

CALENDAR 2003

VAAL TRIANGLE FACULTY

POST GRADUATE

**POTCHEFSTROOM UNIVERSITY
FOR CHRISTIAN HIGHER EDUCATION**

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VAAL TRIANGLE CAMPUS

OFFICE BEARERS AND PERSONNEL

VICE RECTOR AND HEAD OF THE VAAL TRIANGLE CAMPUS

Prof PJJ Prinsloo, D.Litt. (PUCHO), T.H.E.D. (POK)

VAAL TRIANGLE FACULTY

DEAN

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ACADEMIC PERSONNEL

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Lecturer: Vacant

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Professor: Vacant

Associate Professor: Vacant

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Laboratory-assistant: Ms VL Miller, B.Sc. (PUCHO)

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Education

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Senior lecturer: Dr EAS de Waal, Hons.B.A., HED, Ph.D. (PUCHO), M.Ed. (NWK)

Senior lecturer: Dr E Strydom, B.A., HED, Ph.D. (PUCHO)

Senior lecturer: Dr NJL Mazibuko, B.PAED., B.Ed., STD (UNIZULU), M.Ed. (PUCHO), Ph.D. (UOVS)

Senior lecturer: Dr LC MacFarlane, B.A., HED (WITS), M.Ed., D.Ed. (UNISA)

Senior lecturer: Dr. MI Nxaba, PTC, B.A. (UNISA), Ph.D. (PUCHO)

Senior lecturer: Dr. JE Fourie, B.A.Ed.Mus. (UP), Ph.D. (PUCHO)

SCHOOL OF LANGUAGES

DIRECTOR

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Afrikaans and Dutch

Professor: Prof MM Verhoef, Ph.D., HED, HDB (PUCHO) (Subject Head)

Senior lecturer: Dr M Esterhuizen, T.H.E.D. (POK), Ph.D. (VISTA)

Senior lecturer: Dr A Nel, Ph.D. (UP) (Term appointment)

African Languages

Associate Professor: Prof TJ Selepe, D.Litt. et Phil. (UNISA), PTC (BONAMELO) (Subject Head)

Lecturer: Mr. J. Seema, M.A. (VISTA)

English

Senior lecturer: Dr JL Kruger, M.A., HED, Ph.D. (PUCHO) (Subject Head)

Lecturer: Vacant

Language Practice

Professor: Prof MM Verhoef, Ph.D., HED, HDB (PUCHO)

Senior lecturer: Dr JL Kruger, M.A., HED, Ph.D. (PUCHO) (Subject Head)

ADMINISTRATIVE PERSONNEL

VICE RECTOR

Prof PJJ Prinsloo, D.Litt. (PUCHO), T.H.E.D. (POK)

CHIEF DIRECTOR: SUPPORT

Mr FA Visser, M.Sc., B.Ed., T.H.E.D. (PUCHO)

DIRECTOR: ADMINISTRATION AND OPERATIONS

Mr CW Vermeulen, Hons. B.A. (PUCHO), T.H.E.D. (GOK)

Head: Finances

Mr DP Venter

Head: Technical Services

Mr CF Ehlers, NDI (Works Engineering) (Vaal Triangle Technikon)

DIRECTOR: STUDENT AFFAIRS AND CORPORATE LIAISON

Mr HA Stavast, M.Sc. (PUCHO)

Head: Student recruitment; Marketing department and Public Relations

Vacant

Sport management

Mr AP Joubert, Hons.B.Com. (RAU), MBA (PUCHO)

Manager: ITM (Information Technology and Operating Systems)

Mrs A Oosthuizen, M.Sc. (PUCHO), UOD (UNISA)

Ferdinand Postma Library

Mrs SF Geldenhuys, L.D.Bib. (UP), B.A.Bib (UOVS)

V.1 FACULTY RULES OF THE VAAL TRIANGLE FACULTY

V.1.1 AUTHORITY OF THE A-REGULATIONS

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

The General Academic Regulations appear on the home page of the University at <http://www.puk.ac.za> under "General"/"General Yearbook"/"Rules", and printed copies may be consulted in the Ferdinand Postma Library and at the Director: Administration and Operations.

V.1.2 FACULTY RULES

The Faculty Rules in respect of the various programmes offered in this Faculty are presented here in the language in which a specific programme is offered. Where a programme is presented in both Afrikaans and English, the rules will also be presented in both languages. In the Vaal Triangle Faculty the Faculty Rules in Afrikaans are published in a separate volume.

V.1.3 SCHOOLS IN THE FACULTY

The Vaal Triangle Faculty consists of six schools of which some comprise a number of subject groups. At the head of each school is a director. The schools are mainly responsible for the teaching of undergraduate and postgraduate programmes. The respective schools and subject groups are as follows:

School	Subject groups
School of Basic Sciences	History Philosophy Public Management and Administration Political Studies Theology
School of Economic Sciences	Cost and Management Accounting Tax Economics Commercial Law Business Management Auditing Accounting
School of Behavioural Sciences	Labour Law Industrial Psychology Industrial Sociology Psychology Sociology
School of Modelling Sciences	Information Technology

School	Subject groups
School of Languages	Afrikaans and Dutch African Languages English Language Practice
School of Educational Sciences	

This Faculty conducts research and related postgraduate training in a co-ordinated way in the approved research focus areas of the university.

V.1.4

QUALIFICATIONS, DIRECTIONS AND PROGRAMMES

- Various qualifications can be obtained in the Vaal Triangle Faculty. A qualification, for example "Hons. B.A.", is presented in more than one direction, for example "Humanities", and in every direction there is one or more than one programme(s), for example "History" that is structured in a specific format. Information on the rules for the various qualifications, directions and programmes on **postgraduate** level are explained in this calendar. Where applicable, reference is made to specific focus areas in which post graduate training and research is conducted.
- A prospective learner should first decide what qualification he/she would like to obtain, upon which the relevant direction and programme is selected. The learner registers for a specific programme at the start of his/her study. Each programme has a programme code consisting of 5 characters, for example L621V. Should a learner wish to change the programme after the start of his/her study, such a request should be directed via the Director: Administration and Operations to the relevant school director. Learners may only change programmes with the written permission of the school director.
- The formats of the programmes in the different directions set out below, are composed of modules with a total credit value of **at least** 128 for a postgraduate qualification of which the minimum duration is one year. In case of a postgraduate qualification with a longer duration, the credit values may differ accordingly.
- The University is authorised to award the following postgraduate qualifications in the Vaal Triangle Faculty:

Qualifications, Abbreviations and Degree codes	Directions and Programmes	Programme codes
Honours Baccalaureus Artium (Hons. B.A.) 102109 (F), 102110 (P)	Direction: Humanities (Languages)	
	Afrikaans and Dutch	L600V
	English	L605V
	Sesotho	L632V
	Language practice: Afrikaans/English/ Sesotho	L610V
Honours Baccalaureus Artium (Hons. B.A.) 102109 (F), 102110 (P)	Direction: Humanities (General)	
	History	L602V
	Theology/Biblical science	L601V

Qualifications, Abbreviations and Degree codes	Directions and Programmes	Programme codes
Honours Baccalaureus Artium (Hons. B.A.) 102106 (F), 102111 (P)	Direction: Behavioural Sciences	
	Marriage- and Family Counselling and Guidance	L603V
	Psychology	L604V
	Industrial Psychological Counselling	L615V
	Human Resources Management	L616V
	Labour Relations	L617V
Honours Baccalaureus Artium in Development and Management (Hons. B.A.) 194100 (F), 194101 (P)	Direction: Development and Management	
	Public Management and Governance	L640V
Magister Artium (M.A.) 103116(F), 103117 (P)	Direction: Humanities	
	Afrikaans and Dutch	L800V
	English	L807V
	Sesotho	L832V
Magister Artium (M.A.) 103116(F), 103117 (P)	Direction: Humanities	
	History	L802V
	Theology/Biblical Studies	L801V
Magister Artium (M.A.) 103110 (F), 103111 (P)	Direction: Behavioural Sciences	
	Marriage- and Family Counselling and Guidance	L803V
	Psychology	L804V
	Industrial Psychology	E807V
	Industrial Sociology	E806V
Magister Artium in Development and Management (M.A.) 195100 (F), 195101 (P)	Direction: Development and Management	
	Public Management and Governance	L840V
Philosophiae Doctor (Ph.D.) 104108 (F), 104109 (P)	Direction: Humanities	
	History	L902V
	Theology/Biblical Studies	L906V
Philosophiae Doctor (Ph.D.) 104108 (F), 104109 (P)	Direction: Humanities	
	Language and Literature in SA context	L907V
Philosophiae Doctor (Ph.D.) 506102 (F), 506103 (P)	Direction: Behavioural Sciences	
	Marriage- and Family Counselling and Guidance	L901V
	Psychology	L904V
	Sociology	L905V

Qualifications, Abbreviations and Degree codes	Programmes	Programme codes
	Industrial Psychology	L907V
Philosophiae Doctor (Ph.D.) 506102 (F), 506103 (P)	Direction: Behavioural Sciences	
	Industrial sociology	L906V
Philosophiae Doctor in Development and Management (Ph.D.) 104108 (F), 104109 (P)	Direction: Development and Management	
	Public Management and Governance	L940V
Honours Baccalaureus Scientiae (Hons. B.Sc.) 202108 (F), 202109 (P)	Direction: Information technology	
	Information Technology	N637V
Magister Scientiae (M.Sc.) 203109 (F), 203110 (P)	Direction: Information technology	
	Information technology	N837V
Philosophiae Doctor (Ph.D.) 204102 (F), 204103 (P)	Direction: Information technology	
	Information technology	N937V
Honours Baccalaureus Commercii (Hons. B.Com.) 504102 (F), 504103 (P)	Direction: Economics	
	Economics	E600V
Honours Baccalaureus Commercii (Hons. B.Com.) 504102 (F), 504103 (P)	Direction: Business management	
	Business Management: Financial	E611V
Honours Baccalaureus Commercii (Hons. B.Com.) 504102 (F), 504103 (P)	Direction: Accounting Sciences	
	Chartered Accountancy	E630V
	Business Management/Management Accounting	E610V
Honours Baccalaureus Commercii (Hons. B.Com.) 504102 (F), 504103 (P)	Direction: Behavioural Sciences	
	Industrial Psychological Counselling	E625V
	Human Resources Management	E626V
	Labour Relations	E627V
Magister Commercii (M.Com.) 505107 (P)	Direction: Tax	
	South African and International Tax (dissertation)	E834V
	South African and International Tax (lectured)	E835V
Magister Commercii (M.Com.) 505106 (F), 505107 (P)	Direction: Economics	
	Economics	E800V

Qualifications, Abbreviations and Degree codes	Programmes	Programme codes
Magister Commercii (M.Com.) 505106 (F), 505107 (P)	Direction: Business Management	
	Business management	E811V
Magister Commercii (M.Com.) 505106 (F), 505107 (P)	Direction: Accounting Sciences	
	Business and Management Accounting	E831V
	Accountancy	E833V
Magister Commercii (M.Com.) 505106 (F), 505107 (P)	Direction: Behavioural Sciences	
	Industrial Psychology	E820V
	Industrial Sociology	E822V
Philosophiae Doctor (Ph.D.) 506102 (F), 506103 (P)	Direction: Tax	
	Tax	E934V
Philosophiae Doctor (Ph.D.) 506102 (F), 506103 (P)	Direction: Economics	
	Economics	E900V
Philosophiae Doctor (Ph.D.) 506102 (F), 506103 (P)	Direction: Business management	
	Business Management	E911V
Philosophiae Doctor (Ph.D.) 506102 (F), 506103 (P)	Direction: Accounting Sciences	
	Business and Management Accounting	E931V
	Accountancy	E933V
Philosophiae Doctor (Ph.D.) 506102 (F), 506103 (P)	Direction: Behavioural Sciences	
	Industrial Psychology	E920V
	Industrial Sociology	E922V
Postgraduate Teaching Certificate (PGCE)	Direction: Education	
424107 (F), 424108 (P)	Senior- and continued teaching- and training phase	O641V
424102 (F), 424103 (P)	Guidance	O642V
Honours Baccalaureus Educationis (Hons. B.Ed.) 464100 (F), 464101 (P)	Direction: Teaching and Learning	
	Teaching and Learning	O601V
Honours Baccalaureus Educationis (Hons. B.Ed.) 464100 (F), 464101 (P)	Direction: Educational Management, Law and Systems	
	Educational Management, Law and Systems	O608V
Honours Baccalaureus Educationis (Hons. B.Ed.) 464100 (F), 464101 (P)	Direction: Educational psychology, Learner support and school guidance	
	Educational Psychology	O609V
	Learner Support and School Guidance	O610V

Qualifications, Abbreviations and Degree codes	Programmes	Programme codes
Magister Educationis (M.Ed.) 403102 (F), 403103 (P)	Direction: Education	
	Teaching and Learning	O801V
	Educational Management, Law and Systems	O808V
	Educational Psychology	O809V
Philosophiae Doctor (Ph.D.) 404102 (F), 404103 (P)	Direction: Education	
	Teaching and Learning	O901V
	Educational Management, Law and Systems	O908V
	Educational Psychology	O909V

V.1.5 MODULES AND CREDITS

- a) A postgraduate qualification is obtained after the relevant module(s) within a chosen programme have been passed individually. Each of the modules has a credit value of 8 or factors of 8.
- b) Each module has a module code and descriptive name. The module code consists of a four-letter subject abbreviation, followed by 3 digits, for example: BYBL671. The first two digits after the subject abbreviation indicate respectively the (year) level and semester(s) in which it is presented. The third digit distinguishes between modules of which the first 6 characters are the same.

V.1.6 RECOGNITION OF PREVIOUS LEARNING

- a) The PU for CHE accepts the principle underlying outcomes based, source based and life-long learning, in which considerations of articulation and mobility play a significant role and underscore the view that recognition of previous learning, whether in formal teaching programmes at this institution or a different institution, or acquired informally (through experience), forms an indefinable element in the decision on the admission to and allocation of credits in view of placement within an expressly chosen learning programme of the university.
- b) The recognition of previous learning concerns provable knowledge and learning acquired by an applicant, whether by following formal instruction programmes, or through experience. At all time the question remains what level of skills, evaluated within the context of the exit level skills required for the intended learning programme or modules within, or the status for which the applicant is applying, is necessary. Thus, it is not merely a question of the experience that can be proven by the applicant. Recognition of previous learning is therefore done in terms of the applied competencies demonstrated by the applicant in the application, taking into consideration the exit outcomes that are to be achieved with the chosen learning programme.
- c) The PU for CHE accepts that the recognition of previous learning within the normal, existing policy on the admission of credit allocation to prospective or existing learners – whether from this or another institution – can and should take place in a valid, reliable and reasonable way.

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

V.1.7 REGISTRATION

- a) Registration for postgraduate qualifications takes place in terms of the following general regulations: A.10.1 with regard to honours degrees, A.11.1 with regard to master's degrees; A.12.1 with regard to doctoral degrees; and A.13.1 with regard to diplomas.
- b) Registration is the prescribed completed process followed by a learner to be registered as a learner of the University.
- c) An admitted learner registers annually for the duration of the study for a specific study programme at the time and place as determined by the University. The process involves payment of the prescribed registration fees, completion of the registration form and effecting this by means of the required signatures.
- d) The registration form is handed in to the registration department by the learner, upon which proof of registration is issued.

V.1.8 TEACHERS' TRAINING

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

V.1.9 EXAMINATION

The general rules regarding examination are regulated by regulation A.8.

V.1.9.1 HONOURS STUDY

V.1.9.1.1 Participation mark

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

V.1.9.1.2 Admission to the exam

- a) Admission to the exam in any module takes place by acquiring proof of participation.
- b) Proof of participation, which allows admission to the exam, will only be issued once the learner has adhered to the requirements for the relevant module as specified in the study guide, and this to the satisfaction of the school director in consultation with the relevant subject group chairperson.

V.1.9.1.3 Module mark

The module mark is calculated as a relation between the participation mark and examination mark as indicated in the study guide (Cf. A.8.8).

- V.1.9.1.4 Requirements for passing a module and programme**
- a) A programme is passed by individually passing all the modules which the programme consists of, as specified in rule A.8.7.
 - b) The sub minimum for all modules in which an examination is sat, is 40% (A.8.9).
 - c) The pass requirement for a module in which (an) exam(s) is/are written, is 50%.
 - d) A module is passed with distinction if a module mark of at least 75% is obtained.
 - e) A learner who obtained at least 75% in the core modules of a programme, obtains the qualification with distinction.
- V.1.9.1.5 Repeating of modules**
- A once-off repeating of modules that were not passed takes place in terms of the conditions of general rule A.10.3.
- V.1.9.2 MASTER'S STUDY**
- V.1.9.2.1 Nomination of examiners**
- a) For each paper of a module presented within a school on master's level, the school director, in consultation with the relevant research director, appoints at least one internal examiner and one moderator who can be internal or external.
 - b) For the evaluation of a mini-dissertation/dissertation, at least two examiners of which at least one should be external, are appointed for each learner by the school director in consultation with the relevant research director. For every study leader who is also involved as examiner, an additional examiner is nominated.
- V.1.9.2.2 Admission to the exam**
- Admission to any exam is only granted to a learner who has proven to the satisfaction of the school director that he/she has adhered to the requirements of the relevant programme and/or module.
- V.1.9.2.3 Examination**
- The examination for the master's degree consists of:
- a) only a dissertation, or
 - b) one or more exams and a mini-dissertation in the relevant field.
- V.1.9.2.4 In instances where examination papers form part of the programme, the papers should be completed during the first year of study.
- V.1.9.2.5 Requirements in respect of the mini-dissertation/dissertation**
- Apart from the following requirements that should be adhered to, a mini-dissertation or dissertation may only be submitted with the consent of the study leader:

- a) A dissertation/mini-dissertation should prove that the learner is familiar with the method of research.
- b) With regard to technical requirements, a dissertation/mini-dissertation should adhere to the requirements set in this regard by the Faculty Council (cf. *Manual for Postgraduate Study*).

V.1.9.2.6 Participation mark

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

V.1.9.2.7 Module mark

The module mark is calculated as a relation between the participation mark and the exam mark as indicated in the study guide (cf. A.8.8).

V.1.9.2.8 Pass requirements

- a) The pass requirement for a module in which (an) exam(s) is/are written, is 50%.
- b) A module is passed with distinction if a module mark of at least 75% is obtained.
- c) A learner who obtained at least 75% in the core modules of a programme, obtains the qualification with distinction.

V.1.9.2.9 Repeating of modules

- a) A dissertation or mini-dissertation can be referred back to the candidate only once and submitted again after re-working.
- b) A learner may within the maximum study period of three years, once repeat papers that do not exceed 25% of the papers of the relevant program.

V.1.9.3 DOCTORAL STUDY

V.1.9.3.1 Nomination of examiners

For the evaluation of a thesis, at least three examiners of whom one should be external are appointed for each learner by the school director in consultation with the relevant research director. For every study leader who is also involved as examiner, an additional examiner is nominated.

V.1.9.3.2 Examination

- a) The examination for a doctoral degree consists at least of a thesis containing the results of the candidate's research.
- b) A thesis may only be submitted with the consent of the promoter.
- c) A thesis should make a definite scientific contribution to the knowledge of and insight in the subject, and testify of originality, either through the discovery of new facts, or through exercising an independent critical capacity.
- d) The Faculty Council may set additional requirements in the form of either a written exam and/or oral exam for the obtaining of a doctoral degree.

V.1.9.3.3 Repeating of modules

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

V.2 RULES FOR HONOURS DEGREES

This qualification can be obtained in one of the directions and programmes described in rule V7.4 and can be taken full-time or part-time.

V.2.1 RULES FOR THE DEGREE HONOURS BACCALAUREUS ARTIUM

V.2.1.1 MINIMUM AND MAXIMUM DURATION

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

V.2.1.2 ADMISSION

- a) A learner should already be in possession of an applicable bachelor's degree, or equivalent qualification, as approved by the Senate.
- b) The Senate may under specific circumstances give permission to a learner who is in possession of a bachelor degree but not from an applicable field of study, to register for the qualification Honours Baccalaureus Artium.

V.2.1.3 DIRECTION: HUMANITIES (LANGUAGES)

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

V.2.1.3.1 SPECIFIC ADMISSIONS REQUIREMENTS

See heading "Other rules" at the relevant programme.

V.2.1.3.2 PROGRAMME: AFRIKAANS AND DUTCH (L600V)

V.2.1.3.2.1 Programme outcomes (the same outcomes apply for the following programmes: English, L605V; Sesotho, L632V; as well as Language Practice, L610V)

- a) The honours programmes in the School of Languages have the following broad outcomes:
 - i) The collection of scientific factual knowledge, insight into the connection between related issues by treating the academic offering in an interdisciplinary manner.
 - ii) The capability to identify and solve problems in a creative manner.
 - iii) The capability to acquire knowledge independently, as well as to master, analyse, integrate and evaluate it in a well-founded manner.
 - iv) The capability to be an efficient learner who realises the importance of life-long learning.
 - v) The ability to verbalise and motivate an own mindset with reference to the Christian and other world views.
 - vi) The ability to deal with methodologies of different theories critically.

- vii) The ability to form and formulates an own judgement based on content and theoretical knowledge.
- viii) The ability to internalise the value of language and literature, as applied in the field of language practice, and apply this in the career of language practitioner in a culturally diverse and multilingual society.

V.2.1.3.2.2 Articulation and exit point

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

V.2.1.3.2.3 Other rules (cf. compilation of the programme under V8.1.3.2.4)

- a) The various modules from which a learner can choose, are in all cases limited to that which can be presented by a school and subject group according to specific circumstances in a particular year. Factors such as leave of academic personnel, number restrictions, etc. can play a role.
- b) Under specific circumstances and with approval of the respective directors of schools, a learner may be granted permission to present one or two modules from a related subject as part of the programme under the headings *Capita Selecta* and *Mini-dissertation*. Consult the relevant subject chairperson in this regard.
- c) A learner can apply in writing to the Faculty Council on the basis of his/her academic merits, to take a maximum of two additional modules to the minimum requirements of the prescribed programme without payment of additional class fees.
- d) A learner registers for all five modules.
- e) The compilation of the learner's honours programme is in all cases subject to final approval by the subject chairperson as well as the director of the School of Languages.
- f) The following categories of learners may be expected to take a compulsory module from the following categories and/or sit an entrance exam: (a) learners who obtained their first B.-degree at another university; and (b) learners who majored in Afrikaans and Dutch, but did not achieve an average of 60% on level 3.

V.2.1.3.2.4 Compilation of the programme

Module code	Descriptive name	Ct
AFNW671	SA and Africa comparative literature	24
AFNW672	Current African literary trends	24
AFNW673	Specialist genre studies	24
AFNW677	Capita Selecta	24
AFNW679	Mini-dissertation	32
Credit total for the programme		128

V.2.1.3.3 PROGRAMME: ENGLISH (L605V)

V.2.1.3.3.1 Programme outcomes

See the programme outcomes under V8.1.3.2.1.

V.2.1.3.3.2 Articulation and exit point

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

V.2.1.3.3.3 Other rules (cf. compilation of the programme under V8.1.3.3.4)

- a) The various modules from which a learner can choose, are in all cases limited to that which can be presented by a school and subject group according to specific circumstances in a particular year. Factors such as leave of academic personnel, number restrictions, etc. can play a role.
- b) Under specific circumstances and with approval of the respective directors of schools, a learner may be granted permission to present one or two modules from a related subject as part of the programme under the headings Capita Selecta and Mini-dissertation. Consult the relevant subject chairperson in this regard.
- c) A learner can apply in writing to the Faculty Council on the basis of his/her academic merits, to take a maximum of two additional modules to the minimum requirements of the prescribed programme without payment of additional class fees.
- d) A learner registers for all five modules.
- e) The compilation of the learner's honours programme is in all cases subject to final approval by the subject chairperson as well as the director of the School of Languages.
- f) In order to enrol for the honours programme in Language and language practice with an English background, a learner must have obtained a minimum module mark of 60% for the third level modules in English. Learners who did not obtain this minimum can apply to sit an entrance exam.
- g) Learners who want to gain admission to the honours study in language and language practice with the main focus on English should in any case make arrangements with the subject chairperson for an evaluation. Admission depends on the successful completion of this evaluation.

V.2.1.3.3.4 Compilation of the programme

Module code	Descriptive name	Ct
ENHL671	SA and African comparative literature	24
ENHL672	Contemporary English literary trends	24
ENHL673	Specialist genre studies	24
ENHL677	Capita Selecta	24
ENHL679	Mini-dissertation	32
Credit total for the programme		128

V.2.1.3.4 PROGRAMME: SESOTHO (L632V)**V.2.1.3.4.1 Programme outcomes**

See the programme outcomes under V8.1.3.2.1.

V.2.1.3.4.2 Articulation and exit point

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

V.2.1.3.4.3 Other rules (cf. compilation of the programme under V8.1.3.4.4)

- a) The various modules from which a learner can choose, are in all cases limited to that which can be presented by a school and subject group according to specific circumstances in a particular year. Factors such as leave of academic personnel, number restriction, etc. can play a role.
- b) Under specific circumstances and with approval of the respective directors of schools, a learner may be granted permission to present one or two modules from a related subject as part of the programme under the headings Capita Selecta and Mini-dissertation. Consult the relevant subject chairperson in this regard.
- c) A learner can apply in writing to the Faculty Council on the basis of his/her academic merits, to take a maximum of two additional modules to the minimum requirements of the prescribed curriculum without payment of additional class fees.
- d) A learner registers for all five modules.
- e) The compilation of the learner's honours programme is in all cases subject to final approval by the subject chairperson as well as the director of the School of Languages.
- f) Learners should adhere to the prerequisite of 60% in Sesotho on the third level for selection for honours study in Language Practice within the Sesotho framework.
- g) Any learner who reports for the honours study more than six years after completion of the B. degree and who has complied with the prerequisite of 60% in the degree study, should sit an additional entrance exam.

V.2.1.3.4.4 Compilation of the programme

Module code	Descriptive name	Ct
SSOL671	SA and African comparative literature	24
SSOL672	Contemporary Sesotho literary trends	24
SSOL673	Specialist genre studies	24
SSOL677	Capita Selecta	24
SSOL679	Mini-dissertation	32
Credit total for the programme		128

V.2.1.3.5 PROGRAMME: LANGUAGE PRACTICE (L610V)

V.2.1.3.5.1 Programme outcomes

See the programme outcomes under V8.1.3.2.1.

V.2.1.3.5.2 Articulation and exit point

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

V.2.1.3.5.3 Other rules (cf. compilation of programme under V8.1.3.5.4)

- a) Learners must adhere to the prerequisite of 65% in Sesotho/English/Afrikaans on third level for selection for the honours study in Language Practice.
- b) Every prospective learner will be expected to successfully sit the entrance exam.
- c) A learner registers for all five modules listed below.
- d) Learners are allowed to take one alternative module under the heading Capita Selecta form a related subject. Such decision is taken in consultation with the relevant subject chairpersons and school director(s).
- e) The compilation of the learner's honours programme is in all cases subject to the final approval of the subject chairperson as well as the director of the School of Languages.

V.2.1.3.5.4 Compilation of the programme

Module code	Descriptive name	Ct
LAPR671	Theory of the language practice	24
LAPR672	Applications in the language practice	32
LAPR673	Language and text	24
LAPR677	Capita Selecta	24
LAPR679	Mini-dissertation	24
Credit total for the programme		128

V.2.1.4 DIRECTION: HUMANITIES (GENERAL)

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

V.2.1.4.1 SPECIFIC ADMISSIONS REQUIREMENTS

See heading "Other rules" at the relevant programme.

V.2.1.4.2 PROGRAMME: HISTORY (L602V)

V.2.1.4.2.1 Programme outcomes

- a) On completion of the programme, the learner should:

- i) possess advanced knowledge regarding selected themes from history;
- ii) be able to do independent research in the subject and present the results in a way that meets to the requirements of historiography.

V.2.1.4.2.2 Articulation and exit point

- a) Successful completion of this programme allows access to registration for the qualification Magister Artium. There are no earlier exit points.

V.2.1.4.2.3 Other rules (cf. compilation of programme under V8.1.4.2.4)

- a) Learners in possession of a B.A. degree or equivalent qualification with History as major or who have obtained at least 120 credits in the subject, can be considered for admission to this degree. In particular circumstances, the Senate may allow a learner who is in possession of a first degree but who does not adhere all of the requirements to register for the programme, taking into account previous learning.
- b) The programme consists of two fixed modules (56 credits in total) and three or four choice modules (72 credits in total).
- c) At least three of the choice modules are presented annually or biannually at the Vaal Triangle campus. Other modules can be enrolled for at the Potchefstroom campus if the learner is able to attend classes there.
- d) Learners who selected GESK677, should also take GESK678 and in total complete six modules; other learners complete only five modules.
- e) The selection is made by the learner in consultation with the relevant subject chairperson.

V.2.1.4.2.4 Compilation of the programme

Module code	Descriptive name	Ct
Compulsory modules		
GESK671	Methodology	24
GESK672	Historiography	32
Choice modules		
GESK673	Research project	24
GESK674	African history: selected theme	24
GESK675	World history: selected theme	24
GESK676	Military history	24
GESK677	Genealogy	16
GESK678	Applied Genealogy	8
Credit total for the programme		128

V.2.1.4.3 PROGRAMME: THEOLOGY/BIBLICAL STUDIES (L601V)

V.2.1.4.3.1 Programme outcomes

- a) On completion of this programme the learner should:
 - i) be able to function effectively in aspects of the following: the valid interpreting and application of the Bible (with aids), church ministry,

pastoral counselling, ethical orientation and establishing of values, community development;

- ii) be able to function in a multicultural and international context.

V.2.1.4.3.2 Articulation and exit point

- a) Successful completion of this programme allows access to registration for the qualification Master's Artium. There are no earlier exit points.

V.2.1.4.3.3 Other rules (cf. compilation of programme under V8.1.4.3.4)

- a) In specific circumstances, the Senate may admit a learner in possession of a non-theological bachelors degree, to the honours study in Theology or Biblical Studies. A successful colloquium doctum is required.
- b) Selection takes place on the basis of the learner's academic performance and insight into the relevant module(s) for the first degree.
- c) A mark of 60% in the relevant module(s) on third level of the first B. degree is required for the honours study.
- d) Apart from the 2 compulsory 24ct-modules, the learner also selects two further 24ct-modules, as well as two 16ct-moduls from the list below.

V.2.1.4.3.4 Compilation of the programme

Module code	Descriptive name	Ct
Compulsory modules		
NTES672	New Testament	24
OTES672	Old Testament	24
Choice modules		
DOGM672	Dogmatics and Ethics	24
MISS671	Missiology	24
BYBL671	Hermeneutics	16
PAST671	Pastoral Care	16
Credit total for the programme		128

V.2.1.5 DIRECTION: BEHAVIOURAL SCIENCES

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

V.2.1.5.1 SPECIFIC ADMISSIONS REQUIREMENTS

See heading "Other rules" at the relevant programme.

V.2.1.5.2 PROGRAMME: MARRIAGE AND FAMILY COUNSELLING AND GUIDANCE (L603V)

V.2.1.5.2.1 Programme outcomes

On completion of this programme, the learner should:

- a) be able to demonstrate practically knowledge with regard to marriage and family counselling and guidance.

V.2.1.5.2.2 Articulation and exit point

- a) Successful completion of this programme allows access to register for the qualification Magister Artium.

V.2.1.5.2.3 Other rules (cf. compilation of programme under V8.1.5.2.4)

- a) Practical training is compulsory and is presented concurrently with the structured programme.
- b) Selection of candidates for the programme is done prior to the start of the programme.
- c) The minimum duration of the programme is two years.
- d) Should the learner not have Sociology as major for the first bachelors degree, knowledge of a related subject and/or job experience and/or related training or in-service training by a recognised institution can be considered as admission criteria after suitable evaluation, and the director may require the learner to acquire the relevant sociological knowledge.

V.2.1.5.2.4 Compilation of the programme

Module code	Descriptive name	Ct
SGVK671	Marriage and family theory	16
SGVK672	Research methodology	16
SGVK673	Research project	16
SGVK674	Narrative counselling	16
SGVK675	Marriage and family contextualisation	16
SGVK676	Practice and reports	16
SGVK677	Legal and professional expertise	16
SGVK678	Human sexuality	16
Credit total for the programme		128

V.2.1.5.3 PROGRAMME: PSYCHOLOGY (L604V)

V.2.1.5.3.1 Programme outcomes

On completion of this programme, the learner should:

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

V.2.1.5.3.2 Articulation of exit points

- a) Successful completion of this programme allows access to registration for the qualification Magister Artium.

V.2.1.5.3.3 Other rules (cf. compilation of programme under V8.1.5.3.4)

- a) Prospective learners are subject to an annual personality screening as arranged by the particular school.
- b) A learner should take all the modules.

V.2.1.5.3.4 Compilation of the programme

Module code	Descriptive name	Ct
PSIV671	Psychopathology	16
PSIV672	Therapeutic psychology	16
PSIV673	Psychometrics	16
PSIV674	Psychological evaluation	32
PSIV675	Capita Selecta	16
PSIV676	Social psychology	16
ONAV673	Practical Statistics: Humanities	16
Credit total for the programme		128

V.2.1.5.4 PROGRAMME: INDUSTRIAL PSYCHOLOGICAL COUNSELLING (L615V)**V.2.1.5.4.1 Programme outcomes**

On completion of this programme, the learner should:

- a) be able to apply advanced functions and skills through which psychological phenomena in the work context can be investigated and managed.

V.2.1.5.4.2 Articulation and exit point

- a) Successful completion of this programme allows access to registration for the qualification Magister Artium. There are no earlier exit points.

V.2.1.5.4.3 Other rules (cf. compilation of programme under V8.1.5.4.4)

- a) The learner should be in possession of a B.A. degree or had been granted B.A. status as approved by the Faculty Council. Learners should adhere to all the core module requirements of the primary part of the proposed Hons. B.A. study.
- b) There should also be adhered to the specific requirements for the relevant programme.
- c) The general competency and academic performance of the learner in these core modules must be to the satisfaction of the relevant school director regarding each module included.
- d) As general guideline a minimum of 60% per module applies, or as required by the relevant school.

V.2.1.5.4.4 Compilation of the programme

Module code	Descriptive name	Ct
First semester		
BSKP611	Psychometrics	8
BSKP612	Psychological evaluation	8
BSKP613	Organisational behaviour	8
BSKP615	Strategic Human Resource Management	8
BSKP616	Career Psychology	8
BSKP617	Research Methodology	8

Module code	Descriptive name	Ct
First semester (continued)		
BSKP618	Internship: Career Psychology	16
BSKP619	Internship: Psychometrics	16
Second semester		
BSKP621	Organisational Development	8
BSKP622	Human Capacity Development	8
BSKP623	Research Report	16
BSKP624	Internship: Personnel Psychology	16
BSKP625	Internship: Organisational Psychology	16
Credit total for the programme		144

V.2.1.5.5 PROGRAMME: HUMAN RESOURCE MANAGEMENT (L616V)

V.2.1.5.5.1 Programme outcomes

On completion of this programme, the learner should:

- a) be able to apply advanced functions and skills through which sociological phenomena in the work context can be investigated and managed.

V.2.1.5.5.2 Articulation and exit point

- a) Successful completion of this programme allows access to registration for the qualification Magister Artium. There are no earlier exit points.

V.2.1.5.5.3 Other rules (cf. compilation of programme under V8.1.5.5.4)

- a) The learner should be in possession of a B.A. degree or had been granted B.A. status as approved by the Faculty Council. Learners should adhere to all the core module requirements of the primary part of the proposed Hons. B.A.-study.
- b) There should also be adhered to the specific requirements for the relevant programme.
- c) The general competency and academic performance of the learner in these core modules must be to the satisfaction of the relevant school director regarding each module included.
- d) As general guideline a minimum of 60% per module applies, or as required by the relevant school.

V.2.1.5.5.4 Compilation of the programme

Module code	Descriptive name	Ct
First semester		
BSKP611	Psychometrics	8
BSKP612	Psychological evaluation	8
BSKP613	Organisational behaviour	8
BSKP614	Strategic Human Resource Planning	8
BSKP615	Strategic Human Resource Management	8

Module code	Descriptive name	Ct
First semester (continued)		
BSKP616	Career Psychology	8
BSKP617	Research Methodology	8
BSAP611	Sociological Theory	8
Second semester		
BSKP621	Organisational Development	8
BSKP622	Human Capacity Development	8
BSKP623	Research Report	16
BSAP621	Group dynamics	16
BSAP622	Advanced labour relations	16
Credit total for the programme		136

V.2.1.5.6 PROGRAMME: LABOUR RELATIONS (L617V)

V.2.1.5.6.1 Programme outcomes

On completion of this programme, the learner should:

- a) be able to apply advanced functions and skills through which sociological phenomena in the work context can be investigated and managed.

V.2.1.5.6.2 Articulation and exit point

- a) Successful completion of this programme allows access to registration for the qualification Magister Artium. There are no earlier exit points.

V.2.1.5.6.3 Other rules (cf. compilation of programme under V8.1.5.6.4)

- a) The learner should be in possession of a B.A. degree or had been granted B.A. status as approved by the Faculty Council. Learners should adhere to all the core module requirements of the primary part of the proposed Hons. B.A.-study.
- b) There should also be adhered to the specific requirements for the relevant programme.
- c) The general competency and academic performance of the learner in these core modules must be to the satisfaction of the relevant school director regarding each module included.
- d) As general guideline a minimum of 60% per module applies, or as required by the relevant school.

V.2.1.5.6.4 Compilation of the programme

Module code	Descriptive name	Ct
First semester		
BSKP613	Organisational behaviour	8
BSKP614	Strategic Human Resource Planning	8
BSKP615	Strategic Human Resource Management	8
BSAP611	Sociological Theory	8

Module code	Descriptive name	Ct
First semester (continued)		
BSAP612	Socio-cultural Change	8
BSAP613	Applied Labour relations	16
BSAP614	Research Methodology	8
Second semester		
BSKP621	Organisational Development	8
BSKP622	Human Capacity Development	8
BSAP621	Group dynamics	16
BSAP622	Advanced labour relations	16
BSAP623	Research Report	16
Credit total for the programme		128

V.2.2 **RULES FOR THE DEGREE HONOURS BACCALAUREUS ARTIUM IN DEVELOPMENT AND MANAGEMENT**

This qualification can be obtained in the direction and programme described in rule V7.4 and can be taken full-time or part-time.

V.2.2.1 **MINIMUM AND MAXIMUM DURATION**

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

V.2.2.2 **ADMISSION**

- a) A learner should already be in possession of a bachelors degree, or equivalent qualification, as approved by the Senate.
- b) The Senate may, under specific circumstances, grant admission to register for the qualification Honours Baccalaureus Artium in Development and Management to a learner who is in possession of a bachelors degree, but not from a relevant field of study.

V.2.2.3 **DIRECTION: DEVELOPMENT AND MANAGEMENT**

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

V.2.2.3.1 **SPECIFIC ADMISSION REQUIREMENTS**

See heading "Other rules" at the relevant programme.

V.2.2.3.2 **PROGRAMME: PUBLIC MANAGEMENT AND GOVERNANCE (L640V)**

V.2.2.3.2.1 **Programme outcomes**

On completion of this programme, the learner should:

- a) have obtained suitable knowledge on a wide spectrum of aspects related to management with the focus on sustainable development. This

knowledge will equip managers to operate better in their work environment and they will be able to contribute on own initiative to the career in which they find themselves.

V.2.2.3.2.2 Articulation and exit point

- a) Successful completion of this programme gives admission to registration for the qualification Magister Artium. There are no earlier exit points.

V.2.2.3.2.3 Other rules (cf. compilation of programme under V8.4.3.2.4)

- a) A learner should complete eight modules successfully. In the second semester learner should choose between HPGA624 and HPGA625.

V.2.2.3.2.4 Compilation of the programme

Module code	Descriptive name	Ct
HPGA611	Methodology	16
HPGA612	Transformation dynamics	16
HPGA613	International perspectives	16
HPGA614	Political development in Africa	16
HPGA621	Policy analysis and implementation (planning)	16
HPGA622	Public management and leadership	16
HPGA623	Project management	16
HPGA624/ HPGA625	Municipal management or Management for sustainable development	16
Credit total for the programme		128

V.2.3 RULES FOR THE DEGREE HONOURS BACCALAUREUS COMMERCII

This qualification can be obtained in of the directions and programmes described in rule V7.4 and can be taken full-time or part-time.

V.2.3.1 MINIMUM AND MAXIMUM DURATION

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

V.2.3.2 ADMISSION

- a) A learner should already be in possession of an applicable bachelors degree, or equivalent qualification, as approved by Senate (cf. Rule A.10.1).
- b) There should be adhered to all the requirements related to majors for the primary part of the proposed Hons. B.Com. study. An average of at least 60% for the relevant major in the final year is required.
- c) The general capability and academic performance of the learner in this/these major(s) for each of the modules included in the programme, should be to the satisfaction of the relevant director.

- d) B.Com. status is only conferred if the following modules have been passed or exemption for specific assignments or programmes was granted by the director: EKN111, EKN121; ONB111, ONB121; REK111, REK121.
- e) In addition to (d) above, the director may also require of a learner to have passed relevant modules in the following directions before B.Com. status is conferred to the relevant learner: Human Sciences, Mathematics, Statistics, Computer Studies.

V.2.3.3 DIRECTION: ECONOMICS

The programme compiled in this course, empowers learners with high-level knowledge of concepts, structures, models, theories, principles, skills, research methodologies and applied competencies, to enable them to follow lucrative careers in the changing economic and business environment of the new millennium.

Furthermore, this programme enables the learner to develop his/her intellectual and moral capacity in a more specialised way to understand the economic and business environment, as well as to think critically and innovatively.

V.2.3.3.1 SPECIFIC ADMISSION REQUIREMENTS

- a) The general guidelines is a minimum of 60% per module or as required by the relevant school, obtained in the following modules: EKN211, EKN221, EKN321, EKG211, EKG221.

V.2.3.3.2 PROGRAMME: ECONOMICS (E600V)

V.2.3.3.2.1 Programme outcomes

On completion of this programme, the learner should:

- a) display a profound knowledge of and insight into the economics and business environments and be able to solve problems resulting from this in conjunction with other disciplines;
- b) based on his/her knowledge of multidisciplinary concepts, structures, models, theories, principals and research methodologies, be able to identify and solve convergent and divergent economic and business related problems in a creative and critical manner;
- c) show an understanding for the need for maintaining competency and healthy practice to keep in step with the changing economic environment of new methods, techniques and competitive challenges;
- d) be sensitive to the socio-economic needs of our heterogeneous and multicultural business communities and that of the world in general.

V.2.3.3.2.2 Articulation and exit point

- a) On vertical level, the Honours B.Com. qualification articulates with the possibility to apply for admission to NQF level 8-qualifications, specifically the Magister qualifications within the learner's chosen specialist discipline.

V.2.3.3.2.3 Other rules (cf. compilation of programme under V8.3.3.2.4)

- a) In addition to the eight compulsory modules, a further two modules should be taken from the list of choice modules.

V.2.3.3.2.4 Compilation of the programme

Module code	Descriptive name	Ct
EKNP612	Micro Economics	16
EKNP622	International economic relations	16
EKNP613	Macro Economics	16
EKNP623	Government finances	16
EKNP614	National accounts	16
EKNP624	Monetary theory and policy	16
EKNP616	Regional economics	16
EKNP621	Research methodology: application and project	16
	Choice modules	
EKNP615	Development economics	16
EKNP625	Labour economics	16
EKNP628	Bank risk management	16
EKNP619	Term markets	16
ONBV622	Consumer behaviour	16
ONBV613	Marketing research	16
ONBV611	Financial perspectives	16
ONBV621	Financing questions	16
	Credit total for the programme	160

V.2.3.4 DIRECTION: BUSINESS MANAGEMENT

The programme compiled in this direction, empowers learners with high-level knowledge of concepts, structures, models, theories, principles, skills, research methodologies and applied competencies, to enable them to follow lucrative careers in the changing economic and business environment of the new millennium.

Furthermore, this programme enables the learner to develop his/her intellectual and moral capacity in a more specialised way to understand the economic and business environment, as well as to think critically and innovatively to form the basis for further specialisation through means of advanced qualifications.

V.2.3.4.1 SPECIFIC ADMISSION REQUIREMENTS

- a) The general guideline is a minimum of 60% per module or as required by the relevant school, obtained in the following semester courses: ONB121, ONB211, ONB221, ONB311, ONB321.

V.2.3.4.2 PROGRAMME: BUSINESS MANAGEMENT FINANCIAL (E611V)

V.2.3.4.2.1 Programme outcomes

On completion of this programme, the learner should:

- a) display a profound knowledge of and insight into the economics and business environments and be able to solve problems resulting from this in conjunction with other disciplines;
- b) based on his/her knowledge of multidisciplinary concepts, structures, models, theories, principles and research methodologies, be able to

identify and solve convergent and divergent economic and business related problems in a creative and critical manner;

- c) show an understanding for the need of maintaining competency and healthy practice to keep in step with the changing economic environment of new methods, techniques and competitive challenges.

V.2.3.4.2.2 Articulation and exit point

- a) On vertical level, the Honours B.Com.-qualification articulates with the possibility to apply for admission for NQF level 8-qualifications, specifically the Magister qualifications within the learner's chosen specialist discipline.

V.2.3.4.2.3 Other rules (cf. compilation of programme under V8.3.4.2.4)

- a) A learner should take all ten modules.

V.2.3.4.2.4 Compilation of the programme

Module code	Descriptive name	Ct
ONBV671	Marketing research	32
ONBV611	Financial perspectives	16
ONBV621	International financing problems	16
ONBV615	Strategic management	16
ONBV614	Procurement management	16
ONBV623	Entrepreneurship	16
ONBV617	Investment decisions	16
ONBV627	Investment problems and Operational assets management	16
EKNP622	International economic relations	16
BRKV622	Decision making techniques	16
Credit total for the programme		176

V.2.3.5 DIRECTION: ACCOUNTING SCIENCES

The programme compiled in this direction, empowers learners with high-level knowledge of concepts, structures, models, theories, principles, skills, research methodologies and applied competencies, to enable them to follow lucrative careers in the changing economic and business environment of the new millennium.

Furthermore, this programme enables the learner to develop his/her intellectual and moral capacity in a more specialised way to understand the economic and business environment, as well as to think critically and innovatively to form the basis for further specialisation through means of advanced qualifications.

V.2.3.5.1 SPECIFIC ADMISSION REQUIREMENTS

- a) The general guideline is a minimum of 60% per module or as required by the relevant school, obtained in the following semester courses: REK211, REK221, REK311, REK321, ONB121, ONB221, ONB311, ONB321, BRK211, BRK221, BRK311, BRK321.
- b) A further guideline requires a minimum of 50% per module or as required by the relevant school, obtained in the following semester courses: REI311, REI321.

V.2.3.5.2 PROGRAMME: CHARTERED ACCOUNTANCY (E630V)

V.2.3.5.2.1 Programme outcomes

On completion of this programme, the learner should:

- a) display a profound knowledge of and insight into the economics and business environments and be able to solve problems resulting from this in conjunction with other disciplines;
- b) based on his/her knowledge of multidisciplinary concepts, structures, models, theories, principals and research methodologies, be able to identify and solve convergent and divergent economic and business related problems in a creative and critical manner;
- c) show an understanding for the need of maintaining competency and healthy practice to keep in step with the changing economic environment of new methods, techniques and competitive challenges.

V.2.3.5.2.2 Articulation and exit point

- a) On vertical level, the Honours B.Com. qualification articulates with the possibility to apply for admission for NQF level 8-qualifications, specifically the Migister qualifications within the learner's chosen specialist discipline.

V.2.3.5.2.3 Other rules (cf. compilation of programme under V8.3.5.2.4)

- a) In order to be admitted to the Chartered Accountancy programme, the learner should be in possession of a B.Com., B.Rek. or other degree as approved by the Faculty Council, with the following modules (or equivalent): Accounting (REK311, 321); Auditing (REO311, 321); Management accounting (BRK311, 321); Income tax (REI311, 321); Commercial law (HRE311, 321) and Information systems (RKI112).
- b) In order to be admitted to the Chartered Accountancy programme, the learner should have obtained an average of at least 60% in Accountancy and Management accounting, and at least 55% in Auditing and Income Tax in his/her final year, in order to be allowed to one year full-time study. Admission to two year full-time study will be considered on the grounds of the learner's academic performance.
- c) In order to be admitted to the Chartered Accountancy programme, the learner should apply to the director of the School of Accounting Sciences on the prescribed form before the start of the academic year.
- d) This programme is only offered in English.
- e) All full-time Hons. B.Com. (Accountancy) learners should acquire at least one month per year practical experience at an accountancy firm.
- f) Learners must pass all the modules during one examination period in order to obtain the degree. Re-admission to this programme does not follow automatically. If only three modules are passed the qualification Honours B.Com. (Accountancy) is obtained.
- g) The Chartered Accountancy programme can be completed over one or two years.

V.2.3.5.2.4 Compilation of the programme

Module code	Descriptive name	Ct
RECP671	Financial Accounting	48
RECP672	Advanced Auditing	48
RECP673	Advanced Income Tax	48
RECP674	Management accounting and Financial management	48
Credit total for the programme		192

V.2.3.5.3 PROGRAMME: BUSINESS MANAGEMENT / MANAGEMENT ACCOUNTING (E610V)**V.2.3.5.3.1 Programme outcomes**

On completion of this programme, the learner should:

- a) display a profound knowledge of and insight into the economics and business environments and be able to solve problems resulting from this in conjunction with other disciplines;
- b) based on his/her knowledge of multidisciplinary concepts, structures, models, theories, principles and research methodologies, be able to identify and solve convergent and divergent economic and business related problems in a creative and critical manner;
- c) show an understanding for the need of maintaining competency and healthy practice to keep in step with the changing economic environment of new methods, techniques and competitive challenges.

V.2.3.5.3.2 Articulation and exit point

- a) On vertical level, the Honours B.Com. qualification articulates with the possibility to apply for admission for NQF level 8-qualifications, specifically the Magister qualifications within the learner's chosen specialist discipline.

V.2.3.5.3.3 Other rules (cf. compilation of programme under V8.3.5.3.4)

- a) A learner should take all eight modules.

V.2.3.5.3.4 Compilation of the program

Module code	Descriptive name	Ct
ONBV611	Financial perspectives	16
ONBV621	Financing problems	16
ONBV619	Marketing communication	16
ONBV623	Entrepreneurship	16
ONBV614	Procurement management	16
EKNP622	International economic relations	16
RECP676	Calculation of Costs and Quantitative Management Techniques	32
RECP677	Financial Management	32
Credit total for the programme		160

V.2.3.6 DIRECTION: BEHAVIOURAL SCIENCES

The programmes compiled in this direction provide specialist training in the Behavioural Sciences. In the compilation of the programmes, consideration was given to job opportunities and the manpower requirements of our country. This programme also prepares the learner for further postgraduate study in specific specialist programmes.

V.2.3.6.1 SPECIFIC ADMISSION REQUIREMENTS

See heading "Other rules" at the relevant programme.

V.2.3.6.2 PROGRAMME: INDUSTRIAL PSYCHOLOGICAL COUNSELLING (E625V)**V.2.3.6.2.1 Programme outcomes**

On completion of this programme, the learner should:

- a) be able to apply advanced functions and skills through which psychological phenomena in the work context can be investigated and managed.

V.2.3.6.2.2 Articulation and exit point

- a) Successful completion of this programme allows access to registration for the qualification Magister Commerci. There are no earlier exit points.

V.2.3.6.2.3 Other rules (cf. compilation of programme under V8.3.6.2.4)

- a) The learner should be in possession of a B.Com. degree or had been granted B.Com. status as approved by the Faculty Council. Learners should adhere to all the core module requirements of the primary part of the proposed Hons. B.Com. study.
- b) There should also be adhered to the specific requirements for the relevant programme.
- c) The general competency and academic performance of the learner in these core modules must be to the satisfaction of the relevant school director regarding each module included.
- d) As general guideline a minimum of 60% per module applies, or as required by the relevant school.

V.2.3.6.2.4 Compilation of the programme

Module code	Descriptive name	Ct
	First semester	
BSKP611	Psychometrics	8
BSKP612	Psychological evaluation	8
BSKP613	Organisational behaviour	8
BSKP615	Strategic Human Resource Management	8
BSKP616	Career Psychology	8
BSKP617	Research Methodology	8
BSKP618	Internship: Career Psychology	16
BSKP619	Internship: Psychometrics	16

Second semester		
BSKP621	Organisational Development	8
BSKP622	Human Capacity Development	8
BSKP623	Research Report	16
BSKP624	Internship: Personnel Psychology	16
BSKP625	Internship: Organisational Psychology	16
Credit total for the programme		144

V.2.3.6.3 PROGRAMME: HUMAN RESOURCE MANAGEMENT (E626V)

V.2.3.6.3.1 Programme outcomes

On completion of this programme, the learner should:

- a) be able to apply advanced functions and skills through which sociological phenomena in the work context can be investigated and managed.

V.2.3.6.3.2 Articulation and exit point

- a) Successful completion of this programme allows access to registration for the qualification Magister Commercii. There are no earlier exit points.

V.2.3.6.3.3 Other rules (cf. compilation of programme under V8.3.6.3.4)

- a) The learner should be in possession of a B.Com. degree or had been granted B.Com. status as approved by the Faculty Council. Learners should adhere to all the core module requirements of the primary part of the proposed Hons. B.Com.-study.
- b) There should also be adhered to the specific requirements for the relevant programme.
- c) The general competency and academic performance of the learner in these core modules must be to the satisfaction of the relevant school director regarding each module included.
- d) As general guideline a minimum of 60% per module applies, or as required by the relevant school.

V.2.3.6.3.4 Compilation of the programme

Module code	Descriptive name	Ct
First semester		
BSKP611	Psychometrics	8
BSKP612	Psychological evaluation	8
BSKP613	Organisational behaviour	8
BSKP614	Strategic Human Resource Planning	8
BSKP615	Strategic Human Resource Management	8
BSKP616	Career Psychology	8
BSKP617	Research Methodology	8
BSAP611	Sociological Theory	8

Second semester		
BSKP621	Organisational Development	8
BSKP622	Human Capacity Development	8
BSKP623	Research Report	16
BSAP621	Group dynamics	16
BSAP622	Advanced labour relations	16
Credit total for the programme		136

V.2.3.6.4 PROGRAMME: LABOUR RELATIONS (E627V)

V.2.3.6.4.1 Programme outcomes

On completion of this programme, the learner should:

- a) be able to apply advanced functions and skills through which sociological phenomena in the work context can be investigated and managed.

V.2.3.6.4.2 Articulation and exit point

- a) Successful completion of this programme allows access to registration for the qualification Magister Commercii. There are no earlier exit points.

V.2.3.6.4.3 Other rules (cf. compilation of programme under V8.3.6.4.4)

- a) The learner should be in possession of a B.Com. degree or had been granted B.Com. status as approved by the Faculty Council. Learners should adhere to all the core module requirements of the primary part of the proposed Hons. B.Com.-study.
- b) There should also be adhered to the specific requirements for the relevant programme.
- c) The general competency and academic performance of the learner in these core modules must be to the satisfaction of the relevant school director regarding each module included.
- d) As general guideline a minimum of 60% per module applies, or as required by the relevant school.

V.2.3.6.4.4 Compilation of the programme

Module code	Descriptive name	Ct
First semester		
BSKP613	Organisational behaviour	8
BSKP614	Strategic Human Resource Planning	8
BSKP615	Strategic Human Resource Management	8
BSAP611	Sociological Theory	8
BSAP612	Socio-cultural Change	8
BSAP613	Applied Labour relations	16
BSAP614	Research Methodology	8

Second semester		
BSKP621	Organisational Development	8
BSKP622	Human Capacity Development	8
BSAP621	Group dynamics	16
BSAP622	Advanced labour relations	16
BSAP623	Research Report	16
Credit total for the programme		128

V.2.4 RULES FOR THE DEGREE HONOURS BACCALAUREUS SCIENTIAE

This qualification can be obtained in the course and programme described in rule V7.4 and can be taken full-time or part-time.

V.2.4.1 MINIMUM AND MAXIMUM DURATION

The minimum duration of study for this qualification is **one year** for full-time and **two years** for part-time learners; the maximum duration is **two years** for full-time and **three years** for part-time learners, on condition that permission may be sought for extension of the period.

V.2.4.2 ADMISSION

- a) A learner should already be in possession of an applicable bachelors degree or equivalent qualification, as approved by the Senate (cf. Rule A.10.1).

V.2.4.3 DIRECTION: INFORMATION TECHNOLOGY

The programme compiled in this course offers advanced and career-focussed training in Information Technology. In the compilation of the programme consideration was given to career opportunities and the manpower requirements of our country. This programme also prepares the learner for further postgraduate study (NQF-level 8) in specific specialist programmes.

V.2.4.3.1 SPECIFIC ADMISSION REQUIREMENTS

Admission to this programme occurs in terms of the General Rules (A.10.1) of the University.

V.2.4.3.2 PROGRAMME: INFORMATION TECHNOLOGY (N637V)

V.2.4.3.2.1 Programme outcomes

At the end of the study, the learner should be capable of identifying and evaluating certain convergent and divergent problems from the field of the Information Technology, and to integrate basic knowledge and techniques of Information Technology to solve problems creatively and innovatively.

V.2.4.3.2.2 Articulation and exit point

The B.Sc. Honours can give admission to further learning for the M.Sc. degree.

V.2.4.3.2.3 Articulation to and from other institutions

- a) Credit will be given for modules from other faculties and institutions, on condition that the outcomes and total credit requirements for this programme have been adhered to in full.
- b) With the basic and applicable skills acquired by the learner with this qualification, the learner will be equipped to continue with further learning at other institutions.

V.2.4.3.2.4 Other rules (cf. compilation of programme under V8.4.3.2.5)

- a) The programme is compiled in a fixed format as explained in V8.4.3.2.5 below. The project should be selected in consultation with the director of the School of Modelling Sciences, and preferably be done in collaboration with industries.

V.2.4.3.2.5 Compilation of the programme

Module code	Descriptive name	Ct
ITWV671	Research methodology and project	32
ITWV672	Decision support systems	32
ITWV673	Data mining	32
ITWV674	Human/computer interaction	32
Credit total for the programme		128

V.2.5 RULES FOR THE DEGREE HONOURS BACCALAUREUS EDUCATIONIS

This qualification can be obtained in one of the directions and programmes listed in V7.4 and which are described in more detail below, and can be taken either full-time or part-time. A learner follows a chosen direction and programme with a professional or an academic focus. A learner who possesses a recognised and approved professional teaching qualification, is allowed into a programme with professional focus, and a learner who does not possess such a professional teaching qualification, is admitted to a programme with academic focus. The directions and programmes that are compiled for this qualification acknowledge specialised academic or professional study in Education.

In all directions and programmes academic learners engage in a more comprehensive assignment with regard to research than the action research done by professional learners. The assignment is more comprehensive regarding the scope as well as the use of multiple research approaches and is performed in the context of the chosen direction and programme.

V.2.5.1 MINIMUM AND MAXIMUM DURATION

The minimum duration of study for this degree is **one year** and the maximum duration for the completion of the degree is **three years**.

V.2.5.2 ADMISSION

- a) Admission to this programme occurs according to the General Rules (A.10) of the University.
- b) Demonstration of the achievement of learning outcomes on NQF level 6 (480 credits, of which 72 on level 6), which comprises the following:

- i) Obtain a bachelors degree or licentiate (360 credits) plus a Postgraduate Certificate in Teaching or any other professional teaching qualification (120 credits, of which 72 on level 6); or
 - ii) Obtain a bachelors degree in Education (480 credits); or
 - iii) Obtain a bachelors degree (480 credits) which has been evaluated as applicable; or
 - iv) Obtain any other recognised teaching qualification which consists of 480 credits (of which 72 on level 6); or
 - v) Any recognised EVL-equivalent of the above.
- c) Candidates without teaching experience or a recognised professional qualification in teaching may be admitted to the Hons. B.Ed. with an academic focus. The Hons. B.Ed. does however not confer qualified teacher status on these learners. A recognised professional teaching qualification and applicable teaching experience, in all cases, are prerequisites for admission to the Hons. B.Ed. with a professional focus.

V.2.5.3 ARTICULATION AND EXIT POINT

The Hons. B.Ed. degree allows for admission to the Master's Degree in Education (M.Ed.).

V.2.5.4 DIRECTION: TEACHING AND LEARNING

V.2.5.4.1 SPECIFIC ADMISSION REQUIREMENTS

See heading "Other rules" at the relevant programme.

V.2.5.4.2 PROGRAMME: TEACHING AND LEARNING (O601V)

V.2.5.4.2.1 Programme outcomes

On completion of this programme, learners will demonstrate advanced reflexive competency with regard to:

- a) specialised knowledge, skills, values and principles regarding effective learning, teaching, assessment and curricula in a general or specific teaching-learning context, in order effectively to plan, design, implement and evaluate relevant teaching-learning programs, material, aids and technologies in the relevant teaching-learning context.
- b) Furthermore:
 - i) professional learners should demonstrate basic reflexive competency with regard to the planning, execution and evaluation of a research project of limited scope which includes at least 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;
 - ii) academic learners should demonstrate advanced reflexive competency with regard to the planning, execution and evaluation of a research project of limited scope which includes at least 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.

V.2.5.4.2.2 Other rules (Cf. The compilation of the programme under V8.5.4.2.3)

- a) A learner follows the fixed programme below.
- b) In the second semester professional learners take NAVR621 (8 credits), while academic learners take NAVR622 (12 credits). The total number of credits for the programme followed by academic learners is therefore 132.

V.2.5.4.2.3 Compilation of the programme

Block A					
Semester 1			Semester 2		
Code	Descriptive name	Ct	Code	Descriptive name	Ct
LEON611	Learning perspectives	8	LEON621	Strategic learning and motivation	16
LEON612	Teaching perspectives	8	LEON622	Strategic teaching	16
LEON614	Classroom communication	16			
Block B					
Semester 1			Semester 2		
Code	Descriptive name	Ct	Code	Descriptive name	Ct
LEON613	The OBE-curriculum	8	LEON623	Curriculum design	16
ONWB611	Educational organisations	8	LEON624	Strategic teaching	8
NAVR611	Educational research	16	NAVR621	Action research	8
			NAVR622	Research assignment	12
Credit total for the programme					128 / 132

V.2.5.5 DIRECTION: EDUCATIONAL MANAGEMENT, LAW AND SYSTEMS**V.2.5.5.1 PROGRAMME: EDUCATIONAL MANAGEMENT, LAW AND SYSTEMS (O608V)****V.2.5.5.1.1 Programme outcomes**

On completion of this programme, learners will demonstrate advanced reflexive competency with regard to:

- a) specialised knowledge, skills and values regarding effective educational management, in order to become involved in effective educational practice that will eventually lead to the creation and support of an environment which makes it possible for educators and their learners to achieve effective learning;
- b) specialist knowledge of and the ability to apply educational law through the analysis of determinants of educational law and the roles, rights, duties and responsibilities of various role-players involved in education, in order to understand and create a human rights culture and an environment for effective and juridical healthy teaching and learning;
- c) specialist knowledge, skills and values regarding the education system, in order to analyse the determinants of national and international education systems and to compare these in order to enable them to contribute to the development of the South African educational system and eventually the creation and support of an environment which makes it possible for educators and their learners to achieve effective learning.

V.2.5.5.1.2 Other rules (cf. compilation of the programme under V8.5.5.1.3)

- a) A learner follows the set curriculum below.
- b) In the second semester professional learners take NAVR621 (8 credits), while academic learners take NAVR622 (12 credits). The total number of credits for the programme followed by academic learners is therefore 132.
- c) In the second semester learners choose between ONWR623 and VGLO621.

V.2.5.5.1.3 Compilation of the programme

Block A					
Semester 1			Semester 2		
Code	Descriptive name	Ct	Code	Descriptive name	Ct
LEON611	Leer perspectives	8	ONWB621	Education management tasks	16
LEON612	Teaching perspectives	8	ONWB622	Financial management	8
VGLO612	Education systems	16	ONWB623	Human resource management: Labour law	8
Block B					
Semester 1			Semester 2		
Code	Descriptive name	Ct	Code	Descriptive name	Ct
LEON613	The OBE curriculum	8	ONWR621	Introduction to educational law	8
ONWB611	Educational organisations	8	ONWR622	Interpretation of legislation	8
NAVR611	Educational research	16	NAVR621	Action research	8
			NAVR622	Research assignment	12
			ONWR623 / VGLO621	Human rights in education / Specialisation of educational systems	8
Credit total for the programme					128 / 132

V.2.5.6 DIRECTION: EDUCATIONAL PSYCHOLOGY, LEARNERS SUPPORT AND SCHOOL GUIDANCE**V.2.5.6.1 PROGRAMME: EDUCATIONAL PSYCHOLOGY (O609V)****V.2.5.6.1.1 Programme outcomes**

On completion of this programme, learners should demonstrate advanced reflexive competency with regard to:

- a) specialised knowledge, skills, attitudes, values and principles, in order to effectively execute competent and autonomous practises in- and outside the school from an eco-systemic paradigm in order to make provision for the unique needs of and services to learners, families, school and communities and to establish, promote and support health-promoting schools;
- b) furthermore:

- i) professional learners should demonstrate basic reflexive competency with regard to the planning, execution and evaluation of a research project of limited scope which includes at least a literature study and action research in order to identify, investigate and report on a fundamental and relevant problem in the field of educational psychology;
- ii) academic learners demonstrate advanced reflexive competency with regard to the planning, execution and evaluation of a research project of limited scope which includes at least 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 educational psychology.

V.2.5.6.1.2 Other rules (cf. compilation of the programme under V8.5.6.1.3)

- a) A learner follows the set curriculum below.
- b) In the second semester professional learners take NAVR621 (8 credits), while academic learners take NAVR622 (12 credits). The total number of credits for the programme followed by academic learners is therefore 132.
- c) Psychology on third level is a prerequisite for learners who would like to follow this programme in Educational Psychology.

V.2.5.6.1.3 Compilation of the programme

Block A					
Semester 1			Semester 2		
Code	Descriptive name	Ct	Code	Descriptive name	Ct
OPSK611	Theory and practice of aid	16	OPSK621	Psychopathology	16
OPSK612	Learners with special needs A	16	OPSK622	Assessment and psychometrics	16
Block B					
Semester 1			Semester 2		
Code	Descriptive name	Ct	Code	Descriptive name	Ct
OPSK613	Health-promoting schools	8	OPSK623	Group- and family counselling	16
ONWB611	Educational organisations	8	OPSK624	School guidance	8
NAVR611	Educational research	16	NAVR621	Action research	8
			NAVR622	Research assignment	12
Credit total for the programme					128 / 132

V.2.5.6.2 PROGRAMME: LEARNERS SUPPORT AND SCHOOL GUIDANCE (O610V)

V.2.5.6.2.1 Programme outcomes

On completion of this programme, learners should demonstrate advanced reflexive competency with regard to:

- a) specialised knowledge, skills, attitudes, values and principles, in order to effectively execute competent and autonomous practices in- and outside the school as Special Needs Co-ordinator and as member of the Educator Support Team from an eco-systemic paradigm in order to make provision

for the unique needs of and services to learners, families, school and communities and to establish, promote and support health-promoting schools;

- b) Furthermore:
- i) professional learners demonstrate basic reflexive competency with regard to the planning, execution and evaluation of a research project of limited scope which includes at least a literature study and action research in order to identify, investigate and report on a fundamental and relevant problem in the field of learners support and school guidance;
 - ii) academic learners demonstrate advanced reflexive competency with regard to the planning, execution and evaluation of a research project of limited scope which includes at least 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 learners support and school guidance.

V.2.5.6.2.2 Other rules (cf. compilation of the programme under V8.5.6.2.3)

- a) A learner follows the set curriculum below.
- b) In the second semester professional learners take NAVR621 (8 credits), while academic learners take NAVR622 (12 credits). The total number of credits for the programme followed by academic learners is therefore 132.
- c) Psychology on third level is a prerequisite for learners who would like to follow this programme.

V.2.5.6.2.3 Compilation of the programme

Block A					
Semester 1			Semester 2		
Code	Descriptive name	Ct	Code	Descriptive name	Ct
LEON611	Learning perspectives	8	LEON621	Strategic learning and motivation	16
LEON612	Teaching perspectives	8	LEON622	Strategic teaching	16
OPSK612	Learners with special needs A	16			
Block B					
Semester 1			Semester 2		
Code	Descriptive name	Ct	Code	Descriptive name	Ct
OPSK613	Health-promoting schools	8	OPSK625	Learners with special needs B	8
ONWB611	Educational organisations	8	OPSK624	School guidance	8
NAVR611	Educational research	16	LEON624	Learning assessment	8
			NAVR621	Action research	8
			NAVR622	Research assignment	12
Credit total for the programme					128 / 132

V.3 RULES FOR POSTGRADUATE EDUCATION CERTIFICATES

V.3.1 RULES FOR THE POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE)

This qualification can be obtained in one of the directions and programmes listed in V7.4 and which are describe in more detail below, and can be taken either part-time or full-time. The nature and aim of the certificate is to develop in learners a practical competency which is reflexive and based on educational theory, as well as to provide a general educational qualification as finishing for a three-year qualification or the acquisition of at least 360 credits which in general does not include teaching training.

V.3.1.1 MINIMUM AND MAXIMUM DURATION

The minimum duration of the study is one year or and the maximum time allowed to complete the study is three years.

V.3.1.2 ADMISSION

- a) A first university degree with 128 credits in recognised learning areas and/or school subjects, or a recognised qualification which in total adds up to 360 credits in NQF level 5 and which includes at least 128 credits from recognised areas of learning and/or school subjects.
- b) A learner should have completed at least 32 credits in recognised learning areas and/or school subjects in order to take the subject didactic for the specific recognised learning area and/or school subject.
- c) Learners should be able to take two 92) subject didactics in order to obtain the qualification.
- d) A learner may register for a subject didactic in the second semester only if such a learner qualified to write the examination in the parallel module in the first semester.
- e) A learner may register for OPVK521 and BYOB521 in the second semester only if such a learner qualified to write the examination in the parallel module in the first semester.

V.3.1.3 DIRECTION: EDUCATION

The programmes compiled in this direction, are aimed towards enabling the learner to implement fundamental knowledge, skills and attitudes with regard to the various roles of the teacher. The PGCE (Guidance) is a postgraduate academic-professional certificate aimed at the training of teachers for Grade 7 to Grade 12 teaching with specialisation in School Guidance.

V.3.1.3.1 SPECIFIC ADMISION REQUIREMENTS

See heading "Other rules" at the relevant programme.

V.3.1.3.2 PROGRAMME: SENIOR AND FURTHER EDUCATION AND TRAINING PHASE (O641V)

V.3.1.3.2.1 Programme outcomes

On completion of the programme, the learner should be able to implement fundamental knowledge, skills and attitudes with regard to each of the following roles of the teacher:

- a) Facilitator of learning.
- b) Interpreter and designer of learning programmes and teaching-learning media.
- c) Leader, administrator and manager.
- d) Member of the community, citizen and pastor.
- e) Learner, researcher and lifelong learner.
- f) Assessor.
- g) Learning area/subject/discipline and phase specialist.

V.3.1.3.2.2 Articulation and exit point

- a) On obtaining the prescribed 144 credits, the Postgraduate Certificate in Education on NQF-level 6 is conferred.
- b) The certificate allows admission to the Honours Baccalaureus Educationis. This study may, however, also allow a candidate access to postgraduate study in other study programmes.

V.3.1.3.2.3 Other rules (cf. compilation of programme under V9.1.3.2.4)

- a) A learner compiles his/her programme from compulsory modules and a choice of two subject didactics from the list of core modules. The possible subject didactics combinations are given under 9.1.3.2.5.
- b) A learner should attend at least two weeks of preparatory teaching at an approved school prior to the commencement of the programme. Should there be valid reasons for the learner not to comply with this requirement, it can be done at an earlier/later stage with the written approval of the school director. Learners who already occupy a position at a school will be exempted from observation, on condition that a letter of appointment is submitted.
- c) A learner who already in possession of a bachelor's or higher degree, may with the consent of the Dean obtain a maximum of three modules in academic subjects during the PGCE study year.

V.3.1.3.2.4 Compilation of the programme

Compulsory modules					
Semester 1			Semester 2		
Code	Descriptive name	Ct	Code	Descriptive name	Ct
OPVK511	Education	24	OPVK521	Education	16
BYOB511	Additional educational competencies	8	BYOB521	Additional educational competencies	16

Compulsory modules (continued)					
Semester 1			Semester 2		
TGNO511	Technology	8	TGNO521	Technology	8
Choice modules					
Semester 1			Semester 2		
Code	Descriptive name	Ct	Code	Descriptive name	Ct
XXXX411	Subject didactics	16	XXXX421	Subject didactics	16
XXXX411	Subject didactics	16	XXXX421	Subject didactics	16
Credit total for the programme					144

V.3.1.3.2.5 Subject didactics combinations

Apart from the subject didactics combinations below, learners may also present other combinations, but such combinations will have to be approved by the school director.

ONBD411, 421	ONBD411, 421	EKND411, 421	ONBD411, 421
EKND411, 421	REKD411, 421	REKD411, 421	WSKD411, 421
EKND411, 421	REKD411, 421	WSKD411, 421	TCND411, 421
WSKD411, 421	WSKD411, 421	COMD411, 421	WSKD411, 421
TCND411, 421	TCND411, 421	TTEK411, 421	TTEK411, 421
COMD411, 421	TTEK411, 421	WSKD411, 421	COMD411, 421
AFRD411, 421	AFRD411, 421	ENGD411, 421	GESD411, 421
ENGD411, 421	WSKD411, 421	GESD411, 421	WSKD411, 421
ENGD411, 421	AFTD411, 421	AFTD411, 421	AFTD411, 421
WSKD411, 421	ENGD411, 421	GESD411, 421	BYVD411, 421
BYVD411, 421	BYVD411, 421	BYVD411, 421	
ENGD411, 421	AFRD411, 421	GESD411, 421	

V.3.1.3.3 PROGRAMME: GUIDANCE (O642V)

V.3.1.3.3.1 Programme outcomes

On completion of the programme, the learner should be able to implement fundamental knowledge, skills and attitudes with regard to each of the following roles of the teacher:

- Facilitator of learning.
- Interpreter and designer of learning programmes and teaching-learning media.
- Leader, administrator and manager.
- Member of the community, citizen and pastor.
- Learner, researcher and lifelong learner.
- Assessor.
- Learning area/subject/discipline and phase specialist.

V.3.1.3.3.2 Articulation and exit point

- a) On obtaining the prescribed 144 credits, the Postgraduate Certificate in Education on NQF-level 6 is conferred.
- b) The certificate allows admission to the Honours Baccalaureus Educationis. This study may, however, also allow a candidate access to postgraduate study in other study programmes.

V.3.1.3.3.3 Other rules (cf. compilation of the programme under V9.1.3.3.4)

- a) A learner compiles his/her programme from compulsory modules and a choice of two subject didactics from the list of core modules. The possible subject didactics combinations are given under 9.1.3.3.5.
- b) A learner should attend at least two weeks of preparatory teaching at an approved school prior to the commencement of the programme. Should there be valid reasons for the learner not to comply with this requirement, it can be done at an earlier/later stage with the written approval of the school director. Learners who already occupy a position at a school will be exempted from directed observation, on condition that a letter of appointment is submitted.
- c) A learner already in possession of a bachelor's or higher degree, may with the consent of the Dean obtain a maximum of three modules in academic subjects in the PGCE study year.
- d) A learner should have passed all Psychology-modules up to level 3.

V.3.1.3.3.4 Compilation of the programme

Compulsory modules					
Semester 1			Semester 2		
Code	Descriptive name	Ct	Code	Descriptive name	Ct
OPVK511	Education	24	OPVK521	Education	16
BYOB511	Additional educational competencies	8	BYOB521	Additional educational competencies	8
TGNO511	Technology	8	TGNO521	Technology	8
OPSK510	School guidance	16	OPSK522	Aid and assessment practicum	16
Choice modules					
Semester 1			Semester 2		
Code	Descriptive name	Ct	Code	Descriptive name	Ct
XXXX411	Subject didactics	16	XXXX421	Subject didactics	16
Credit total for the programme					144

V.3.1.3.3.5 Subject didactics

One of the following subject didactics should be included in the curriculum:

AFRD411, 421	BYVD411, 421	ENGD411, 421	GESD411, 421
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V.4 RULES FOR MAGISTER DEGREES

This qualification can be obtained in one of the directions and programmes listed in V7.4 and can be taken either part-time or full-time.

V.4.1 RULES FOR THE DEGREE MAGISTER ARTIUM (M.A.)

V.4.1.1 MINIMUM AND MAXIMUM DURATION

The minimum duration of study for the M.A.-qualification is one year, except in cases where the degree is only presented part-time, in which case the minimum duration is two years. The maximum duration for the completion of the degree is three (3) years, with the understanding that this period can be extended as specified in rule A.11.3.3.

V.4.1.2 ADMISSION

- a) Admission to the master's study occurs in accordance with rule A.11.1.1.
- b) Apart from exceptions that may be approved by the Senate, the subject in which the study is undertaken, is the subject in which the learner has obtained the Honours Baccalaureus Artium or in which status of such a degree has been conferred on him/her, or the subject in which the learner has completed a four year degree or in which status of such a degree has been conferred on him/her, or the subject in which the learner, on recommendation of the school director and with the approval of Senate had complied with the prerequisites of a three year degree without obtaining a Honours Baccalaureus degree.

V.4.1.3 DIRECTIONS AND PROGRAMMES

V.4.1.3.1 Programme outcomes

On completion of these programmes:

- a) learners will be equipped with expertise and with an advanced and in-depth knowledge, as well as a critical orientation, in the selected direction or programme thereby equipping them to contribute in an responsible and meaningful way to the development of society on local and national level;
- b) research capability and skills of learners will be developed to such an extent that they will be able to undertake independent research resulting in the writing of a dissertation or research article(s).

V.4.1.4 FOCUS AREA 4.1: LANGUAGE AND LITERATURE IN THE SOUTH AFRICAN CONTEXT (DIRECTION: LANGUAGE AND LANGUAGE PRACTICE)

The programmes designed in this direction provide highly specialised training in Language and Language Practice.

V.4.1.4.1 Specific admission requirements

- a) Cf. V10.1.2.

V.4.1.4.2 PROGRAMME: AFRIKAANS AND DUTCH (L800V)**V.4.1.4.2.1 Specific rules (cf. compilation of programme under V10.1.4.2.2)**

- a) Learners only write a dissertation (128 credits) in this programme.
- b) The subject of the dissertation should be approved by the Senate on recommendation of the relevant director.

V.4.1.4.2.2 Compilation of the programme

Module code	Descriptive name	Ct
AFNV871	Dissertation	128
Credit total for the programme		128

V.4.1.4.3 PROGRAMME: ENGLISH (L807V)**V.4.1.4.3.1 Specific rules (Cf. Compilation of programme under V10.1.4.3.2)**

- a) Learners may choose to write only a dissertation (128 credits) in this programme.
- b) Learners who do not wish to write only a dissertation as in (a), should write a mini-dissertation (64 credits) and complete 2 modules (32 credits each).
- c) The subject of the dissertation/mini-dissertation should be approved by the Senate on recommendation of the relevant director.

V.4.1.4.3.2 Compilation of the programme

Module code	Descriptive name	Ct
ENHV871	Dissertation	128
	or	
ENHV873	Mini-dissertation	64
ENHV874	Applied language studies	32
ENHV875	Selected specialist studies	32
Credit total for the programme		128

V.4.1.4.4 PROGRAMME: SESOTHO (L832V)**V.4.1.4.4.1 Specific rules (cf. compilation of programme under V10.1.4.4.2)**

- a) Learners may choose to write only a dissertation (128 credits) in this programme.
- b) Learners who do not wish to write only a dissertation as in (a), should write a mini-dissertation (64 credits) and complete 2 modules (32 credits each).
- c) The subject of the dissertation/mini-dissertation should be approved by the Senate on recommendation of the relevant director.

V.4.1.4.4.2 Compilation of the programme

Module code	Descriptive name	Ct
SSOL871	Dissertation	128
	or	
SSOL873	Mini-dissertation	64
SSOL874	Theory Linguistics/Literature	32
SSOL875	Application Linguistics/Literature	32
Credit total for the programme		128

V.4.1.5 FOCUS AREA 7.2: REFORMATIONAL THEOLOGY AND THE DEVELOPMENT OF THE SOUTH AFRICAN SOCIETY (DIRECTION: HUMANITIES)

The programme designed in this direction provide highly specialised training in the Humanities.

V.4.1.5.1 Specific admission requirements

a) Cf. V10.1.2.

V.4.1.5.2 PROGRAMME: BIBLICAL STUDIES / THEOLOGY (L801V)

V.4.1.5.2.1 Specific rules (cf. compilation of programme under V10.1.5.2.2)

- a) Learners write a mini-dissertation (64 credits) in one of the three specialist subjects.
- b) At least 48 credits should be taken from modules in the specialist subjects.
- c) A further 16 credits are taken from choice modules.

V.4.1.5.2.2 Compilation of the programme

Module code	Descriptive name	Ct
	Mini-dissertation in one of the following:	
HERV873	Mini-dissertation (Hermeneutics)	64
ETIV873	Mini-dissertation (Ethics)	64
MISV873	Mini-dissertation (Missiology)	64
	Compulsory modules:	
HERV874	Hermeneutic perspectives	16
ETIV874	Ethical perspectives	16
MISV874	Missiologic perspectives	16
	Choice modules:	
MACS874	Capita Selecta (Pastoral Care)	8
MACS878	Capita Selecta (Exegesis)	8
Credit total for the programme		128

V.4.1.6 FOCUS AREA 7.1: SUSTAINABLE SOCIAL DEVELOPMENT (DIRECTION: HUMANITIES)

The programme designed in this direction provide highly specialised training in the Humanities.

V.4.1.6.1 Specific admission requirements

- a) Cf. V10.1.2.

V.4.1.6.2 PROGRAMME: HISTORY (L802V)**V.4.1.6.2.1 Specific rules (cf. compilation of programme under V10.1.6.2.2)**

- a) Learners may choose to write only a dissertation (128 credits) in this programme.
- b) Learners who do not wish to write only a dissertation as in (a), should write a mini-dissertation (64 credits) and complete 2 modules (32 credits each) from the list of choice modules.
- c) The subject of the dissertation/mini-dissertation should be approved by the Senate on recommendation of the relevant director.

V.4.1.6.2.2 Compilation of the programme

Module code	Descriptive name	Ct
GESK871	Dissertation	128
	or	
GESK873	Mini-dissertation	64
	Choice modules	
GESK874	South African history: specialised theme	32
GESK875	African history: specialised theme	32
GESK876	World history: specialised theme	32
GESK877	Capita Selecta	32
Credit total for the programme		128

V.4.1.7 FOCUS AREA 9.1: PREVENTIVE AND THERAPEUTIC INTERVENTIONS (DIRECTION: BEHAVIOURAL SCIENCES)

The programmes designed in this direction provide highly specialised training in the Behavioural Sciences.

V.4.1.7.1 Specific admission requirements

- a) Cf. V10.1.2.

V.4.1.7.2 PROGRAMME: PSYCHOLOGY (L804V)**V.4.1.7.2.1 Specific rules (cf. compilation of programme under V10.1.7.2.2)**

- a) Learners should write a dissertation (128 credits) in this programme.
- b) The subject of the dissertation/mini-dissertation should be approved by the Senate on recommendation of the relevant director.

V.4.1.7.2.2 Compilation of the programme

Module code	Descriptive name	Ct
PSIV871	Dissertation	128
Credit total for the programme		128

V.4.1.7.3 PROGRAMME: SOCIOLOGY (L805V) (Specialisation in marriage and family counselling and guidance)

V.4.1.7.3.1 Specific rules (cf. compilation of programme under V10.1.7.3.2)

- a) Practical training is compulsory and is provided coinciding with the structured programme.
- b) Screening of candidates for the programme will take place prior to registration.
- c) The minimum duration of the programme is two years
- d) Should the learner not have Sociology as major for the first bachelors degree, knowledge of a related subject and/or job experience and/or related training or in-service training by a recognised institution can be considered as admission criteria after suitable evaluation, and the director may require the learner to acquire the relevant sociological knowledge.

V.4.1.7.3.2 Compilation of the programme

Module code	Descriptive name	Ct
SGVK871	Dissertation	128
	or	
SGVK873	Mini-dissertation	64
SGVK874	Theory of relationships	32
SGVK875	Relationship contextualisation	32
Credit total for the programme		128

V.4.1.8 FOCUS AREA 3.1: DECISION MAKING AND MANAGEMENT FOR ECONOMICAL DEVELOPMENT (DIRECTION: BEHAVIOURAL SCIENCES)

The programmes compiled in this course give highly specialised training in the Behavioural Sciences.

V.4.1.8.1 SPECIFIC ADMISSION REQUIREMENTS

- a) Learners with an Hons. degree in Industrial Psychology who for whatever reason, cannot continue with an M. degree in Industrial Psychology, will be allowed on completion a preliminary exam to the satisfaction of the programme leader Industrial Sociology: Labour Relations, to register for a M. degree in Industrial Sociology: Labour Relations on condition that all academic requirements for the latter programme have been complied with.

V.4.1.8.2 PROGRAMME: INDUSTRIAL PSYCHOLOGY (E807V)

V.4.1.8.2.1 Specific rules (cf. compilation of programme under V10.1.8.2.2)

- a) If a learner registers for BPKV872 (dissertation – 128 credits) two further modules of 16 credits each are required.
- b) If a learner registers for BPKV873 (mini-dissertation – 80 credits) five further modules of 16 credits each are required.
- c) The subject of the dissertation/mini-dissertation must be approved by Senate on recommendation of the relevant director.

V.4.1.8.2.2 Compilation of the programme

Module code	Descriptive name	Ct
BPKV872	Dissertation	128
BPKV873	Mini-dissertation	80
Choice modules		
BPKP874	Career psychology	16
BPKP875	Advanced interviewing	16
BPKP876	Human resource development	16
BPKP877	Industrial Psychology (Capita Selecta)	16
BPKP878	Research methodology	16
Credit total for the programme		160

V.4.1.8.3 PROGRAMME: INDUSTRIAL SOCIOLOGY (LABOUR RELATIONS) (E806V)**V.4.1.8.3.1 Specific rules (cf. compilation of programme under V10.1.8.3.2)**

- a) Learners must write a dissertation (128 credits).

V.4.1.8.3.2 Compilation of the programme

Module code	Descriptive name	Ct
BSAP871	Dissertation	128
Credit total for the programme		128

V.4.2 RULES FOR THE DEGREE MAGISTER ARTIUM IN DEVELOPMENT AND MANAGEMENT

This degree follows on the Honours Baccalaureus Artium in Development and Management and is offered in cooperation with the Potchefstroom campus. Contact the director of the School of Basic Sciences for any information in this regard.

V.4.3 RULES FOR THE DEGREE MAGISTER COMMERCII (M.COM.)**V.4.3.1 MINIMUM AND MAXIMUM DURATION**

The minimum duration for all M.Com. degrees is one year, with the exception of M.Com. (Industrial Psychology) of which the minimum duration is two years. The maximum duration for the completion of the degree is three (3) years, with the understanding that this period may be extended as determined in rule A.11.3.3. The study may be terminated by the Senate on the recommendation of the Faculty Council on the basis of unsatisfactory progress.

V.4.3.2 ADMISSION

- a) Admission to Magister study occurs in accordance with rule A.11.1.1.
- b) A learner must be in possession of an Hons. B.Com. or Hons. B.Rek. degree or the status of an Hons. B.Com. or Hons. B.Rek. degree as approved by the Senate. The study contents of such a degree should be to the satisfaction of the director for the proposed M.Com. study.
- c) A learner should have obtained an average of at least 60% in the Hons. B.Com.

- d) The learner should have obtained a minimum of 60% in the relevant Hons. B.Com. modules upon which the proposed study is based.
- e) The research capability of the learner should be to the satisfaction of the relevant director. Prospective M.Com. (Industrial Psychology) learners are subject to a selection programme which is available from the director.

V.4.3.3 DIRECTIONS AND PROGRAMMES

V.4.3.3.1 Programme outcomes

On completion of the programme:

- a) learners will be equipped with the expertise and an advanced and in-depth knowledge, as well as a critical orientation in the selected direction or programme which will enable them to contribute in a responsible and meaningful way to the field of Economic and Management Sciences on local and national level;
- b) the research capability and skills of learners will be thus developed that they will be able to undertake original research which results in the writing of a dissertation or research article(s).

V.4.3.4 FOCUS AREA 10.1: BUSINESS MATHEMATICS AND INFORMATICS

V.4.3.4.1 DIRECTION AND PROGRAMME: ECONOMICS (E800V)

The programme compiled in this direction, empowers learners with high-level knowledge of concepts, structures, models, theories, principles, skills, research methodologies and applied competencies, to enable them to follow lucrative careers in the changing economic and business environment of the new millennium.

Furthermore, this programme enables the learner to develop his/her intellectual and moral capacity in a more specialised way to understand the economic and business environment, as well as to think critically and innovatively.

V.4.3.4.1.1 Specific rules (cf. compilation of programme under V10.3.4.1.2)

- a) Two modules of 32 credits each and a dissertation of 96 credits are required, of which at least one module should be in the department in which the dissertation is written.
- b) At least one module (32 credits) should be an extension of a module of the preceding Hons. B.Com. degree.
- c) The subject of the dissertation should be approved by the Senate on recommendation of the relevant director.

V.4.3.4.1.2 Compilation of the programme

Module code	Descriptive name	Ct
	Compulsory module	
EKNP872	Dissertation	96

Module code	Descriptive name	Ct
	Choice modules	
EKNP874	International economic relations	32
EKNP875	Micro-economics	32
EKNP876	Macro-economics	32
EKNP877	Monetary theory and policy	32
EKNP878	Developmental and African economics	32
EKNP879	Regional economics	32
EKNP881	International economic relations	32
EKNP882	National Accounts	32
EKNP883	Labour economics	32
EKNP884	Bank risk management	32
EKNP885	Capita Selecta	32
Credit total for the programme		160

V.4.3.4.2 DIRECTION AND PROGRAMME: BUSINESS MANAGEMENT (E811V)

The programme compiled in this direction, empowers learners with high-level knowledge of concepts, structures, models, theories, principles, skills, research methodologies and applied competencies, to enable them to follow lucrative careers in the changing economic and business environment of the new millennium.

Furthermore, this programme enables the learner to develop his/her intellectual and moral capacity in a more specialised way to understand the economic and business environment, as well as to think critically and innovatively to form the basis for further specialisation through means of advanced qualifications.

V.4.3.4.2.1 Specific rules (cf. compilation of programme under V10.3.4.2.2)

- Two modules of 32 credits each and a dissertation of 96 credits are required, of which at least one module should be in the department in which the dissertation is written.
- At least one module (32 credits) should be an extension of a module of the preceding Hons. B.Com.-degree.
- The subject of the dissertation should be approved by the Senate on recommendation of the relevant director.

V.4.3.4.2.2 Compilation of the programme

Module code	Descriptive name	Ct
	Compulsory module	
ONBV872	Dissertation	96
	Choice modules	
ONBV874	Financial management	32
ONBV875	Advanced marketing management	32
ONBV876	Advanced management leadership	32
ONBV877	Advanced procurement management	32
ONBV878	Advanced operational management	32

Module code	Descriptive name	Ct
ONBV879	Advanced strategic management	32
ONBV881	Capita Selecta	32
Credit total for the programme		160

V.4.3.4.3 DIRECTION: ACCOUNTING SCIENCES

The programmes compiled in this direction, empowers learners with high-level knowledge of concepts, structures, models, theories, principles, skills, research methodologies and applied competencies, to enable them to follow lucrative careers in the changing economic and business environment of the new millennium.

Furthermore, this programme enables the learner to develop his/her intellectual and moral capacity in a more specialised way to understand the economic and business environment, as well as to think critically and innovatively to form the basis for further specialisation through means of advanced qualifications.

V.4.3.4.3.1 PROGRAMME: COST AND MANAGEMENT ACCOUNTING (E831V)

4.3.4.3.1.1 Specific rules (cf. compilation of programme under V10.3.4.3.1.2)

- a) Two modules of 32 credits each and a mini-dissertation of 64 credits are required, of which at least one module should be in the department where the mini-dissertation is done.
- b) Learners may also choose to write only a dissertation (128 credits).
- c) The subject of the dissertation should be approved by the Senate on recommendation of the relevant director.

4.3.4.3.1.2 Compilation of the programme

Module code	Descriptive name	Ct
BRKP871	Dissertation	128
BRKP873	Mini-dissertation	64
Minimum 32 credits from		
BRKP874	Advanced Financial Decision-making	32
BRKP875	Advanced Management Concepts	32
Maximum 32 credits from		
REKP877	Taxation Strategies	32
ONBV879	Advanced Strategic Management	32
Credit total for the programme		128

V.4.3.4.3.2 PROGRAMME: ACCOUNTING (E833V)

4.3.4.3.2.1 Specific rules (cf. compilation of programme under V10.3.4.3.2.2)

- a) Two modules of 32 credits each and a dissertation of 96 credits are required, of which at least one module should be in the department in which the dissertation is written.
- b) At least one module (32 credits) should be an extension of a module of the preceding Hons. B.Com. degree.

- c) The subject of the dissertation should be approved by the Senate on recommendation of the relevant director.

4.3.4.3.2.2 Compilation of the programme

Module code	Descriptive name	Ct
	Compulsory module	
REKP872	Dissertation	96
	Choice modules	
REKP874	Financial decision-making	32
REKP875	Advanced financial analysis and interpretation of financial statements and information	32
REKP876	Audit philosophy	32
REKP877	Tax strategy	32
REKP878	Capita Selecta	32
Credit total for the programme		160

V.4.3.4.3.3 PROGRAM: TAX (E834V – dissertation; E835V - structured)

4.3.4.3.3.1 Specific rules (cf. compilation of programme under 10.3.4.3.3.2)

- a) For the structured M.Com. learners should complete a mini-dissertation (64 credits) and two papers (32 credits each).
- b) Learners may choose to write only a dissertation (128 credits).
- c) The subject of the dissertation should be approved by the Senate on recommendation of the relevant director.

4.3.4.3.3.2 Compilation of the programme

Module code	Descriptive name	Ct
REIP871	Taxation: Dissertation	128
	of	
REIP873	Taxation: Mini-Dissertation	64
REIP874	Taxation: Gross income and expenditure	32
REIP875	Taxation: Diverse stipulations and International Taxation	32
Credit total for the programme		128

V.4.3.5 FOCUS AREA 3.1: DECISION MAKING AND MANAGEMENT FOR ECONOMICAL DEVELOPMENT

V.4.3.5.1 DIRECTION: BEHAVIOURAL SCIENCES

The programmes compiled in this direction give highly specialised training in the Behavioural Sciences.

V.4.3.5.1.1 SPECIFIC ADMISSION REQUIREMENTS

- a) Learners with an Hons. degree in Industrial Psychology who for whatever reason, do not continue with an M. degree in Industrial Psychology, will be allowed on completion a preliminary exam to the satisfaction of the programme leader Industrial Sociology: Labour Relations, to register for a

M. degree in Industrial Sociology: Labour Relations on condition that all academic requirements for the latter programme have been complied with.

V.4.3.5.1.2 PROGRAMME: INDUSTRIAL PSYCHOLOGY (E820V)

4.3.5.1.2.1 Specific rules (cf. compilation of programme under V10.3.5.1.2.2)

- a) If a learner registers for BPKV872 (dissertation – 128 credits) two further modules of 16 credits each are required.
- b) If a learner registers for BPKV873 (mini-dissertation – 80 credits) five further modules of 16 credits each are required.
- c) The subject of the dissertation/mini-dissertation must be approved by Senate on recommendation of the relevant director.

4.3.5.1.2.2 Compilation of the programme

Module code	Descriptive name	Ct
BPKV872	Dissertation	128
BPKV873	Mini-dissertation	80
Choice modules		
BPKP874	Career psychology	16
BPKP875	Advanced interviewing	16
BPKP876	Human resource development	16
BPKP877	Industrial Psychology (Capita Selecta)	16
BPKP878	Research methodology	16
Credit total for the programme		160

V.4.3.5.1.3 PROGRAMME: INDUSTRIAL SOCIOLOGY (LABOUR RELATIONS) (E822V)

4.3.5.1.3.1 Specific rules (cf. compilation of programme under V10.3.5.1.3.2)

- a) Learners must write a dissertation (128 credits).

4.3.5.1.3.2 Compilation of the programme

Module code	Descriptive name	Ct
BSAP871	Dissertation	128
Credit total for the programme		128

V.4.4 RULES FOR THE DEGREE MAGISTER SCIENTIAE

The M.Sc. degree is a degree which may follow on an Honours B.Sc. degree or another recognised degree approved by the Senate, or once the status of a B.Sc. or an Honours B.Sc. degree has been conferred. The study can be undertaken on a full-time or part-time basis.

V.4.4.1 MINIMUM AND MAXIMUM DURATION

The minimum duration of the study is one year full-time and two years part-time and the maximum duration is three years full-time and five years part-time, calculated from the date of first registration for the programme, with the understanding that permission may be sought for extension of the period.

V.4.4.2 SPECIFIC ADMISSION REQUIREMENTS

A learner who envisages enrolling for the master's degree, should obtain permission to undertake the study from the director of the research unit for Business mathematics and Informatics, who will act in consultation with the director of the School of Modelling Sciences. Admission occurs according to the General Rules (A.11.1) of the University.

V.4.4.3 FOCUS AREA 10.1: BUSINESS MATHEMATICS AND INFORMATICS

V.4.4.3.1 PROGRAMME IN THE RESEARCH UNIT FOR BUSINESS MATHEMATICS AND INFORMATICS (N837V)

Barring high exemptions that must be approved by the Senate, the research required for a master's dissertation or mini-dissertation, should be done within a research unit or one of the research focus areas. The master's programme presented in the School of Modelling Sciences, resorts under the research unit for Business mathematics and Informatics.

V.4.4.3.2 Programme Outcomes

The outcomes as described for the Honours Baccalaureus Scientiae are further refined and polished in this Magister Scientiae. Furthermore, the qualifiers in this program will be familiar with the general scientific methods of research, with emphasis on the particular research methodology of the Information Technology.

V.4.4.3.3 Articulation and exit point

V.4.4.3.3.1 Articulation for further study

On the successful completion of the M.Sc. qualification, the learner will have immediate access to further learning for the doctoral degree on NQF level 8.

V.4.4.3.3.2 Articulation to and from other institutions

- a) Credit will be given for modules from other faculties and institutions, on condition that the outcomes and total credit requirements for this programme have been fully adhered to.
- b) With the basic and applicable skills acquired by the learner with this qualification, the learner will be equipped to continue with further learning at other institutions.

V.4.4.3.4 Compilation of the programme

A learner chooses in consultation with the director of the research unit for Business mathematics and Informatics and the director of the School of Modelling Sciences a suitable theme for a dissertation and two papers. Thus, the learner chooses the module ITWV872 and **two** other modules from **one** of the directions indicated in the following table.

Direction	Module code	Descriptive name	Credits
	ITWV872	Dissertation	64
Decision support systems	ITWV878	Decision support systems I	32
	ITWV879	Decision support systems II	32
Data-mining	ITWV874	Data-mining I	32
	ITWV875	Data-mining II	32
Human/computer interaction	ITWV876	Human/computer interaction I	32
	ITWV877	Human/computer interaction II	32
Total number credit points			128

V.4.5 RULES FOR THE DEGREE MAGISTER EDUCATIONIS (M.ED.)

This qualification can be obtained in one of the directions and programmes listed in V7.4 and which are described in more detail below, and can be taken either part-time or full-time. The aim of the master's degree is equip and academically form dedicated teaching specialists to obtain academic knowledge and excellence to fulfil their calling from a Christian perspective and to supply in the need for high-level educational researchers in South Africa.

V.4.5.1 MINIMUM AND MAXIMUM DURATION

The minimum duration of the study for this qualification is **one (1) year** or on obtaining 256 credits, and the maximum duration for the completion of the degree is **three (3) years**, with the understanding that this period may be extended as determined in rule A11.3.3.

V.4.5.2 SPECIAL ADMISSION REQUIREMENTS

- a) Admission to magister study occurs in accordance with rule A.11.1.1.
- b) A learner should possess a Honours B.Ed. in the programme for which he/she would like to register for the master's degree, plus one of the following:
 - i) A minimum pass requirement of 65% in the Honours B.Ed.;
 - ii) A postgraduate diploma in the Education (P.G.D.E.) in the programme for which the candidate would like to register for the master's degree;
 - iii) A minimum pass requirement of 65% in the P.G.D.E.
- c) Candidates should also have a computer and be computer literate.

V.4.5.3 FOCUS AREA 5.1: TEACHING-LEARNING ORGANISATIONS

V.4.5.3.1 Programme outcomes

On completion of the programme

- a) learners will be equipped with the educational expertise and an advanced and in-depth knowledge, as well a critical orientation in the selected direction or programme which will enable them to contribute in a

responsible and meaningful way to the improvement of teaching on local and national level;

- b) the research capability and skills of learners will be thus developed that they will be able to do original research which results in the writing of a dissertation or research article(s).

V.4.5.3.2 Programmes

The learner registers for one of the following programmes in consultation with the school and research directors:

Code	Module code	Descriptive name	Credits
O801V	LEON871	Teaching and learning	256
O808V	ONWB871	Educational management	256
O809V	OPSK871	Educational psychology	256

V.5 RULES FOR THE DEGREE PHILOSOPHIAE DOCTOR

This qualification can be obtained in one of the directions and programmes listed in V7.4 and which are described in more detail below, and can be taken either part-time or full-time.

V.5.1 RULES FOR THE DEGREE PHILOSOPHIAE DOCTOR (PH.D.)

V.5.1.1 MINIMUM AND MAXIMUM DURATION

The minimum duration for the degree study is two academic years and barring exceptions, a maximum of four academic years, with the understanding that this period can be extended as determined in rule A.12.4. The study may be terminated by the Senate on the recommendation of the Faculty Council on the basis of unsatisfactory progress.

V.5.1.2 ADMISSION

- a) Admission to doctoral studies takes place in accordance with rule A.12.1.
- b) A candidate should possess a master's degree in the programme for which the candidate would like to register for a Ph.D.

V.5.1.3 FOCUS AREA 4.1: LANGUAGES AND LITERATURE IN THE SOUTH AFRICAN CONTEXT

V.5.1.3.1 Programmes

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

Module code	Descriptive name	Ct
AFNW971	Afrikaans and Dutch	256
ENHL971	English	256
SSOL971	Sesotho	256

V.5.1.4 FOCUS AREA 7.1: SUSTAINABLE SOCIAL DEVELOPMENT

V.5.1.4.1 Programmes

The learner registers for the following programme in consultation with the school and research directors:

Module code	Descriptive name	Ct
GESK971	History	256

V.5.1.5 FOCUS AREA 7.2: REFORMATIONAL THEOLOGY AND THE DEVELOPMENT OF THE SOUTH AFRICAN SOCIETY

V.5.1.5.1 Programmes

The learner registers for the following programme in consultation with the school and research directors:

Module code	Descriptive name	Ct
BYBL971	Biblical Studies / Theology	256

V.5.1.6 FOCUS AREA 9.1: PREVENTATIVE AND THERAPEUTIC INTERVENTIONS**V.5.1.6.1 Programmes**

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

Module code	Descriptive name	Ct
PSIV971	Psychology	256
SGVK971	Sociology	256

V.5.1.7 FOCUS AREA 10.1: BUSINESS MATHEMATICS AND INFORMATICS**V.5.1.7.1 Programmes**

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

Module code	Descriptive name	Ct
ONBV971	Business Management	256
REIP971	Taxation	256
REKP971	Accounting	256
BRKP971	Cost and Management Accounting	256
ENKP971	Economy	256

V.5.1.8 FOCUS AREA 3.1: DECISION-MAKING AND MANAGEMENT FOR ECONOMIC DEVELOPMENT**V.5.1.8.1 Programmes**

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

Module code	Descriptive name	Ct
BPKP971	Industrial Psychology	256
BSAP971	Industrial Sociology	256

V.5.1.9 FOCUS AREA 10.1: BUSINESS MATHEMATICS AND INFORMATION (N937V)

Barring high exemptions that must be approved by the Senate, the research required for a Ph.D.-thesis, should be done within a research unit or one of the research focus areas. The Ph.D.-programme presented in the School of Modelling Sciences, resorts under the research unit for Business mathematics and Informatics.

V.5.1.9.1 Specific Admission Requirements

A learner who envisages enrolling for the doctoral degree, should obtain permission to undertake the study from the director of the research unit for Business mathematics and Informatics, who will decide in consultation with the director of the School of Modelling Sciences. Admission occurs according to the General Rules (A.12.1) of the University.

V.5.1.9.2 Programme Outcomes

The outcomes as described for the Magister Scientiae are further refined and polished in this programme to enable the learner to make a specific contribution to the development of new knowledge and skills in the field of specialisation.

V.5.1.9.3 Articulation and exit point

V.5.1.9.3.1 Articulation to and from other institutions

- a) Credit will be given for modules from other faculties and institutions, on condition that the outcomes and total credit requirements for this programme have been adhered to in full.
- b) With the basic, applicable and specialist skills, as well as research skills acquired by the learner with this qualification, the learner will be equipped to continue with further learning in related specialist areas at other institutions, national and international.

V.5.1.9.4 Compilation of the programme

The area of research in which the thesis can be written, is determined by the research sub-programmes within the Research Unit for Business mathematics and Informatics. The subject for a Ph.D.-thesis should be chosen in consultation with the director of the research unit for Business mathematics and Informatics and the director of the School of Modelling Sciences, from one of the following research areas:

- a) Decision support systems
- b) Data-mining
- c) Human/computer interaction

The curriculum for this programme is compiled as follows:

Module code	Descriptive name	Credits
ITWV971	Thesis	256

V.5.1.10 FOCUS AREA 5.1: TEACHING-LEARNING ORGANISATIONS

V.5.1.10.1 SPECIAL ADMISSION REQUIREMENTS

- a) Admission to doctoral studies occurs in concordance with rule A.12.1.
- b) A candidate should possess a master's degree in the programme for which the candidate would like to register for the Ph.D.
- c) A pass requirement of 60% in the master's degree is applicable as regards entry.
- d) Candidates should also have a computer and be computer literate.

V.5.1.10.2 DIRECTIONS AND PROGRAMMES

V.5.1.10.2.1 Programme outcomes

- a) The aim of the doctoral studies programme is to supply in South Africa's need for dedicated and highly specialised educational researchers to do original research, to make a definite scientific contribution to the knowledge and comprehension of one of the specialist areas below, either

through the discovery of new knowledge or the exercising of critical competency; and to contribute in a responsible and meaningful way to the improvement of teaching on local, national and international level.

V.5.1.10.2.2 Programmes

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

Code	Module code	Descriptive name	Credits
O901V	LEON971	Teaching and learning	384
O908V	ONWB971	Educational management	384
O909V	OPSK971	Educational psychology	384

MODULE-OUTCOMES OF POSTGRADUATE MODULES (HONOURS)

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

AFNW671 (7)(24) SOUTH AFRICAN AND AFRICAN COMPARATIVE LITERATURE

The learner should be able to construct and motivate a viable definition for the term "postcolonial"; be knowledgeable about important postcolonial writers in various languages; discuss and refer to several seminal postcolonial authors in particular; relate postcolonial writing to the South African and African context; distinguish some major voices in South African and African literature; engage critically with questions of subjectivity and identity formation; handle recent literature in South Africa and Africa comparatively; interpret selected poems, novels and autobiographies from the angles of race, class and gender; come to substantiate conclusions about the significance of the approach and its value for contemporary South African and African society; and be cognisant of relevant critical material in the field.

AFNW672 (7)(24) CONTEMPORARY AFRIKAANS LITERARY TENDENCIES

The learner should be able to analyse literary texts from a comparative framework (with primary focus on African literature) and with the aid of views on the literary use of language, indicate the development in the work of a selected poet, writer, or playwright, principally argue questions on the value and relevance of literature; have a thorough knowledge of and insight into the literary historical developments in the African literature from the beginning of the twentieth century to the present; be capable of integrating and contextualising theory and text analysis, i.e. the capacity to realise the actuality and relevance of both text and interpretation; show an understanding of the recent developments in African literature in order to argue and explain the important themes of the past decades with insight; the ability to put forth a well-constructed scientific argument in which the description, analysis, interpretation, comparison and evaluation of texts are both theoretically grounded and contextualised.

AFNW673 (7)(24) SPECIALIST GENRE STUDIES

The learner may, in consultation with the lecturer and school director, take a guided self-study module in a specialist literature field agreed upon with the subject chairperson and school director. The outcomes of this module must correspond to the general outcomes formulated for honours modules.

AFNW677 (7)(24) CAPITA SELECTA

The learner may take a module from a related language or a specific specialised field (e.g. literary translation) as Capita Selecta module. The outcomes of this module must correspond to the general outcomes formulated for honours modules.

AFNW679 (7)(32) MINI-DISSERTATION

The learner should be able to indicate that he/she has familiarised him/herself with the most recent developments concerning certain aspects of research within the field of language practice; be conversant in the most important scientific theories and methodologies, and be able to evaluate and apply them in a substantial piece of independent research.

AFRD411 (7)(16) SUBJECT DIDACTICS AFRIKAANS

The learner should have knowledge, insight, attitudes and skills related to Afrikaans as mother tongue, second language and foreign language teaching; analysis, interpretation and implementation of syllabi with regard to linguistics (phonology, spelling, morphology, syntax, semantics), literature (poetry, prose, drama), language history, formal language teaching and integrated language teaching, as well as teaching media.

AFRD421 (7)(16) SUBJECT DIDACTICS AFRIKAANS

The learner should have knowledge, insight, attitudes and skills related to Afrikaans as mother tongue, second language and foreign language teaching; analysis, interpretation and implementation of syllabi with regard to the teaching of reading, comprehension skills, oral and written formulation skills, creativity for language teacher and learners, evaluation, as well as subject organisation.

AFTD411 (7)(16) SUBJECT DIDACTICS AFRICAN LANGUAGES: GENERAL

The learner should be able to know the theory and practice of foreign Language Acquisition; use the OBE Policy Document effectively for the LLC learning area; know and understand OBE terminology; know the various language assessment methods; know all the OBE requirements for the LLC learning area master language skills and be able to present and structure the learning experience; be able to organise and manage the African Language classroom; know the different teaching media and teaching aids and know the theory of the production and usage of each of them.

AFTD421 (7)(16) SUBJECT DIDACTICS AFRICAN LANGUAGES: APPLIED

The learner should be able to use and demonstrate knowledge and skills in regard to the theoretical work undertaken in AFTD 411; apply the OBE requirements in integrated teaching of intermediate and senior phases; collect, analyse and organise the necessary information for relevant use in the classroom; use different teaching media and teaching aids and know how to produce each of them.

BYBL671 (7)(16) ADVANCED BIBLE EXEGESIS AND HERMENEUTICS

The learner should be able to identify and critically evaluate various methods for the interpretation of the Bible; apply different methods for the interpretation of the Bible to a given text from the Bible; from the interpretation (explication) of a text bring a clear message aimed at the present context by following a specific method.

BYOB511 (7)(8) ADDITIONAL EDUCATIONAL COMPETENCIES

The learner should be able to demonstrate knowledge, insight, attitudes and skills to enable him/her to teach in two official languages; to integrate environmental studies, traffic safety education and entrepreneurship in teaching; to develop and present the necessary programmes in Bible education; and to promote health.

BYOB521 (7)(16) ADDITIONAL EDUCATIONAL COMPETENCIES

The learner should be able to demonstrate knowledge, insight, attitudes and skills to enable him/her to specialise in one of the following areas: computer in teaching, adult education, guidance, remedial teaching or information science.

BYVD411 (7)(16) SUBJECT DIDACTICS BIBLICAL STUDIES

The learner should be able to demonstrate knowledge, insight, attitudes and skills regarding the essence of the subject Bible education; the similarities and differences in the nature and

presentation of Biblical Studies and Bible education; interpretation and implementation of the syllabi of Bible education in particular; selected themes from the syllabi in particular.

BYVD421 (7)(16) SUBJECT DIDACTICS BIBLICAL STUDIES

The learner should be able to demonstrate knowledge, insight, attitudes and skills regarding the essence of the subject Bible education for secondary schools; interpretation of the syllabi in Biblical Studies; important questions surrounding the subject Biblical Studies.

COMD411 (7)(16) SUBJECT DIDACTICS COMPUTER SCIENCE

The learner should be able to demonstrate knowledge, insight, attitudes and skills regarding the place and aim of Computer Science in school; analysis of school syllabus; programming school prescribed high-level language.

COMD421 (7)(16) SUBJECT DIDACTICS COMPUTER SCIENCE

The learner should be able to demonstrate knowledge, insight, attitudes and skills regarding class presentations of subjects in Computer Science; methods of evaluation; use and evaluation van software such as teaching programmes, word processing, etc.; practical assignments.

DOGM672 (7)(24) FOUNDATIONS OF DOGMATICS, THE DECALOGUE AND HUMAN RIGHTS

Part 1: Dogmatics

The learner should be able to define the nature and content of dogmatics; understand and define the revelation of God in nature and Scripture; understand and define the nature and authority of Scripture; describe and profess knowledge of the living God; explain the creation from nothing; explicate the creation of man in the image of God; define sin as fall from God and neighbour; be able to explain and apply correctly the value of a separate locus on the "teaching regarding Israel".

Part 2: Ethics (Decalogue and Human Rights)

The learner should be able to display insight into the epistemology of the discipline theological ethics; have a thorough knowledge of the Ten Commandments and the ethical implications of this for the present South African society; understand the concept of human rights as expressed in the idea of the constitutional state; give a Christian foundation for the concept human rights; ethically evaluate the universal declaration of human rights; ethically evaluate proposed individual human rights; ethically evaluate the violation of human rights.

EKND411 (7)(16) SUBJECT DIDACTICS ECONOMICS

The learner should be able to demonstrate knowledge, insight, attitudes and skills regarding the aim and motivation of teaching of Economy Media; requirements for Economics teachers; teaching and aid techniques; class management; evaluation practice.

EKND421 (7)(16) SUBJECT DIDACTICS ECONOMICS

The learner should be able to demonstrate knowledge, insight, attitudes and skills regarding conventional additional and exceptional teaching methods; teaching and aid techniques; class management; evaluation practice.

ENGD411 (7)(16) ENGLISH SECOND LANGUAGE SUBJECT DIDACTICS

The learner should be able to demonstrate knowledge, insight, attitudes and skills regarding the basic principles of second language teaching; the ISL syllabus; planning a programme and

lessons; a language learning and teaching model; practical application of theoretical principles in the teaching of listening, speaking, reading and writing in the secondary school; micro-teaching.

ENGD421 (7)(16) ENGLISH SECOND LANGUAGE SUBJECT DIDACTICS

The learner should be able to demonstrate knowledge, insight, attitudes and skills regarding communicative language teaching; approaches and methods; learning theories; integrating skills; language testing; the principles and practice of the teaching of literature; media integration; micro-teaching.

ENHL671 (7)(24) SOUTH AFRICAN AND AFRICAN COMPARATIVE LITERATURE

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

ENHL672 (7)(24) COMTEMPORARY TRENDS IN ENGLISH LITERATURE

The learner should be knowledgeable about the complex dialectic between epistemological and ontological issues in representative twentieth-century novels; identify, describe, analyse and compare the textual characteristics of the selected texts and be able to relate these to the larger movements of the period; be able to comment critically on the underlying philosophical assumptions and literary techniques evolving from the literary "trends" or "periods" of Modernism and Postmodernism; apply his/her knowledge of different theoretical approaches in their interpretations of narrative, poetic and dramatic texts; distinguish some major voices in twentieth-century British and American literature; situate each poet, novelist or playwright studied within British and American literary culture of the period; analyse and interpret with some sophistication the variety of poetic voices; be cognisant of relevant critical material in the field; discuss a broad range of theoretical views about the way language and literature can be approached as an object of scientific and scholarly investigation; be aware of the complex genealogy of modern critical discourse; be able to describe with some sophistication the relationship between various theories and the issues which they deal with.

ENHL673 (7)(24) SPECIALIST GENRE STUDIES

The learner may, in consultation with the lecturer and school director, take a guided self-study module in a specialist literature field agreed upon with the subject chairperson and school director. The outcomes of this module must correspond to the general outcomes formulated for honours modules.

ENHL677 (7)(24) CAPITA SELECTA

The learner may take a module from a related language or a specific specialised field (e.g. literary translation) as a Capita Selecta module. The outcomes of this module must correspond to the general outcomes formulated for honours modules.

ENHL679 (7)(32) MINI-DISSERTATION

The learner must be able to indicate that he/she has familiarised him/herself with the most recent developments concerning certain aspects of research; be conversant in the most important scientific theories and methodologies, and be able to evaluate and apply them in a substantial piece of independent research.

GESD411 (7)(16) SUBJECT DIDACTICS HISTORY

The learner should have knowledge, insight, attitudes and skills related to what History entails and the value of History teaching for the community; History teaching in many aspects, *inter alia* History in interaction with other disciplines; multiculturalism and History teaching; outcomes based history teaching; the role of the History teacher regarding the learner-workbook, the lesson structure and teaching approaches; the use van new technology, media as well as historic sources; feedback/evaluation in History on secondary level.

GESD421 (7)(16) SUBJECT DIDACTICS HISTORY

The learner should have knowledge, insight, attitudes and skills related to how History teaching can relate to/link with other disciplines in a practical way; what lessons can look like in History teaching with the focus on a multicultural point of view, an outcomes based approach as well as the use of variations of teaching approaches; feedback/evaluation in History on secondary level.

GESK671 (7)(24) METHODOLOGY

The learner should be able to develop skills within the broad framework of the historic methodology, by attending to *inter alia*: heuristics and hermeneutics; analytical approaches; scientific reporting; the development of critical cognitive skills which enable the meaningful interpretation/analysis of historical texts; and the tentative identifying of research methodology on which further work can be done on master's level.

GESK672 (7)(32) HISTORIOGRAPHY

The learner should be able to indicate in broad strokes the development of historiography as discipline from the earliest times to the twentieth century, including the development of the subject in South Africa; identify the major trends in the development of historiography from the nineteenth century in the Western world and in South Africa and critically evaluate this from a philosophical (including a Christian) point of view; evaluate the contribution and relevance of specified number of important Western and South African historiographers.

GESK673 (7)(24) RESEARCH PROJECT

The learner should be able to apply the methods and techniques of historiography, especially as studied in GESK671, in research on a restricted subject in which primary and secondary sources are used.

GESK674 (7)(24) AFRICA HISTORY: A SELECTED THEME

The learner should be able to critically analyse and compare a variety of published material on one or more aspects of respectively political, economic and social development of one or more countries or societies in Africa south of the Sahara (including South Africa) since the nineteenth century, accompanied by a scientific opinion of selected relevant historical themes or trends in the Africa history.

GESK675 (7)(24) WORLD HISTORY: A SELECTED THEME

The learner should be able to critically analyse and compare a variety of published material on one or more aspects of respectively political, economic and social development of one or more

countries or societies of Europe, Asia or America since the nineteenth century, accompanied by a scientific opinion of selected relevant historical themes or trends in world history.

GESK676 (7)(24) MILITARY HISTORY

The learner should have a good understanding of the most important theoretical and methodological aspects of military history as a particular sub-discipline of history, distinguish between various types of war, develop basic knowledge regarding the role of strategy and tactics in warfare in the course of history, and be able to evaluate the place of warfare within the broader context of the world history and the South African history.

GESK677 (7)(16) GENEALOGY

The learner should have developed a sound understanding of the most important theoretical and methodological aspects of genealogy; develop skills that enable him/her to undertake research regarding the history of the family and to compile a family sheet, quarter sheet and family tree.

GESK678 (7)(8) APPLIED GENEALOGY

The learner should be able to undertake an autonomous piece of genealogical research and compile the result of this in a scientific report.

HPGA611 (7)(16) METHODOLOGY

The learner should be able to comprehend and describe the nature of scientific knowledge; construct a research design in light of a valid research problem; use and apply a number of relevant social sciences research techniques and methods.

HPGA612 (7)(16) TRANSFORMATIONS DINAMICS

The learner should be able to understand and apply the concept of transformation; define and describe the nature of scoping methodologies and apply it to transformation research; independently develop a transformation plan for governmental institutions.

HPGA613 (7)(16) INTERNATIONAL PERSPECTIVES

The learner should be able to explain the nature of the interdependent global system; define foreign policy as a concept and discuss the four environments in which foreign policy-making takes place; discuss the features of the African state and how aspects typical to African states impact on their international relations; describe South Africa's foreign policy and its setting; discuss the rise of the South as an entity in world politics; describe the integration of Southern Africa into the global South.

HPGA614 (7)(16) POLITICAL DEVELOPMENT IN AFRICA

The learner should be able to describe and evaluate the phenomenon of political system change in Africa; explain the nature of contemporary African political systems; the character and dynamic collaboration of leadership, analyse and explain the character and dynamics of leadership, civic society and the military.

HPGA621 (7)(16) POLICY ANALYSIS AND POLICY IMPLEMENTATION (PLANNING)

The learner should be able to understand the policy-making process and how policy analysis is undertaken as part of this process; work out a policy implementation strategy that can realise the objectives of the planned policy (vision, mission, objectives, strategy, programmes).

HPGA622 (7)(16) PUBLIC MANAGEMENT IN LEADERSHIP

The learner should be able to understand the role and functions of the public manager and leader and also be able to implement the basic principles of management with specific focus on the process of planning.

HPGA623 (7)(16) PROJECT MANAGEMENT (ECONOMY)

The learner should be able to understand how the financial management process in the governmental sector functions and how it is founded on the three governmental levels (central/provincial / municipal); describe the role and tasks of the public financial manager in the process of financial management in the governmental sector.

HPGA624 (7)(16) MUNICIPAL MANAGEMENT

The learner should be able to die understand the municipal environment and describe which factors have an influence on its delivery of services and management; put the managerial aspects related to municipal authorities in context with municipal duties.

HPGA625 (7)(16) MANAGEMENT FOR SUSTAINABLE DEVELOPMENT

The learner should be able to analyse social problems which must be taken into account in order to secure sustainable development; apply basic techniques in managing social problems in order to realise sustainable development.

ITWV671 (7)(32) RESEARCH METHODOLOGY AND PROJECT

The learner should be able to demonstrate how a research project is approached; identifying a topic and the writing of the research proposal; how research is designed and data collected; experimental design and the role of variables; instruments to collect data; the validity and reliability van instruments; modelling and simulation; the role played by statistics and statistical processing in research; how to arrange, summarise and present data; regression and how to apply curves to data; normal distortions and statistical estimates; various statistical tests to determine if data forms certain patterns; how to write a research project scientifically; style, language and editing, references, etc; and design, develop, implement and demonstrate a complete computer-based project of considerable scope.

ITWV672 (7)(32) DECISION SUPPORT SYSTEMS

The learner should be able to demonstrate that decision support systems are computer-based systems that support choices by enabling the decision maker to arrange information and model outcomes; integrate information from various sources; help to arrange and analyse information; facilitate the development and evaluation of models for the decision process; use a good user-interface for easy interaction and navigation by the user; be able to develop decision support systems from a systems-thinking framework; define conceptual models for decision support systems; use decision support packages; develop user-friendly interfaces for easy interaction and navigation of decision support systems.

ITWV673 (7)(32) DATA-MINING

The learner should be able to demonstrate that persons who practice data-mining, place just as much emphasis on comprehension as on model resultants, on processes as on technology; as well as be able to place data-mining in context: business context, technical context, social context; identify various approaches and methodologies of data-mining; identify and apply the three pillars (techniques and algorithms, data and building of effective prediction models) on which data-mining rests; set up a data-mining environment; apply various theories as well as master available technology.

ITWV674 (7)(32) HUMAN/COMPUTER INTERACTION

The learner should be able to understand and demonstrate that human/computer interaction is a multi-disciplinary subject where human behaviour as well as principles of computer system design and computer interface design are studied; furthermore, be able to design and develop new interfaces, join various components in the creation of an interface and analyse user interaction with the interface; evaluate, compare and improve existing interfaces; differentiate between various types of applications and the restraints and/or needs these entail for the design of the interface.

LAPR671 (7)(24) THEORY OF THE LANGUAGE PRACTICE

The learner should be able to describe and evaluate the language practice theory (i.e. including translation theory); describe and evaluate the difference between situation-directed and process-directed translation theory; the impact of cultural and postcolonial studies and gender-issues on the development of the translation studies and describe the areas of application in translation studies; evaluate the development of normative linguistics and the influence of this on the translation studies and language practice; give an overview of the most important subdivisions of the language practice, i.e. translation, interpreting, text-editing, text-design.

LAPR672 (7)(32) APPLICATIONS IN THE LANGUAGE PRACTICE

The learner should have the following knowledge and skills: understand, apply and evaluate the most important pragmatic principles applicable to the language practice; demonstrable skills with regard to specialisation in one or more fields of application, e.g. economic texts, legal texts, medical texts, social texts, community texts, etc.; a thorough knowledge and insight of the computer aids for the language practice – specifically the practical training involved – in among others computer-aided (MT) and online aids, text production and layout and typical applicable DTP (*Desktop Publishing*)-matters; knowledge of the various types of applicable media (audio-visual and printed media) for the language practice and be familiar with the techniques, aids and strategies for these types of media; insight into the analysis of linguistic and non-linguistic aspects of audio-visual texts; understand and be able to demonstrate the basic principles of freelancing (entrepreneurship including marketing, client relations, finances, ethics). Furthermore the learner should specialise in the second semester in one of the following practical fields (subdivided in media [1-3], freelancing and interpreting) and complete an internship at an institution or practice in collaboration with the subject chairperson and director: audio-visual language practice (subtitling, dubbing) (Vaal Triangle Campus); language practice for publishing (Potchefstroom Campus and Vaal Triangle Campus); language practice for newspaper and magazines (Potchefstroom Campus and Vaal Triangle Campus); language practice as entrepreneur (freelance language practitioner) (Potchefstroom campus and Vaal Triangle campus); interpreting (Potchefstroom campus).

LAPR673 (7)(24) LANGUAGE AND TEXT

The learner should have mastered the various skills used for language analysis in language practice – with focus on the phonology, morphology, syntax, semantics and lexicology of the source and target languages worked in; be able to critically evaluate the relation between text structure, text arrangement and information arrangement in the creation of texts and prove that texts can be produced in which these aspects are properly accounted for; incorporate the influence of language variance, register- and style changes on the language practice and be able to analyse and apply principles for these patterns of variants in the creation of translations of texts; describe, evaluate and manipulate the relation between meaning and communication texts in the creation of intralingual, interlingual and intersemiotic translations, with particular application on the influence semiotics in advertising, film and multimedia texts; prove that he/she can recognise and analyse the principles of creativity and can incorporate it in the translation and/or editing of texts; proof that text editing skills have been mastered, including microlinguistic aspects, style questions, phases of text editing, the control and application of

aids, annotations; prove that he/she understands and can incorporate the various processes and associated requirements for text editing in various domains – i.e. text editing for publishing, text editing for journalism, text editing for teaching, text editing for consumer texts, etc.

LAPR677 (7)(24) CAPITA SELECTA

The learner may take a module from a related language or a specific specialised field (e.g. literary translation) as Capita Selecta module. The outcomes of this module must correspond to the general outcomes formulated for honours modules.

LAPR679 (7)(24) MINI-DISSERTATION

The learner should be able to indicate that he/she has familiarised him/herself with the most recent developments concerning certain aspects of research; be conversant in the most important scientific theories and methodologies, and be able to evaluate and apply them in a substantial piece of independent research.

LEON611 (7)(8) LEARNING PERSPECTIVES

The learner should be able to demonstrate a critical knowledge of the behaviouristic, information processing, and constructivist approaches to learning by evaluating each of these approaches from a scriptural and fundamental perspective; define learning from each perspective; identify the positive and negative implications of every approach for effective learning and the variables that influence effective learning according to each of these approaches, and to develop a programme which enables learners to learn more effectively.

LEON612 (7)(8) ONDERRIG PERSPECTIVES

The learner should be able to demonstrate basic knowledge and a critical approach with regard to the process-product and the ontological-contextual learning approaches, foundation, explication and evaluation of said teaching approaches from a Christian and other perspectives, as well as to determine, explain and motivate the implications of this for teaching-learning in various contexts, as well as demonstrate basic knowledge and skills with regard to the selection, application and evaluation of direct and indirect teaching approaches in specific learning areas and contexts.

LEON613 (7)(8) THE OBE-CURRICULUM

The learner should be able to display and understanding of the basic principles of the curriculum; how curriculum decisions are taken; the outcomes based teaching approach (OBE); the debate on competencies versus performance, and the prescribed contents and skills in the national curriculum; adapt and implement the prescribed teaching and learning programmes for a particular learning situation (school/class).

LEON614 (7)(16) CLASSROOM COMMUNICATION

The learner should be able to demonstrate a thorough knowledge and practical skills with regard to a classroom communication model in order to classify classroom communication skills that promote effective teaching and learning, as well as analyse and evaluate the classroom practice; analyse knowledge and practical skills with regard to teaching styles in order to be able to analyse and evaluate styles; measure and analyse communication fear and suggest measures for preventing and/or overcoming this; measure and analyse class climate and implement measures for improving this; as well as class discipline and order to be able to analyse problem situations and implement measures for resolving these.

LEON621 (7)(16) STRATEGIC LEARNING AND MOTIVATION

The learner should be able to demonstrate a critical understanding of constructive learning as seen from a social-cognitive, constructivist and self-regulated approach to learning in order to evaluate each of these perspectives from a scriptural and fundamental perspective; be able to analyse knowledge (for example of the self as learner, pre-knowledge, epistemological convictions), aims, the learning task, meta-cognition and learning strategies as variables influencing learning; be able to analyse the relation between motivation and learning, with specific reference to the attribution and goal theories and self-sufficiency to develop a programme which will improve the learning capability and motivation to learn in learners.

LEON622 (7)(16) STRATEGIC TEACHING

The learner should be able to demonstrate a specialist and reflexive knowledge, practical skills, critical approach and values with regard to attributes of effective teaching, and contemporary behavioural and constructivist based teaching approaches, as well as explain, motivate, investigate and evaluate the said approaches; identify and critically evaluate the implications of this for teaching-learning in specific learning areas and contexts and specialised knowledge and practical skills with regard to the choice, use and evaluation of direct and indirect teaching models, including problem-centred teaching-learning, as well as effective teaching-learning media and technologies in various contexts.

LEON623 (7)(16) CURRICULUM DESIGN

The learner should be able to display an understanding of various approaches to curriculum- and programme design; the sociological, philosophical, psychological, historical, political and economic influences on teaching in developing communities; the influence of language and cultural differences on learning programmes; participation in setting curricula on the macro, meso and micro level; interpret and adapt existing programmes and to develop original learning programmes.

LEON624 (7)(8) ASSESSMENT OF LEARNING

The learner should be able to demonstrate specialised knowledge and practical skills with regard to the assessment of teaching-learning situations, performance and media, and also with regard to the selection, motivation, investigation and evaluation of applicable means of assessment in specific learning areas and contexts, as well as the planning, implementation, investigation and evaluation of an effectively integrated assessment plan as part of a teaching-learning programme in specific learning areas and contexts.

MISS671 (7)(24) MISSIOLOGICAL PERSPECTIVES

Part 1: Missiology: Introductory historical aspects

The learner should be able to name the periods in which mission history can be subdivided and discuss the most important characteristics of each; describe Missiology as theological discipline; Biblically ground missiological theologies, evaluate various missiological models and explain various elements of Missiology.

Part 2: Missiology: Theoretical aspects

The learner should be able to compare and evaluate the most important ideologies of our time; discuss the difference between a miraculous and a religious philosophy; explain the current position of religions in the world; describe the missionary congregation and discuss its functioning; discuss the relation between the visible and invisible dimensions of church unity and the indicate the importance of this for churches in South Africa; describe the contribution of the Africa-Christianity to world missiology; explain central themes in Christian Africa-theology;

formulated well-founded strategies for missiology today; provide informed advice with regard to various aspects of missiology.

NAVR611 (7)(16) EDUCATIONAL RESEARCH

The learner should be able to demonstrate a basic knowledge and understanding of educational research through skills in the use of Information technology (including the Internet) to unlock information; write a literary overview/study; distinguish between the nature and characteristics of qualitative and quantitative research methods; identify research problems and write research presentations based on such knowledge.

NAVR621 (7)(8) ACTION RESEARCH

The learner in the professional focus should be able to execute, based on the knowledge of the various aspects of research and the skills developed in the module NAVR611, a practical research assignment of limited scope and to write a research report in the form of a journal article.

NAVR622 (7)(12) RESEARCH ASSIGNMENT

The learner in the academic focus should be able to demonstrate a deep-rooted knowledge and understanding of and ability to do research in the field of specialisation, by identifying a meaningful research problem and to examine it through the planning, execution, evaluation and reporting of a research project, which requires at least a literature study and two types of research; be able to demonstrate a basic knowledge and understanding of the research process by identifying research problems that require various research methods, writing a research proposal to solve a specific research problem; display skills in descriptive and inferential statistical procedures as required by qualitative, quantitative, baseline and action research to execute the basic statistical analyses required by each of these methods; demonstrate research skills through a research project of limited scope; and writing a research report in the form of a journal article.

NTES672 (7)(24) INTRODUCTION TO NT EXEGESIS AND HERMENEUTICS, HISTORY OF REVELATION, GENERAL CANON AND SOCIO-HISTORICAL CONTEXT OF THE NT AND THE SYNOPTIC GOSPELS

Part 1: Introduction to NT Exegesis and Hermeneutics, and socio-historical context of the NT

The learner should be able to identify the points of departure and methods of the reformed Hermeneutics; name and apply the steps of a method for the exegesis of the NT for reformed preaching; be conversant with the Greek-Roman world in the time of the New Testament.

Part 2: Core motives of the History of Revelation, General Canonics

The learner should be able to formulate principal and scientifically founded opinions regarding the origin, scope and authority of the Canon, and to arrange systematically – with aids – exegetical material in view of a description of aspects of the revelation of God in the New Testament; formulate in a scientifically founded manner and evaluate opinions regarding the core motives in the history of revelation of the New Testament.

Part 3: The Synoptic Gospels

The learner should be able to be conversant with contents of the Synoptic Gospels; argue the Synoptic question; with aids interpret selected texts from the Synoptic Gospels.

ONAV673 (7)(16) PRACTICAL STATISTICS: HUMANITIES

The learner should be able to describe and apply the basic methods of sampling, summary and description of data, correlation and linear regression, as well as factor analysis.

ONBD411 (7)(16) SUBJECT DIDACTICS OF BUSINESS ECONOMICS

The learner should have knowledge, insight, attitudes and skills related to the aims and foundations of the subject; lesson planning; training and development of the teacher; classroom organisation; general didactic principles and specific methods of teaching applicable to Business Economics.

ONBD421 (7)(16) SUBJECT DIDACTICS OF BUSINESS ECONOMICS

The learner should have knowledge, insight, attitudes and skills related to teaching media; work scheme; preparation and reporting; setting of papers, testing and evaluation; modern teaching methods; computer-aided teaching; influence of teaching on productivity; relation of Business Economics to other sciences; media centre integration.

ONWB611 (7)(8) EDUCATIONAL ORGANISATIONS

The learner should have acquired basic knowledge and be able to apply principles underlying a teaching organisation (the structure and functioning of it); they should be able to analyse educational organisations critically and show a commitment to the values and practices within the teaching organisation – and specifically the own school/place of work; also be able to demonstrate knowledge as well as insight into the ecology (organisation culture and climate) of the teaching organisation as well as ways in which organisation development takes place; be able to do a critical analysis of the effect the preceding could have on the teaching acts (the events in the classroom).

ONWB621 (7)(16) EDUCATIONAL MANAGEMENT TASKS

The learner should have an in-depth knowledge of and insight into Educational Management as scientific field and how this forms the basis for effective management practice in the school; be able to implement the identified educational management principles (how management takes place, namely through planning, organisations, leading and control) in order to ensure effective educational management practice; should be able to apply the educational management principles in order to develop and apply an individual and effective management style.

ONWB622 (7)(8) FINANCIAL MANAGEMENT

Learners should be able to apply and develop areas in educational management that are related to finances, in order to be able to analyse the practical implications. Learners should be able to apply the theory regarding the budgeting and financing of schools in a practical way and apply it. Learners will understand the implication of selected policy documents and legislation for the financing of schools.

ONWB623 (7)(8) HUMAN RESOURCE MANAGEMENT: LABOUR LAW

The learner should be able to describe, analyse and apply the role of the South African Teachers' Council, the conditions of agreements, as well as labour relations in education critically, in order to obtain relevant skills to act justly and procedurally towards all persons involved in practice.

ONWR621 (7)(8) INTRODUCTION TO EDUCATIONAL LAW

The learner should be able to analyse, interpret and apply the roles, rights, duties, obligations and accountability of the respective role players in education in order to create a juridical arranged and effective environment for teaching.

ONWR622 (7)(8) INTERPRETATION OF LEGISLATION

The learner should be able to analyse and interpret legislation as determinant for 'n a juridical arranged and effective educational system.

ONWR623 (7)(8) HUMAN RIGHTS IN TEACHING

The learner should be able to analyse, interpret and apply human rights in education in the light of the South African Constitution.

OPSK611 (7)(16) THEORY AND PRACTICE OF AID

The learner should be able to know and apply some of the more prominent approaches and models of counselling and at the same time be aware of the ethics of counselling.

OPSK612 (7)(16) LEARNERS WITH SPECIAL NEEDS – A

The learner should be able to understand learners with special needs in general in their social context by making use of an eco-systemic perspective; identify and assist learners with special needs – specifically individual learning problems.

OPSK613 (7)(8) HEALTH-PROMOTING SCHOOLS

The learner should be able to manage the process for the improvement, establishment and maintenance of Health-promoting schools including the concept of Whole-school Development in order to teach this goal.

OPSK621 (7)(16) PSYCHOPATHOLOGY

The learner should be able to identify the general forms of psychopathology in children, adolescents and adults.

OPSK622 (7)(16) ASSESSMENT AND PSYCHOMETRICS

The learner should be able to take down and interpret relevant psychometric instruments for children, adolescents and adults, and to keep to relevant psychometric principles; write reports in which psychometric evaluations are documented and applicable recommendations are made.

OPSK623 (7)(16) GROUP AND FAMILY COUNSELLING

The learner should be able to apply the concepts and various approaches related to group and family counselling.

OPSK624 (7)(8) SCHOOL GUIDANCE

The learner should be able to practice school guidance with the focus on personal, social, academic, educational and career guidance.

OPSK625 (7)(8) LEARNERS WITH SPECIAL NEEDS – B

The learner should be able to identify and assist learners special needs – specifically individual handicaps such as physical and sensory handicaps, epilepsy, chronic illnesses, etc.

OPVK411 (7)(24) EDUCATION

The learner should have the knowledge, insight, attitudes and skills to enable him/her to formulate and apply an independent educational philosophy; critically discuss the current teaching system; develop teaching-learning programmes and implement them in such a way that effective learning takes place.

OPVK421 (7)(16) EDUCATION

The learner should have the knowledge, insight, attitudes and skills to enable him/her to apply assessment in a competent manner; to take into account the teaching-learning situation in inclusive education, multicultural education and the views of the various religions regarding education and teaching; act as guardian and role model for learners and to accompany them in developing the necessary life values and skills, and to act in a responsible way as classroom manager and administrator.

OTES672 (7)(24) INTRODUCTION TO THE INTERPRETATION OF THE OLD TESTAMENT, THE PENTATEUCH AND PROPHETIC LITERATURE

Part 1: Introduction to the interpretation and message of the Old Testament

The learner should be able to evaluate the principles and methods for the interpretation of the Old Testament; interpret an excerpt from the Old Testament by making use of an accountable methodology; explain the basic principles of text criticism of the Old Testament; give an overview of the message of the Old Testament, with focus on the history of the study of the Old Testament, the relationship between the two testaments, the methodology of the theology of the Old Testament and the Message of a number of books from the Old Testament, specifically from the books addressed in the other two parts.

Part 2: The Pentateuch

The learner should be able to interpret narrative matter and laws; discuss the origin, background and message of the Pentateuch as a whole and the books respectively; describe the Old-Testament world within the world of its time in the second millennium before Christ; discuss the basic facts of the geography of the Ancient Near East, and to indicate what the significance of this is for the study of the Old Testament.

Part 3: Prophetic Literature

The learner should be able to interpret prophetic literature; explain the origin, background and message of the prophetic books; discuss prophecy and prophetism in Israel and the Ancient Near East; describe the social organisation in Ancient Israel and to indicate what the significance of this is for the interpretation of the Old Testament; discuss the basic archaeological facts of the Ancient Near East and to indicate what the importance of this is for the study of the Old Testament.

PAST671 (7)(16) GENERAL AND SPECIFIC COUNSELLING

Part 1: General counselling

The learner should be able to describe what Biblical counselling is; conduct a pastoral interview; briefly describe what a counselling model should comprise of; design an own counselling model; provide introductory Biblical counselling to fellow believers.

Part 2: Specific counselling

The learner should be able to convey the principles and methodology of pastoral house calls; principally and practically account for pastoral marriage enrichment and counselling in a divorce situation; outline the principles and methodology of pastoral ministering to the sick; describe and apply pastoral ministering to addicts.

PSIV671 (7)(16) PSYCHOPATHOLOGY

The learner should be able to identify and describe the different forms of psychopathology in children, adolescents and adults on basis of DSM-IV criteria and to discuss the aetiology, treatment methods and prognosis thereof.

PSIV672 (7)(16) THERAPEUTIC PSYCHOLOGY

The learner should be able to discuss different basic therapeutic methods; evaluate and compare these from a multi cultural perspective; and to apply a few techniques on a practical level.

PSIV673 (7)(16) PSYCHOMETRICS

The learner should be able to describe the basic psychometric characteristics and technical requirements of tests, as well as the manner in which tests and their norms are developed; and to apply this knowledge in the development of a simple test within a group.

PSIV674 (7)(32) PSYCHOLOGICAL EVALUATION

The learner should be able to describe the diagnostic interview and the taking down, evaluating and interpretation of different evaluation methods of psychological functions (e.g. intellectual and scholastic capabilities, abilities and interests, personality and interpersonal functioning) of children, adolescents and/or adults, as well as reference possibilities for continued or advanced intervention to relevant professional persons; to conduct a diagnostic interview; evaluate psychological functions, such as intellectual and scholastic capabilities, abilities and interests, personality and interpersonal functioning of children, adolescents and/or adults by means of different methods; identify the symptoms of psychopathology in children, adolescents and/or adults; to write a relevant report and refer to relevant professional persons for continued or advanced intervention.

PSIV675 (7)(16) CAPITA SELECTA

The learner should be able to describe, evaluate and compare quantitative and qualitative research methods, as well as to design a research proposal.

PSIV676 (7)(16) SOCIAL PSYCHOLOGY

The learner should be able to describe the interdependent systemic relation between all human contexts and the human reliance on these diverse systems form its own well-being; as well as to identify the different mechanisms in interpersonal intercultural relations and explain its dynamics.

RECP671 (7)(16) FINANCIAL ACCOUNTING

The learner should be able to prepare advanced consolidated financial statements, record inter-company transactions and changes in control; apply and integrate the above knowledge in integrated practical situations of an advanced nature; understand and explain the framework for financial accounting, the conceptual framework and the relevant standards of Generally Accepted Accounting Practice (GAAP); apply and integrate the knowledge of the framework and standards of GAAP on various practical situations of an advanced nature.

RECP672 (7)(16) ADVANCED AUDITING

The learner should be able to understand and explain a high level of knowledge of the responsibilities, functions and qualities of the external auditor (and to some extent the role of the internal audit function) and apply this knowledge to practical situations; investigate, assess and evaluate internal control systems of clients and make appropriate recommendations where necessary, given a particular accounting and control system in a practical situation at a client;

plan and perform the steps in the stages of the audit process; issue an audit report on the financial statements of a client in any given advanced practical situation; prepare special purpose audit reports and related service engagement reports in practical situations; apply generally accepted auditing standards (GAAS) in a variety of practical situations; display a proper and advanced knowledge of the legislation (including company law and close corporation law and the relevant case law), regulations, code of professional conduct and other ethical requirements, GAAS and contractual requirements relating to audit and the auditing environment, and apply this knowledge in advanced practical situations; understand and explain the principles of audit sampling.

RECP673 (7)(16) ADVANCED INCOME TAX

The learner should be able to interpret and apply the laws and procedures relating to taxes levied in terms of the Income Tax Act, with particular reference to important decisions of the courts (case law) and the Income Tax Act; perform advanced calculations of the normal income tax payable by individuals, companies and trusts.

RECP674 (7)(16) MANAGEMENT ACCOUNTING AND FINANCIAL MANAGEMENT

The learner should be able to do profit planning in manufacturing and mercantile organisations by way of budgeting; make use of variable budgets to control cost in organisations; apply standard costing for cost control in organisations with multiple products and specific mixes of material, labour and overhead; evaluate organisations' performance in the industry; do cost management in a changing manufacturing environment; implement a profit planning and control system in organisations using job and process costing; integrate different methods and techniques to improve an organisation's profitability; understand and demonstrate a proper knowledge of investment and financing decisions in the context of a specific business entity; identify and interpret suitable measures of performance and risk; give advise on investment and financing decisions; apply the principles of financing in the valuation of an entity using appropriate valuation methods.

REKD411 (7)(16) SUBJECT DIDACTICS ACCOUNTING

The learner should have knowledge, insight, attitudes and skills related to the evaluation of the teaching of accounting in South Africa; aims regarding the teaching of the subject, subject contents, work and lesson schemes, teaching methods, skills; media and remediation; methods of evaluation and practical application of acquired knowledge from this and related subjects.

REKD421 (7)(16) SUBJECT DIDACTICS ACCOUNTING

The learner should have knowledge, insight, attitudes and skills related to the practical application of acquired knowledge identifying and formulating of aims and objectives; creating lesson and work schemes; skills practice; design and creation of teaching media; setting and marking of papers.

SGVK671 (7)(16) MARRAIGE AND FAMILY THEORY

The learner should develop a thorough insight into the family as a natural social system, founded upon a number of theoretical concepts that integrates the dynamics of the system.

SGVK672 (7)(16) RESEARCH METHODOLOGY

The learner should develop a thorough insight into what the sociological scientific process entails; utilise research methods and techniques and apply these purposeful to the benefit of the research process in post graduate study.

SGVK673 (7)(16) RESEARCH PROJECT

The learner should be able to demonstrate insight and ability in order to undertake a research project in a purposeful manner and complete it successfully including the writing of a scientific report.

SGVK674 (7)(16) NARRATIVE COUNSELLING

The learner should develop a thorough insight into the foundational principles of narrative counselling; be equipped with basic counselling skills that are based upon these principles.

SGVK675 (7)(16) MARRIAGE AND FAMILY CONTEXTUALISATION

The learner should develop a thorough insight into the different contexts of the social system and account for the influence thereof in their own stories as well as the knowledge that it creates, but also account for the control it has on each one's own life.

SGVK676 (7)(16) PRACTICE AND REPORTS

The learner should develop a thorough insight into the functioning of a practice and also all the documentation that goes with it; be equipped and have knowledge in order to compile reports successfully.

SGVK677 (7)(16) LEGAL AND PROFESSIONAL EXPERTISE

The learner should have relevant knowledge of family law; identify knowledge of this context in a specific community and handle it purposefully to the benefit of the individuals with whom he/she has interaction; be equipped to explain legal aspects with authority in interaction with individuals and groups.

SGVK678 (7)(16) HUMAN SEXUALITY

The learner should develop a thorough insight into the context of human sexuality and also have the ability to account for this context purposefully in interaction with persons in relationships.

SSOL671 (7)(24) SA AND AFRICAN COMPARATIVE LITERATURE

The learner should be able to discuss recent trends in African and South African literature critically; be able to construct and motivate a viable definition of the term "postcolonial"; be knowledgeable about important postcolonial authors in general; be able to discuss and refer to several seminal postcolonial authors in particular; be able to relate postcolonial writing to the South African and African context; be able to distinguish some major voices in black South African and African literature; be able to engage critically with the questions of subjectivity and identity formation; be able to explore with some sophistication two generic representations of these issues; be able to interpret selected poems, novels and autobiographies from the angles of race, class and gender; be able to come to substantiated conclusions about the significance of the approach and its value for contemporary South African and African society; and be cognisant of relevant critical material in the field.

SSOL672 (7)(24) CONTEMPORARY TRENDS IN SESOTHO LITERATURE

The learner should be able to recognise developmental trends in Sesotho literature; be able to understand and give account of movements that influence literary development; be able to identify and classify authors according to the profile of their contribution to Sesotho literature; be able to relate literary development to social development; be able to develop informed theoretical arguments for the evaluation of literary texts; be able to recognise implications of typical social trends such as gender, culture, space and identity; be able to understand and

apply features of various genres in literary appreciation; be able to analyse, interpret and discuss the literary interface between traditional and modern literature.

SSOL673 (7)(24) SPECIALIST GENRE STUDIES

The learner may, in consultation with the lecturer and school director, take a guided self-study module in a specialist literature field. The outcomes of this module must correspond to the general outcomes formulated for honours modules.

SSOL677 (7)(24) CAPITA SELECTA

The learner may take a module from a related language or a specific specialised field (e.g. literary translation) as Capita Selecta module. The outcomes of this module must correspond to the general outcomes formulated for honours modules.

SSOL679 (7)(32) MINI-DISSERTATION

The learner should be able to indicate that he/she has familiarised him/herself with the most recent developments concerning certain aspects of research; be conversant in the most important scientific theories and methodologies, and be able to evaluate and apply them in a substantial piece of independent research.

TGNO511 (7)(8) TECHNOLOGY

The learner should have the necessary knowledge, insight and skills to demonstrate he/she is technologically literate.

TGNO521 (7)(8) TECHNOLOGY

The learner should have the necessary knowledge, insight and skills to demonstrate he/she can use Information Technology effectively in the teaching context.

TCND411 (7)(16) SUBJECT DIDACTICS TECHNICAL

The learner should have knowledge, insight, attitudes and skills related to the general orientation with regard to the subject aims, nature and essence of technology in the school curriculum.

TCND421 (7)(16) SUBJECT DIDACTICS TECHNICAL

The learner should have knowledge, insight, attitudes and skills related to an overview of syllabi, entrepreneurship, and didactic principles.

TTEK411 (7)(16) SUBJECT DIDACTICS TECHNICAL DRAWING

The learner should have knowledge, insight, attitudes and skills related to the historical background of Technical Drawing; the nature and essence of Descriptive Geometry; aims, methods of teaching, work schemes, lesson schemes and evaluation of Descriptive Geometry; class organisation for Technical Drawing; subject didactics analysis of the school syllabus for Descriptive Geometry; teaching media for Descriptive Geometry.

TTEK421 (7)(16) SUBJECT DIDACTICS TECHNICAL DRAWING

The learner should have knowledge, insight, attitudes and skills related to the nature and essence of Machine Drawing; aims, methods of teaching, work schemes, lesson schemes and evaluation of Machine Drawing; subject didactics analysis of the school syllabus for Machine Drawing; applicable teaching media for Machine Drawing.

SUBJECT DIDACTICS (2 X 16 CREDITS)

The learner should have knowledge, insight, attitudes and skills related to two matching modules in every Subject didactics (cf. V.5.2.5.5, V.5.2.6.5); the necessary knowledge, insights, attitudes and skills in the relevant school subject/learning area to interpret the subject curriculum of the school subject/learning area effectively and to design applicable learning programmes; effectively implement and facilitate the learning programmes; and to apply appropriate assessment techniques.

VGLO612 (7)(16) EDUCATIONAL SYSTEMS

The learner should be able to describe specific characteristics of educational systems and social structures pertaining to teaching, compare and explain them within the context of internal and external determinants in view of a better understanding of the structure of national and international educational systems; analyse the individuality and universality of educational systems, address the needs of the target group and comprehend the importance of creating a harmonious school environment and to apply knowledge, skills and attitudes regarding the organisation of national and international educational systems in view of evaluating the South African educational system.

VGLO621 (7)(8) SPECIALISATION OF EDUCATIONAL SYSTEMS

The learner should 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-teaching; apply the method of Comparative Education; be able to compare lifelong learning, as personified in the South African educational system, with selected foreign educational systems and be able to explain home-teaching, as personified in the South African educational system and compare this to selected foreign systems.

WSKD411 (7)(16) SUBJECT DIDACTICS MATHEMATICS

The learner should have knowledge, insight, attitudes and skills related to the preparation of learners for teaching Mathematics; nature and being of the subject; teaching history; aim and compilation of the secondary school syllabus; learning contents at school level; practice during subject didactics classes, micro and practical teaching of work schemes, preparation of lessons, setting of test and exam papers, memoranda and marking of papers; teaching the use of calculators.

WSKD421 (7)(16) SUBJECT DIDACTICS MATHEMATICS

The learner should have knowledge, insight, attitudes and skills related to the theoretical grounding for conduct of the Mathematics-teacher towards pupils; his/her aims, learning and study methods; teaching-learning principles; strategies, use of media and principles of evaluation; application and exploitation of applicable standardised measuring instruments to optimise teaching success.