NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

POTCHEFSTROOM CAMPUS

EDUCATION SCIENCES

2016

POSTGRADUATE PROGRAMMES

CALENDAR 2016

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

Address all correspondence to:

The Registrar
North-West University
Potchefstroom Campus
Private Bag X6001
Potchefstroom
2520

Tel: 018 2991111/2222
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Website: http://www.nwu.ac.za

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.
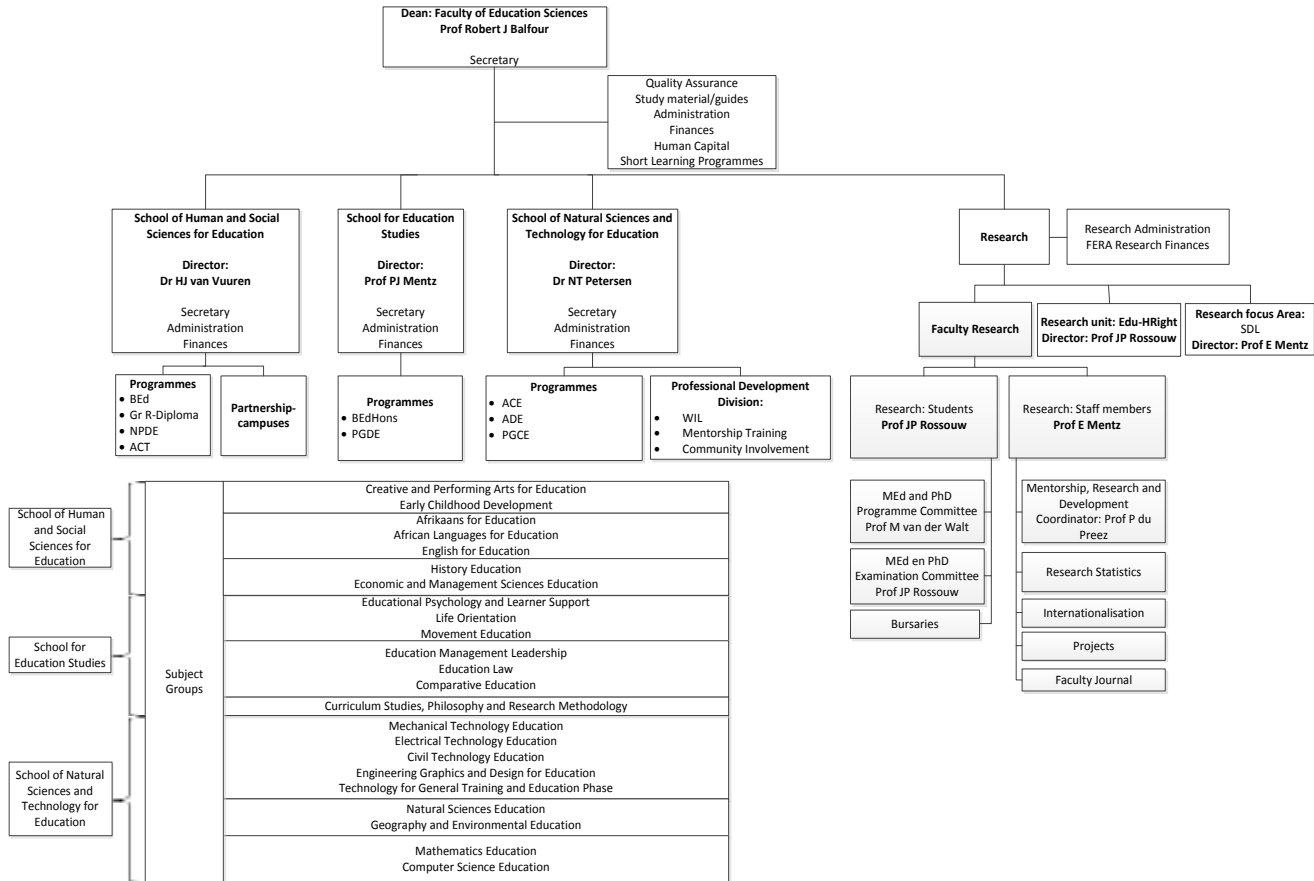
Dean: Faculty of Education Sciences
Prof Robert J Balfour

Secretary

Quality Assurance
Study material/guides
Administration
Finances
Human Capital
Short Learning Programmes

School of Human and Social Sciences for Education

Director:
Dr HJ van Vuuren

Secretary
Administration
Finances

Programmes
- BEd
- Gr R-Diploma
- NPDE
- ACT

Partnership-campuses

School for Education Studies

Director:
Prof PJ Mentz

Secretary
Administration
Finances

Programmes
- BEdHons
- PGDE

School of Natural Sciences and Technology for Education

Director:
Dr NT Petersen

Secretary
Administration
Finances

Programmes
- ACE
- ADE
- PGCE

Professional Development Division:
- WIL
- Mentorship Training
- Community Involvement

Research

Research Administration
FERA Research Finances

Faculty Research

Research unit: Edu-HRight
Director: Prof JP Rossouw

Research focus Area:
SDL
Director: Prof E Mentz

Research: Students
Prof JP Rossouw

MEd and PhD Programme Committee
Prof M van der Walt

MEd en PhD Examination Committee
Prof JP Rossouw

Bursaries

Research: Staff members
Prof E Mentz

Mentorship, Research and Development Coordinator: Prof P du Preez

Research Statistics

Internationalisation

Projects

Faculty Journal

Subject Groups

School of Human and Social Sciences for Education

Creative and Performing Arts for Education
Early Childhood Development

Afrikaans for Education
African Languages for Education
English for Education

History Education
Economic and Management Sciences Education

School for Education Studies

Educational Psychology and Learner Support
Life Orientation
Movement Education

Education Management Leadership
Education Law
Comparative Education

Curriculum Studies, Philosophy and Research Methodology

School of Natural Sciences and Technology for Education

Mechanical Technology Education
Electrical Technology Education
Civil Technology Education
Engineering Graphics and Design for Education
Technology for General Training and Education Phase

Natural Sciences Education
Geography and Environmental Education

Mathematics Education
Computer Science Education

Table of Contents

Faculty of Education Sciences: Office Bearers

Executive Dean

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

Directors of Schools and Research Entities

School for Natural Science and Technology for Education

Dr NT Petersen (BSc.ED, BScHons, MPhil, PhD)

School of Education Studies

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

School of Human and Social Science for Education

Dr HJ van Vuuren (BA, HED (Postgraduate), BAHons, BEd, MEd, PhD)

Research Unit: Edu- HRight

Prof JP Rossouw (POD (*Onderwys diploma*), BEd, MEd, DEd)

Research Focus Area: SDL(Self-Directed Learning)

Prof E Mentz (BA, HOD (Nagraads), BSc(Hons), MSc, PhD)

Administrative Manager: Under- and Postgraduate Programmes and Research

Mr JJ Liebenberg

Administrative Manager: Meeting Administration, Management Information and Programme Development

Ms AMC Cloete

Head of Quality

Ms V Claassen

Financial Officer

Ms JM van Heerden

Management Committee of the Faculty

Prof RJ Balfour *(Chairperson)*

Dr NT Petersen

Prof PJ Mentz

Dr HJ Van Vuuren

Prof JP Rossouw (Research Unit: Edu-HRight)

Prof E Mentz (Research Focus Area: SDL)

Mr JJ Liebenberg (Under- and Postgraduate Programmes and Research)

Ms AMC Cloete (Meeting Administration and Management Information)

Ms V Claassen (Head of Quality)

Ms JM van Heerden (Financial Officer)

Faculty Board

Executive Dean *(Chairperson)*

Directors of the schools

Directors of the Research Administration, Research Unit and Research Focus Area

Faculty representatives in the Campus Senate

Faculty representatives in the Institutional Senate

Research professors of the schools and Focus Area

Programme leaders:

- MEd and PhD

- BEdHons

- PGDE (Postgraduate Diploma in Education)

- PGCE (Postgraduate Certificate in Education)

- BEd

  - Foundation Phase

  - Intermediate and Senior Phase

  - Senior and Further Education and Training Phase and Technology

- Senior and Further Education and Training Phase (Technology)

- ADE (Advanced Diploma in Education)

- ACE (Advanced Certificate in Education)

- NPDE (National Professional Diploma in Education)

- Grade R-Diploma

- ACT (Advanced Certificate in Teaching)

- Short learning programmes

Subject group chairpersons

Chairpersons of Faculty Board committees

Manager: Division of Professional Development

Administrative Manager: Under- en Postgraduate Programmes and Research

Administrative Manager (Meeting Administration, Management Information and Programme Development)

Head of Quality

Student representatives

Representative of the Faculty of Natural Sciences

Representative of the Faculty of Health Sciences

CONTACT DETAILS FOR THE FACULTY

Telephone number: 018 299 1766

Website: http://www.nwu.ac.za/p-fes/index.html

E-mail address: Edu-EnquiryPotch@nwu.ac.za

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)
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)
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)

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)

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)

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)

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 of 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	o African Languages for Education o Afrikaans for Education o Creative and Performing Arts for Education o Early Childhood Development o Economic and Management Sciences Education and History Education o English for Education
School of Natural Science and Technology for Education	o Computer Science Education o Geography Education and Environmental Education o Mathematics Education o Natural Sciences Education o Technology for Education
School of Education Studies	o Comparative Education o Curriculum Studies, Philosophy and Research Methodology o Education Law o Education Management Leadership o Educational Psychology and Learner Support o Life Orientation o 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
	Curriculum Studies 464 140	Curriculum Studies O603P/V	Full-time Part-time Contact	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 O611P/V/M	Full-time Part-time Contact	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 Development 403 116	Curriculum Development O815P	Full-time Part-time	9	EDTM 871	240
	Natural Sciences Education 403 121	Natural Sciences Education O802P	Full-time Part-time	9	NWOW 871	240
	Education Management 403 122	Education Management O803P	Full-time Part-time	9	ONWB 871	240
	Education Law 403 123	Education Law O804P	Full-time Part-time	9	ONWR 871	240
	Educational Psychology 403 124	Educational Psychology O805P	Full-time Part-time	9	OPSK 871	240
	Comparative Education 403 125	Comparative Education O806P	Full-time Part-time	9	VGLO 871	240
	Mathematics Education 403 126	Mathematics Education O807P	Full-time Part-time	9	WISO 871	240
	Learner Support 403 127	Learner Support 0808P	Full-time Part-time	9	OPSL 871	240
	Philosophy of Education 403 129	Philosophy of Education O810P	Full-time Part-time	9	FOPV 871	240
	Movement Education 403 130	Movement Education O811P	Full time Part-time	9	BWOS 871	240
	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 404 111	Natural Sciences Education O902P	Full-time Part-time	10	NWOW 971	360
	Education Management 404 112	Education Management O903P	Full-time Part-time	10	ONWB 971	360
	Education Law 404 113	Education Law O904P	Full-time Part-time	10	ONWR 971	360
	Educational Psychology 404 114	Educational Psychology O905P	Full-time Part-time	10	OPSK 971	360
	Comparative Education 404 115	Comparative Education O906P	Full-time Part-time	10	VGLO 971	360
	Mathematics Education 404 116	Mathematics Education O907P	Full-time Part-time	10	WISO 971	360
	Learner Support 404 117	Learner Support: 0908P	Full-time Part-time	10	OPSL 971	360
	Philosophy of Education 404 119	Philosophy of Education: O910P	Full-time Part-time	10	FOPV 971	360
	Movement Education 404 120	Movement Education: O911P	Full-time Part-time	10	BWOS 971	360
	Computer Science Education 404 121	Computer Science Education O912P	Full-time Part-time	10	RWON 971	360
	Curriculum Development Innovation and Evaluation 404 130	Curriculum Development Innovation and Evaluation O914P	Full-time Part-time	10	DCDM 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 7)

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)

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, <u>as well as</u> 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: BEdHons (NQF LEVEL 7 ODL)

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 accomodated in the programme.

Faculty Specific Rules for Programme

See OP.1.2.1 – Admission Requirements

Programme Structure

Part-Time: 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 accomodated in the programme.

Faculty Specific Rules for Programme

See OP.1.2.1 – Admission Requirements

Programme Structure

Part-Time: 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
		Choose one:	
		ONWR 623 *(Elective module)*	8
		VGLO 621 *(Elective module)*	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 accomodated in the programme.

Faculty Specific Rules for Programme

See OP.1.2.1 – Admission Requirements

Programme Structure

Part-Time: 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 accomodated 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

Part-Time: 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 621are 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

Title: Educational Research

Module outcomes:
After completing this module, students should demonstrate:
- 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 Reasearch

Module outcomes:
After completing this module, students should:
- 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:
- 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:
- 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:
- 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 *versus* 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:
- 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:
- 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:
- 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:
- 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:
- 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:
- 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:
- 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: Fianacial Management

Module outcomes:
Learners must be able to:
- 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:
- 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:
- 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:
- 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:
- 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:
- 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:
- 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:
- 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:
- 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:
- 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:
- 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:
- 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:
- 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:
- 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
(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:

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

Take note:

1. Part-time students must take TOAF 672 and TOAF 673. These two modules can also be taken by full-time students.

2. The BAHons electives, as well as AFLG 671 (also a BAHons module) is only available for full-time students.

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

Faculty Specific Rules for Programme

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

a BEd degree with Computer Science or Information Technology or Computer Application Technology at third year undergraduate level or as well as the applicable Methodology

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

Programme structure

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

Year 1	
First semester	
Module code	**Cr**
FOER 611	16
RSPR 671 (*1)	16
TLAS 612	16
CUDE 611	16
Choose one:	
CSIE 611 *(Elective)*	16
CSIE 612 *(Elective)*	16
Total 1ˢᵗ semester	**80**
Year 1	
Second semester	
Module code	**Cr**
RSPR 671 (*1)	16
CSIE 624	16
Choose one:	
CSIE 625 *(Elective)*	16
CSIE 626 *(Elective)*	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 Science Education (Curriculum code: O602P)

Year 1		Year 2	
First semester		**First semester**	
Module code	**Cr**	**Module code**	**Cr**
FOER 611	16	RSPR 671 (*1)	16
TLAS 612	16	CUDE 611	16
Choose one:			
CSIE 611 *(Elective)*	16		
CSIE 612 *(Elective)*	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
		Choose one:	
		CSIE 625 *(Elective)*	16
		CSIE 626 *(Elective)*	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 611 is a prerequisite for CSIE 624 and CSIE 625*
                        CSIE 612 is a prerequisite for CSIE 624 and CSIE 626

PROGRAMME: Curriculum Studies (Programme code: 464 140)

Faculty Specific Rules for Programme

See OP.1.2.1 – Admission Requirements

Programme structure

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

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 *(Elective)*	8
ELEA 611 *(Elective)*	8
Total 1st semester	**88**
Year 1	
Second semester	
Module code	**Cr**
RSPR 671 (*1)	16
TSCU 621	16
Choose one:	
INME 621 *(Elective)*	8
SLAD 621 *(Elective)*	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 *(Elective)*	8
		ELEA 611 *(Elective)*	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 *(Elective)*	8		
SLAD 621 *(Elective)*	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

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

Faculty Specific Rules for Programme

See OP.1.2.1 – Admission Requirements

Programme structure

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

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
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	**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)

<u>Important Note</u>: ***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 613	20
Total 1st semester	**76**
Year 1	
Second semester	
Module code	**Cr**
RSPR 671 (*1)	24
EPSY 621	16
EPSY 622	16
EPSY 623	20
Total 2nd semester	**76**
Total year 1	**152**

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

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

Faculty Specific Rules for Programme

For learners who wish to register for the curriculum in English

Language Teaching

- 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)**

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

<u>Take note:</u> * **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)

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)**

Important Note:

The last intake for this curriculum was 2015. Only pipeline students will still be accomodated in this curriculum.

Faculty Specific Rules for Programme

See OP.1.2.1 – Admission Requirements

Programme structure

Full Time: Learner Support (Curriculum code: O611P)

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

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

Part Time: Learner Support (Curriculum code: O611P)

Year 1		Year 2	
First semester		**First semester**	
Module code	**Cr**	**Module code**	**Cr**
FOER 611	16	RSPR 671 (*1)	16
LORE 671	16	CEPS 612	8
		APLS 673	16
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
LORE 671	16	APLS 673	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

PROGRAMME: Learner Support (Programme code: 464 148)

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

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

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 Environmenal 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)

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)

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)

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)

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 enroled 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 673	**Applied Learning Support**		**32**
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 624	**Computer Science: knowledge for education**		**16**
CUDE 611	**Curriculum Development**		**16**
EDTM 616	**Introduction to Environmental Education**		**16**
EMLO 611	**Education Management and Organisations**		**16**
ENLG 679	**Applied Language Studies**		**24**
EPSY 611	**Individual Counselling, Ethics & Law**		**16**
EPSY 612	**Psychometry, Assessment and Career Development**		**16**
EPSY 613	**Community Educational Psychology for Health Promotion**		**20**
EPSY 621	**Psychopathology and Wellness**		**16**
EPSY 622	**Applied Learning Support in Counselling**		**16**
EPSY 623	**Applied Counselling**		**20**
FLCE 621	**Facilitation and Lay Counselling for Educators**		**8**
GEOE 621	**Teaching and Learning in Geography Education: Environmental Education**		**16**
GEOE 622	**Information & Communication Technology (ICT) in Geography Education**		**16**
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**
LORE 671	**Life Orientation**		**32**

LTCA 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			
CSIE 611	Foundations of Information Technology Education		16
CSIE 612	Foundations of Computer Applications Technology Education		16
CSIE 625	Information Technology: knowledge for education		16
CSIE 626	Computer Applications Technology: knowledge for education		16
ELEA 611	E-learning		8
INME 621	Instructional Media		8
ISCS 611	Issues in curriculum studies		8
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
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:
After completing this module, students demonstrate that they have acquired:
- a broad understanding of the range of education theories, ideas and concepts that mark the current social science and educational landscape,
- the ability to analyse and evaluate knowledge critically in a variety of educational contexts,
- the ability to analyse and evaluate different methodological approaches so as to apply them in a variety of educational contexts
- a basic level of competence to apply the dialectical relationship between education theory and education praxis
- the ability to contribute to systematic and disciplined thinking about matters educational.

Method of delivery: 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:
- 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 moet die student in staat wees
- om taalteorie en taalpraktyk te versoen;
- om sekondêre en primêre taalgebruiksbronne te kan identifiseer en gebruik;
- om selfstandig te kan beredeneer 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 taalteks 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: APLS 673	Semester 1 & 2	32 Credits	NQF-Level: 8

Title: Applied Learning Support

Module outcomes:
After completion of the module the student will be equipped with:
- a broad knowledge and understanding of the diverse learning needs (barriers to learning) in a variety of contexts (school, classroom, home, community) which may require learning support, in terms of learning, emotional and social, and contextual support;
- knowledge and skills to analyse and critically evaluate the various learning support approaches and techniques regarding learners' diverse needs in a variety of contexts;
- a high level of competence to apply the various support approaches and techniques in a variety of contexts;
- knowledge of the different phases in the learner support process and its application to the planning of support for learners who experience barriers to learning;
- the skills to apply the process to support learners who experience barriers to learning;
- integrated knowledge and skills to draw up a support programme for a variety of needs or barriers that learners may experience;

- a high level of competence in applying specific support programmes;
- a broad and comprehensive understanding of the range of Inclusive education theoretical perspectives;
- knowledge and skills to analyse and evaluate knowledge critically with regard to different inclusive education theoretical perspectives;
- a high level of competence to apply the different inclusive education theoretical perspectives in a variety of contexts;
- systematic and disciplined thinking about different inclusive education theoretical perspectives;
- an appropriate attitude towards ethical principles which relate to inclusive education theoretical perspectives

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

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

Module code: APLS 674	Semester 1 & 2	32 Credits	NQF-Level: 8

Title: Applied Learning Support

Module outcomes:

By the end of the module, students should be equipped with:

- a broad and in-depth knowledge and understanding of the diverse learning needs (barriers to learning) in a variety of contexts (school, classroom, home, community) which may require learning support, in terms of learning, emotional, social, and contextual support;
- 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;
- 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;
- an appropriate professional attitude towards ethical principles which relate to the learning support of learners who experience barriers to learning.

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:

By the end of the module, students should be equipped with:

- a comprehensive knowledge of Exercise Science as science, as part of Movement Science, as well as with the concepts and theories of related physiology, kinesiology, nutrition and measurement;
- the ability to solve specific problems with reference to the above;
- the necessary knowledge and skills to apply the principles of Exercise Science as science, as part of Movement Science, as well as the concepts and theories of related physiology, kinesiology, nutrition and measurement in case studies from the industry, both individually and in group format;
- the ability to design and evaluate specific exercise programmes for Exercise Science, as part of Movement Science, according to the principles of related physiology, kinesiology, nutrition and measurement, both individually and in group format;
- the ability to demonstrate a positive attitude towards Exercise Science as science, as part of Movement Science, as well as related physiology, kinesiology, nutrition and measurement and also stimulate this attitude among the learners;
- the ability to act in an ethically responsible manner with learners during Exercise Science, as part of Movement Science, according to the concepts and theories of related physiology, kinesiology, nutrition and measurement during the facilitation of exercise programmes.

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:

By the end of the module, students should be equipped with:

- a comprehensive knowledge of the terminology, concepts, principles and theories of gross and perceptual motor development as well as the ability to demonstrate a deep understanding of specific problems related to the above;
- the ability to apply the principles of problem identification and remedial movement development in case studies from the industry, both individually and in group format;
- the ability to design and evaluate specific movement programmes to rehabilitate specific gross motor and perceptual motor problems, both individually and in group format;
- a positive attitude towards remedial movement development and also to stimulate this attitude among their learners;
- the knowledge and skills to be able to act in an ethically responsible manner with learners who may experience gross motor or perceptual motor problems during the facilitation of remedial movement programmes.

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:

By the end of the module, students should be equipped with:

- the relevant knowledge, skills and insight as regards all relevant aspects of talent identification and development as it pertains to team sport at school level;
- the appropriate skills and concomitant understanding as regards the application of different models of talent identification and development and appropriate research techniques;
- the ability to adhere to sound ethical principles in all communications and practical applications of the talent identification and development processes;
- the skills to be able to participate in groups during class discussions and during preparation for specific assignments;
- appropriate leadership skills that may apply to the management of talent identification teams;
- appropriate skills to write comprehensive reports on the findings and to draw logical conclusions regarding the further development of talented youngsters;
- the knowledge and skills that will allow them to plan, initiate, and utilise appropriate research techniques, do research on talent identification and communicate the research results in a well organised research report.

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:

By the end of the module, students should be equipped:

- with sufficient practically usable knowledge of applicable legislation and other documents to know which legal sources to consult in a variety of situations related to movement development and sport participation;
- with the ability to make correct, informative decisions and act procedurally correct and fair in movement development-related matters in agreement with applicable educational, sport and other laws;
- with the ability to give reliable guidance to other responsible interested parties, like members of the governing body and educators, in a variety of situations that might give rise to lawsuits, especially liability due to negligence;
- to demonstrate an ethical and responsible attitude towards the interpretation and application of relevant legislation.

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:

By the end of the module, students should be equipped:

- with a comprehensive and systematic knowledge base of the terminology, rules, concepts, principles, theories, methods and strategies pertaining to the management of school sport programmes, leagues and tournaments, and Physical Education curricula and programmes in the school;
- to interpret, convert, evaluate and apply essential theories, text, methods and strategies pertaining to the management of school sport programmes, leagues and tournaments, and Physical Education curricula and programmes in the school;
- with the ability to use their attained knowledge to solve unfamiliar, concrete and abstract problems pertaining to the management of school sport programmes, leagues and tournaments, and Physical Education curricula and programmes in the school, using appropriate technological skills and giving evidence of theoretical underpinning;
- to act ethically responsible and value-driven in all circumstances and forms of communication, written as well as oral, related to the management of school sport programmes, leagues and tournaments, and Physical Education curricula and programmes in the school.

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:

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

- well-rounded knowledge of the theoretical underpinnings of educational psychology as contained in the eco-systemic perspective as well as the theoretical underpinnings of community psychology;
- well-rounded knowledge concerning the principles of community psychology, including health promotion, and the different role-players participating in the process;
- integrated knowledge and skills in order to apply community educational psychology theory as well as health promotion principals.
- 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 comprehensive knowledge, practical skill and dispositions regarding strategic teaching in order to effectively implement teaching-learning opportunities in specific learning areas, subjects and contexts.

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

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:
By the end of the module, learners should be equipped:
- to demonstrate specialised knowledge and skills regarding the influence of learning theories and different learning styles on the implementation of teaching, learning and assessment strategies that are necessary for effective learning of the theoretical and practical content of IT/CAT on secondary level;
- with profound knowledge and skills regarding new tendencies in development of Information and Communication technologies (ICT) and the implementation thereof in the teaching, learning and assessment of IT/CAT.

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:
By the end of the module, learners should be equipped to:
- understand the theories and models of curriculum design, development, evaluation and innovation/change;
- analyse the processes and procedures of curriculum development in South Africa;
- develop critical thinking and analysis of a wide range of issues in curriculum development;
- critically reflect on the National Curriculum Statement (Curriculum 2005 and NCS);
- demonstrate an understanding of the role of research in curriculum development.; develop an understanding of factors that influence curriculum change.

Method of delivery:	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 this module, students demonstrate that they have acquired:
- an extended, systematic and solid knowledge base regarding the background principles of environmental education.
- an extended, systematic knowledge of different approaches to environmental education.
- a critical analysis of current environmental education policies and practices;
- an ethical and professional approach to carry out teaching, learning, assessing and research in environmental education.

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:
- 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

Outcomes and Assessment Critieria to be found in the yearbook of the Faculty of Arts (They are also in the process of aligning their English Honours modules and the detail is not yet available.)

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 this module the learners will be equipped with basic knowledge, skills and attitudes that will enable them to:
- understand human experience, problems, behaviour and phenomena from an eco-systemic point of view,
- embrace the role and identity of the counsellor,
- develop the internal supervisor by practising consciously within the ambit of the Ethical Rules of the Professional Board for Psychology and the law,
- employ Egan's problem-management and opportunity-development approach to counselling,
- perform appropriate psychological interventions with children and / or adults,
- be knowledgeable about brief solution focussed counselling,
- be knowledgeable about the contributions, strengths, limitations and applications of different counselling theories.

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 this module the learners will be equipped with:
- basic knowledge, skills and attitudes regarding psychometry and career development theories that will enable them to conduct assessment and to give feedback to clients.

Method of delivery: Full-time / Part-time

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

Module code: EPSY 613	Semester 1	20 Credits	NQF-Level: 8

Title: Community Educational Psychology for Health Promotion

Module outcomes:
After completion of this module, students will be able to:
- demonstrate well-rounded knowledge of the theoretical underpinnings of educational psychology as contained in the ecosystemic perspective as well as the theoretical underpinnings of community psychology;
- demonstrate well-rounded knowledge concerning health and health promotion and the different role-players participating in the process;
- integrate relevant knowledge and concomitant skills in order to apply community educational psychology theory as well as health promotion principles;
- apply the 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: EPSY 621	Semester 2	16 Credits	NQF-Level: 8

Title: Psychopathology and Wellness

Module outcomes:
On completion of this module the learners will be equipped with:
- 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 provide support for the promotion of wellness.

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 this module the learners will be equipped to:
- demonstrate the skills to apply the process to support learners who experience barriers to learning;
- integrate the knowledge and skills to draw up a support programme for a variety of needs or barriers that learners may experience;
- illustrate a high level of competence in applying specific support programmes.

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 this module the learners will be equipped:
- to integrate the acquired knowledge, skills and attitudes of counselling theory and practice with knowledge of the particular nature and challenges posed by various counselling contexts and apply it in real-life situations;
- to demonstrate, in a real-life case study, the competence to integrate and apply in-depth knowledge, skills and attitudes, obtained throughout the programme.

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:
After completion of the module the student should:
- be equipped with basic knowledge, skills and attitudes that will enable them to support learners who need guidance or who experience life problems, and refer those learners who are in need of specialised counselling;
- be equipped with basic knowledge, skills and attitudes that will enable them to identify a range of emotional and social problems in children and adolescents, as barriers to learning, to refer those learners who are in need of specialised counselling or therapy and to provide support;
- demonstrate knowledge, skills and attitudes regarding the identification of a range of emotional and social problems in children and adolescents;
- demonstrate knowledge, skills and attitudes regarding the referral of those learners for specialised counselling or therapy;
- demonstrate knowledge, skills and attitudes regarding the provision of support from an eco-systemic approach

Method of delivery: 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 this module, students demonstrate that they have acquired:
- an extensive, systematic and deep knowledge with regard to the ontological and epistemological developments in Geography Education/ Environmental Education;
- the ability to implement the principles that emanate from the theories and research upon which the outcomes-based approach to the teaching, learning and assessment of Geography Education/ Environmental Education in the Intermediate, Senior and FET school phases is based;
- the ability to analyse and evaluate both complex and poorly defined problems in teaching, learning and assessment of Geography Education/ Environmental Education with the aid of the most applicable research methods, techniques and technologies both individually and in groups, as well as the ability to suggest solutions based on theory driven proof and research findings;
- 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 / Environmental 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 this module, students demonstrate that they have acquired:

- 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 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;
- 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 in practise;
- the ability to justify the learning theories that support ICT teaching and to align it with teaching and learning strategies of the TAF model ("Tasks-Abilities-Features") in Geography teaching by critically analysing it within the framework of geospatial thinking;
- 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.

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:

- 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:

- 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;
- an 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 Departement

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:
- 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:
By the end of the module, students should be equipped with:
- 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

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:
- 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 policy for the school;
- 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:
- 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: LORE 671	Semester 1 & 2	32 Credits	NQF-Level: 8

Title: Life Orientation

Module outcomes:

After completion of the module the student will be equipped with:
- a comprehensive and systemic knowledge about the theories and principles that underpin Life Orientation and be able to apply it to the practical situation;
- a deep understanding of the Life Orientation curriculum with reference to the levels of epistemology, learning-teaching-support material;
- the skills to develop a personal plan as facilitator and counsellor in Life Orientation and to apply facilitation and counselling skills to support diverse learners;
- a sound knowledge of career development theories

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

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

Module code: LTCA 671	Semester 1 & 2	24 Credits	NQF-Level: 8

Title: Developing and Implementing Curricula and Assessment in Language Teaching

Module outcomes:

On completion of this module, students demonstrate that they have acquired:
- a broad understanding of the range of curriculum theories, levels, elements and frameworks within the context of applied linguistics and language teaching;
- a broad understanding of theories and practices of assessment within the context of language teaching;
- the ability to analyse and evaluate knowledge critically in a variety of educational contexts.

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 this module, students demonstrate that they have acquired:
- 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 this module, students demonstrate that they have acquired:
- an understanding that literature and literature teaching are integral to the teaching of language and to general human intellectual development;
- an understanding of the thought-processes behind the development of the classroom teacher's philosophy for teaching literature and how this, in turn, affects the choices made in facilitating the learning process;
- an understanding of strategies for encouraging and developing student reading and visual literacy through the selection of appropriate reading material.

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:
- 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:
- 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:
- 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: On completion of this module, students demonstrate that they have acquired:			

- an extensive, systematic knowledge of what a GIS (Geographic information System) is and how to apply it in practice;
- basic skills with regard to data collection, analysis and interpretation;
- the ability to do an analysis of database structures within the GIS-landscape;
- the ability to generate thematic GIS maps that can be utilised on a general managerial level as well as in geography and geography teaching and learning.

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 this module, students demonstrate that they have acquired:			

- the ability to consider the water situation in South Africa with regard to the available volume as well as water quality issues in decision making of environmental management approaches;
- the ability to demonstrate an understanding of the hydrological cycle and the water balance as well as to apply the principle of water cycle integrity in environmental management situations;
- systematic knowledge of the Water Act and to apply it in environmental management;
- the ability to analyse the basic principles of waste water treatment;
- the ability to apply integrated catchment management;
- the ability to calculate run-off velocities with due consideration of run-off principles;
- the ability to design sub-critical canals;
- the ability to calculate mean annual run-off;
- the ability to calculate flood peaks of different repeat intervals by means of the SCS-SA Rasional and OP ten Noort methods;
- the ability to apply the principles of basic ground water flow within the calculation of extraction cones;
- the ability to apply the procedure of outflow impact determination in practice.

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:			

- 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:

After completion of this module, students should demonstrate:
- comprehensive knowledge and understanding of a wide variety of new and previously acquired concepts, principles, laws, theories and models that form part of or support the effective development of electromagnetism, and waves in the relevant school curriculum;
- the ability to solve problems in fields of electromagnetism and waves by integrating knowledge from diverse themes within physics as well as from other disciplines;
- the ability to analyse and evaluate learners' notions of electromagnetism and waves and the ability to implement refinements through constructivist teaching;
- critical, systematic and disciplined thinking regarding the influence of science and technology on society and the environment;
- competence in scientific processes and the development of learners' practical process skills in the context of electromagnetism and waves.

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:

After completion of this module, students should demonstrate
- comprehensive knowledge and understanding of a wide variety of new and previously acquired concepts, principles, laws, theories and models that form part of or support the effective development of chemistry in the relevant school curriculum;
- the ability to solve problems in the multidisciplinary field of industrial chemistry by integrating knowledge from diverse themes within chemistry as well as from other disciplines.
- the ability to analyse and evaluate learners' notions of selected concepts in themes underpinning industrial chemistry and the ability to implement refinements through constructivist teaching;
- the ability to contribute to systematic and disciplined thinking regarding the influence of science and technology on society and the environment;
  a basic level of competence in laboratory work and the ability to design and execute effective laboratory activities at school level.

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

Title: Advanced Chemistry for Teaching II

Module outcomes:

After completion of this module, students should demonstrate
- comprehensive knowledge and understanding of a wide variety of new and previously acquired concepts, principles, laws, theories and models that form part of or support the effective development of chemistry in the relevant school curriculum;
- the ability to solve problems in the multidisciplinary field of environmental chemistry by integrating knowledge from diverse themes within chemistry as well as from other disciplines.
- the ability to analyse and evaluate learners' notions of selected concepts in themes underpinning environmental chemistry and the ability to implement refinements through constructivist teaching;
- the ability to contribute to systematic and disciplined thinking regarding the influence of science and technology on society and the environment;
- a basic level of competence in laboratory work and the ability to design and execute effective laboratory activities at school level.

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

Title: Advanced Physics for Teaching II

Module outcomes:

After completion of this module, students should demonstrate

- comprehensive knowledge and understanding of a wide variety of new and previously acquired concepts, principles, laws, theories and models that form part of or support the effective development of mechanics, astronomy and nuclear physics in the relevant school curriculum;
- the ability to solve problems in the fields of mechanics, astronomy and nuclear physics by integrating knowledge from diverse themes within physics as well as from other disciplines;
- the ability to analyse and evaluate learners' notions of mechanics and the ability to implement refinements through constructivist teaching;
- an understanding of the nature of physics as revealed in the historic development of astronomy and the paradigms of classical and modern mechanics;
- competence in scientific processes and the development of learners' practical process skills in the context of mechanics.

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

Module code: TOAF 612	Semester 1	16 Credits	NQF-Level: 8

Title: Kurrikulumontwikkeling en assessering in taalonderwys

Module outcomes:

Na voltooiing van hierdie module behoort die student

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

* Module offered through medium Afrikaans only

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

Module code:TOAF 671	Semester 1 & 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 hierdie module behoort die student

- bewys te kan lewer van gespesialiseerde kennis van en ekspertise ten opsigte van teorieë oor en beginsels van lees en ten opsigte van bewysgebaseerde navorsing oor die fundamentele kognitiewe elemente van lees en van leesonderrigpraktyke, sowel as van veranderlikes wat leesprestasie affekteer;
- in staat te wees om die analise, interpretasie en evaluering van films op so 'n wyse in die skoolsituasie te kan fasiliteer dat dit tot verruiming van die visuele ervaringswêreld van leerders lei;
- 'n analise van die kreatiewe onderrigmoontlikhede van interaktiewe, lesergerigte teksbenaderings te kan doen om die waarde daarvan in terme van die ontwikkeling van hoërorde 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 kwynende 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 binne die leerarea Taal;
- relevante teorieë oor die aanleer van 'n vreemde taal te kan analiseer en te vergelyk met moedertaalteorieë,
- literêre tekste te kan gebruik om onderrigmateriaal te ontwerp word en dit aan leerders te kan ontsluit deur

gebruikmaking van verskillende gepaste metodes en strategieë vir die onderrig van 'n addisionele taal.
Module offered through medium Afrikaans only

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:

Students demonstrate that they have acquired a critical understanding and working knowledge of:
- 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, including the role of creativity, innovation 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:

Students demonstrate that they have acquired a critical understanding and working knowledge of:
- the philosophy of Technology Education,
- the historical development of Technology Education,
- the relation between technology and science and
- an epistemological and methodological approach to technology both as a process and as an artefact.

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:

Students demonstrate that they have acquired a critical understanding and comprehensive working knowledge :
- of the teaching and learning of technology as a problem-based academic subject with a practical approach (including concomitant skills),
- of problem-based teaching and learning in the ability to analyse, evaluate and apply it,
- of the development of pedagogic content knowledge in the ability to analyse, evaluate and apply it,
- of assessment approaches in Technology Education, including 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:

By the end of the module, students should be equipped:
- with specialised knowledge of and expertise in teaching and learning theories relevant to the South African and International teaching and learning context;
- with a fundamental understanding of the theoretical underpinnings of assessment and how it relates to and impacts on sound assessment practices;
- with the knowledge and skills to be able to plan and implement successful classroom assessment

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:
After completing this module, students should be equipped:
• with a systematic and in-depth knowledge of the school curriculum;
• to critically analyse the South African education system in general and the school curriculum in particular;
• to demonstrate an understanding of the processes of the school curriculum in South Africa;
• with skills of relating theory and practice in the classroom situation;
• to demonstrate an understanding of OBE and its relevance to the school curriculum.

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:
• 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 %

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ELECTIVE MODULES

Module code: CSIE 611	Semester 1	16 Credits	NQF-Level: 8

Title: Foundations of Information Technology Education

Module outcomes:
By the end of the module, learners should be equipped:
- with knowledge and skills that will allow them to demonstrate that they have acquired profound knowledge of current research in the field of IT education, locally and globally;
- with the ability to apply appropriate research methods in this field of study;
- with comprehensive knowledge of the current status of IT education on secondary level world-wide;
- with knowledge and skills that will allow them to critically evaluate the determinants that are necessary for the teaching and development of the subject;
- with deep understanding regarding the development of cooperative and collaborative learning environments as basis to enhance knowledge construction in the IT class;
- with thorough knowledge and skills regarding the empowerment and support of IT learners in terms of the basic principles of IT as subject 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:
By the end of the module, learners should be equipped with:
- comprehensive knowledge of the current status of CAT on secondary level, locally and globally;
- 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 critically 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 625	Semester 2	16 Credits	NQF-Level: 8

Title: Information Technology: knowledge for education

Module outcomes:
By the end of the module, learners should be equipped:
- with profound knowledge and practical skills in the design and implementation of advanced object oriented programming principles;
- with profound knowledge and skills to demonstrate the compiling process of programs, with reference to memory allocation and error handling; to demonstrate profound knowledge and skills of network technologies and security, operating systems and project management.

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:
By the end of the module, learners should be equipped:
- with profound knowledge of the practical content of CAT on secondary level;
- with practical skills regarding the design and advanced integration of different application packages;
- to demonstrate profound skills regarding project and information management.

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

Module code: ELEA 611	Semester 1	8 Credits	NQF-Level: 8

Title: E-learning

Module outcomes:

By the end of the module, students should be equipped with**:**

- a broad understanding of the educational learning theories underpinning e-learning;
- a broad understanding of e-learning concepts, principles and types used in education;
- the ability to differentiate e-learning technologies according to their contexts for decision making in education;
- the ability to create and manage an online course site;
- the ability to develop e-learning strategies in relation to their educational settings;
- the ability to develop and maintain e-activities;
- the ability to conduct online assessment and moderation;
- the ability to design, maintain and facilitate an online virtual learning group.

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

- 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:
- 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:
- 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:
- 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:
After completing this module, the students demonstrate that they have acquired:
- specialised knowledge of and expertise in evidence-based research on the fundamental cognitive and affective components of academic reading, writing, and critical thinking relevant to the content areas at all levels of education, current relevant research documents and reports, instructional practices, frameworks and models relevant to academic reading, writing and critical thinking as well as variables affecting strategic learning and the development of effective academic support.

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 taalonderrigpraktyk

Module outcomes:
Na voltooiing van hierdie module behoort die student
- 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;
- 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;
- oor die nodige ekspertise te beskik om relevante begrippe en teorieë ten opsigte van teksredaksie, tekslinguistiek, pragmatiek en dokumentontwerp op geïntegreerde wyse in die taalonderrigpraktyk toe te pas om leerderskyfwerk te assesseer 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 hierdie module behoort die student
- oor 'n omvattende en sistematiese kennisbasis asook 'n diepgaande kennis van geselekteerde kennisvelde in kleuter-, kinder- en jeugliteratuur te beskik, en ingelig is 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 ontluikende 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 te kan aandui hoe die navorsingsresultate in die konteks van taalonderwys gebruik kan word;
- 'n vermoë het 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 polisistemiese konteks deur gebruik te maak van praktyk-/bewys-/kennis-gebaseerde oplossings en teorie-ondersteunde/teriegedrewe beredenering;
- oor die vermoë te beskik om verskillende bronne te kan ontsluit vir die saamstel van korter werkstukke en referate oor kinder- en jeugliteratuur en die onderrig daarvan, asook mondeling daaroor te kan 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:

- the ability to describe, compare and explain specific characteristics and social structures concerned with education in the context of internal and external determinants, with the aim of understanding the structure of national and international education systems;
- the ability to analyse the individuality and universality of education systems in order to address the needs of the target group and to understand the importance of creating a harmonious school environment;
- the ability to apply knowledge, skills and attitudes regarding the structure and organisation of national and international education systems, with the aim of evaluating the South African education system.

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:

- 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, <u>as well as</u> 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
403 116	O815P	Curriculum Development	EDTM 871	240
403 121	O802P	Natural Sciences Education	NWOW 871	240
403 122	O803P	Education Management	ONWB 871	240
403 123	O804P	Education Law	ONWR 871	240
403 124	O805P	Educational Psychology	OPSK 871	240
403 125	O806P	Comparative Education	VGLO 871	240
403 126	O807P	Mathematics Education	WISO 871	240
403 127	O808P	Learner Support	OPSL 871	240
403 129	O810P	Philosophy of Education	FOPV 871	240
403 130	O811P	Movement Education	BWOS 871	240
403 131	O812P	Computer Science Education	RWON 871	240

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

OP.4.8   EXAMINATIONS

OP.4.8.1   Appointment of examiners

(i) For the examination of a doctoral thesis at least three examiners, including international external examiners, 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.

File reference: 7P/7.2.5-PFES