NQF-Level: 8
Title: Curriculum Development			
Module outcomes: On completion of the module, the student should be able to: <ul style="list-style-type: none"> • develop critical thinking and analysis of a wide variety of concerns regarding curriculum development; • understand the theories and models of curriculum structure, development, evaluation and innovation/ transformation; • analyse the processes and procedures for curriculum development in South Africa; • reflect critically on the National Curriculum Statements; • demonstrate an understanding of the role of research in curriculum development; and • develop an understanding of the factors that influence curriculum transformation. 			
Method of delivery:	Full-time / Part-time / ODL		
Methods of assessment:	Continuous Assessment 50 % Written Exam 50 %		

Module code: EDTM 616	Semester 1	16 Credits	NQF-Level: 8
Title: Introduction to Environmental Education			
Module outcomes: On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> • an extended, systematic and solid knowledge base regarding the background principles of environmental education. • a critical analysis of current environmental education policies and practices; • an extended, systematic knowledge of different approaches to environmental education. • an ethical and professional approach to carry out teaching, learning, assessing and research in environmental education. • critically evaluate the value of Environmental Education within the education system. • a critical analysis of current environmental education policies and practices; 			
Method of delivery:	Full-time / Part-time		
Methods of assessment:	Continuous Assessment 50 % Written Exam 50 %		

Module code: EMLO 611	Semester 1	16 Credits	NQF-Level: 8
Title: Education management and organisations			
Module outcomes: After completing this module, students demonstrate that they have acquired: <ul style="list-style-type: none"> • an understanding of the structure and functioning of the workplace in which education management activities are executed; • the necessary knowledge of and insight into the ecology (culture and climate) and the change and development of the educational organisation; • a profound knowledge of and insight into education management as field of scientific endeavour, • the ability to distinguish between the management tasks (how to manage) and management areas (what to manage) and be able to apply these tasks in order to ensure an effective education management practice. 			
Method of delivery: Full-time / Part-time / ODL			
Methods of assessment: Continuous Assessment 50 % Written Exam 50 %			

Module code: ENLG 679	Semester 1 & 2	24 Credits	NQF-Level: 8
Title: Applied Language Studies			
Module outcomes: On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> • explain the key issues in SLA; • explain the role of selected factors that influence SLA • characterise interlanguage; • discuss and evaluate the universal grammar theory of SLA; • discuss the role of formal instruction in SLA; • distinguish between approaches and methods in language teaching; • describe and evaluate selected approaches and methods in language teaching, covering all four language skills (reading, writing, speaking and listening); • design syllabi and teaching materials. 			
Method of delivery: Full-time / Part-time			
Methods of assessment: Continuous Assessment 50 % Written Exam 50 %			

Module code: EPSY 611	Semester 1	16 Credits	NQF-Level: 8
Title: Individual Counselling, Ethics & Law			
Module outcomes: On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> • an understanding of human experience, problems, behavior and phenomena from an eco-systemic point of view, • knowledge of brief solution-focussed counselling, • knowledge of the contributions, strengths, limitations and applications of different counselling theories. • how Egan's problem management and opportunity development approach to counselling is applied in counselling practice • how the professional role and identity of the counsellor is embraced • how the development of the internal supervisor is embraced by practising consciously within the ambit of the Ethical Rules of the Professional Board for Psychology and the Law • the ability to conduct appropriate psychological interventions with children and / or adults and to be professionally accountable for these actions 			
Method of delivery: Full-time / Part-time			
Methods of assessment: Continuous Assessment 50 % Written Exam 50 %			

Module code: EPSY 612	Semester 1	16 Credits	NQF-Level: 8
Title: Psychometry, Assessment and Career Development			
Module outcomes: On completion of the module, the student must be able to demonstrate: <ul style="list-style-type: none"> • knowledge and understanding of psychometry and various psychometric instruments and how to apply these during psychometric assessments; • knowledge and understanding of various career counselling theories and how to apply these in career counselling; <ul style="list-style-type: none"> • an understanding of the complexities of selecting and applying appropriate psychometric instruments, procedures and techniques for the purposes of conducting psychological assessments; • an ability to use a range of psychometric skills to identify and analyse psychological problems; 			

<ul style="list-style-type: none"> • ability to identify and address ethical issues based on the critical reflection regarding the suitability of certain psychometric assessments; • an ability to present and communicate (verbally and/or in writing) information pertaining to psychometric assessments in an accurate, insightful and confidential manner, offering professional insights and solutions to presenting problems and issues; • an ability to take responsibility for conducting psychometric assessments in a professionally correct and appropriate manner. 	
Method of delivery:	Full-time / Part-time
Methods of assessment:	Continuous Assessment 50 % Written Exam 50 %

Module code: EPSY 614	Semester 1	16 Credits	NQF-Level: 8
Title: Psychopathology and Wellness			
Module outcomes: On completion of the module, students should be equipped with: <ul style="list-style-type: none"> • basic knowledge, skills and attitudes that will enable them to identify a range of psychological disorders in children, adolescents and adults, • basic knowledge, skills and attitudes to refer those persons who are in need of specialised counselling or therapy, and to • providing support for the promotion of wellness. • Identification of psychopathology in children, adolescents and adults, and various models of wellness • Identify psychopathology in children, adolescents and adults and offer a differential diagnosis and justify it • Identify psychopathology in children, adolescents and adults and offer a differential diagnosis and justify it. • Developing an intervention to promote wellness • practice within their scope of their practice and to adhere to ethical guidelines • identifying a problem on the basis of an evaluation and professional judgement and communicate their findings to other health-related professionals via a written referral for those persons who are in need of specialised interventions, counseling or therapy • making an appropriate referral to other health professionals or teachers for relevant higher-order interventions and support • the ability to identify psychopathology, formulate a definition of wellness, and has the ability to conduct appropriate wellness-promoting interventions with children and / or adults, and to make ethical referrals and to be professionally accountable for these actions- 			
Method of delivery:		Full-time / Part-time	
Methods of assessment:		Continuous Assessment 50 % Written Exam 50 %	

Module code: EPSY 622	Semester 2	16 Credits	NQF-Level: 8
Title: Applied Learning Support in Counselling			
Module outcomes: On completion of the module, the student should be able to: <ul style="list-style-type: none"> • demonstrate the skills required to support learners who experience barriers with regard to learning; • integrate the knowledge and skills to develop a support programme for diverse needs and barriers that learners may experience • demonstrate a high level of competence in applying these specialised support programmes to the learners experiencing diverse needs and barriers to learning. 			
Method of delivery:		Full-time / Part-time	
Methods of assessment:		Continuous Assessment 50 % Written Exam 50 %	

Module code: EPSY 623	Semester 2	20 Credits	NQF-Level: 8
Title: Applied Counselling			
Module outcomes: On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> • knowledge and understanding of various counselling theories, methods and techniques relevant to counselling, and how to apply it in real-life counselling contexts • an understanding of the complexities and uncertainties of selecting and applying appropriate counselling procedures and techniques • the ability to use a range of specialised counselling skills to identify, analyse and address psychological problems, drawing systematically on the body of knowledge and methods of counselling • an ability to identify and address potential ethical issues in counselling • adherence to the professional code of conduct for counsellors prescribed by Professional Board for Psychology of the Health Professions Council of South Africa 			

<ul style="list-style-type: none"> • the ability to present and communicate academic and professional information effectively by offering creative insights, rigorous interpretations and solutions to psychological problems and issues appropriate to the counselling context • ability to function effectively in a multi-professional system. • ability to assume responsibility for own work, decision making and use of resources in counselling contexts. 			
Method of delivery:		Full-time / Part-time	
Methods of assessment:		Continuous Assessment 50 %	Written Exam 50 %
Module code:	EPSY 624	Semester 2	20 Credits
NQF-Level: 8			
Title: Community Educational Psychology for Health Promotion			
Module outcomes: On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> • 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; • well-rounded knowledge concerning health and health promotion and the different role-players participating in the process; • relevant knowledge and concomitant skills in order to apply community educational psychology theory as well as health promotion principles; • the acquired knowledge, skills and values in order to execute organizational development interventions for improving the health and well-being in various contexts. • he acquired knowledge, skills and values in order to execute organizational development interventions for improving the health and well-being in various contexts 			
Method of delivery:		Full-time / Part-time	
Methods of assessment:		Continuous Assessment 50 %	Written Exam 50 %

Module code:	FLCE 621	Semester 2	8 Credits
NQF-Level: 8			
Title: Facilitation and Lay Counselling for Educators			
Module outcomes: On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> • 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 counseling; • 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 counseling or therapy and to provide support; • knowledge, skills and attitudes regarding the identification of a range of emotional and social problems in children and adolescents; • knowledge, skills and attitudes regarding the referral of those learners for specialised counseling or therapy; • knowledge, skills and attitudes regarding the provision of support from an eco-systemic approach • an understanding of the complexities to decide how to support learners who need guidance or who experience life problems, and refer those learners who are in need of specialised counseling; • an understanding of the complexity of identification of emotional and social problems in children and adolescents, as barriers to learning, • an ability to support learners who need guidance or who experience life problems through a range of specialised skills, and refer those learners who are in need of specialised counseling; • an ability to use a range of skills to identify emotional and social problems in children and adolescents, as barriers to learning, and to refer those learners who are in need of specialised counselling or therapy and to provide support; • an ability to identify and address ethical issues in the helping and supporting of learners with emotional problems • an ability to critically review information in terms of the identification of emotional problems of learners and especially in terms of the helping process of lay counseling • an ability to operate within the eco-systemic framework where a huge number of factors are taken into account in the lay counseling process • an ability to apply learning strategies that will support the becoming of an effective lay counselor 			
Method of delivery:		Full-time / Part-time / ODL	
Methods of assessment:		Continuous Assessment 50 %	Written Exam 50 %

Module code:	GEOE 621	Semester 2	16 Credits
NQF-Level: 8			
Title: Teaching and Learning in Geography Education : Environmental Education			
Module outcomes: On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> • an extensive, systematic and deep knowledge with regard to the ontological and epistemological developments in Geography Education; 			

<ul style="list-style-type: none"> • the ability to implement the principles that emanate from the theories and research to the teaching, learning and assessment of Geography Education in the Intermediate, Senior and FET school phases is based; • the ability to analyse and evaluate both complex and poorly defined problems in teaching, learning and assessment of Geography 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; • 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; • The ability to approach and execute teaching, learning, assessment and research in Geography Education in an ethical and professional manner; 	
Method of delivery:	Full-time / Part-time
Methods of assessment:	Continuous Assessment 50 % Written Exam 50 %

Module code: GEOE 622	Semester 2	16 Credits	NQF-Level: 8
Title: Information & Communication Technology (ICT) in Geography Education			
Module outcomes: On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> • 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; • 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; • 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 such as Google Earth in practice; • the ability to underpin the learning theory which supports Blended Learning instruction, and to align it with teaching and learning strategies in Geography education by critically analysing it within the framework of geospatial thinking; • 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); • 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; • Design a web page for your Geography classroom fully supported by web 2.0-web3.0 technologies, Mapwork and GIS should form part of the site. • 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 in Blended Learning environments. 			
Method of delivery:	Full-time / Part-time		
Methods of assessment:	Continuous Assessment 50 % Written Exam 50 %		

Module code: HISE 611	Semester 1	16 Credits	NQF-Level: 8
Title: Historical writing and history teaching trends in South Africa: a historiographical reconnaissance			
Module outcomes: After successful completion of this module, the students need to demonstrate: <ul style="list-style-type: none"> • a wide-range of knowledge and knowledge literacy with regards to world-wide trends and developments in historical writing and history teaching since the 19th Century , the latter with particular emphasis on South Africa (the Further Education Phase as well as the Higher Education and Training phase); • an informed and critical understanding on the possible impact of political change or/and progress or/and ideologies of the day on teaching History in South Africa; • a critical analyses, syntheses and evaluations of several past and present history curricula in the FET Phase level and determine their value and/or shortcomings in the teaching methodology of History on the FET-level; • an ability to skillfully and professionally investigate and argue the career value of teaching History from literature; • an ability to take responsibility in using sources scrupulously and to make accountable, ethically based and professional decisions 			
Method of delivery:	Full-time / Part-time		
Methods of assessment:	Continuous Assessment 50 % Written Exam 50 %		

Module code: HISE 621	Semester 2	16 Credits	NQF-Level: 8
Title: Teaching, Learning and Assessment in History Education			

Module outcomes:	
After successful completion of this module, the students need to demonstrate:	
<ul style="list-style-type: none"> • the ability to illustrate and apply comprehensive and systematic knowledge of the CAPS document and other related educational policy documents regarding teaching, learning and assessment of history for grades 10-12; • an extensive and in-depth knowledge with regard to investigating, analysing and evaluating the nature and issues regarding the teaching, learning and assessment of History as a school subject both nationally and internationally with the help of the most appropriate research methods, techniques and technologies individually and in group context; • an informed and critical understanding of the theoretical underpinnings of assessment and how it relates to and impacts on sound assessment practices in history teaching; • a knowledgeable and critical judgement in the application of the knowledge and skills to be able to plan and successfully implement teaching, learning and assessment strategies in the history class; and as a professional leader, • the ability to identify, address and implement norms and values prescribed by the Education Department 	
Method of delivery:	Full-time / Part-time
Methods of assessment:	Continuous Assessment 50 % Written Exam 50 %

Module code: HISE 622	Semester 2	8 Credits	NQF-Level: 8
Title: South African Heritage and Indigenous Knowledge Systems in History Education			
Module outcomes:			
After successful completion of this module, the students need to demonstrate:			
<ul style="list-style-type: none"> • a fundamental understanding of heritage and formulate a worldview informed by multicultural and global perspectives; • an informed and critical understanding and appreciation of the South African heritage and apply appropriate methods of inquiry and draw on a broad foundation of relevant knowledge and experience from various regions within the context of the history school curriculum; • the ability to effectively and professionally analyse and integrate Indigenous Knowledge Systems and environmental education in History education; • a knowledgeable and critical judgement in identifying opportunities for integrating relevant aspects of heritage and indigenous knowledge into approaches to teaching and learning within the History school curriculum; • the ability to engage as an ethical member of the global and local community, acting with compassion and integrity, striving for social and environmental justice; and • the ability to professionally present academic information as a creative writer and critical thinker promoting the role of leader and team member 			
Method of delivery:	Full-time / Part-time		
Methods of assessment:	Continuous Assessment 50 % Written Exam 50 %		

Module code: IELS 671	Semester 1 & 2	32 Credits	NQF-Level: 8
Title: Inclusive Education and Learning Support			
Module outcomes:			
On completion of the module, the student should be able to demonstrate:			
<ul style="list-style-type: none"> • an integrated and in-depth knowledge as well as a broad and comprehensive understanding of the range of Inclusive education theoretical perspectives; • integrated knowledge and skills to analyse and evaluate different inclusive education theoretical perspectives critically; • a high level of competence to apply the different inclusive education theoretical perspectives in a variety of contexts; • integrated knowledge and skills to analyse and critically evaluate various learning support approaches and techniques within an inclusive education approach regarding learners' diverse needs in a variety of contexts; • integrated 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; • an appropriate professional attitude towards ethical principles which relate to inclusive education's theoretical perspectives as well as learning support approaches and techniques 			
Method of delivery:	Full-time / Part-time/ ODL		
Methods of assessment:	Continuous Assessment 50 % Written Exam 50 %		

Module code: LIFE 621	Semester 2	16 Credits	NQF-Level: 8
Title: Environmental Education for Life Sciences Teaching			
Module outcomes:			
By the end of the module, students should be equipped to:			
<ul style="list-style-type: none"> • 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; • act as empowered Life Science teachers as school-based curriculum experts; • apply environmental education to make students aware of the fact that the natural resources available can be utilised in a sustainable manner; • evaluate the importance of the environmental policy of the school- or classroom and to be able to set an environmental 			

<p>policy for the school;</p> <ul style="list-style-type: none"> • 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; • realise and appreciate the importance of positive dispositions and attitudes, in order to act as a school-based curriculum expert.
Method of delivery: Full-time / Part-time
Methods of assessment: Continuous Assessment 50 % Written Exam 50 %

Module code: LIFE 622	Semester 2	16 Credits	NQF-Level: 8
Title: Interdisciplinary perspectives on core aspects in bioethics			
Module outcomes: By the end of the module, students should be equipped: <ul style="list-style-type: none"> • 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; • 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; • 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; • 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. 			
Method of delivery: Full-time / Part-time			
Methods of assessment: Continuous Assessment 50 % Written Exam 50 %			

Module code: LTFR 621	Semester 2	16 Credits	NQF-Level: 8
Title: Foundations of Reading			
Module outcomes: On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> • 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 			
Method of delivery: Full-time / Part-time			
Methods of assessment: Continuous Assessment 50 % Written Exam 50 %			

Module code: LTLL 611	Semester 1	16 Credits	NQF-Level: 8
Title: Language and Literature Studies			
Module outcomes: On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> • in-depth knowledge and interpretation of the fundamentals in prominent English literature texts • applied knowledge of research methodology in literature • insights into literature teaching theories and techniques • the ability to acquire and select a range of appropriate literature research enquiry skills • the ability to address ethical issues like plagiarism within the writing and literature domain • The ability to synthesise information gained from multiple literature resources and research findings • accountability and responsibility for own learning progress and research skills 			
Method of delivery: Full-time / Part-time			
Methods of assessment: Continuous Assessment 50 % Written Exam 50 %			

Module code: MATD 621	Semester 2	16 Credits	NQF-Level: 8
Title: Mathematics Education in Perspective			
Module outcomes: 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"> • the origin, development and cultural determination of mathematics and mathematics education as human activities and fields of study; • exemplars of fundamental philosophical, cultural, theoretical and practical perspectives on and in the fields of mathematics and mathematics education; • an own grounded view of mathematics and mathematics education. 			
Method of delivery: Full-time / Part-time / ODL			

Methods of assessment:		Continuous Assessment 50 %	Written Exam 50 %
Module code: MATD 622	Semester 2	16 Credits	NQF-Level: 8
Title: Mathematics Learning and Teaching			
Module outcomes: 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"> • a global as well as a South African perspective on various approaches to school mathematics education; • the identification, critical analysis and evaluation of existing and new teaching-learning approaches with respect to mathematics education; • theoretical and practical aspects relating to the characteristics of effective mathematics learning and teaching; • factors that influence or determine the quality of mathematics learning and teaching. 			
Method of delivery:		Full-time / Part-time / ODL	
Methods of assessment:		Continuous Assessment 50 %	Written Exam 50 %

Module code: MATE 671	Semester 1 & 2	32 Credits	NQF-Level: 8
Title: Mathematical knowledge for teaching			
Module outcomes: 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"> • theoretical and empirical underpinnings of the concepts of Mathematical Knowledge for Teaching (MKT) and Mathematical Content Knowledge for Teaching (MCKT); • the inter-related coherence of MCK, MCKT and other forms of knowledge required for mathematics teaching; • conceptual areas, and key concepts and processes relating to a chosen level of mathematics education; • the technologies and tools of the field of mathematics and mathematics education. 			
Method of delivery:		Full-time / Part-time / ODL	
Methods of assessment:		Continuous Assessment 50 %,Written Exam 50 %	

Module code: OMBO 613	Semester 1	16 Credits	NQF-Level: 8
Title: Introduction to GIS			
Module outcomes: At the end of the module the student should be able to demonstrate: <ul style="list-style-type: none"> • An integrated knowledge of and engagement in GIS and critical understanding and application of theories and techniques relevant to GIS. • The ability to collect and manage spatial data in both file format and database management format and understand the complex nature of spatial data and how they are different from non-spatial data. • The ability to select, apply and critically judge the effectiveness of spatial data with a view to map making. • A critical understanding of how GIS aids in management decisions. • The ability to analyze, select and effectively apply scientific research methods to address spatial problems and then communicate the research findings in an appropriate academic format. 			
Method of delivery:		Full-time / Part-time	
Methods of assessment:		Continuous Assessment 50 %,	Written Exam 50 %

Module code: OMBE 621	Semester 2	16 Credits	NQF-Level: 8
Title: Hydro Geography (See Environmental Science Calendar)			
Module outcomes: On completion of the module, the candidates should be able to demonstrate: <ul style="list-style-type: none"> • Integrated knowledge of and a critical understanding regarding aspects relevant to hydrology and integrated water resources management of the scarce resource according to the principles of equity, sustainability and efficiency. • The ability to interrogate multiple sources of knowledge in hydrology and integrated water resources management, and to evaluate knowledge and processes of knowledge production. • The ability to apply and critically judge the effectiveness of the implementation of a range of relevant methods, systems and procedures required to solve practical and theoretical problems in hydrology and integrated water resources management. • The ability to identify, critically reflect on and effectively solve problems related to hydrology and integrated water resources management. • Ability to analyse, select and apply scientific research methods to address hydrological and integrated water resources management problems and then to communicate the findings in an academically appropriate format. • Demonstrate an ability to act as an expert in the field of hydrology and integrated water resources management. • The ability to take full responsibility for his/her work and to recognise the moral and ethical issues that relate to sensitive hydrological and integrated water resources management data and to treat them in a responsible manner. 			
Method of delivery: Full-time / Part-time			

Methods of assessment: Continuous Assessment 50 %, Written Exam 50 %			
Module code: OMSB 611	Semester 1	16 Credits	NQF-Level: 8
Title: Conservation Ecology			
See Calendar of The School Environmental Studies.			
Method of delivery:		Full-time / Part-time	
Methods of assessment:		Continuous Assessment 50 %	Written Exam 50 %
Module code: ONWR 611	Semester 1	16 Credits	NQF-Level: 8
Title: Education Law: Theory and praxis			
Module outcomes:			
After completing this module, students demonstrate that they have acquired:			
<ul style="list-style-type: none"> • the ability to contemplate theoretically and define the core nature of Education law; • a theoretical and conceptual knowledge of the terminology of Education law; • the ability to describe the sources of Education Law and apply them correctly; • a theoretical and conceptual knowledge of, as well as an ability to apply common law principles to education practice; • the ability to apply knowledge and understanding of Education law principles in education related scenarios; • a theoretical and conceptual knowledge of, as well as an ability to analyse, interpret and apply educational legislation in educational practice; • the ability to analyse, interpret and apply the Constitution in educational practice; • a theoretical and conceptual knowledge of relevant court cases as well as an ability to study, analyse and apply court cases to the interpretation of relevant legislation. 			
Method of delivery: Full-time / Part-time / ODL			
Methods of assessment:		Continuous Assessment 50 %	Written Exam 50 %
Module code: PHSE 611	Semester 1	8 Credits	NQF-Level: 8
Title: Advanced Physics for Teaching I			
Module outcomes:			
On completion of the module, the student should be able to demonstrate:			
<ul style="list-style-type: none"> • comprehensive and integrated knowledge of and engagement in the physics subthemes of electromagnetism and waves that underpin the effective development of physics in the relevant school curriculum, including a critical understanding and the ability to apply new and previously acquired concepts, principles, laws, models and theories; • an ability to critically interrogate multiple sources of knowledge underpinning physics relevant to the school curriculum and to critically evaluate that knowledge and the manner in which the knowledge was produced; • understanding of the multidisciplinary nature of the body of knowledge that describes the historical development of electromagnetism and waves; • the ability to select problem solving procedures and methods relevant to electromagnetism and waves through evaluation of a range of problem-solving procedures and methods and the ability to reflect on the difficulties encountered when transferring these procedures and methods to this unfamiliar context; • the ability to solve problems in the fields of electromagnetism and waves by integrating knowledge from diverse themes within physics as well as from other disciplines; • competence in scientific processes and the development of learners' practical process skills in the context of electromagnetism and waves; • ethics and professional practice: demonstrate an ability to identify and address ethical issues based on critical reflection on the suitability of different ethical value systems to specific contexts. 			
Method of delivery:		Full-time / Part-time	
Methods of assessment:		Continuous Assessment 50 %	Written Exam 50 %
Module code: PHSE 612	Semester 1	8 Credits	NQF-Level: 8
Title: Advanced Chemistry for Teaching I			
Module outcomes:			
On completion of the module, the student should be able to demonstrate:			
<ul style="list-style-type: none"> • comprehensive and integrated knowledge of and engagement in the chemistry subthemes (organic chemistry, reaction kinetics and thermodynamics) that underpin chemistry in an industrial context and support the effective development of chemistry in the relevant school curriculum, including a critical understanding and the ability to apply new and previously acquired concepts, principles, laws, models and theories; • an ability to critically interrogate multiple sources of knowledge underpinning chemistry relevant to the school curriculum and to critically evaluate that knowledge and the manner in which the knowledge was produced; • understanding of the multidisciplinary nature of the body of knowledge that explains the development of the chemical industry and the ability to apply chemistry concepts to specific parts of this developmental history; 			

- the ability to select problem-solving procedures and methods relevant to chemistry in an industrial context through evaluation of a range of problem-solving procedures and methods and the ability to reflect on the difficulties encountered when transferring these procedures and methods to this unfamiliar context;
- the ability to solve complex problems in the multidisciplinary context of industrial chemistry by integrating concepts from chemistry as well as from other disciplines;
- the ability to use standard laboratory methods and apparatus to solve a chemical problem set in an industrial context;
- critical reflection on the responsibility of the teacher to promote a balanced and unbiased view of the influence of chemistry on society

Method of delivery: Full-time / Part-time

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

Module code: PHSE 621	Semester 2	16 Credits	NQF-Level: 8
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Title: Advanced Chemistry for Teaching II

Module outcomes:

- On completion of the module, the student should be able to demonstrate:
- comprehensive and integrated knowledge of the chemistry subthemes (organic chemistry, inorganic chemistry, analytical chemistry and atmospheric chemistry) that underpin chemistry in an environmental context and support the effective development of chemistry in the relevant school curriculum, including a critical understanding and the ability to apply new and previously acquired concepts, principles, laws, models and theories;
 - an ability to critically interrogate multiple sources of knowledge underpinning chemistry relevant to the school curriculum and to critically evaluate that knowledge and the manner in which the knowledge was produced;
 - an understanding of the multidisciplinary nature of the body of knowledge that explains the development of Earth and the ability to apply chemistry concepts to specific parts of this developmental history;
 - the ability to select problem-solving procedures and methods relevant to chemistry in an environmental context through evaluation of a range of problem-solving procedures and methods and the ability to reflect on the difficulties encountered when transferring these procedures and methods to this unfamiliar context;
 - the ability to solve complex problems in the multidisciplinary context of the environment by integrating concepts from chemistry as well as from other disciplines, such as geology, microbiology and biochemistry;
 - the ability to use standard laboratory methods and apparatus to solve a chemical problem set in an environmental context;
 - critical reflection on the responsibility of the teacher to promote a balanced and unbiased view of the influence of chemistry on the environment;
 - critical reflection on the value of the green chemistry approach in chemistry;
 - the ability to analyse his or her environmental worldview and to defend his or her position.

Method of delivery: Full-time / Part-time

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

Module code: PHSE 622	Semester 2	16 Credits	NQF-Level: 8
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Title: Advanced Physics for Teaching II

Module outcomes:

- On completion of the module, the student should be able to demonstrate:
- comprehensive and integrated knowledge of and engagement in the physics subthemes of mechanics and astronomy that underpins the effective development of physics in the relevant school curriculum, including a critical understanding and the ability to apply new and previously acquired concepts, principles, laws, models and theories;
 - an ability to critically interrogate multiple sources of knowledge underpinning physics relevant to the school curriculum and to critically evaluate that knowledge and the manner in which the knowledge was produced;
 - understanding of the multidisciplinary nature of the body of knowledge that describes the historical development of mechanics and astronomy;
 - the ability to select problem solving procedures and methods relevant to mechanics and astronomy through evaluation of a range of problem solving procedures and methods and the ability to reflect on the difficulties encountered when transferring procedures and methods native to mechanics to the unfamiliar context of astronomy;
 - competence in scientific processes and the development of learners' practical process skills in the context of mechanics;
 - an understanding of the nature of physics as revealed in the historical development of astronomy and the paradigms of classical and modern mechanics;
 - critical reflection on the responsibility of the teacher to promote a balanced and unbiased view of the influence of physics on society

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: 8
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Title: Kurrikulumontwikkeling en assessering in taalonderwys			
Module outcomes: Na voltooiing van die module behoort die student in te staat wees om: <ul style="list-style-type: none"> • 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; • verskillende onderrigbenaderings aan die hand van 'n literatuurstudie te kan analiseer en beoordeel om die toepaslikheid van verskillende benaderings vir die onderrig van die taalvaardighede te kan bepaal en te kan implementeer; • nasionale beleidsdokumente en navorsingsartikels te kan ontsluit en implementeer vir die evaluering van lesreekse en ander leermateriaal waarin daar van 'n verskeidenheid van gepaste onderrig- en assesseringsmetodes gebruik gemaak word; • bewys te kan lewer van diepgaande kennis en gevorderde vaardigheid ten opsigte van assesseringspraktyke in skole, teorieë oor assessering, resente navorsings oor assessering in taalklaskamers, departementele dokumente oor assessering en ten opsigte van die samestelling van assesseringsplanne vir bepaalde grade en fases; • die beginsels vir effektiewe gebruik van tegnologie en multimedia (veral ten opsigte van MS Word-pakkette) te kan implementeer vir die ondersteuning van leer en onderrig 			
* 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 & 2	24 Credits	NQF-Level: 8
Title: Kreatiwiteit in taalonderwys; Afrikaans as addisionele taal in die skool; fundamentele boustene van lees			
Module outcomes: Na voltooiing van die module behoort die student in te staat wees om: <ul style="list-style-type: none">• bewys te kan lewer van gespesialiseerde kennis van en kundigheid 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;• relevante teorieë oor die aanleer van 'n vreemde taal te kan analiseer en te vergelyk met moedertaalteorieë,• '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 'n sensitiewe instelling teenoor die diverse gemeenskappe in Suid-Afrika en vir die belangrikheid daarvan vir effektiewe kommunikasie in Afrikaans• 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;• literêre tekste te kan gebruik om onderrigmateriaal te ontwerp en dit aan leerders te kan ontsluit en literêre tekste te waardeer deur gebruikmaking van verskillende gepaste metodes en strategieë vir die onderrig van 'n addisionele taal.			
* Module offered through medium Afrikaans only			
Method of delivery:		Full-time / Part-time	
Methods of assessment:		Continuous Assessment 50 %	Written Exam 50 %

Module code: TECE 611	Semester 1	16 Credits	NQF-Level: 8
Title: Perspectives in Technology Education			
Module outcomes: On completion of the module, the student should be able to demonstrate a critical understanding and working knowledge of: <ul style="list-style-type: none"> • international (global) and national trends in Technology education, • internationally and nationally favoured/privileged pedagogical approaches to Technology education, • international and national trends with regard to the design process, • the role of creativity and innovation in Technology problem-solving and • different perspectives on indigenous technologies (taking account of IKS). 			
Method of delivery:		Full-time / Part-time	
Methods of assessment:		Continuous Assessment 50 %	Written Exam 50 %

Module code: TECE 621	Semester 2	16 Credits	NQF-Level: 8
Title: Foundation of Technology Education			
Module outcomes: On completion of the module, the student should be able to demonstrate a critical understanding and working knowledge of: <ul style="list-style-type: none"> • international (global) and national trends in Technology education, • internationally and nationally favoured/privileged pedagogical approaches to Technology education, 			

<ul style="list-style-type: none"> • international and national trends with regard to the design process, • the role of creativity and innovation in Technology problem-solving and • different perspectives on indigenous technologies (taking account of IKS). 		
Method of delivery:	Full-time / Part-time	
Methods of assessment:	Continuous Assessment 50 %	Written Exam 50 %

Module code: TECE 622	Semester 2	16 Credits	NQF-Level: 8
Title: Teaching and Learning in Technology Education			
Module outcomes: After completion of this module the student should be able to demonstrate that they have acquired a critical understanding and comprehensive work knowledge of: <ul style="list-style-type: none"> • the teaching and learning of Technology as a problem-based academic subject with a practical approach (including accompanying skills); • problem-based teaching and learning by being able to analyse, evaluate and apply it; • the development of pedagogical content knowledge by being able to analyse, evaluate and apply it; • the assessment approach in Technology Education by being able to analyse, evaluate and apply assessment; and • able to apply the creative and effective integration of media in the classroom. 			
Method of delivery:	Full-time / Part-time		
Methods of assessment:	Continuous Assessment 50 %	Written Exam 50 %	

Module code: TLAS 612	Semester 1	16 Credits	NQF-Level: 8
Title: Teaching, Learning and Assessment			
Module outcomes: After completing this module, students should be equipped: <ul style="list-style-type: none"> • to analyse critically current policies and practices in curriculum studies; • to conduct scientific research in curriculum studies; • to analyse and evaluate current and recurrent challenges encountered in curriculum studies. 			
Method of delivery:	Full-time / Part-time / ODL		
Methods of assessment:	Continuous Assessment 50 %	Written Exam 50 %	

Module code: TSCU 621	Semester 2	16 Credits	NQF-Level: 8
Title: The School Curriculum			
Module outcomes: On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> • a systematic and in-depth knowledge of how to interpret and to engage in the school curriculum; • the ability to critically interrogate curriculum development processes in the South African Education system; therefore to be able to demonstrate an ability to interrogate the effectiveness of the school curriculum; • an understanding of the complexities of curriculum change processes in South Africa; • an ability to use specialised skills of relating theory and practice in the classroom situation to identify and analyse problems with curriculum change in the school curriculum; • full responsibility in presenting and communicating academic criteria, in a self-critical manner, for the rigorous interpretation of international school curricula to develop creative responses to problems in the South African school curriculum. 			
Method of delivery:	Full-time / Part-time / ODL		
Methods of assessment:	Continuous Assessment 50 %	Written Exam 50 %	

Module code: VGLO 624	Semester 2	16 Credits	NQF-Level: 8
Title: Education Systems: structure and functions			
Module outcomes: After completing this module, students demonstrate that they have acquired: <ul style="list-style-type: none"> • an understanding of the origin, development, nature and purpose of Comparative Education; • the ability to compare different education systems along cross-national lines; • the ability to illuminate an educational issue from a comparative perspective. 			
Method of delivery:	Full-time / Part-time / ODL		
Methods of assessment:	Continuous Assessment 50 %	Written Exam 50 %	

ELECTIVE MODULES

Module code: ELEA 611	Semester 1	8 Credits	NQF-Level: 8
Title: E-learning			
Module outcomes: After completion of the module the students should be equipped with: <ul style="list-style-type: none"> • a broad understanding of educational learning theories underlying e-learning; • a broad understanding of e-learning concepts, principles and types which are used in education; • the ability to develop e-learning strategies in correspondence to their education situations; • the ability to develop and maintain e-activities; • the ability to design online assessment; • the ability to design, maintain and facilitate a virtual online group. 			
Method of delivery:		Full-time / Part-time	
Methods of assessment:		Continuous Assessment 50 %	Written Exam 50 %

Module code: ISCS 611	Semester 1	8 Credits	NQF-Level: 8
Title: Issues in curriculum studies			
Module outcomes: After completing this module, students should be equipped: <ul style="list-style-type: none"> • to analyse critically current policies and practices in curriculum studies; • to conduct scientific research in curriculum studies; • to analyse and evaluate current and recurrent challenges encountered in curriculum studies. 			
Method of delivery:		ODL	
Methods of assessment:		Continuous Assessment 50 %	Written Exam 50 %

Module code: HIST 623	Semester 2	24 Credits	NQF-Level: 8
Title: South African History: a selected theme			
See Calendar of The Faculty of Arts			
Method of delivery:		Full-time / Part-time	
Methods of assessment:		Continuous Assessment 50 %	Written Exam 50 %

Module code: HIST 624	Semester 2	24 Credits	NQF-Level: 8
Title: African History: a selected theme			
See Calendar of The Faculty of Arts			
Method of delivery:		Full-time / Part-time	
Methods of assessment:		Continuous Assessment 50 %	Written Exam 50 %

Module code: HIST 625	Semester 2	24 Credits	NQF-Level: 8
Title: World History: a selected theme			
See Calendar of The Faculty of Arts			
Method of delivery:		Full-time / Part-time	
Methods of assessment:		Continuous Assessment 50 %	Written Exam 50 %

Module code: ONWB 624	Semester 2	16 Credits	NQF-Level: 8
Title: Human resources management and development in education			
Module outcomes: After completing this module, students demonstrate that they have acquired: <ul style="list-style-type: none"> • a comprehensive and systematic knowledge of major theories, approaches, concepts, contemporary issues, aims, history and challenges relating to human resource development in the work place; • the ability to interpret and evaluate selected policies, laws and principles applicable to human resource management; • the ability to explain processes of resourcing and assessing talent at the workplace; • knowledge of continuous professional development in order to analyse, design and apply training programmes aimed at developing talent among employees; • the ability to interpret and apply career management principles and models; • the ability to apply knowledge of human resource development to improve performance in the workplace and to develop themselves as individuals. 			
Method of delivery:		Full-time / Part-time / ODL	
Methods of assessment:		Continuous Assessment 50 % Written Exam 50 %	

Module code: ONWB 625	Semester 2	16 Credits	NQF-Level: 8
Title: Financial school management			
Module outcomes: After completing this module, Students demonstrate that they have acquired: <ul style="list-style-type: none"> • an understanding of the nature and complexity of the relation between economic and political aspects and the financing of schools; • the ability to apply and extend education management areas concerned with finances in order to analyse the implications in practice; • the ability to apply the theory of budgeting and financing of schools in a practical manner; • a deep understanding of the implications of selected policy documents and laws for the financing of schools. 			
Method of delivery:		Full-time / Part-time / ODL	
Methods of assessment:		Continuous Assessment 50 %	Written Exam 50 %

Module code: ONWR 624	Semester 2	16 Credits	NQF-Level: 8
Title: Labour law and school governance			
Module outcomes: After completing this module, students demonstrate that they have acquired: <ul style="list-style-type: none"> • a sufficient practically usable knowledge of the applicable labour legislation in education; • a theoretical and conceptual knowledge of the constitutional and legislative provisions that determine employment rights and obligations of educators; • the ability to describe, analyse and apply legal principles with regard to the rights and duties of employees and employers in educational practice; • a theoretical and conceptual knowledge of common law and case law principles that determine the substantive issues of labour law in education; • the ability to distinguish between labour legislation that applies to educators at public schools and independent schools respectively; • a theoretical and conceptual knowledge of concepts such as unfair labour practice, substantive and procedural fairness as well as an ability to make correct, informed and fair decisions in matters concerning labour relations; • a theoretical and conceptual knowledge of the legal principles and case law pertaining to collective labour relations in education; • a theoretical and conceptual knowledge of the rights and duties of members of school governing bodies; • a deep understanding of the role and functions of school governing bodies; • a theoretical and conceptual knowledge of the requirements for as well as an ability to apply the correct disciplinary procedures in instances of seriously ill-disciplined learners. 			
Method of delivery:		Full-time / Part-time / ODL	
Methods of assessment:		Continuous Assessment 50 %	Written Exam 50 %

Module code: ONWR 625	Semester 2	16 Credits	NQF-Level: 8
Title: Human Rights and democracy in education			
Module outcomes: After completing this module, students demonstrate that they have acquired: <ul style="list-style-type: none"> • a theoretical and conceptual knowledge of the educational determinants of the Constitution of South Africa; • a theoretical and conceptual knowledge of the constitutional and legislative provisions that determine democracy in education; • the ability to distinguish between and evaluate the significance of different models of democracy in relation to education; • the ability to analyse, interpret and apply the constitutional rights to educational practice; • the ability to distinguish the ways in which rights can be limited; • a deep understanding of the concepts of democratic school governance, decentralisation, devolution and delegation of power; • the ability to apply knowledge of the various constitutional rights to case studies in the education setting; • the ability to act in a constitutionally sound manner as an educational practitioner or manager; • a deep understanding of as well as an ability to analyse and apply relevant case law pertaining to the Constitution and educational practice; • the ability to analyse and criticise unconstitutional and undemocratic features and practices in various education settings. 			
Method of delivery:		Full-time / Part-time / ODL	
Methods of assessment:		Continuous Assessment 50 %	Written Exam 50 %

Module code: SLAD 621	Semester 2	8 Credits	NQF-Level: 8
Title: Strategic Learning and Development			
Module outcomes: On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> integrated knowledge of and engagement in strategic learning and development of fundamental cognitive and affective components of academic reading, writing, and critical thinking and critically evaluate and review that knowledge and the manner in which the knowledge was produced with a view to read and write academically thinking critically; an ability to critically interrogate multiple sources of knowledge such as frameworks about critical reading, critical thinking and academic writing; the ability to select, apply and critically judge the effectiveness of the implementation of a range of relevant/appropriate critical reading, thinking and writing frameworks; advanced practical ability to effectively implement critical thinking, reading and academic writing frameworks with a view to support. 			
Method of delivery:		Full-time / Part-time / ODL	
Methods of assessment:		Continuous Assessment 50 %	Written Exam 50 %
Module code:TOAF 672	Semester 1 & 2	12 Credits	NQF-Level: 8
Title: Sin, teks en konteks in die taalonderrigpraktik			
Module outcomes: Na voltooiing van die module behoort die student: <ul style="list-style-type: none"> bewys te kan lewer van diepgaande kennis t.o.v.tekslinguistiese begrippe soos kohesie, koherensie, intensionaliteit en aanvaarbaarheid, informatiwiteit, kontekstualiteit en intertekstualiteit en in staat te wees om hierdie kundigheid toe te pas om tekste te evalueer; in staat te wees om die basiese beginsels van die pragmatiek en dokumentontwerp te gebruik om verskeie soorte tekste te analiseer en te skep; tekskwaliteit te kan beoordeel en te hersien deur die kundige gebruik van relevante taalgebruiksbronne en deur die toepassing van relevante teoretiese agtergrond oor teksredaksionele aspekte; oor die nodige kundigheid te beskik om relevante begrippe en teorieë ten opsigte van teksredaksie, tekslinguistiek, pragmatiek en dokumentontwerp op geïntegreerde wyse in die taalonderrigpraktik toe te pas om leerskryfwerk te assesser en te redigeer. * 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 673	Semester 1 & 2	12 Credits	NQF-Level: 8
Title: Kleuter-, kinder- en jeugliteratuur vir die onderwys			
Module outcomes: Na voltooiing van die module behoort die student: <ul style="list-style-type: none"> oor 'n omvattende en sistematiese kennisbasis asook 'n diepgaande kennis van geselekteerde kennisvelde in kleuter-, kinder- en jeugliteratuur te beskik, en ingelig te wees oor die relevansie van huidige ontwikkelinge in hierdie studieveld vir die taalonderwys; 'n ingeligte en kritiese begrip te hê van beginsels en teorieë ten opsigte van ontlukende kwessies en debatte in die veld van kleuter-, kinder- en jeugliteratuur en die relevansie daarvan vir taalonderwys; basiese navorsingsmetodes effektief te kan toepas deur primêre literêre tekste krities te kan analiseer, interpreteer en evalueer, en kan aandui hoe die navorsingsresultate in die konteks van taalonderwys gebruik kan word; oor 'n vermoë te beskik om te identifiseer, te analiseer en probleemoplossend te werk met konkrete en abstrakte probleme in kleuter-, kinder- en jeugliteratuur en die plek daarvan in 'n taalonderwyskonteks deur gebruik te maak van praktyk-/bewys-/kennisgebaseerde oplossings en teorie-ondersteunde/teoriegedrewe beredenering/argumente; oor die vermoë te beskik om akademies-professionele werk soos korter werkstukke en referate effektief aan te bied, asook mondeling daaroor te kommunikeer deur gebruik te maak van toepaslike akademies-professionele diskoerse/redevoering. * Module offered through medium Afrikaans only			
Method of delivery:		Full-time / Part-time	
Methods of assessment:		Continuous Assessment 50 %	Written Exam 50 %
Module code:VGLO 622	Semester 2	16 Credits	NQF-Level: 8
Title: Modern Education systems			
Module outcomes: After completing this module, students demonstrate that they have acquired: <ul style="list-style-type: none"> 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; 			

<ul style="list-style-type: none"> • the ability to analyse the individuality and universality of education systems in order to address the needs of the target group and to understand the importance of creating a harmonious school environment; • the ability to apply knowledge, skills and attitudes regarding the structure and organisation of national and international education systems, with the aim of evaluating the South African education system. 		
Method of delivery:	Full-time / Part-time / ODL	
Methods of assessment:	Continuous Assessment 50 %	Written Exam 50 %

Module code:VGLO 623	Semester 2	16 Credits	NQF-Level: 8
Title: Contemporary education issues: comparative perspectives			
Module outcomes: After completing this module, students demonstrate that they have acquired: <ul style="list-style-type: none"> • an understanding of policy development in developing countries; • 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; • an understanding of different theories of educational planning and the ability to apply them as educational planners; • the ability to identify and analyse educational problems and issues arising from schooling in a developing country; • the ability to analyse educational issues from a comparative perspective. 			
Method of delivery:	Full-time / Part-time / ODL		
Methods of assessment:	Continuous Assessment 50 %	Written Exam 50 %	

OP.3 RULES FOR THE DEGREE MAGISTER EDUCATIONIS/ MASTER OF EDUCATION (MED)

Method of presentation: **Full-time**
 Part-time

All master's programmes are being administrated by the Faculty Education Research Administration (FERA) and must contribute to the research focus of the Faculty.

The stipulations for the MEd degree must be read together with the general academic rules of the university, which are available on Internet at:

http://www.nwu.ac.za/gov_man/policy/7P-Academic_Rules_e.pdf.

OP.3.1 RESEARCH MED DEGREE

OP.3.1.1 Nature and aims of the qualification

OP.3.1.1.1 General aim

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

OP.3.1.1.2 Specific objectives

The specific objectives of the qualification are:

- (i) promoting educational expertise and development of students through an advanced and profound knowledge and develop a critical research approach in one of the programmes in OP.3.1.7 to enable them to contribute to the improvement of education research at a local and national level by rendering service (middle and high level) in a responsible and meaningful way; and
- (ii) developing critical research abilities and skills of students in such a way that they can conduct original research that will result in writing a dissertation or (a) research article(s).

OP.3.1.2 Admission requirements and registration

OP.3.1.2.1 General admission requirements

- (i) A student intending to enrol for the MEd degree must obtain permission from the research director concerned with M&D student matters/school director to undertake the study.
- (ii) A student registering for the first time for the MEd degree must do so at the time determined by the University.
- (iii) A student can only register if a letter of permission, signed by his/her supervisor, has been submitted to the registration office.
- (iv) Re-registration for the following years of study must take place at the time determined by the University. Should a student not have re-registered at the time determined by the University, he/she must apply to the University for re-admission.

OP.3.1.2.2 Specific admission requirements

- (i) A BEdHons degree in the field of study for which the student wishes to register is a prerequisite.
- (ii) The student must have obtained a minimum average pass mark of 65% for the BEdHons degree, as well as an average of 65% for the research modules in the BEdHons degree.
- (iii) Should a student not be in possession of a BEdHons degree in an applicable field of Education, but be 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 may also depend on their performance in these assessments.
- (v) Even if a prospective student meets all of the above admission requirements, the application may still be turned down (1) owing to a lack of capacity in the Faculty to render adequate supervision, or (2) if the proposed research topic 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 follow an approved programme in the focus of the Faculty, in consultation with the involved research director. Attendance of the approved support programme is strongly recommended.
- (ii) A student who has been admitted to the MEd programme must submit a research proposal to the M&D Programme Committee for approval within six (6) months after registration. The approved academic processes and administrative cut-off dates for submission must be followed.
- (iii) If a student fails to submit the research proposal for approval within six (6) months after registration, his/her studies may be terminated.

OP.3.1.5 DURATION OF THE STUDIES

The minimum duration of the studies for this qualification is one (1) year and 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 Rule 4.4.10).
- (ii) The supervisor must provide a motivation for the extension of the study period to the involved research director of the Faculty.
- (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 Rule 4.4.10.3.5).
- (iv) If the study period is extended, a levy determined by the council from time to time, will be imposed (A Rule 4.4.10.4).

OP.3.1.7 LIST OF PROGRAMMES

Programme Code	Curriculum Code	Descriptive Name	Curriculum Abbreviation	Credits
4CC N01	O801P	Curriculum Studies	CRSE 871	180
4CE N01	O801P	Physical Science Education with Natural Science Education	PHSE 871	180
4CB N01	O801P	Educational Management and Leadership	EDMA 871	180
4CG N01	O801P	Education Law	EDLW 871	180
4CH N01	O801P	Educational Psychology	EPSY 871	180
4CJ N01	O801P	International and Comparative Education	CMPE 871	180
4CK N01	O801P	Mathematics Education	MATE 871	180
4CL N01	O801P	Special Needs Education	SPNE 871	180
4CM N01	O801P	Philosophy of Education	PHIE 871	180
4CN N01	O801P	Physical Education	MOVE 871	180
403 131	O812P	Computer Science Education	CSIE 871	240

OP.3.1.8 EXAMINATIONS

The examination for the MEd degree consists of a dissertation submitted for examination.

OP.3.1.8.1 Appointment of examiners

- (i) The Faculty's M&D Examination Committee appoints the examiners.
- (ii) The appointment of examiners is done in accordance with Academic Rule 4.4.3.
- (iii) At least three months before submission of the dissertation, students and their supervisors must notify the administration officer of the M&D Examination Committee in writing of their intention 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 have acted 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 the relevant research paradigms and methodologies.

- (ii) Regarding the technical requirements, a dissertation must comply with all the requirements prescribed by the Faculty Board and the latest "Manual for Postgraduate Studies".

OP.3.1.8.3 Submission of the dissertation for examination

- (i) A dissertation may be submitted for examination only with the written permission of the supervisor(s).
- (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 student passes when a mark of at least 50% is obtained.
- (ii) A student passes with distinction when a mark of at least 75% is obtained.
- (iii) A student who has failed a dissertation may only apply for re-admission to the same MEd degree programme once, after which a new study must be registered. The involved research director of the Faculty must be notified before such registration may 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 Rule 4.4.11). 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

OP.4 RULES FOR THE DEGREE PHILOSOPHIAE DOCTOR (PH.D.)

Method of presentation: **Full-time**
 Part-time

The doctoral degree can be obtained in one of the programmes in rule OP.4.7 and can be taken on a full-time or part-time basis.

The stipulations for the doctoral degree must be read together with the general academic rules of the university, which are available on the Internet at:

http://www.nwu.ac.za/gov_man/policy/7P-Academic_Rules_e.pdf.

All doctoral programmes are being administrated by the Faculty Education Research Administration (FERA) and must contribute to the research focus of the Faculty.

OP.4.1 AIMS OF THE DOCTORAL DEGREE PROGRAMME

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

OP.4.2 ADMISSION REQUIREMENTS

OP.4.2.1 General admission requirements

- (i) Admission shall be subject to approval by the Faculty on recommendation of the research director concerned with M&D student matters and in consultation with the school director where applicable. Students are advised to discuss their intended research and supervision well in advance of admission to a doctoral programme.
- (ii) A student can only register if a letter of permission, signed by his/her promoter, has been submitted to the registration office.
- (iii) A student registering for the first time for the doctoral degree must do so at the time determined by the University.
- (iv) Re-registration for the following years of study must take place at the time determined by the University.
- (v) Should a student in any year fail to register at the time determined by the University, the Faculty may allocate the topic of the thesis, if already registered, to another student.
- (vi) Should a student fail to register at the time determined by the University, he/she must apply to the Registrar for re-admission.

OP.4.2.2 Specific admission requirements

- (i) A master's degree (MEd) in the field of study for which the student wishes to register for the PhD is a prerequisite.

- (ii) Should a student not be in possession of a master's degree in an applicable field of Education, but be in possession of another master's degree, further conditions for admission may be set by the Faculty
- (iii) The student must have obtained a minimum average pass mark of 65% for the MEd degree.
- (iv) Students must demonstrate acceptable levels of proficiency in terms of their computer and academic literacy. All prospective PhD students must undergo compulsory computer and academic literacy assessments and their admission may also depend on their performance in these assessments.
- (v) Even if a prospective student meets all of the above admission requirements, the application may still be turned down (1) owing to a lack of capacity in the Faculty to render adequate supervision, or (2) if the proposed research topic 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 follow an approved programme in the focus of the Faculty, in consultation with the involved research director. Attendance of the approved support programme is strongly recommended.
- (ii) A student who has been admitted to the PhD programme must submit a research proposal to the M&D Programme Committee for approval within six (6) months after registration. 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 Rule 5.4.11).

OP.4.5 DURATION OF THE STUDIES

The minimum duration of the studies for this qualification is a period of two (2) years and the acquisition of 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 Rule 5.4.10).
- (ii) The promoter must provide a motivation for the extension of the study period to the involved research director.
- (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 Rule 5.4.10.3):
 - (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 Rule 5.4.10.4).

OP.4.7 LIST OF PROGRAMMES

Programme Code	Curriculum Code	Descriptive Name	Curriculum Abbreviation	Credits
4CA R10	O902P	Natural Science Education	PHSE 971	360
4CA R06	O903P	Education Management	EDMA 971	360
4CA R05	O904P	Education Law	EDLW 971	360
4CA R07	O905P	Educational Psychology	EPSY 971	360
4CA R01	O906P	Comparative Education	CMPE 971	360
4CA R09	O907P	Mathematics Education	MATE 971	360
4CA R14	O908P	Special Needs in Education	SPNE 971	360
4CA R11	O910P	Philosophy of Education	PHIE 971	360
4CA R12	O911P	Physical Education	MOVE 971	360
4CA R02	O912P	Computer Science Education	CSIE 971	360
404 130	O914P	Curriculum Studies	CRSE 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, are appointed by the M&D 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 have acted as a critical reader of the thesis.
- (ii) At least three months before submission of the thesis, students and their promoters must notify M&D Examination Committee in writing of their intention to submit the thesis for examination.

OP.4.8.2 Examinations

- (i) Examinations for a doctoral degree comprise at least a doctoral thesis that details the student's original research.
- (ii) A doctoral thesis must be submitted for examination.
- (iii) An oral defence of the thesis is required before a final examination mark can be awarded.

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 Rule 5.4.4.1).

- (ii) The editing of a thesis must be satisfactory and comply with the requirements laid down by the Faculty Board (A Rule 5.4.2.5) 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.
- (iv) With the submission of any thesis the candidate, with the concurrence of the promoter, must submit proof that a research article was submitted to an accredited journal. Proof of such must be submitted before the students' examination reports and the results will be made available to them. This proof must be handed in at the M&D Administration Office of the Faculty.

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 Rule 5.4.11). From the time of registration, the student's academic progress will be monitored continuously by means of half-yearly progress reports.