

YEARBOOK 2002

Faculty of Education Sciences

Graduate School of Education



DEAN

Prof. H J Steyn



Director

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for Christian Higher Education**

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YOUR LEARNER NUMBER MUST BE SUPPLIED IN ALL CORRESPONDENCE.

Note: Although the information included in this *Yearbook* has been compiled as accurately as possible, inaccuracies that might occur are in no way whatever the responsibility of the council and the senate of the university.

The general academic rules (A rules) of the university are available on the Internet at:
<http://www.puk.ac.za/jaarboek/reels.html>

Remark

Before learners finally decide on the selection of modules, they must make certain of the class timetable. If a clash occurs in the planned selection of a learner, the relevant subject combination is not permitted. Such instances must please be discussed with the relevant persons at the faculty administration.

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Officials

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Potchefstroom College of Education

Prof. B W Richter, B.A., B.A.Hons., M.A., Ph.D., UED (PU for CHE)

School for Educational Training and Development

Prof. P J Mentz, B.A., B.Ed. (UP), M.Ed. (RAU), D.Ed., DTE (PU for CHE), HED (UP)

Teachers' Centre

Prof. E J Spamer, B.A., B.A.Hons., M.A., Ph.D., HED (S) (US)

Faculty Council

The composition of the faculty council may change.

Chairperson: Prof. H J Steyn

Secretary: Mrs. J M van Heerden

De Villiers, S U (Dr)

Els, P (Mr)

Haasbroek, A (Dr)

Jacobs, H J (Mr)

Jacobsz, J M (Mr)

Keating, J B (Mrs)

Kirsten, G J C (Dr)

Mentz, E (Dr)

Mentz, P J (Prof)

Monteith, J L deK (Prof)

Nieuwoudt, H D (Dr)

Oosthuizen, I J (Prof)

Pienaar, J F (Mr)

Rabe, A (Mr)

Rens, J A (Mrs)

Richter, B W (Dr)

Riekert, M (Mrs)

Smit, J J A (Prof)

Spamer, E J (Prof)

Steyn, E S (Dr)

Steyn, H J (Prof)

Uys, A H C (Mrs)

Van den Berg, M (Dr)

Van der Westhuizen, E S (Dr)

Van der Westhuizen, P C (Prof)

Van Rensburg, J M J (Mrs)

Van Zijl, J C (Dr)

Vermeulen, L M (Dr)

Vreken, N J (Prof)

Outside representatives:

- Cedar College
- Kimberley College
- Open Learning Group

Student representatives:

- Undergraduate students
- Post-graduate students

1 TEACHING POLICY

1.1 FOUNDING PRINCIPLES

The teaching policy of the Faculty of Education Sciences is based on the founding principles of the Potchefstroom University for Christian Higher Education as stated in the mission statement of the university. According to this statement teaching is based on the foundation of and obedience to the Bible as the Word of God, which contains guidelines for the entire life.

1.2 AIM OF TEACHING POLICY

The aim of this teaching policy is to give effect to the mission of the university in teaching in the Faculty of Education Sciences. The uniqueness and the circumstances of the faculty are taken into consideration in this matter. This education policy must also be a guideline regarding every course in the different schools.

1.3 EDUCATION OBJECTIVES

In accordance with the mission of the university the following teaching objectives are striven after in the faculty:

- 1.3.1 Developing a professional attitude. This includes professional values and norms.
- 1.3.2 Delivering high level manpower for relevant occupational communities. This implies that the learner must develop the ability and expertise to apply the knowledge, insight and perspectives gained in objectives 1.3.1, 1.3.2 and 1.3.3 to current and relevant situations in our country and times.
- 1.3.3 Developing an attitude in the learner of being continually trained to be able to take the lead and to adapt to changing circumstances.

2 RESEARCH POLICY

The post-graduate activities in the Graduate School of Education (GSE) are in accordance with both the mission of the PU for CHE and the strategic management plan of the Research Focus Area. The objectives of research done in the GSE are:

- a) exploiting new knowledge in the education areas that are the focus of research in the GSE;
- b) interpreting, systematising and utilising in practice existing knowledge in view of the education task;
- c) investigating teaching methods typical of a subject;
- d) evaluating existing theories and methods, developing new theories and developing new methods;
- e) exploiting existing and new sources of knowledge in order to be of service to the community;
- f) investigating all those activities enabling more effective education, such as activities concerning education administration, law and systems.

3 RESEARCH FOCUS AREA

The research focus area of the faculty, which is the area in which the faculty conducts research, is known as Teaching-learning Organisations. The research programme in the focus area focuses on the advancement of the well-being of teaching-learning organisations in accordance with the unique teaching needs in South Africa. This research programme currently consists of five projects, each with a number of sub-projects. All M.Ed. and Ph.D. learners join one of these projects.

All available research funding is canalised to the focus area in order to ensure a greater impact with regard to effective research, research results and disseminating results. More details are available from the research focus area director or the envisaged study leader or promoter.

4 SCHOOLS AND FOCUS AREA IN THE FACULTY

The Faculty of Education Sciences consists of three schools and a teachers' centre, namely:

- a) the **Graduate School of Education (GSE)** under the leadership of a director, who is responsible for providing post-graduate teaching by means of the B.Ed.Hons., Post-graduate Diploma in Education (PGDE), M.Ed. and Ph.D.; the research focus area, **Teaching-learning Organisations**, is also found in the post-graduate school and the director of the GSE is also the director of the research focus area;
- b) the **Potchefstroom College of Education (PCE)** under the leadership of a director, who is responsible for providing pre-service training (teachers) by means of the Education Diploma (ED), B.Ed. and Post-graduate Certificate in Education (PGCE);
- c) the **School for Educational Training and Development (SETD)** under the leadership of a director, who is responsible for providing pre-service training and further (continuing) training **of trainers** by means of the Certificate in Education (CE), Education Diploma (ED), B.Ed.(**Training**), as well as for the retraining of teachers by means of the Advanced Certificate in Education (ACE) in different specialisation directions;
- d) the **Teachers' Centre** under the leadership of a director, who is responsible for the upgrading of teachers by means of the National Professional Diploma in Education (NPDE) and further (continuing) training of teachers by means of the Professional Advanced Certificate in Education (ACE); the organisation of all the off-campus programmes of the faculty is also managed in the Teachers' Centre.

5 QUALIFICATIONS, DIRECTIONS AND PROGRAMMES

In the Faculty of Education Sciences different qualifications can be obtained. A certain qualification is presented in one or more schools and in every school there is one or more programmes, of which each has a fixed curriculum. A potential learner must therefore initially decide which qualification he or she wishes to obtain. After a learner has decided which qualification he/she wishes to obtain, a direction of study must be chosen, after which he/she must make a selection from the different programmes presented in that direction.

Information on and the rules for the different qualifications, directions of study and programmes are explained in this yearbook.

6 QUALIFICATIONS AWARDED IN THE FACULTY OF EDUCATION SCIENCES

The university is authorised to award the following degrees, certificates and diplomas that are presented in the Faculty of Education Sciences:

Qualification and abbreviation	Qualification code	Direction/Programme	Programme code
Baccalaureus Educationis (B.Ed.)	Potchefstroom		
	422 100 (V) 422 103 (D)	• Foundation Phase (Grades 1-3)	See OP.2.4.1
	422 101 (V) 422 104 (D)	• Intermediate and Senior Phase (Grades 4-9)	See OP.2.5.1
	422 102 (V) 422 105 (D)	• Senior and Further Education and Training Phase (Grades 7-12)	See OP.2.6.1.1
	422 112 (V) 422 113 (D)	• Senior and Further Education and Training Phase (Technica)	See OP.2.6.2.1
	Cedar College		
	422 106 (V)	• Foundation Phase (Grades 1-3)	See OP.2.4.1
	422 107 (V)	• Intermediate and Senior Phase (Grades 4-9)	See OP.2.5.1
	422 108 (V)	• Senior and Further Education and Training Phase (Grades 7-12)	See OP.2.6.1.1
	Kimberley		
	422 109 (V)	• Foundation Phase (Grades 1-3)	See OP.2.4.1
	422 110 (V)	• Intermediate and Senior Phase (Grades 4-9)	See OP.2.5.1
	422 111 (V)	• Senior and Further Education and Training Phase (Grades 7-12)	See OP.2.6.1.1
	Upington		
	422 114 (V)	• Foundation Phase (Grades 1-3)	See OP.2.4.1
	422 115 (V)	• Intermediate and Senior Phase (Grades 4-9)	See OP.2.5.1
422 116 (V)	• Senior and Further Education and Training Phase (Grades 7-12)	See OP.2.6.1.1	

Baccalaureus Educationis Honours (B.Ed.Hons.)	464 100 (V)	Direction: Teaching and Learning <ul style="list-style-type: none"> • General Teaching and Learning • Biology Education • Natural Sciences Education • Educational Training and Development • Consumer Sciences Education • Traffic Safety Education • Mathematics Education Direction: Education Management, Law and Systems <ul style="list-style-type: none"> • Education Management, Law and Systems Direction: Educational Psychology <ul style="list-style-type: none"> • Educational Psychology • Learner Support* 	O601P/C/N
	464 101 (D)		O602P
	464 102 (VSM)		O603P
	464 103 (OLA)		O604P
	464 104 (NAM)		O605P
	464 105 (F)		O606P
	464 106		O607P
	Kimberley 464 107 Upington		O608P/C/N
			O609P
			O610P/C/N
Magister Educationis (M.Ed.)	403 102 (V)	<ul style="list-style-type: none"> • Learning and Teaching • Natural Sciences Education • Education Management • Education Law • Educational Psychology • Comparative Education • Mathematics Education • Learner support* • School Counselling and Guidance* 	O801P
	403 103 (D)		O802P
			O803P
			O804P
			O805P
			O806P
			O807P
			O808P
	O809P		

* Presentation in 2002 subject to approval.

Philosophiae Doctor (Ph.D.)	404 102 (V)	• Learning and Teaching	O901P
	404 103 (D)	• Natural Sciences Education	O902P
		• Education Management	O903P
		• Education Law	O904P
		• Educational Psychology	O905P
		• Comparative Education	O906P
		• Mathematics Education	O907P
		• Learner Support*	O908P
		• School Counselling and Guidance*	O909P

* Presentation in 2002 subject to approval.

6.2 CERTIFICATES

The university is authorised to award the following certificates in the Faculty of Education Sciences:

Qualification and abbreviation	Qualification Code	Direction/Programmes	Programme code
Post-graduate Certificate in Education (PGCE)	424 105 (V)	• Intermediate and Senior Phase (Grades 4-9)	See OP.3.5
	424 106 (D)		
	424 107 (V)	• Senior and Further Education and Training Phase (Grades 7-12)	See OP.3.1
	424 108 (D)		
	424 109 (OLA)		
	424 110 (F)		
424 102 (V)	• With Specialisation in School Guidance	See OP.3.6.5	
424 103 (D)			

* Presentation in 2002 subject to approval.

Advanced Certificate in Education (ACE)	423 100 (D)	• Afrikaans Education	O401P/F/C/N
	423 101 (F ¹)	• Movement Science Education	O402P/F
	Open Learning (OLA JHB) 423 102	• English Education	O403P/F/C/N
	Open Learning (OLG NAM) 423 103	• Geography Education ²	O404P/F
	Cedar College 423 104 (F)	• History Education	O405P/F/C/N
	Kimberley 423 105 (F)	• Direction: Natural Sciences Education	
	Upington 423 106 (F)	➤ Natural Sciences Education	O406P
		➤ Natural Sciences Education (General Education and Training Band)	O407P
		• Education Management	O408C/N
		• Education Law	O409P/F
		• Educational Training and Development ³	O410P
		• Direction: Professional Educational Development	
		➤ Professional Educational Development A (only for students with 480 previous credits) (see OO.3)	O411P/F
	➤ Professional Educational Development B (only for students with 360 previous credits) (see OO.3)	O412P/F	
	➤ Professional Educational Development (Foundation Phase) (see OO.4)	O413C/N/F	

¹ Indicates a flexi-teaching programme.

² Programme will only be presented in 2003.

³ Programme will only be presented in 2003.

		<ul style="list-style-type: none"> ➤ Professional Educational Development (Intermediate and Secondary Phase) (see OO.4) ➤ Professional Educational Development (Computer Science) (see OO.3) • Remedial Education • Setswana Education • Traffic Safety Education • Adult Basic Education • Direction: Mathematics Education <ul style="list-style-type: none"> ➤ Mathematics Education ➤ Mathematics Education (General Education and Training Band) 	<p>O414C/N/F</p> <p>O415F</p> <p>O416P/F/C/N</p> <p>O417P/F</p> <p>O418P/F</p> <p>O419P/F</p> <p>O420P/C/N</p> <p>O421P</p>
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6.3 DIPLOMAS

The university is authorised to award the following diplomas in the Faculty of Education Sciences:

Qualification and abbreviation	Qualification Code	Direction/Programmes	Programme Code
Undergraduate diplomas			
Education Diploma (ED)	Potchefstroom		
	421 100 (V) 421 109 (D)	• Foundation Phase (Grades 1-3)	See OP.2.4.1
	421 101 (V) 421 110 (D)	• Intermediate and Senior Phase (Grades 4-9)	See OP.2.5.1
	421 102 (V) 421 111 (D)	• Senior and Further Education and Training Phase (Grades 7-12)	See OP.2.6.1.1
	421 112 (V) 421 113 (D)	• Senior and Further Education and Training Phase (Technica)	See OP.2.6.2.1

	Cedar College 421 103 (V)	<ul style="list-style-type: none"> • Foundation Phase (Grades 1-3) 	See OP.2.4.1
	421 104 (V))	<ul style="list-style-type: none"> • Intermediate and Senior Phase (Grades 4 to 9) 	See OP.2.5.1
	421 105 (V)	<ul style="list-style-type: none"> • Senior and Further Education and Training Phase (Grades 7-12) 	See OP.2.6.1.1
	Kimberley 421 106 (V)	<ul style="list-style-type: none"> • Foundation Phase (Grades 1-3) 	See OP.2.4.1
	421 107 (V)	<ul style="list-style-type: none"> • Intermediate and Senior Phase (Grades 4-9) 	See OP.2.5.1
	421 108 (V)	<ul style="list-style-type: none"> • Senior and Further Education and Training Phase (Grades 7-12) 	See OP.2.6.1.1
	Upington 421 114 (V)	<ul style="list-style-type: none"> • Foundation Phase (Grades 1-3) 	See OP.2.4.1
	421 115 (V)	<ul style="list-style-type: none"> • Intermediate and Senior Phase (Grades 4-9) 	See OP.2.5.1
	421 116 (V)	<ul style="list-style-type: none"> • Senior and Further Education and Training Phase (Grades 7-12) 	See OP.2.6.1.1
National Professional Diploma in Education (NPDE)	Potchefstroom 466 100 (F) 466 101 (OLA) 466 102 (F) 466 103 (OLA) 466 104 (F) 466 105 (OLA) Cedar College 466 106 (F)	<ul style="list-style-type: none"> • Foundation Phase (Grades 1-3) • Intermediate and Senior Phase (Grades 4-9) • Senior and Further Education and Training Phase (Grades 7-12) • Foundation Phase (Grades 1-3) 	See OO2.8 See OO2.9 See OO2.10 See OO2.8

	406 107 (F)	<ul style="list-style-type: none"> Intermediate and Senior Phase (Grades 4-9) 	See OO2.9
	406 108 (F)	<ul style="list-style-type: none"> Senior and Further Education and Training Phase (Grades 7-12) 	See OO2.10
	Kimberley		
	466 109 (F)	<ul style="list-style-type: none"> Foundation Phase (Grades 1-3) 	See OO2.8
	466 110 (F)	<ul style="list-style-type: none"> Intermediate and Senior Phase (Grades 4-9) 	See OO2.9
	466 111 (F)	<ul style="list-style-type: none"> Senior and Further Education and Training Phase (Grades 7-12) 	See OO2.10
	Upington		
	466 112 (F)	<ul style="list-style-type: none"> Foundation Phase (Grades 1-3) 	See OO2.8
	466 113 (F)	<ul style="list-style-type: none"> Intermediate and Senior Phase (Grades 4-9) 	See OO2.9
	466 114 (F)	<ul style="list-style-type: none"> Senior and Further Education and Training Phase (Grades 7-12) 	See OO2.10
Post-graduate Diplomas			
Post-graduate Diploma in Education (PGDE)	465 100 (V)	Direction: Learning and Teaching	
	465 101 (D)	<ul style="list-style-type: none"> Learning and Teaching Natural Sciences Education Mathematics Education 	O701P O702P O703P
		Direction: Education Management, Law and Systems	
		<ul style="list-style-type: none"> Education Management Education Law Comparative Education 	O704P O705P O706P
		Direction: Educational Psychology	
		<ul style="list-style-type: none"> Educational Psychology 	O707P

7 MODULES AND CREDITS

Subjects are presented according to modules to which specific credit values have been assigned.

8 RELATION BETWEEN CREDITS AND TEACHING PERIODS

In the GSE each module of eight credits is entitled to six and each module of sixteen credits to twelve contact periods of 45 minutes each.

9 RECOGNITION OF PRIOR LEARNING

- 9.1 The PU for CHE accepts the principle underlying outcomes-based, source-based and lifelong learning, in which considerations of articulation and mobility play a significant role, and subscribes to the view that recognition of prior learning, whether it has been acquired by formal education programmes at this or other institutions, or informally (by experience), is an indispensable element in deciding on admission to and awarding credits in an explicitly chosen teaching-learning programme of the university.
- 9.2 The recognition of prior learning concerns the provable knowledge and learning that an applicant has acquired, whether by having completed formal education programmes, or by experience. At all times the question will be what the level of skills are, and skills will be judged in the context of the exit level skills required for the intended teaching-learning programme or modules in the programme, or the status for which the applicant applies, and not merely by virtue of the experience recorded by the applicant. Recognition of prior learning will therefore take place in terms of applied competencies demonstrated by the applicant in his/her application, taking into consideration the exit level outcomes that have to be obtained by means of the selected teaching-learning programme.
- 9.3 The PU for CHE accepts that recognition of prior learning must take place within the normal existing policy on the admission of potential and existing learners – whether from this or another institution – with regard to awarding credits in a valid, trustworthy and fair way.
- 9.4 For processing an application for recognition of prior learning a non-refundable administrative fee determined by the university from time to time is payable.

10 REGISTRATION

Registration is a prescribed complete process that a learner has to go through to become enrolled as a learner of the university.

An admitted learner registers annually for the duration of the study for a specific study programme at the place and time determined by the university. The process comprises that the prescribed registration fee be paid, the registration form completed and the necessary signatures put on it.

The learner hands in the registration form at the registration section, whereupon a proof of registration is issued.

ON.1 RULES FOR THE DEGREE BACCALAUREUS EDUCATIONIS HONOURS (B.ED.HONS.)

QUALIFICATION CODE: 464 100 (FULL-TIME)

464 101 (Part-time)

464 102 (Part-time VSM)

464 103 (Open learning OLA)

464 104 (Open learning OLG Namibia)

464 105 (Flexi-time)

464 106 (Kimberley)

464 107 (Upington)

- This qualification can be obtained in one of the directions and programmes described in ON.1.9-ON.1.11 and can be enrolled for full-time/part-time/after hours/telemetrically.
- The outcomes of these directions and programmes are negotiated in mainly three areas, namely education management, law and systems; teaching and learning; and educational psychology.
- A learner follows a selected direction and programme with a professional or academic focus (see ON.1.3.1.1 and ON.1.6). The terms *professional learners* and *academic learners* are used to distinguish between these two groups of learners.
- **Professional learner:** A learner that is admitted to the study in terms of ON.1.3 and possesses a recognised professional teacher's qualification.
- **Academic learner:** A learner that is admitted to the study in terms of ON.1.3, but does **not** possess a recognised professional teacher's qualification.

The stipulations for B.Ed.Hons. must be read together with the general academic rules of the university, which are available on Internet at:
<http://www.puk.ac.za/jaarboek/reels.html>

ON.1.1 NATURE AND AIMS OF THE QUALIFICATION

ON.1.1.1 Nature and general aims

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

ON.1.1.2 Specific objectives

- (a) This qualification prepares learners for studies leading to a Post-graduate Diploma in Education (PGDE) and a M.Ed. degree at level 8.
- (b) Learners will be able to understand the role that research plays in education, make basic evaluations and conduct educational research.

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

ON.1.2 DURATION OF THE STUDIES

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.

ON.1.3 ADMISSION REQUIREMENTS

Admission to this direction takes place according to the general rules (A.4) of the university. In particular the following admission requirements are valid for the B.Ed.Hons. degree.

ON.1.3.1 General admission requirements

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

- ON.1.3.1.1 pass in a Baccalaureus degree or licentiate (360 credits) plus Post-graduate Certificate in Education or any other professional education qualification (120 credits, of which 72 at level 6); or
- ON.1.3.1.2 pass in a Baccalaureus in Education degree (480 credits); or
- ON.1.3.1.3 pass in a Baccalaureus degree (480 credits) that is evaluated as applicable; or
- ON.1.3.1.4 any other recognised education qualification that adds up to 480 credits (of which 72 at level 6); or
- ON.1.3.1.5 any recognised RPL equivalent of the above-mentioned.
- ON.1.3.1.6 Candidates without teaching experience or a recognised qualification in education may be admitted to B.Ed.Hons. with **academic focus**. B.Ed.Hons. does not, however, give qualified teacher's status to these learners. A recognised professional education qualification and applicable teaching experience are in all cases prerequisites for admission to the B.Ed.Hons. with **professional focus**.

ON.1.3.2 Specific admission requirements for programmes

- ON.1.3.2.1 Learners wishing to follow a programme in subject teaching (see ON.1.10.2-ON.1.10.5) must have a training adapting them to be appointed in a permanent position as educator in the relevant learning area in a school phase.
- ON.1.3.2.2 The programme in Educational Training and Development (see ON.1.10.7) is aimed at persons finding themselves in training outside the formal school teaching sector. As such this programme is not accessible to full-time teachers in service.
- ON.1.3.2.3 Psychology III is a prerequisite for learners wishing to follow the programme Educational Psychology (see ON.1.11.1).

ON.1.4 RECOGNITION OF PRIOR LEARNING

Prior relevant learning as recognised by the faculty council.

ON.1.5 LIST OF MODULES

Module code	Descriptive name	Credits	Assumed learning and/or references
Fundamental modules			
LEON 611	Learning Perspectives	8	
LEON 612	Teaching Perspectives	8	
LEON 613	The OBE Curriculum	8	
ONWB 611	Educational Organisations	8	
NAVR 611	Educational Research	16	
NAVR 621	Action Research	8	Professional learners take this module after NAVR 621 has been completed; conducted in context of selected programme
NAVR 622	Research Assignment	12	Academic learners take this module after NAVR 621 has been completed; conducted in context of selected programme

Core and selective modules offering a choice per direction and programme

Direction: General Teaching and Learning			
LEON 621	Strategic Learning and Motivation	16	
LEON 622	Strategic Teaching	16	
LEON 614	Classroom Communication	16	
LEON 623	Curriculum Development	16	
LEON 624	Assessment of Learning	8	

	Biology Education⁴	
BLON 611	Biology Education in Practice	16
BLON 621	Biology Education in Application	16
	Natural Sciences Education	
NWOW 621	The Learning of Natural Sciences	16
NWOW 622	The Teaching of Natural Sciences	16
NWOW 623	Innovation in Natural Sciences	16
	Educational Training and Development	
OPLN 611	Training and Development in Perspective	16
OPLN 621	The Learning Organisation	16
OPLN 622	Research Management in Training	16
OPLN 624	Entrepreneurship in Training	8
OPLN 625	Human Resources Development in Training	8
	Consumer Sciences Education	
VWVD 611	Consumer Sciences Education: Fundamentals	16
VWVD 621	Consumer Sciences: Teaching-Learning	16
	Traffic Safety Education	
VVON 621	Man as Road User	16
VVON 622	Traffic Safety Education in Formal Education	16
	Mathematics Education	
WISO 611	Mathematics Education in Perspective	16
WISO 621	Mathematics Education: Theory and Practice	16
WISO 622	The Mathematics Learning Area Curriculum	16
	Direction: Education Management, Law and Systems	
ONWB 621	Education Management Tasks	16

⁴ Not presented in 2002.

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	
ONWR 623	Human Rights in Education	8	Alternative module
VGLO 612	Education Systems	16	
VGLO 621	Particularisation of Education Systems	8	Alternative module

Direction: Educational Psychology and Learner Support

Educational Psychology

OPSK 611	Theory and Practice of Helping	16	
OPSK 612	Learners with Special Needs A	16	
OPSK 613	Health Promoting Schools	8	
OPSK 621	Psychopathology	16	
OPSK 622	Assessment and Psychometrics	16	
OPSK 623	Group and Family Counselling	16	
OPSK 624	School Guidance	8	

Learner Support

OPSK 625	Learners with Special Needs B	16	
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ON.1.6 EXIT LEVEL OUTCOMES

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

- (a) fundamental knowledge, skills, values and principles underlying education as a scientific discipline, and also underlying other sub-disciplines, and the ability to analyse and critically evaluate information in the field;
- (b) basic knowledge and skills with regard to the phenomena of learning, teaching, curriculum and educational organisations in view of organising the teaching-learning environment effectively;
- (c) the ability to conduct educational research in order to identify and constructively address critical education problems and issues;
- (d) responsible decision-making and solving fundamental problems regarding key education matters;
- (e) effective co-operation with others in a team, with personnel and learners of the school as teaching-learning organisation and with parents and the community as parties concerned with education.

Apart from these the exit level outcomes of the different directions and programmes will show a unique academic or professional focus in the following manner:

- (a) **Professional:** Learners will be able to demonstrate a profound reflexive knowledge of the different aspects of education as scientific discipline and of its theoretical foundation in order to fulfil a leadership role in educational activities that are related to the selected direction and programme, and to perform basic evaluations and undertake action research projects in the relevant field.
- (b) **Academic:** Learners will be able to demonstrate a profound reflexive knowledge of the different aspects of education as a scientific discipline and of its theoretical foundation, and to apply the relevant skills in order to contribute to facilitating and improving teaching and learning in South Africa by means of purposeful and relevant research.
- (c) In all directions and programmes **academic** learners conduct a more comprehensive assignment in comparison to action research conducted by **professional** learners (see ON.1.9-ON.1.11). This instruction is more comprehensive in terms of scope, as well as the use of multiple research methods, and it is conducted in context of the selected direction and programme.

ON.1.7 CHANGE IN ENROLLMENT FOR A PROGRAMME

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

ON.1.8 ARTICULATION POSSIBILITIES

The B.Ed.Hons. degree grants admission to the Master's Degree in Education or the Post-graduate Diploma in Education (PGDE).

ON.1.9 DIRECTION: TEACHING AND LEARNING

ON.1.9.1 Programme: O601P/C/N¹ General Teaching and Learning

ON.1.9.1.1 Programme outcomes

After completing this programme learners will demonstrate an advanced reflexive competency regarding:

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

In addition to that:

¹ P is applicable to campus learners; C to OLA learners; N to OLG Namibia learners.

- (b) **Professional** learners will demonstrate a basic reflexive competency regarding planning, conducting and evaluating a research project of limited scope, which will at least include a literature study and action research, in order to identify, investigate and report on a fundamental and relevant problem in the field of teaching-learning.
- (c) **Academic** learners will demonstrate an advanced reflexive competency regarding planning, conducting and evaluating a research project, which will at least include a literature study and two further research methods, in order to identify, investigate and report on a fundamental and relevant problem in the field of teaching-learning.

ON.1.9.1.2 Programme structure

Block A			
Semester 1	Cr	Semester 2	Cr
LEON 611: Learning Perspectives	8	LEON 621: Strategic Learning and Motivation	16
LEON 612: Teaching Perspectives	8	LEON 622: Strategic Teaching	16
LEON 614: Classroom Communication	16		
Total credits	32		32
Block B			
Semester 1	Cr	Semester 2	Cr
LEON 613: The OBE Curriculum	8	LEON 623: Curriculum Development	16
ONWB 611: Educational Organisations	8	LEON 624: Assessment of Learning	8
NAVR 611: Educational Research	16	<i>Professional learners take:</i> NAVR 621: Action Research	8
		<i>Academic learners take:</i> NAVR 622: Research Assignment	12
Total credits	32		32 (36)

ON.1.9.2 Programme: **O602P Biology Education⁵**

ON.1.9.2.1 Programme outcomes

After completing this programme learners will demonstrate an advanced reflexive competency regarding:

- (a) Specialised knowledge, skills, values and principles regarding effective learning, teaching, assessing and developing curricula in biology education in

⁵ This programme is not presented in 2002.

order to effectively plan, design, implement and evaluate appropriate teaching-learning programmes, material, resources and technologies.

In addition to that:

- (b) **Professional** learners will demonstrate a basic reflexive competency regarding planning, conducting and evaluating a research project of limited scope, which will at least include a literature study and action research, in order to identify, investigate and report on a fundamental and relevant problem in the field of biology education.
- (c) **Academic** learners will demonstrate an advanced reflexive competency regarding planning, conducting and evaluating a research project, which will at least include a literature study and two further research methods, in order to identify, investigate and report on a fundamental and relevant problem in the field of biology education.

ON.1.9.2.2 Programme structure

Block A			
Semester 1	Cr	Semester 2	Cr
LEON 611: Learning Perspectives	8	LEON 621: Strategic Learning and Motivation	16
LEON 612: Teaching Perspectives	8	BLON 621: Biology in Application	16
BLON 611: Biology Education in Practice	16		
Total credits	32		32
Block B			
Semester 1	Cr	Semester 2	Cr
LEON 613: The OBE Curriculum	8	LEON 623: Curriculum Development	16
ONWB 611: Educational Organisations	8	LEON 624: Assessment of Learning	8
NAVR 611: Educational Research	16	<i>Professional learners take:</i> NAVR 621: Action Research	8
		<i>Academic learners take:</i> NAVR 622: Research Assignment	12
Total credits	32		32 (36)

ON.1.9.3 Programme: **O603P Natural Sciences Education**

ON.1.9.3.1 Programme outcomes

After completing this programme learners will demonstrate an advanced reflexive competency regarding:

- (a) Specialised knowledge, skills, values and principles regarding effective learning, teaching, assessing and developing curricula in natural sciences

education in order to effectively plan, design, implement and evaluate appropriate teaching-learning programmes, material, resources and technologies.

In addition to that:

- (b) **Professional** learners will demonstrate a basic reflexive competency regarding planning, conducting and evaluating a research project of limited scope, which will at least include a literature study and action research, in order to identify, investigate and report on a fundamental and relevant problem in the field of natural sciences education.
- (c) **Academic** learners will demonstrate an advanced reflexive competency regarding planning, conducting and evaluating a research project, which will at least include a literature study and two further research methods, in order to identify, investigate and report on a fundamental and relevant problem in the field of natural sciences education.

ON.1.9.3.2 Programme structure

Block A			
Semester 1	Cr	Semester 2	Cr
LEON 611: Learning Perspectives	8	NWOW 621: The Learning of Natural Sciences	16
LEON 612: Teaching Perspectives	8	NWOW 622: Natural Sciences Teaching	16
LEON 614: Classroom Communication	16		
Total credits	32		32
Block B			
Semester 1	Cr	Semester 2	Cr
LEON 613: The OBE Curriculum	8	NWOW 623: Innovation in Natural Sciences	16
ONWB 611: Educational Organisations	8	LEON 624: Assessment of Learning	8
NAVR 611: Educational Research	16	<i>Professional learners take:</i> NAVR 621: Action Research	8
		<i>Academic learners take:</i> NAVR 622: Research Assignment	12
Total credits	32		32 (36)

ON.1.9.4 Programme: **O604P Educational Training and Development**

This programme is presented only by means of the vacation school model (qualification code 464 102).

ON.1.9.4.1 Programme outcomes

After completing this programme learners will demonstrate an advanced reflexive competency regarding:

- (a) Specialised knowledge, skills, values and principles regarding education, training and development (ETD) in order to identify and compare the influence of these aspects on the vocationally directed market, and to compare, evaluate and assess the different bands and systems in ETD;
- (b) specialised knowledge, skills, values and principles regarding effective learning, teaching, assessing and developing curricula in the field of education, training and development in order to effectively plan, design, implement and evaluate appropriate teaching-learning programmes, material, resources and technologies.

In addition to that:

- (c) **Professional** learners will demonstrate a basic reflexive competency regarding planning, conducting and evaluating a research project of limited scope, which will at least include a literature study and action research, in order to identify, investigate and report on a fundamental and relevant problem in the field of education, training and development.
- (d) **Academic** learners will demonstrate a reflexive competency regarding planning, conducting and evaluating a research project, which will at least include a literature study and two further research methods, in order to identify, investigate and report on a fundamental and relevant problem in the field of education, training and development.

ON.1.9.4.2 Programme structure

Block A			
Semester 1	Cr	Semester 2	Cr
LEON 611: Learning Perspectives	8	OPLN 621: The Learning Organisation	16
LEON 612: Teaching Perspectives	8	OPLN 624: Entrepreneurship in Training	8
OPLN 611: Training and Development in Perspective	16	OPLN 625: Human Resources Development	8
Total credits	32		32
Block B			
Semester 1		Semester 2	
LEON 613: The OBE Curriculum	8	OPLN 622: Research Management in Training	16
ONWB 611: Educational Organisations	8	LEON 624: Assessment of Learning	8
NAVR 611: Educational Research	16	<i>Professional learners take:</i> NAVR 621: Action Research	8
		<i>Academic learners take:</i> NAVR 622: Research Assignment	12
Total credits	32		32 (36)

ON.1.9.5 Programme: O605P Consumer Sciences Education

ON.1.9.5.1 Programme outcomes

After completing this programme learners will demonstrate an advanced reflexive competency regarding:

- (a) Specialised knowledge, skills, values and principles regarding effective learning, teaching, assessing and developing curricula in consumer sciences education in order to effectively plan, design, implement and evaluate appropriate teaching-learning programmes, material, resources and technologies.

In addition to that:

- (b) **Professional** learners will demonstrate a basic reflexive competency regarding planning, conducting and evaluating a research project of limited scope, which will at least include a literature study and action research, in order to identify, investigate and report on a fundamental and relevant problem in the field of consumer sciences education.
- (c) **Academic** learners will demonstrate an advanced reflexive competency regarding planning, conducting and evaluating a research project, which will at least include a literature study and two further research methods, in order to identify, investigate and report on a fundamental and relevant problem in the field of consumer sciences education.

ON.1.9.5.2 Programme structure

Block A			
Semester 1	Cr	Semester 2	Cr
LEON 611: Learning Perspectives	8	LEON 621: Strategic Learning and Motivation	16
LEON 612: Teaching Perspectives	8	VWVD 621: Consumer Sciences: Teaching-learning	16
VWVD 611: Consumer Sciences Education: Fundamentals	16		
Total credits	32		32
Block B			
Semester 1	Cr	Semester 2	Cr
LEON 613: The OBE Curriculum	8	LEON 623: Curriculum Development	16
ONWB 611: Educational Organisations	8	LEON 624: Assessment of Learning	8
NAVR 611: Educational Research	16	<i>Professional learners take:</i> NAVR 621: Action Research	8
		<i>Academic learners take:</i> NAVR 622: Research Assignment	12
Total credits	32		32 (36)

ON.1.9.6 Programme: O606P Traffic Safety Education

ON.1.9.6.1 Programme outcomes

After completing this programme learners will demonstrate an advanced reflexive competency regarding:

- (a) Specialised knowledge, skills, values and principles regarding effective learning, teaching, assessing and developing curricula in traffic safety education in order to effectively plan, design, implement and evaluate appropriate teaching-learning programmes, material, resources and technologies.

In addition to that:

- (b) **Professional** learners will demonstrate a basic reflexive competency regarding planning, conducting and evaluating a research project of limited scope, which will at least include a literature study and action research, in order to identify, investigate and report on a fundamental and relevant problem in the field of traffic safety education.
- (c) **Academic** learners will demonstrate an advanced reflexive competency regarding planning, conducting and evaluating a research project, which will at least include a literature study and two further research methods, in order to identify, investigate and report on a fundamental and relevant problem in the field of traffic safety education.

ON.1.9.6.2 Programme structure

Block A			
Semester 1	Cr	Semester 2	Cr
LEON 611: Learning Perspectives	8	VVON 621: Man as Road User	16
LEON 612: Teaching Perspectives	8	VVON 622: Traffic Safety Education in Formal Education	16
LEON 614: Classroom Communication	16		
Total credits	32		32
Block B			
Semester 1	Cr	Semester 2	Cr
LEON 613: The OBE Curriculum	8	LEON 623: Curriculum Development	16
ONWB 611: Educational Organisations	8	LEON 624: Assessment of Learning	8
NAVR 611: Educational research	16	<i>Professional learners take:</i> NAVR 621: Action Research	8
		<i>Academic learners take:</i> NAVR 622: Research Assignment	12
Total credits	32		32 (36)

ON.1.9.7 Programme: O607P Mathematics Education

ON.1.9.7.1 Programme outcomes

After completing this programme learners will demonstrate an advanced reflexive competency regarding:

- (a) Specialised knowledge, skills, values and principles regarding effective learning, teaching, assessing and developing curricula in mathematics education in order to effectively plan, design, implement and evaluate appropriate teaching-learning programmes, material, resources and technologies.

In addition to that:

- (b) **Professional** learners will demonstrate a basic reflexive competency regarding planning, conducting and evaluating a research project of limited scope, which will at least include a literature study and action research, in order to identify, investigate and report on a fundamental and relevant problem in the field of mathematics education.
- (c) **Academic** learners will demonstrate an advanced reflexive competency regarding planning, conducting and evaluating a research project, which will at least include a literature study and two further research methods, in order to identify, investigate and report on a fundamental and relevant problem in the field of mathematics education.

ON.1.9.7.2 Programme structure

Block A			
Semester 1	Cr	Semester 2	Cr
LEON 611: Learning Perspectives	8	WISO 621: Mathematics Education: Theory and Practice	16
LEON 612: Teaching Perspectives	8	WISO 622: The Mathematics Learning Area Curriculum	16
WISO 611: Mathematics Education in Perspective	16		
Total credits	32		32
Block B			
Semester 1	Cr	Semester 2	Cr
LEON 613: The OBE Curriculum	8	LEON 623: Curriculum Development	16
ONWB 611: Educational Organisations	8	LEON 624: Assessment of Learning	8
NAVR 611: Educational Research	16	<i>Professional learners take:</i> NAVR 621: Action Research	8
		<i>Academic learners take:</i> NAVR 622: Research Assignment	12
Total credits	32		32 (36)

ON.1.10 DIRECTION: EDUCATION MANAGEMENT, LAW AND SYSTEMS

ON.1.10.1 Programme: O608P/C/N⁶ Education Management, Law and Systems

ON.1.10.1.1 Programme outcomes

After completing this programme learners will demonstrate an advanced reflexive competency regarding:

- (a) specialised knowledge, skills and values regarding effective education management in order to become involved in effective teaching practices that will eventually result in creating and supporting circumstances that will enable educators and learners to accomplish effective learning;
- (b) manifesting specialised knowledge of education law and applying it by interpreting the determinants of education law, as well as the roles, duties, rights and responsibilities of different role players involved in education, in order to learn to understand and create amongst others a human rights culture and environment in view of effective and legally healthy teaching and learning;
- (c) specialised knowledge, skills and values regarding education systems in order to analyse and compare the determinants of national and international education systems, which will enable them to contribute to developing the South African education system and eventually to creating and supporting circumstances that will make it possible for educators and their learners to accomplish effective learning.

ON.1.10.1.2 Programme structure

	Block A		
Semester 1	Cr	Semester 2	Cr
LEON 611: Learning Perspectives	8	ONWB 621: Education Management Tasks	16
LEON 612: Teaching Perspectives	8	ONWB 622: Financial Management	8
VGLO 612: Education Systems	16	ONWB 623: Human Resources Development: Labour Law	8
Total credits	32		32

⁶ P is applicable to learners on campus; C to OLA learners; N to OLG Namibia learners.

Block B

Semester 1	Cr	Semester 2	Cr
LEON 613: The OBE Curriculum	8	ONWR 621: Introduction to Education Law	8
ONWB 611: Educational Organisations	8	ONWR 622: Interpretation of Statutes	8
NAVR 611: Educational Research	16	<i>Learners select one of:</i> ONWR 623: Human Rights in Education	8
		VGLO 621: Particularisation of Education Systems	8
		<i>Professional learners take:</i> NAVR 621: Action Research	8
		<i>Academic learners take:</i> NAVR 622: Research Assignment	12
Total credits	32		32 (36)

ON.1.11 DIRECTION: EDUCATIONAL PSYCHOLOGY AND LEARNER SUPPORT**ON.1.11.1 Programme: O609P Educational Psychology****ON.1.11.1.1 Programme outcomes**

After completing this programme learners will demonstrate an advanced reflexive competency regarding:

- (a) Specialised knowledge, skills, attitudes, values and principles in order to conduct effectively competent and autonomous practices in school and out of school in an ecosystemic paradigm in order to make provision for the unique needs of and services to learners, families, schools and communities, and to establish, promote and maintain health promoting schools.

In addition to that:

- (b) **Professional** learners will demonstrate a basic reflexive competency with regard to planning and conducting psychometric evaluations and investigations of limited scope, which will include processing of results, drawing conclusions, making recommendations, writing reports and helping as forms of action research in order to address fundamental problems in the area of educational psychology. These processes ought to be backed by an appropriate literature study all the time. The documentation of these processes is included in a portfolio.
- (c) The programme is not presented to **academic** learners.

ON.1.11.1.2 Programme structure

Block A			
Semester 1	Cr	Semester 2	Cr
OPSK 611: Theory and Practice of Helping	16	OPSK 621: Psychopathology	16
OPSK 612: Learners with Special Needs A	16	OPSK 622: Assessment and Psychometrics	16
Total credits	32		32

Block B			
Semester 1	Cr	Semester 2	Cr
OPSK 613: Health Promoting Schools	8	OPSK 623: Group and Family Counselling	16
ONWB 611: Educational Organisations	8	OPSK 624: School Guidance	8
NAVR 611: Educational Research	16	<i>Professional learners take:</i> NAVR 621: Action Research	8
		<i>Academic learners take:</i> NAVR 622: Research Assignment	12
Total credits	32		32 (36)

ON.1.11.2 Programme: O610P/C/N Learner support

ON.1.11.2.1 Programme outcomes

After completing this programme learners will demonstrate an advanced reflexive competency regarding:

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

In addition to that:

- (b) **Professional** learners will demonstrate a basic reflexive competency regarding planning, conducting and evaluating a research project of limited scope, which will at least include a literature study and action research, in order to identify, investigate and report on a fundamental and relevant problem in the field of special needs education.
- (c) **Academic** learners will demonstrate an advanced reflexive competency regarding planning, conducting and evaluating a research project, which will at least include a literature study and two further research methods, in order to identify, investigate and report on a fundamental problem in the field of special needs education.

ON.1.11.2.2 Programme structure

Block A			
Semester 1	Cr	Semester 2	Cr
LEON 611: Learning Perspectives	8	LEON 621: Strategic Learning and Motivation	16
LEON 612: Teaching Perspectives	8	LEON 622: Strategic Teaching	16
OPSK 612: Learners with Special Needs A	16		
Total credits	32		32
Block B			
Semester 1	Cr	Semester 2	Cr
OPSK 613: Health Promoting Schools	8	OPSK 625: Learners with Special Needs B	8
ONWB 611: Educational Organisations	8	OPSK 624: School Guidance	8
NAVR 611: Educational Research	16	LEON 624: Assessment of Learning	8
		<i>Professional learners take:</i> NAVR621: Action Research	8
		<i>Academic learners take:</i> NAVR622: Research Assignment	12
Total credits	32		32 (36)

ON.1.12 EXAMINATION

ON.1.12.1 Composition of participation marks

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

ON.1.12.2 Admission to examinations

Admission to examinations in any module in which examinations are taken is obtained by presenting a proof of participation issued by the school director after the learner has proved that the teaching-learning instructions were carried out in accordance with the programme prescriptions.

ON.1.12.3 Module mark

The module mark is calculated according to the prescriptions of A.1.33 and A.8.8 regarding the relation between participation marks and examination marks as indicated by the module outcomes (ON.5.1).

ON.1.12.4 Pass requirements of a programme

- The subminimum for all modules in which examinations are taken is 40% (A.8.9).
- The requirement for passing a module in which examinations are taken is a module mark of 50% (A.8.7).

- (b) developing the research abilities and skills of learners in such a way that they can conduct original research that will result in writing a dissertation and research article(s).

ON.2.2 ADMISSION REQUIREMENTS AND REGISTRATION

ON.2.2.1 General admission requirements

- ON.2.2.1.1 A student intending to enrol for the master's degree must get permission from the research director/school director to undertake the studies (A.11.1.1).
- ON.2.2.1.2 A student registering for the master's degree for the first time must do so before the date as stipulated in A.11.1.2.
- ON.2.2.1.3 Re-registration for subsequent years of study must be done every year before or on the date as stipulated in A.11.1.2.

ON.2.2.2 Specific admission requirements

- ON.2.2.2.1 A B.Ed. in the direction for which the candidate wishes to register, plus one of the following:
 - (a) Minimum pass marks of 65% in the B.Ed. honours are required.
 - (b) A Post-graduate Diploma in Education (PGDE) in the direction for which the candidate wishes to register for the master's degree.
 - (c) Minimum pass marks of 65% in the PGDE.
- ON.2.2.2.2 Candidates must further
 - (a) have a computer at their disposal and
 - (b) be computer literate.

ON.2.3 RECOGNITION OF PRIOR LEARNING

Prior knowledge as recognised by the faculty council.

ON.2.4 STUDY PROGRAMME

- ON.2.4.1 A learner for the master's degree must, unless the research director decides otherwise, follow an approved study programme in the research focus area in consultation with the school director (A.11.2.2).
- ON.2.4.2 A learner that has been admitted to the master's degree must present a research proposal to the executive committee of the faculty council for approval in consultation with the research director and school director within six months after registration as a learner (A.11.2.8).
- ON.2.4.3 If a learner fails in presenting the research proposal for approval within six months as intended in ON.2.4.2, the studies are terminated (A.11.2.9).

ON.2.5 DURATION OF THE STUDIES

The minimum duration of the studies for this qualification is one (1) year or the acquisition of 256 credits, and the maximum length of time for completing the degree is a period of three (3) years.

ON.2.6 EXTENSION OF STUDY PERIOD

ON.2.6.1 A learner that does not complete the studies within the maximum period must apply to the school director for an extension of the study period by one academic year at the end of the third year of the studies (A.11.3.2.1).

ON.2.6.2 An application for the extension of the study period must be in the form of a proposal 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 study leader is still available (A.11.3.2.5).

ON.2.6.3 If the study period is extended, it will be granted at a levy determined by the council from time to time (A.11.3.2.6).

ON.2.7 LIST OF DIRECTIONS/PROGRAMMES

PROGRAMME CODE	DESCRIPTIVE NAME	CREDITS
O801P	Learning and Teaching	256
O802P	Natural Sciences Education	256
O803P	Education Management	256
O804P	Education Law	256
O805P	Educational Psychology	256
O806P	Comparative Education	256
O807P	Mathematics Education	256
O808P	Learner Support*	256
O809P	School Counselling and Guidance*	256
O810P	Philosophy of Education	256

*Remark: Presentation of programmes in 2002 subject to approval.

ON.2.8 EXAMINATIONS

The examination for the master's degree consists of a dissertation or a published research article. Also see general rule A.11.4, A.11.5 and A.11.12.

ON.2.8.1 Appointment of examiners

Appointment of examiners takes place in accordance with general rule A.8.3.

ON.2.8.2 Admission to examinations

Admission to examinations is only granted to a learner that has proven to the school director that the requirements of the specific programme have been met satisfactorily (A.8.6).

ON.2.8.3 Examination

The examination for the master's degree consists of conducting an examination of the dissertation.

ON.2.8.4 Requirements to which the dissertation must conform

- ON.2.8.4.1 A dissertation must be a proof that the learner is at home in the method or research (A.11.5.1).
- ON.2.8.4.2 Regarding the technical requirements a dissertation must comply with the requirements prescribed by the faculty council (A.11.5.2 and the *Guide to Post-graduate Studies*).

ON.2.8.5 Handing in the dissertation

- ON.2.8.5.1 A dissertation may be handed in only with the permission of the study leader (A.11.7.4).
- ON.2.8.5.2 A dissertation that has been handed in for examination cannot be withdrawn by the learner or study leader(s) (A.11.7.6).

ON.2.8.6 Requirements for passing

- ON.2.8.6.1 A dissertation passes if the learner obtains marks of at least 50%.
- ON.2.8.6.2 A dissertation passes with distinction if the learner obtains marks of at least 75%.
- ON.2.8.6.3 A learner failing a dissertation may apply once at the most to be admitted to studies for the master's degree at the university again, in which case new studies must be undertaken (A.11.12.2).

ON.2.9 TERMINATION OF STUDIES

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

ON.3 RULES FOR THE DEGREE PHILOSOPHIAE DOCTOR (PH.D.)

Full-time: 404 102

Part-time: 404 103

The doctor's degree can be obtained in one of the directions/programmes in rule ON.3.7 and can be taken on a full-time or part-time basis.

The stipulations for the master's degree must be read together with the general academic rules of the university, which are available on Internet at:
<http://www.puk.ac.za/jaarboek/reels.html>

ON.3.1 AIMS OF THE DOCTOR'S DEGREE PROGRAMME

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

ON.3.2 ADMISSION REQUIREMENTS

ON.3.2.1 General admission requirements

- ON.3.2.1.1 A learner intending to enrol for a doctor's degree, must obtain permission from the relevant research director/school director to undertake the studies (A.11.1.1).
- ON.3.2.1.2 A learner registering for the doctor's degree for the first time must do so before the date stipulated in A.11.1.2.
- ON.3.2.1.3 Re-registration for subsequent years of study must be done before or on the date as stipulated in A.11.1.2.
- ON.3.2.1.4 The faculty council can exempt a learner, who has been admitted to the doctor's degree according to A.11.6, from half of the study period or credit points at most on the basis of outcomes reached or research work, or both, which the learner did at the university or another university or institution recognised by the senate before the learner registered for a doctor's degree, if the faculty council is convinced that the outcomes reached or research work conducted in this way is of the standard of a doctor's degree and that they relate to the topic of the studies.

ON.3.2.2 Specific admission requirements

- ON.3.2.2.1 A master's degree in the direction for which the candidate wishes to register for the Ph.D.
- ON.3.2.2.2 Pass marks of 60% in the master's degree are required.
- ON.3.2.2.3 Candidates must further
 - (a) have a computer at their disposal and
 - (b) be computer literate.

ON.3.3 RECOGNITION OF PRIOR LEARNING

Prior learning as recognised by the faculty council.

ON.3.4 STUDY PROGRAMME

- ON.3.4.1 A learner for the doctor's degree must follow an approved study programme in the research focus area in consultation with the school director (A.11.2.2).
- ON.3.4.2 A learner that has been admitted to the doctor's degree must present a research proposal to the executive committee of the faculty council for approval in consultation

with the research director and school director within six months after registration as a learner (A.11.2.8).

ON.3.4.3 If a learner fails in presenting the research proposal for approval within six months as intended in ON.2.4.2, the studies are terminated (A.11.2.9).

ON.3.5 DURATION OF THE STUDIES

The minimum duration of the studies for this qualification is a period of three (3) years or the period necessary to acquire 384 credits, and the maximum length of time for completing the doctor's degree is a period of five (5) years.

ON.3.6 EXTENSION OF THE STUDY PERIOD

ON.3.6.1 A learner that does not complete the studies within the maximum period must apply to the school director for an extension of the study period by one academic year at the end of the fifth year of the studies.

ON.3.6.2 An application for the extension of the study period must be in the form of a proposal in which the following are indicated:

- (e) that the research topic is still relevant;
- (f) what progress has already been made;
- (g) what still has to be done to complete the studies; and
- (a) whether the promoter is still available.

ON.3.6.3 If the study period is extended, it will be granted at a levy determined by the council from time to time.

ON.3.7 LIST OF DIRECTIONS/PROGRAMMES

PROGRAMME CODE	DESCRIPTIVE NAME	CREDITS
O901P	Learning and Teaching	384
O902P	Natural Sciences Education	384
O903P	Education Management	384
O904P	Education Law	384
O905P	Educational Psychology	384
O906P	Comparative Education	384
O907P	Mathematics Education	384
O908P	Learner Support*	384
O909P	School Counselling and Guidance*	384
O910P	Philosophy of Education	384

*Remark: Presentation of programmes in 2002 subject to approval.

ON.3.8 EXAMINATIONS

ON.3.8.1 Appointment of examiners

For conducting the examination of a doctoral thesis at least three examiners, of whom at least one must be external, must be appointed for each learner by the school director in consultation with the relevant research director. For each promoter that is also involved as examiner, an additional examiner is appointed (A.8.3).

ON.3.8.2 Examinations

- ON.3.8.2.1 Examinations for a doctor's degree comprise at least a doctoral thesis containing the learner's research (A.12.5.1).
- ON.3.8.2.2 A doctoral thesis must be handed in for an examination to be conducted on it (see A.11.7).
- ON.3.8.2.3 The faculty council can prescribe additional requirements for acquiring a doctor's degree in the form of either a written and/or oral examination (A.12.5.2).

ON.3.9 REQUIREMENTS FOR A DOCTORAL THESIS

A doctoral thesis must make a definite contribution to the knowledge of and insight into a subject, and has to give proof of originality, either by finding new facts, or by exercising an independent critical ability (A.12.6.1).

ON.3.10 TERMINATION OF THE STUDIES

The studies of a learner can be terminated if a learner exceeds the maximum duration of the study period.

ON.4 RULES FOR THE POST-GRADUATE DIPLOMA IN EDUCATION (PGDE)

Qualification code:	Full-time:	465 101
	Part-time:	403 103

This qualification can be obtained in one of the directions and programmes that are described in rule ON.4.9-ON.4.11 and can be taken on a full-time or part-time basis.

The stipulations for the PGDE must be read together with the general academic rules of the university, which are available on Internet at:
<http://www.puk.ac.za/jaarboek/reels.html>

ON.4.1 NATURE AND AIMS OF THE QUALIFICATION

The aim of the Post-graduate Diploma in Education is to provide in South Africa's need for high level educators and researchers by promoting educational expertise and the development of learners with an advanced and profound knowledge and a critical attitude in one of the following speciality areas, in order to enable them to contribute in a responsible and meaningful way to promoting education and teaching at national and international level:

Learning and Teaching
 Science Education
 Education Management
 Education Law
 Educational Psychology
 Comparative Education
 Mathematics Education

ON.4.2 DURATION OF THE STUDIES

The minimum duration of the studies for this qualification is one (1) year and the maximum length of time for completing the diploma is a period of two (2) years.

ON.4.3 ADMISSION REQUIREMENTS

ON.4.3.1 General admission requirements

ON.4.3.1.1 A B.Ed.Hons. in the direction for which the candidate registered for the PGDE.

ON.4.3.1.2 Pass marks of 60% in the B.Ed.Hons.

ON.4.3.2 Specific admission requirements

ON.4.3.2.1 Candidates must have a computer at their disposal and

ON.4.3.2.2 attained a minimum level of computer literacy.

ON.4.4 RECOGNITION OF PRIOR LEARNING

Prior learning as recognised by the faculty council.

ON.4.5 LIST OF MODULES

Module code	Descriptive name	Credits
	Learning and Teaching	
LEON 711	Learning	32
LEON 712	Teaching	32
LEON 721	Classroom Communication	32
LEON 722	Curriculum	32
	Natural Sciences Education	
NWOW 711	Learning of Natural Sciences	32
NWOW 712	Teaching of Natural Sciences	32
NWOW 721	Constructivism and OBE	32
	Research	32
NAVR 721	Research Proposal	32

	Education Management	
ONWB 711	Organisation Culture and Climate in Schools	32
ONWB 712	Organisation Change and Development in Education	32
ONWB 721	Human Resources Development	32
	Education Law	
ONWR 711	Constitutional Education Law	32
ONWR 712	Foreign Law in Education	32
ONWR 721	International Law in Education	32
	Educational Psychology	
OPSK 711	Health Promoting Schools	32
OPSK 712	Learners with Special Needs	32
OPSK 721	Counselling	32
	Comparative Education	
VGLO 711	Issues in Education Systems	32
VGLO 712	Education Systems Planning in Practice	32
VGLO 721	Comparative Studies	32
	Mathematics Education	
WISO 711	Mathematics Education: A Review	32
WISO 712	Teaching-learning in Education	32
WISO 721	Mathematics Education and Research	32

ON.4.6 EXIT LEVEL OUTCOMES

Learners will develop the ability to:

- (a) solve problems in their speciality areas;
- (b) work independently and in groups;
- (c) manage their activities and resources in a responsible manner;
- (d) utilise information technology effectively in collecting information and in communicating acquired knowledge; and
- (e) communicate in an effective manner by means of the written and spoken word.

ON.4.7 PROGRAMMES

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

ON.4.8 ARTICULATION POSSIBILITIES

The Post-graduate Diploma in Education grants admission to the Master's Degree in Education (M.Ed.)

ON.4.9 DIRECTION: LEARNING AND TEACHING 430 101

ON.4.9.1 Programme: O701P Learning and Teaching

ON.4.9.1.1 Programme Outcomes

Learners will be able to:

- (a) demonstrate a reflexive competency with regard to the fundamental principles of effective teaching and learning in traditional and distance teaching and learning situations; and
- (b) demonstrate a reflexive competency in applying this knowledge to the development of criteria for effective teaching and learning and in evaluating existing and new teaching and learning paradigms to promote strategic learning.

ON.4.9.1.2 Programme

FIRST SEMESTER		SECOND SEMESTER	
Code	CR	Code	CR
LEON 711	32	LEON 721 or LEON 722	32
LEON 712	32	NAVR 721	32
Total 1st semester	64	Total 2nd semester	64
		Total credits for the programme	128

ON.4.9.1.3 Alternative modules

A candidate must select one module from LEON 721 Classroom Communication and LEON 722 Curriculum.

ON.4.9.2 Programme: O702P Natural Sciences Education

ON.4.9.2.1 Programme outcomes

Learners will be able to demonstrate that they

- (a) understand the fundamental principles of effective teaching and learning of chemistry and/or physics;
- (b) understand changes that take place in learning and understanding the relevant disciplines in South Africa and in the world;
- (c) have the ability to apply this knowledge in research activities that will lead to the development of new criteria for the effective teaching and learning of these disciplines;
- (d) can promote strategic teaching and learning in the relevant disciplines.

ON.4.9.2.2 Programme

FIRST SEMESTER		SECOND SEMESTER	
Code	CR	Code	CR
NWOW 711	32	NWOW 721	32
NWOW 712	32	NAVR 721	32
Total 1st semester	64	Total 2nd semester	64
Total credits for the programme			128

ON.4.9.3. Program: O703P Mathematics Education**ON.4.9.3.1 Programme outcomes**

Learners will be able to:

- demonstrate a profound understanding of and an advanced reflexive competency in the application of the fundamental principles of effective learning and teaching of, and developing curricula for mathematics in conventional and other delivering contexts (e.g. distance, technological assistance);
- apply acquired knowledge and skills effectively in order to develop criteria for effective learning, teaching and developing curricula;
- evaluate existing and new learning, teaching and curricula paradigms and approaches in mathematics in order to promote strategic learning and teaching of, and developing relevant curricula for mathematics;
- to undertake an effective investigation into an identified relevant and fundamental problem in the area of mathematics education (i.e. learning, teaching and/or developing curricula) and to report on the investigation.

ON.4.9.3.2 Programme

FIRST SEMESTER		SECOND SEMESTER	
Code	CR	Code	CR
WISO 711	32	WISO 721	32
WISO 712	32	NAVR 721	32
Total 1st semester	64	Total 2nd semester	64
Total credits for the programme			128

ON.4.10 DIRECTION: EDUCATION MANAGEMENT, LAW AND SYSTEMS 430 101**ON.4.10.1 Programme: O704P Education Management****ON.4.10.1.1 Programme outcomes**

Learners must have a fundamental knowledge of and insight into a variety of aspects with regard to the development of the managerial skills of educational leaders; the structure and functioning of educational organisations; the quality of working life of educators (including aspects of organisation culture and climate; organisation

change and development; resistance to change in education; job satisfaction in education and the position of women in education management).

ON.4.10.1.2 Programme

FIRST SEMESTER		SECOND SEMESTER	
Code	KR	Code	KR
ONWB 711	32	ONWB 721	32
ONWB 712	32	NAVR 721	32
Total 1st semester	64	Total 2nd semester	64
			Total credits for the program 128

ON.4.10.2 Program: O705P Education Law

ON.4.10.2.1 Programme outcomes

Learners must be able to show their expertise regarding the mutual rights, obligations and competencies of the different parties concerned.

ON.4.10.2.2 Programme

FIRST SEMESTER		SECOND SEMESTER	
Code	CR	Code	CR
ONWR 711	32	ONWR 721	32
ONWR 712	32	NAVR 721	32
Total 1st semester	64	Total 2nd semester	64
			Total credits for the programme 128

ON.4.10.3 Program: O706P Comparative Education

ON.4.10.3.1 Programme outcomes

Learners must demonstrate a fundamental knowledge and understanding of a variety of aspects regarding the comparison of different education systems (including mini-education systems) and the structure and functioning of the South African education system.

ON.4.10.3.2 Programme

FIRST SEMESTER		TWEEDE SEMESTER	
Code	CR	Code	CR
VGLO 711	32	VGLO 721	32
VGLO 712	32	NAVR 721	32
Total 1st semester	64	Total 2nd semester	64
			Total credits for the programme 128

ON.4.11 DIRECTION: EDUCATIONAL PSYCHOLOGY 430 101**ON.4.11.1 Programme: O707P Educational Psychology****ON.4.11.1.1 Programme outcomes**

Learners will demonstrate their acquired knowledge, skills and attitudes relating to the conducive, preventive and curative aspects in developing a healthy school environment, well-being of school personnel, learners, learners with special needs, families and communities and the relevant guidance and counselling within the framework of human development.

ON.4.11.1.2 Programme

FIRST SEMESTER		SECOND SEMESTER	
Code	CR	Code	CR
OPSK 711	32	OPSK 721	
OPSK 712	32	NAVR 721	32
Total 1st semester	64	Total 2nd semester	64
		Total credits for the programme	128

ON.4.12 EXAMINATIONS**ON.4.12.1 Composition of participation marks.**

Participation marks for a module are compiled from tests, papers and practical work.

ON.4.12.2 Admission to examinations

Admission to examinations in any module is granted by acquiring a proof of participation issued by the school director after the requirements of the relevant programme have been complied with.

ON.4.12.3 Module mark

A module mark is calculated according to the prescriptions of A.1.34 and A.8.8 with regard to the relation between participation marks and examination marks as indicated by the module outcomes (ON.5.2).

ON.4.12.4 Requirements to pass a programme

ON.4.12.4.1 The subminimum for all modules in which examinations are taken is 40% (A.8.9).

ON.4.12.4.2 Module marks of 50% are required for passing a module in which examinations are taken (A.8.7)

ON.4.12.4.3 Passing all the separate modules, of which the programme is compiled, as indicated in A.8.5, passes a programme.

ON.4.12.5 Repetition of modules

ON.4.12.5.1 A learner can repeat two examination papers that do not exceed 25% of the relevant programme in the maximum period of two years.

ON.4.12.5.2 If a learner that repeats modules does not pass the relevant modules in the subsequent examination period, the learner forfeits any credits for the modules already passed in the relevant programme and the learner must apply again to the relevant faculty council to be admitted to the programme.

ON.4.13 EXTENSION OF STUDY PERIOD

A learner that does not complete the studies within the maximum period of two years must make an application to the school director before the end of the second year to extend the study period by one semester.

ON.4.14 TERMINATION OF STUDY PERIOD

Studies of a learner can be terminated in terms of A.9 if the learner exceeds the maximum duration of the study period.

ON.5 MODULE OUTCOMES

ON.5.1 BACCALAUREUS EDUCATIONIS HONOURS

Fundamental modules

LEON 611 Learning Perspectives (8 credits)

1½ hour 1:1

After completing this module the learner ought to 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.

LEON 612 Teaching Perspectives (8 credits)

1½ hour 1:1

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.

LEON 613 The OBE Curriculum (8 credits)

1½ hour 1:1

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).

ONWB 611 Educational Organisations (8 credits)

1½ hour 1:1

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).

NAVR 611 Educational Research (16 credits)

3 hours 1:1

After completing this module the learner ought to demonstrate a 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.

NAVR 621 Action Research (8 credits)

Practical Work Assignment

After completing this module the learner in the **professional focus** programme ought to 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**.

NAVR 622 Research Assignment (12 credits)

Practical Assignment

After completing this module the learner in the **academic focus** programme ought to demonstrate a profound knowledge and understanding of research in the field of specialising, and also show the competency to do research by identifying and investigating a meaningful research project by planning, executing, evaluating and reporting on a research project, which at least requires a literature study and two types of research. Further the learner ought to demonstrate a basic knowledge and understanding of the research process by identifying research problems requiring different research methods and write a research proposal to solve a specific research problem. The learner ought to demonstrate skills in descriptive and inferential statistical procedures, as required by qualitative, quantitative, baseline and action

research, in order to do the basic statistical analyses required by each of these methods. Finally the student ought to demonstrate research skills by conducting a research project of limited scope and write a research report in the form of a periodical article.

Core modules

General Teaching and Learning

LEON 621 Strategic Learning and Motivation (16 credits)

3 hours 1:1

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.

LEON 622 Strategic Teaching (16 credits)

3 hours 1:1

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.

LEON 614 Classroom Communication (16 credits)

3 hours 1:1

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.

LEON 623 Curriculum Development (16 credits)

3 hours 1:1

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.

LEON 624 Assessment of Learning (8 credits)

1½ hour 1:1

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.

Biology Education**BLON 611 Biology Education in Practice****BLON 621 Biology in Application****Consumer Sciences Education****VWVD 611 Consumer Sciences Teaching: Fundamentals (16 credits)**

3 hours 1:1

At the end of this module the learner must be able to use international and national history of consumer sciences in founding the school subject, conducting a situation analysis and formulating a vision for the future for consumer sciences in the CSE direction.

VWVD 621 Consumer Sciences: Teaching-learning (16 credits)

3 hours 1:1

At the end of the module the learner must be able to specialise in and apply learning outcomes of the fundamental and core modules, and of education management as well, especially with regard to classroom management of the B.Ed.Hons programme, to consumer sciences with regard to school grade levels 10, 11 and 12. The learner must be able to apply an outcomes approach to sub-fields of consumer sciences.

Natural Sciences Education

NWOW 621 The Learning of Natural Sciences (16 credits)

3 hours 1:1

After studying the module the learner must be able to demonstrate the following: a fundamental knowledge and understanding of the principles underlying the learning of natural sciences; the ability to apply the principles of the learning process valid for natural sciences to existing and new contents in physics and chemistry; the ability to analyse cognitive processes with regard to specific contents in physics/chemistry, for example chemical reactions of processes in electric currents.

NWOW 622 The Teaching of Natural Sciences (16 credits)

3 hours 1:1

After studying the module the learner must be able to demonstrate the following: a fundamental knowledge and understanding of the principles of natural sciences teaching; the ability to apply the principles of the teaching process, as valid for natural sciences; the ability to design teaching programmes, including peer, individual and group learning; and the ability to design outcomes-based teaching programmes.

NWOW 623 Innovation in Natural Sciences Teaching (16 credits)

3 hours 1:1

After studying the module the learner must be able to study a new section of physics/chemistry on his/her own, as well as a module to teach and develop the section and to construct an assessment instrument to assess the outcomes of the section.

Mathematics Education

WISO 611 Mathematics Education in Perspective (16 credits)

3 hours 1:1

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.

WISO 621 Mathematics Education: Theory and Practice (16 credits)

3 hours 1:1

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.

WISO 622 The Mathematics Learning Area Curriculum (16 credits)

3 hours 1:1

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.

Traffic Safety Education

VVON 621 Man as Road User (16 credits)

3 hours 1:1

After completing this module the learner ought to demonstrate reflexive knowledge of different categories of road users, which includes the characteristics and limitations of each group of road users; human factors that influence safe participation; factors that contribute to traffic collisions and the trauma experienced by traffic victims.

VVON 622 Traffic Education in Informal Education (16 credits)

3 hours 1:1

After completing this module the learner ought to demonstrate reflexive knowledge of the nature and extent of traffic safety and traffic safety education, integrating principles as applicable in TSE learning programmes and implementing them in the national curriculum, the necessity of effective and appropriate development of curricula in TSE and guidelines for the design of integrated traffic safety education programmes in the learning area Life Orientation.

Education Management, Law and Systems

ONWB 621 Education Management Tasks (16 credits)

3 hours 1:1

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.

ONWB 622 Financial Management (8 credits)

1½ hour 1:1

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.

ONWB 623 Human Resources Development: Labour Law (8 credits)

1½ hour 1:1

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.

ONWR 621 Introduction to Education Law (8 credits)

1½ hour 1:1

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.

ONWR 622 Interpretation of Statutes (8 credits)

1½ hour 1:1

Learners must be able to analyse and interpret legislation as determinants for a legally well-ordered and effective education dispensation.

ONWR 623 Human rights in education (8 credits)

1½ hour 1:1

Learners must be able to analyse, interpret and apply the South African constitution with regard to the application of human rights in education.

VGLO 612 Education Systems (16 credits)

3 hours 1:1

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.

VGLO 621 Particularisation of Education Systems (8 credits)

1½ hour 1:1

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.

Educational Training and Development

OPLN 611 Training and Development Perspectives (16 credits)

3 hours 1:1

Learners will be able to identify, compare and critically analyse the influences of education, training and development on the vocationally directed market and development sectors; to compare, evaluate and ascertain the value of the different bands and systems in education and training; to conduct planning and organising, to exercise leadership and control in a micro- or macro- adult education, training and/or development environment conducive to learning.

OPLN 621 The Learning Organisation (16 credits)

3 hours 1:1

Learners will be able to evaluate and implement the different models and analysing techniques constituting the fundamental principles of HRD, and to develop active strategies that will ensure that investment in training will return a good interest.

OPLN 622 Research Management in Education, Training and Development (16 credits)

3 hours 1:1

Learners will be able to generate, explore and consider applicable research actions in the HRD (within the relevant context, theme, learner group, level of learning and availability of resources) to integrate research results by means of HRD practices, make assessments with regard to different approaches to research in HRD, be able to co-ordinate planning and selection of funding for research and to select and apply the applicable basis for HRD directed research.

OPLN 624 Entrepreneurship in Education, Training and Development (8 credits)

1½ hour 1:1

Learners will be able to make up and perform entrepreneurial processes that encompass creative vision, a risk-based business attitude and effective communication principles; to select and implement innovative strategies that will bring about a rise in financial liability for work undertaken as employee in an organisation or as an independent consultant.

OPLN 625 Human Resources Development in a Changing World (8 credits)

1½ hour 1:1

Learners will be able to make an analysis of the social and economic context of a First World *versus* Third World; to identify and support the challenges for HRD in relevant environments; to select, organise and group endeavours that address the special needs of marginalised communities.

Educational Psychology

OPSK 611 Theory and Practice of Helping (16 credits)

3 hours 1:1

Learners will be able to know and use some of the most prominent approaches to counselling and be aware of the ethics of counselling at the same time.

OPSK 612 Learners with Special Needs A (16 credits)

3 hours 1:1

Learners will be able to 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.

OPSK 613 Health Promoting Schools (8 credits)

1½ hour 1:1

Learners will be able to manage the process for promoting, establishing and maintaining health-promoting schools, including the use of curative school development to attain this objective.

OPSK 621 Psychopathology (16 credits)

3 hours 1:1

Learners will be able to identify the general manifestations of psychopathology in children, adolescents and adults.

OPSK 622 Assessment and Psychometrics (16 credits)

3 hours 1:1

Learners will be able to conduct, process and interpret psychometric instruments for children, adolescents and adults, and to hold to relevant psychometric principles. Learners ought also to be able to write reports in which psychometric evaluations are documented and relevant recommendations are made.

OPSK 623 Group and Family Counselling (16 credits)

3 hours 1:1

Learners will be able to know the concepts of and different approaches to group and family counselling and to perform group and family counselling.

OPSK 624 School Guidance (8 credits)

1½ hour 1:1

Learners will be able to conduct school guidance with the focus on personal, social, academic and educational and vocational guidance.

OPSK 625 Learners with Special Needs B (8 credits)

1½ hour 1:1

Learners will be able to identify and help learners with special needs – particularly individual disabilities like physical and sensory disabilities, epilepsy, chronic diseases, etc.

ON.5.2 POST-GRADUATE DIPLOMA IN EDUCATION

LEON 711 Learning

3 hours 1 : 1

Learners will be able to demonstrate a reflexive competency with regard to the nature of learning from the perspective of different learning paradigms; to critically evaluate the different learning paradigms; to demonstrate a profound knowledge and critical understanding of different variables that influence learning; to demonstrate the characteristics in traditional and distance education situations from different perspectives on learning; and critically analyse programmes developed to improve learning abilities.

LEON 712 Teaching

3 hours 1 : 1

Learners must be able to demonstrate a reflexive competency with regard to the nature of teaching from the perspective of different teaching paradigms; demonstrate profound knowledge and critical understanding of different teaching models; critically analyse the characteristics of effective teachers in conventional and distance education contexts from different teaching perspectives; to develop and cultivate, as well as critically analyse learning programmes that are designed to make meaningful learning possible; to apply effectively acquired knowledge, skills and values in order to develop criteria for effective teaching; to plan, conduct and assess existing and new teaching paradigms and approaches in order to promote effective teaching, and to analyse critically research projects that are applicable to the investigation of relevant and fundamental problems in the area of effective education.

LEON 722 Curriculum

3 hours 1 : 1

Learners will show an understanding of principles of curriculum development: in what way decisions on developing curricula are made; who are involved, on what basis decisions are made and whose interests are served by decision-making; will show an understanding of the factors that can influence the design of curriculum development to such an extent that it will enable them to become involved in curriculum development in a meaningful way; will be able to identify, classify and interpret the different suppositions of knowledge, skills and values that lead to different curriculum approaches, with special reference to the outcomes-based Curriculum 2005 project; will study sociological, historical and economic influences, theories, concepts and methods with the aim of applying relevant insights flowing forth from these studies to general education and more specifically to the function of developing curricula; and learners will show an understanding of different theories on, concepts and methods of developing curricula to such an extent that they can apply them to their own teaching practice.

NWOW 711 The Learning of Natural Sciences

3 hours 1 : 1

Learners will be able to discuss factors influencing the learning of natural sciences and suggest and discuss a model for learning natural sciences.

NWOW712 The Teaching of Natural Sciences

PK 3 hours 1 : 1

Learners must be able to understand the factors that influence the understanding of natural sciences; and discuss different teaching and assessment strategies.

NWOW 721 Constructivism and OBE

3 hours 1 : 1

Learners will be able to discuss the points of departure of constructivism and outcomes-based education and to discuss the importance of identifying learners' views in natural sciences and how to handle these views in teaching.

NAVR 721 Research Proposal

3 hours 1 : 1

Learners will demonstrate their knowledge and skills in research by profound knowledge of the theory and principles that underlie their specialisation area; identifying research problems; placing these problems into the context of education practice; gathering, analysing, organising and critically analysing information in view of writing a literature review for a research proposal; integrating education theory and practice in their specialisation area; comparing and critically analysing qualitative and quantitative research methods; and writing a research proposal.

ONWB 711 Organisation Culture and Climate in Schools

3 hours 1 : 1

Learners will be able to describe the general characteristics of the school as organisation; analyse the organisation culture of the school as organisation; describe the organisation climate of the school; create strategies for the development of the organisation culture and climate of the school.

ONWB 712 Organisation Change and Development in Educational Organisations

3 hours 1 : 1

Learners will be able to describe the models, factors, resources and steps in the changing process; to apply the role of negotiation as management technique in changing organisations; to analyse the inherent nature, forms, reasons, types and the management of resistance to change; to analyse organisation development; to analyse and describe the quality of working life in an educational organisation; and to develop strategies to enhance the change and development with regard to the quality of working life.

ONWB 721 Human Resources Development in Education

3 hours 1 : 1

Learners will be able to define concepts like human resources management, human resources development, personnel management and other relevant concepts; to evaluate the processes of recruiting, selection/screening and appointing of professional educators in education; to analyse and evaluate the different forms of interviews that can be used in human resources management, specifically the appointment interview; to analyse the integration process of professional educators; to analyse induction as a phase in the human resources development process; to develop strategies for a human resources development plan.

ONWR 711 Constitutional Law in Education

3 hours 1 : 1

Learners will be able to establish and analyse the applicable prescriptions in the S.A. constitution and demonstrate its influence on S.A. education.

ONWR 712 Foreign Law in Education

3 hours 1 : 1

Learners will be able to analyse and apply applicable foreign law with regard to education law to South African education.

ONWR 721 International Law in Education

3 hours 1 : 1

Learners will be able to demonstrate and analyse the influence of the most important instruments in international law on South African education.

OPSK 711 Health Promoting Schools

3 hours 1 : 1

Learners will be able to demonstrate relevant knowledge, skills and attitudes in managing the conducive, preventive and curative aspects relevant to health promoting schools.

OPSK 712 Learners with Special Needs

3 hours 1 : 1

Learners will be able to demonstrate relevant knowledge, skills and attitudes in managing the conducive, preventive and curative aspects relevant to learners with special needs.

OPSK 721 Counselling

3 hours 1 : 1

Learners will be able to demonstrate relevant knowledge, skills and attitudes in managing the promotive, preventive and curative aspects relevant to counselling.

VGO 711 Issues in Education Systems

3 hours 1 : 1

Learners will be able to demonstrate a profound knowledge of the underlying theory of the education system as phenomenon; to identify current characteristics unique to the education system; and to analyse and evaluate issues of current interest in education systems.

VGO 712 Education System Planning in Practice

3 hours 1 : 1

Learners will be able to analyse critically determinants having an influence on the education system in their own district/province; provide guidelines to solve problems regarding education system planning in their own district/province; critically evaluate education system planning; and do action research in an area of the education system relevant to their immediate environment.

VGO 721 Comparative Studies

3 hours 1 : 1

Learners will be able to demonstrate the competency to conduct extensive research of two education systems; to describe the nature and determinants of a developing and developed education system respectively; to compare four components of two education systems; and to apply scientific methods in the comparison.

WISO 711 Mathematics Education: A Survey

3 hours 1 : 1

Learners will be able to demonstrate a comprehensive knowledge and profound understanding of the principles and values that underlie strategic learning and teaching of, and relevant curricula development for mathematics in conventional and other (e.g. distance, technologically supported) delivering contexts.

WISO 712 Teaching and Learning in Mathematics

3 hours 1 : 1

Learners will be able to demonstrate an advanced reflexive competency in the application of acquired knowledge, skills and values in order to develop criteria and programmes for effective learning and teaching of, and relevant curriculum development for mathematics; evaluate existing and new learning and curriculum paradigms and approaches with regard to mathematics in order to promote effective learning and teaching of, and relevant development of curricula for mathematics.

WISO 721 Mathematics Education and Research

3 hours 1 : 1

Learners will be able to critically analyse applicable research projects that relate to the investigation of relevant and fundamental problems in the area of mathematics education (i.e. strategic learning, effective teaching and/or relevant development of curricula).