

# **CALENDAR 2003**

**VAAL TRIANGLE FACULTY**

**UNDERGRADUATE**

**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**

Prof AMC Theron, BA, UED, M.Ed. (UOVS), D.Ed. (UNISA)

### **ACADEMIC PERSONNEL**

#### **SCHOOL OF BASIC SCIENCES**

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Prof JWN Tempelhoff, M.A. (UP), D.Litt. et Phil. (UNISA)

##### **Theology**

Associate Professor: Prof TC Rabali, Th.M. (PUCHO), D.Th. (UNISA) (Subject Head)

Senior lecturer: Dr HJM van Deventer, M.A., Th.D. (PUCHO)

##### **Philosophy**

Senior lecturer: Mr MF van der Walt, M.A., Th.B. (PUCHO) (Subject Head)

Lecturer: Mr WJA Luyt, M.A. (PUCHO), B.D. (UP)

##### **History**

Professor: Prof P de Klerk, D.Litt., D.Ed. (PUCHO) (Subject Head)

Associate Professor: Prof JWN Tempelhoff, M.A. (UP), D.Litt. et Phil. (UNISA)

Senior lecturer: Dr PL Möller, M.A. (US), Ph.D. (PUCHO)

##### **Public Management and Administration; Political Studies**

Senior lecturer: Dr EP Ababio, Hons.B.A. (GHANA), D.Litt. et Phil. (UNISA)

Lecturer: Vacant

#### **SCHOOL OF ECONOMIC SCIENCES**

##### **DIRECTOR**

Prof P Lucouw, M.Com. (PUCHO), D.Com. (UP), CA (SA)

##### **Business and Management Accounting**

Associate Professor: Prof B Roos, M.Com. (PUCHO), Ph.D. (VISTA), CA (SA)

Senior lecturer: Dr M Oberholzer, Ph.D. (PUCHO)

##### **Tax**

Senior lecturer: Mrs M Delpont, B.Com. (UOVS), CA (SA), Advanced Tax Certificate (UNISA),

M.Com. (Tax) (RAU)

##### **Economy**

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Lecturer: Mr WCJ Grobler, Hons.B.Com. (PUCHO)

Lecturer: Mr LC van Vuren, Hons.B.Com. (PUCHO)

Extraordinary Associate Professor: Prof DA Lawrence, Ph.D. (University of British Columbia)

##### **Commercial Law**

Senior lecturer: Mrs ME Steyn, B.Juris. (UOVS), Hons.B.Compt., LL.M. (UNISA)

##### **Business Mangement (Business Economics)**

Professor: Vacant

Senior lecturer: Dr TG Pelsler, Ph.D. (PUCHO)

Lecturer: Mr PJ van Schalkwyk, M.Com. (RAU)

**Auditing**

Senior lecturer: Mr PJ Janse van Rensburg M.Com. (UP), CA (SA)

**Accountancy**

Professor: Prof P Lucouw, M.Com. (PUCHO), D.Com. (UP), CA (SA) (Subject Head)

Senior lecturer: Mrs HH Janse van Vuuren, Hons.B.Com. (PUCHO), CA (SA)

Senior lecturer: Vacant

**SCHOOL OF BEHAVIOURAL SCIENCES****DIRECTOR**

Prof C de W van Wyk, D.Com. (PUCHO)

**Industrial Psychology**

Associate Professor: Prof F van Graan, Hons.B.A., D.Com. (PUCHO), MPE (PITT)

Senior lecturer: Dr JH Buitendach, Ph.D. (RAU)

Lecturer: Mr JPL Naudé, M.A. (PUCHO)

Extraordinary Associate Professor: Prof JJJ Coetzee, B.A. (UNISA), Hons.B.Admin. (UOVS), M.Com. (PUCHO)

**Industrial Sociology**

Associate Professor: Prof C de W van Wyk, D.Com. (PUCHO)

Senior lecturer: Dr L Moolman, Ph.D. (PUCHO)

Lecturer: Mrs E Keyser, M.Com., HED (PUCHO)

**Psychology**

Senior lecturer: Dr C van Eeden, Ph.D. (PUCHO)

Senior lecturer: Mr JP du Preez, M.Sc. (Clin Psych) (PUCHO)

Senior lecturer: Ms H Williams, M.A. (Clin Psych) (PUCHO)

**Sociology**

Associate Professor: Prof CW Bester, D.Phil. (PUCHO), T.H.E.D. (POK)

Lecturer: Mr PJM van Niekerk, M.A. (UP), D.Univ. (*Honoris Causa*) (COU-UK)

**SCHOOL OF MODELLING SCIENCES****DIRECTOR**

Prof DB Jordaan, D.Sc. (PUCHO)

**Information Technology**

Professor: Prof DB Jordaan, D.Sc. (PUCHO)

Professor: Vacant

Associate Professor: Vacant

Senior lecturer: Dr PD Pretorius, Ph.D. (PUCHO)

Senior lecturer: Dr G Swanepoel, D.Sc. (PUCHO)

Lecturer: Mr JP Jooste, M.A. (PUCHO)

Lecturer: Ms D Gerber, M.Sc. (PUCHO)

Lecturer: Ms S Gilliland, M.Sc. (PUCHO)

Junior lecturer: Ms MJ Zeeman, Hons.B.Sc. (PUCHO)

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

**SCHOOL OF EDUCATIONAL SCIENCES****DIRECTOR**

Prof LM Vermeulen, Hons.B.A., B.Ed. (UP), T.H.E.D. (NKP), D.Ed. (UNISA)

**Education**

Associate Professor: Prof LM Vermeulen, Hons.B.A., B.Ed. (UP), T.H.E.D. (NKP), D.Ed. (UNISA)

Senior lecturer: Dr E de Waal, Hons.B.A. (RAU), H.E.D., M.Ed., Ph.D. (PUCHO)

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**

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

### **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

- a) Various qualifications can be obtained in the Vaal Triangle Faculty. A qualification, for example "B.A.", is presented in more than one direction, for example "Humanities", and in each direction there is one or more than one programme(s), for example "Afrikaans-Dutch / Biblical Studies" that is structured in a specific format. Information on the rules for the various qualifications, directions and programmes on **pregraduate** level are explained in this calendar.
- b) 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 L121V. 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.
- c) The formats of the programmes in the directions set out below, are composed from modules with a total credit value of **at least** 384 for a qualification of which the minimum duration is three years. In the case of qualifications with a minimum duration of two or one year, the credit values are respectively 256 and 128. In the majority of the programmes set out below, the minimum of 384 credit points is divided equally between the three years of study, namely 128 per year. For all qualifications a minimum of 64 credits must be taken from subjects on NQF level 6.
- d) Every programme contains a number of compulsory modules, for example: LEER111 (that includes AFNL116, 126; ENGL116, 126), RINL111, ENTR221, WTSL229 and WTSL319 (BETV311). These compulsory modules are not included in the module lists each time, but the outcomes of these modules are described under the module outcomes at the back of this calendar.
- e) Where the programme indicates KEUS311, the learner chooses one of the following four choice modules: AFNV311, ENSW311, EKNP312, BYBI311. These modules are not included in the module lists each time, but the outcomes of these modules are described under the module outcomes at the back of this calendar.
- f) The University is authorised to award the following qualifications in the Vaal Triangle Faculty:

<b>Qualifications, Abbreviations and Degree codes</b>	<b>Directions and Programmes</b>	<b>Programme codes</b>
Baccalaureus Artium (B.A.) 100135 (V), 100136 (D)	<b>Direction:</b> Humanities (General)	
	Afrikaans-Dutch/Biblical Studies	L350V
	Afrikaans-Dutch/History	L351V
	Afrikaans-Dutch/Psychology	L352V
	Afrikaans-Dutch/Computer Science-Information Technology	L353V
	Afrikaans-Dutch/Sociology	L354V
	Biblical Studies/English	L355V
	Biblical Studies/History	L356V
	Biblical Studies/Psychology	L357V
	Biblical Studies/Sociology	L358V
	Biblical Studies/Sesotho	L359V
	Economics/History	L360V
	Economics/Sociology	L361V
	English/History	L362V
	English/Psychology	L363V
	English/Sociology	L364V
	History/Psychology	L365V
	History/ Computer Science-Information Technology	L366V
	History/Sociology	L367V
	History/Sesotho	L368V
Sesotho/Psychology	L369V	
Sesotho/Sociology	L370V	
Baccalaureus Artium (B.A.) 100135 (V), 100136 (D)	<b>Direction:</b> Development and Management	
	Public Management/ Industrial Psychology	L313V
	Public Management / Industrial Sociology	L314V
	Public Management/Economics	L315V
	Public Management/History	L316V
	Public Management/Psychology	L317V
	Public Management/Computer Science-Information Technology.	L318V
Public Management/Sociology	L319V	
Baccalaureus Artium (B.A.) 100135 (V), 100136 (D)	<b>Direction:</b> Humanities (Language and Language Practice)	
	Language Practice/English with either Afrikaans-Dutch or Sesotho	L332V
	Language Practice/Psychology with any of the following: English, Afrikaans-Dutch, Sesotho	L333V
	Language Practice/Sociology with any of the following: English, Afrikaans-Dutch, Sesotho	L334V
	Afrikaans-Dutch/English	L335V

<b>Qualifications, Abbreviations and Degree codes</b>	<b>Directions and Programmes</b>	<b>Programme codes</b>
Baccalaureus Artium (B.A.) 100135 (V), 100136 (D)	Afrikaans-Dutch/Language Practice	L336V
	English/Sesotho	L337V
	English/Language Practice	L338V
	Sesotho/Language Practice	L339V
Baccalaureus Artium (B.A.) 100143 (V), 100144 (D)	<b>Direction:</b> Behavioural Sciences	
	Behavioural Sciences	L322V
	Psychology/Computer Science- Information Technology	L321V
	Psychology/Sociology	L320V
	Sociology/Computer Science- Information Technology	L323V
Baccalaureus Psychologiae (B.Psych.) 839100 (V)	<b>Direction:</b> Psychology	
	Psychology	L420V
Baccalaureus Commercii (B.Com.) 500128 (V), 500129 (D)	<b>Direction:</b> Economics	
	Risk Management	E302V
	Economics	E300V
	Economics/Informatics (Computer Science Computer Science)	E304V
Baccalaureus Commercii (B.Com.) 500142 (V), 500143 (D)	<b>Direction:</b> Entrepreneurship	
	Management/Entrepreneurship	E311V
Baccalaureus Commercii (B.Com.) 500160 (V), 500161 (D)	<b>Direction:</b> Accounting	
	Management Accounting	E332V
	Chartered Accountancy	E330V
	Accounting	E333V
	Accounting/Informatics	E334V
Baccalaureus Commercii (B.Com.) 500153 (V), 500154 (D)	<b>Direction:</b> Behavioural Sciences	
	Human Resource Management	E320V
	Behavioural Sciences	E321V
Baccalaureus Scientiae in Information Technology (B.Sc in IT) 500153 (V), 500154 (D)	<b>Direction:</b> Information Technology	
	Information Technology	N137V
National Professional Diploma in Education (NPDE)	<b>Direction:</b> Education	
466112 (D)	Foundational Phase (Grades 1-3)	O140V
466113 (D)	Intermediate and Senior Phase (Grades 4-9)	O141V

Qualifications, Abbreviations and Degree codes	Directions and Programmes	Programme codes
Advanced Certificate in Education (ACE) 423100 (D)	<b>Direction:</b> Education	
	Natural and Physical Sciences Teaching	O130V
	Remedial Teaching	O131V
	Mathematics teaching	O132V
	Educational Management	O133V
Baccalaureus Educationis (B.Ed.)	<b>Direction:</b> Education	
422100 (V)	Foundational Phase (Grades 1-3)	O100V
422101 (V)	Intermediate and Senior Phase (Grades 4-9)	O101V
422102 (V)	Senior and Further Education and Training Phase (Grades 10-12)	O102V

### V.1.5 MODULES AND CREDITS

- Subjects are presented as modules to which specific credit values have been allocated.
- Modules have a code and a descriptive name, for example BYBL111, of which the meaning and the numeric codes are explained in General Rule A.1.32.
- Each module carries a certain "weight" known as a credit (General Rule A.1.26).

### V.1.6 RELATION BETWEEN CREDITS AND INSTRUCTION PERIODS

- For the first three semesters (two semesters on level one and the first semester on level two) the maximum number of theory periods for every 8 credit module is two periods per week. For a 16 credit module the maximum number of theory periods are four per week.
- For all subsequent semesters the maximum number of theory periods for every 8 credit module is one period per week. For 16 and 24 credit modules the maximum amount of theory periods is respectively two and three per week.

### V.1.7 RECOGNITION OF PREVIOUS LEARNING

- 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.
- 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.
- e) The process for the recognition of previous learning is explained in General rule A.1.15.

**V.1.8 REGISTRATION**

Registration is the prescribed completed process followed by a learner to be registered as a learner of the University (General rules A.1.40 and A.5).

**V.1.9 P-COUNT AS PREREQUISITE FOR ADMISSION**

Taking into consideration the General Rules and Faculty Rules as contained in the relevant calendars and with specific reference to General Rule A.4.2.1 (which specifies that school end certificates should be endorsed and that there has been adhered to the minimum statutory requirements for admission to B-degree study at a University in the RSA – in other words that matriculation exemption has been obtained), the University reserves the right to apply the following selection model, and consideration will be given to applications of candidates in view of the results thus obtained.

**Selection Model: Determining the P-count**

Subject Symbol	Higher Grade	Standard Grade
A	5	4
B	4	3
C	3	2
D	2	1
E	1	0

A maximum of 6 subjects are used to determine the P-count.

**N.B.** The count of the most relevant subject in the Higher Grade for the selected direction of study carries a double weight, e.g. for the B.Com. degree a B-symbol in Accountancy in the Higher Grade will count 8 in stead of 4.

**V.1.10 REGISTRATION FOR ADDITIONAL MODULES**

A learner may in any year, apart from the required modules for the relevant programme, also enrol for additional modules in accordance with the specifications of General Rules A.1.3 and A.5.6.

### **V.1.11 TEACHERS' TRAINING**

Cf. V.5 in this faculty calendar.

### **V.1.12 EXAMINATION**

These regulations are applicable only for first B.-degrees and diplomas.

#### **V.1.12.1 Examination opportunities**

The examination opportunities and related rules take place in accordance with General Rule A.8.1.3.

#### **V.1.12.2 Compilation of participation mark**

- a) The participation mark for a module (General Rules A.1.5 en A.8.8) is compiled from among others tests, assignments and practical work.
- b) The relation between theoretical and practical work for the calculation of a participation mark for modules is specified in the study guides of the various modules.

#### **V.1.12.3 Admission to the examination**

- a) Admission to the examination in any module takes place by acquiring proof of participation (General Rules A.1.4 en A.8.6).
- b) Proof of participation, which allows for participation in the examination, will only be issued once a learner has complied with the requirements for a specific module as specified in the study guide of the relevant module, and has done so to the satisfaction of the school director in collaboration with the relevant subject chairperson.
- c) For modules in which a participation mark is acquired, the admission requirement for examination in the relevant module is a participation mark of 35% for first level modules, and 40% for modules on higher levels.

#### **V.1.12.4 Module mark**

The module mark (General Rules A.1.33 and A.8.8) is calculated as a relation between the participation mark and the examination mark, as indicated in the study guide for the module.

#### **V.1.12.5 Pass requirements of a module and programme**

- a) The conditions of General Rule A.8 and all the subparagraphs apply here.
- b) The subminimum for all modules in which an examination is written, is 40% (General Rule A.8.9).
- c) The pass requirement for a module in which examinations are taken, is a module mark of 50% (General Rule A.8.7).
- d) Consideration for the adjustment of a module mark of a first semester module in which an examination is written, but not passed, takes place according General Rules A.8.7.2 and A.8.7.3.
- e) A programme is completed by individually passing all modules of which the programme is comprised (General Rule A.8.5).



- f) General Rules A.8.13 and A.8.14 govern the requirements for passing a module/programme/qualification with distinction.

**V.1.12.6 Progress in a programme based on prior learning**

- a) A module of any subject can only be taken if the learner has already complied with the prior learning, as determined in General Rule A.1.54 and A.5.3.2.
- b) General Rule A.5.11 determines the number of additional credits in a next semester for which a learner may register without the permission of the dean.

**V.1.12.7 Termination of study**

The study of a learner may be terminated (General Rule A.9).

## V.2 RULES FOR THE DEGREE BACCALAUREUS ARTIUM

This qualification can be obtained in one of the directions and programmes described in rule V.1.4 (f) and may be taken full-time or part-time. If a learner decides on a different programme combination than those described below, a request in this regard must be approved by the Dean. Such students register for the programme code L301V.

### V.2.1 MINIMUM AND MAXIMUM DURATION

The minimum study term for this qualification is **three years** for full-time and **four years** for part-time learners and the maximum study term is equal to the minimum study term plus one year on the understanding that an application may be lodged to extend the period.

### V.2.2 DIRECTION: HUMANITIES (GENERAL)

The programmes compiled in this direction, gives a basic training in the humanities. In the compilation of the programmes consideration was given to employment possibilities and the human resource needs of our country. These programmes also prepare the learner for postgraduate study in specific specialised programmes.

#### V.2.2.1 SPECIFIC ADMISSION REQUIREMENTS

Admission to this course takes place according to the General rules (A.4) of the university. Specific admission requirements to the School of Languages (AFNL, AFNW, ENHL, LAPR and SSOL) are listed under V2.4.1 below.

#### V.2.2.2 LIST OF MODULES

##### V.2.2.2.1 CORE MODULES

Module code	Descriptive name	Ct
	<b>Afrikaans and Dutch</b>	
AFNW113	Language proficiency: Afrikaans	8
AFNW123	Advanced Language proficiency: Afrikaans	16
AFNL111	Language without boundaries	8
AFNW121	Text and context: the language of texts	8
AFNW122	Text and context: literary texts and approaches	8
AFNW211	Individual and society: Community and language	8
AFNW212	Afrikaans and Dutch: Frameworks for literary study	8
AFNW221	Afrikaans and Dutch: Grammatical perspectives	8
AFNW222	Afrikaans and Dutch: Literary acts	16
AFNW311	A multitude of voices: Macro-language in SA	8
AFNW312	Afrikaans and Dutch: The multitude of voices	8
AFNW313	Afrikaans and Dutch : The multitude of voices II - Post colonialism	8
AFNW321	Contemporary perspectives: Film and novel	8
AFNW322	Contemporary perspectives: Text perspectives	16
AFNW323	Contemporary perspectives: Current trends	8

<b>Module code</b>	<b>Descriptive name</b>	<b>Ct</b>
	<b>Biblical Studies</b>	
BYBL111	Biblical Studies: Introduction to the Bible and the World of the Bible	8
BYBL121	Biblical Studies: NT – The Gospels	16
BYBL211	Biblical Studies: OT – The Pentateuch	16
BYBL221	Biblical Studies: NT	24
BYBL311	Biblical Studies: OT	24
BYBL321	Other theological subjects	32
	<b>Economics</b>	
EKNP111	The Functioning of the South African Economic System	8
EKNP121	Introductory Macro and Micro Economics	16
EKNP211	Micro and Macro Economics	16
EKNP221	Fiscal and Monetary Policy	16
EKNP311	Development, Regional and Labour Economics	16
EKNP321	Economic Analysis	16
	<b>English</b>	
ENHL113	Language proficiency: English	8
ENHL123	Advanced Language proficiency: English	16
ENHL111	Language without boundaries	8
ENHL151	Text and context: the language of texts	8
ENHL161	Text and context: literary texts and approaches	8
ENHL231	Individual and society: Community and language	8
ENHL241	Individual and society: Community and literature	8
ENHL251	Realism	8
ENHL261	SA perspectives: Literary development I	8
ENHL262	SA perspectives: Literary development II	8
ENHL331	Introduction to Psycho-linguistics	8
ENHL341	Development in English drama	8
ENHL342	Development in English poetry	8
ENHL351	Development in the English novel: Modernism	8
ENHL361	Development in the English novel: Postmodernism	16
ENHL362	Contemporary perspectives: Film and fiction	8
	<b>History</b>	
GESK111	Pre-industrial civilisation formation	8
GESK121	Modernisation and development of society	8
GESK122	The creation of the present society	8
GESK212	South Africa and Africa: political development	16
GESK222	South Africa and Africa: socio-economic development	24
GESK312	Man and interaction with the environment	24

Module code	Descriptive name	Ct
GESK322	Ideas and history	32
	<b>Psychology</b>	
PSIG131	Introduction to Psychology	8
PSIG151	Introduction to Psychology	8
PSIG161	Interpersonal, Social & Community Psychology	8
PSIG211	Human Development in Socio-cultural context	16
PSIG241	Perspectives on being human	8
PSIG251	Psychological Health	8
PSIG252	Introduction to Aid and Ethics	8
PSIG261	Life-skills	8
PSIG311	Introduction to Psychopathology and foretology	16
PSIG341	Community Psychology and Programmes	8
PSIG321	Health Instruction	16
PSIG351	Human Diversity	8
PSIG361	Crisis Intervention	8
	<b>Computer Science and Information Studies</b>	
ITRW111	Introduction to programming	8
ITRW121	Graphic interface programming I	16
ITRW213	Systems analysis and design I	16
ITRW221	Project: Systems analysis and design	8
ITRW222	Data structures & algorithms	16
ITRW223	Systems analysis and design II	8
ITRW311	Databases I	16
ITRW312	Artificial intelligence	8
ITRW313	Expert systems	8
ITRW321	Databases II	16
ITRW322	Network programming and Internet	16
	<b>Sociology</b>	
SGVK111	Sociological perspectives in global context	8
SGVK211	Relationships	16
SGVK311	Change I	16
SGVK312	Change II	8
SGVK321	Empowerment facilitation I	16
SGVK322	Empowerment facilitation II	16
	<b>Sesotho</b>	
SSOL113	Language proficiency: Sesotho	8
SSOL123	Advanced Language proficiency: Sesotho	16
SSOL111	Language without boundaries	8
SSOL121	Text and context: the language of texts	8
SSOL122	Text and context: literary texts and approaches	8
SSOL211	Individual and society: Community and language	8
SSOL212	Individual and society: Community and literature	8

Module code	Descriptive name	Ct
SSOL221	SA perspectives: Grammatical perspectives	8
SSOL222	SA perspectives: from oral to written literature	8
SSOL223	SA perspectives: Literary development	8
SSOL311	A multitude of voices: Macro-language in SA	8
SSOL312	A multitude of voices: Comparative literature	8
SSOL313	A multitude of voices: Post colonialism	8
SSOL321	Contemporary perspectives: Film and novel	8
SSOL322	Contemporary perspectives: Current trends	16
SSOL323	Contemporary perspectives: Text perspectives	8

#### V.2.2.2.2 CHOICE MODULES

Module code	Descriptive name	Ct
	<b>Industrial Psychology</b>	
BSKP111	Industrial Psychology	8
BSKP151	Occupational Health	8
BSKP161	Diversity in work context	8
BSKP211	Personnel Psychology	16
BSKP251	Occupational Psychology	8
BSKP261	Psychopathology in work context	8
BSKP311	Organisational Psychology	16
BSKP351	Psychometrics	8
BSKP361	Research Methodology	8
	<b>Industrial Sociology</b>	
BSOP111	Introduction to Industrial Sociology	8
BSOP151	Social Pathology	8
BSOP161	Social Change	8
BSOP211	Occupational Sociology	16
BSOP221	Group Dynamics	16
BSOP311	Theory and Practice of Labour Relations	16
BSOP321	Management of Labour Relations	16
	<b>Business Management</b>	
ONBP111	General Management	8
ONBP121	Entrepreneurship	16
ONBP211	Introduction to Marketing Management	16
	<b>Public Management</b>	
OBAD111	Introduction to Public Management	8
OBAD121	Public Management and service delivery	8
OBAD122	Sustainable development and service delivery	8
OBAD211	Policy studies and planning	8
OBAD212	Policy implementation for public service delivery	8

<b>Module code</b>	<b>Descriptive name</b>	<b>Ct</b>
OBAD221	Principles of Public Management	8
OBAD222	Municipal management	8
OBAD311	Managerial skills	8
OBAD312	Selected managerial skills	8
OBAD321	Management application and techniques	8
OBAD322	Public sector problems	8
	<b>Political studies</b>	
POLI111	The state, politics and government	8
POLI121	The South African political system	8
	<b>Statistics</b>	
STTK111	Introductory descriptive Statistics	8
STTK121	Introductory statistical interference I	8
STTK122	Statistics for the management sciences	8
STTK123	Introductory statistical interference II	8
STTK124	Practical Statistics	8
	<b>Language Practice</b>	
LAPR111	Introduction to Language Practice	8
LAPR121	Language Practice and pragmatics	16
LAPR211	Perspectives on Language Practice	16
LAPR221	Skills for Language Practice: Editing	8
LAPR222	Skills for Language Practice: Translation Aids	16
LAPR311	Contemporary perspectives: Theory	8
LAPR312	Contemporary perspectives: creativity and Culture	16
LAPR321	Language Practice outside: Applications	8
LAPR322	Language Practice outside: The language practitioner	8
LAPR323	Language Practice outside: Internship	16
	<b>Mathematics</b>	
WISK113/ WISK123	Mathematical techniques	8
WISK213	Discrete Mathematics	8
WISV111	Analysis I	8
WISV112	Introductory Algebra	8
WISV121	Analysis II	8
WISV122	Introductory Mathematical Modelling	8
WISV211	Analysis III	16
WISV221	Linear Algebra	16

### V.2.2.3 PROGRAMME: AFRIKAANS-DUTCH / BIBLICAL STUDIES (L350V)

#### V.2.2.3.1 Programme outcomes

On completion of this programme the learner should:

- a) possess knowledge, skills and values through which they will develop a sense for the demands of the particular occupations they wish to enter, as well as the broader society in which they function;
- b) through the study of additional languages focus their skills on other languages, other countries and cultures – through which they will develop a broader international cultural insight and vision;
- c) possess knowledge, skills and values through which they develop an understanding of the broader community, its underlying philosophy, psycho-social functioning, literary treasures, language dynamics and other related matters that makes it a dynamic environment; and
- d) be familiar with a process of life-long learning.

**V.2.2.3.2 Articulation and exit point**

- a) Successful completion of this programme allows the learner to register for the qualification Honours Baccalaureus Artium. There are no earlier exit points.

**V.2.2.3.3 Other rules (cf. compilation of programme under V.2.2.3.4)**

- a) In consultation with a faculty advisor a learner chooses modules from the module lists under V.2.2.2 to finalize the programme.

**V.2.2.3.4 Compilation of programme (total 384 credits)**

Level 3 (128 credits)							
AFNW321	AFNW322		AFNW323	BYBL321			
AFNW311	AFNW312	AFNW313	WTSL319	KEUS311	BYBL311		
Level 2 (128 credits)							
AFNW221	AFNW222		WTSL229	ENTR221	BYBL221		
AFNW211	AFNW212				BYBL211		
Level 1 (128 credits)							
AFNW121	AFNW122				BYBL121		
AFNL111	LEER111				RINL111	BYBL111	

**V.2.2.4 PROGRAMME: AFRIKAANS-DUTCH / HISTORY (L351V)**

**V.2.2.4.1 Programme outcomes**

On completion of this programme the learner should:

- a) possess knowledge, skills and values through which they will develop a sense for the demands of the particular occupations they wish to enter, as well as the broader society in which they function;
- b) through the study of additional languages focus their skills on other languages, other countries and cultures – through which they will develop a broader international cultural insight and vision;
- c) possess knowledge, skills and values through which they develop an understanding of the broader community, its underlying philosophy, psycho-social functioning, literary treasures, language dynamics and other related matters that makes it a dynamic environment; and
- d) be familiar with a process of life-long learning.

**V.2.2.4.2 Articulation and exit point**

- a) Successful completion of this programme allows the learner to register for the qualification Honours Baccalaureus Artium. There are no earlier exit points.

**V.2.2.4.3 Other rules (cf. compilation of programme under V.2.2.4.4)**

- a) In consultation with a faculty advisor a learner chooses modules from the module lists under V.2.2.2 to finalize the programme.

**V.2.2.4.4 Compilation of programme (total 384 credits)**

Level 3 (128 credits)							
AFNW321	AFNW322		AFNW323	GESK322			
AFNW311	AFNW312	AFNW313	WTSL319	KEUS311	GESK312		
Level 2 (128 credits)							
AFNW221	AFNW222		WTSL229	ENTR221	GESK221		
AFNW211	AFNW212				GESK212		
Level 1 (128 credits)							
AFNW121	AFNW122					GESK121	GESK122
AFNL111	LEER111					RINL111	GESK111

**V.2.2.5 PROGRAMME: AFRIKAANS-DUTCH / PSYCHOLOGY (L352V)****V.2.2.5.1 Programme outcomes**

On completion of this programme the learner should:

- possess knowledge, skills and values through which they will develop a sense for the demands of the particular occupations they wish to enter, as well as the broader society in which they function;
- through the study of additional languages focus their skills on other languages, other countries and cultures – through which they will develop a broader international cultural insight and vision;
- possess knowledge, skills and values through which they develop an understanding of the broader community, its underlying philosophy, psycho-social functioning, literary treasures, language dynamics and other related matters that makes it a dynamic environment; and
- be familiar with a process of life-long learning.

**V.2.2.5.2 Articulation and exit point**

- Successful completion of this programme allows the learner to register for the qualification Honours Baccalaureus Artium.
- After successful completion of the second or third study year the learner may apply for selection for the B.Psych. degree.

**V.2.2.5.3 Other rules (cf. compilation of programme under V.2.2.5.4)**

- a) In consultation with a faculty advisor a learner chooses modules from the module lists under V.2.2.2 to finalize the programme.



**V.2.2.5.4 Compilation of programme (total 384 credits)**

Level 3 (128 credits)						
AFNW321	AFNW322		AFNW323	PSIG321	PSIG351	PSIG361
AFNW311	AFNW312	AFNW313	WTSL319	KEUS311	PSIG341	PSIG311
Level 2 (128 credits)						
AFNW221	AFNW222		WTSL229	ENTR221	PSIG251	PSIG252
AFNW211	AFNW212				PSIG241	PSIG211
Level 1 (128 credits)						
AFNW121	AFNW122					PSIG151
AFNL111	LEER111					RINL111
						PSIG161
						PSIG131

**V.2.2.6 PROGRAMME: AFRIKAANS-DUTCH / COMPUTER SCIENCE AND INFORMATION STUDIES (L353V)**

**V.2.2.6.1 Programme outcomes**

On completion of this programme the learner should:

- a) possess knowledge, skills and values through which they will develop a sense for the demands of the particular occupations they wish to enter, as well as the broader society in which they function;
- b) through the study of additional languages focus their skills on other languages, other countries and cultures – through which they will develop a broader international cultural insight and vision;
- c) contribute in a professional way and according to currently acceptable methodologies to the design, development and delivery of computerised systems according to business needs and principles;
- d) be able to contribute in a meaningful way to the management of information and sources of information through his/her knowledge and understanding of applicable multi-disciplinary concepts, structures, models, theories, principles and research methodologies;
- e) be familiar with a process of life-long learning.

**V.2.2.6.2 Articulation and exit point**

- a) Successful completion of this programme allows the learner to register for the qualification Honours Baccalaureus Artium. There are no earlier exit points.

**V.2.2.6.3 Other rules (cf. compilation of programme under V.2.2.6.4)**

- a) In consultation with a faculty advisor a learner chooses modules from the module lists under V.2.2.2 to finalize the programme.

**V.2.2.6.4 Compilation of programme (total 384 credits)**

Level 3 (128 credits)						
AFNW321	AFNW322		AFNW323	ITRW322		ITRW321
AFNW311	AFNW312	AFNW313	WTSL319	KEUS311	ITRW312 or 313	ITRW311
Level 2 (128 credits)						
AFNW221	AFNW222		WTSL229	ENTR221	ITRW221 or 223	ITRW222
AFNW211	AFNW212					ITRW213
Level 1 (128 credits)						
AFNW121	AFNW122					ITRW121
AFNL111	LEER111					RINL111 ITRW111

**V.2.2.7 PROGRAMME: AFRIKAANS-DUTCH / SOCIOLOGY (L354V)**

**V.2.2.7.1 Programme outcomes**

On completion of this programme the learner should:

- a) possess knowledge, skills and values through which they will develop a sense for the demands of the particular occupations they wish to enter, as well as the broader society in which they function;
- b) through the study of additional languages focus their skills on other languages, other countries and cultures – through which they will develop a broader international cultural insight and vision;
- c) possess knowledge, skills and values through which they develop an understanding of the broader community, its underlying philosophy, psycho-social functioning, literary treasures, language dynamics and other related matters that makes it a dynamic environment; and
- d) be familiar with a process of life-long learning.

**V.2.2.7.2 Articulation and exit point**

- a) Successful completion of this programme allows the learner to register for the qualification Honours Baccalaureus Artium. There are no earlier exit points.

**V.2.2.7.3 Other rules (cf. compilation of programme under V.2.2.7.4)**

- a) In consultation with a faculty advisor a learner chooses modules from the module lists under V.2.2.2 to finalize the programme.

**V.2.2.7.4 Compilation of programme (total 384 credits)**

Level 3 (128 credits)						
AFNW321	AFNW322		AFNW323	SGVK322		SGVK321
AFNW311	AFNW312	AFNW313	WTSL319	KEUS311	SGVK312	SGVK311
Level 2 (128 credits)						
AFNW221	AFNW222		WTSL229	ENTR221		BSOP221
AFNW211	AFNW212					SGVK211
Level 1 (128 credits)						
AFNW121	AFNW122					BSOP151 BSOP161
AFNL111	LEER111					RINL111 SGVK111

**V.2.2.8 PROGRAMME: BIBLICAL STUDIES / ENGLISH (L355V)**

**V.2.2.8.1 Programme outcomes**

On completion of this programme the learner should:

- a) possess knowledge, skills and values through which they will develop a sense for the demands of the particular occupations they wish to enter, as well as the broader society in which they function;
- b) through the study of additional languages focus their skills on other languages, other countries and cultures – through which they will develop a broader international cultural insight and vision;
- c) possess knowledge, skills and values through which they develop an understanding of the broader community, its underlying philosophy, psycho-social functioning, literary treasures, language dynamics and other related matters that makes it a dynamic environment; and
- d) be familiar with a process of life-long learning.

**V.2.2.8.2 Articulation and exit point**

- a) Successful completion of this programme allows the learner to register for the qualification Honours Baccalaureus Artium. There are no earlier exit points.

**V.2.2.8.3 Other rules (cf. compilation of programme under V.2.2.8.4)**

- a) In consultation with a faculty advisor a learner chooses modules from the module lists under V.2.2.2 to finalize the programme.

**V.2.2.8.4 Compilation of programme (total 384 credits)**

Level 3 (128 credits)					
BYBL321		ENHL351	ENHL361		ENHL362
BYBL311	WTSL319	KEUS311	ENHL331	ENHL341	ENHL342
Level 2 (128 credits)					
BYBL221		WTSL229	ENTR221	ENHL251	ENHL261
BYBL211				ENHL231	ENHL241
Level 1 (128 credits)					
BYBL121				ENHL151	ENHL161
BYBL111	LEER111			RINL111	ENHL111

**V.2.2.9 PROGRAMME: BIBLICAL STUDIES / HISTORY (L356V)**

**V.2.2.9.1 Programme outcomes**

On completion of this programme the learner should:

- a) possess knowledge, skills and values through which they will develop a sense for the demands of the particular occupations they wish to enter, as well as the broader society in which they function;
- b) possess knowledge, skills and values through which they develop an understanding of the broader community, its underlying philosophy, and other related matters that makes it a dynamic environment; and
- c) be familiar with a process of life-long learning.

**V.2.2.9.2 Articulation and exit point**

- a) Successful completion of this programme allows the learner to register for the qualification Honours Baccalaureus Artium. There are no earlier exit points.

**V.2.2.9.3 Other rules (cf. compilation of programme under V.2.2.9.4)**

- a) In consultation with a faculty advisor a learner chooses modules from the module lists under V.2.2.2 to finalize the programme.
- b) At least 8 credits must be taken from a language module (AFNL, AFNW, ENHL, SSOL).

**V.2.2.9.4 Compilation of programme (total 384 credits)**

Level 3 (128 credits)							
BYBL321				GESK322			
BYBL311	WTSL319	KEUS311	GESK312				
Level 2 (128 credits)							
BYBL221		WTSL229	ENTR221	GESK222			
BYBL211				GESK212			
Level 1 (128 credits)							
BYBL121					GESK121	GESK122	
BYBL111	LEER111				RINL111	GESK111	

**V.2.2.10 PROGRAMME: BIBLICAL STUDIES / PSYCHOLOGY (L357V)****V.2.2.10.1 Programme outcomes**

On completion of this programme the learner should:

- a) possess knowledge, skills and values through which they will develop a sense for the demands of the particular occupations they wish to enter, as well as the broader society in which they function;
- b) possess knowledge, skills and values through which they develop an understanding of the broader community, its underlying philosophy, psycho-social functioning, and other related matters that makes it a dynamic environment; and
- c) be familiar with a process of life-long learning.

**V.2.2.10.2 Articulation and exit point**

- a) Successful completion of this programme allows the learner to register for the qualification Honours Baccalaureus Artium.
- b) After successful completion of the second or third study year the learner may apply for selection for the B.Psych. degree.

**V.2.2.10.3 Other rules (cf. compilation of programme under V.2.2.10.4)**

- a) In consultation with a faculty advisor a learner chooses modules from the module lists under V.2.2.2 to finalize the programme.
- b) At least 8 credits must be taken from a language module (AFNL, AFNW, ENHL, SSOL).

**V.2.2.10.4 Compilation of programme (total 384 credits)**

Level 3 (128 credits)						
BYBL321		PSIG321		PSIG351	PSIG361	
BYBL311	WTSL319	KEUS311	PSIG311		PSIG341	
Level 2 (128 credits)						
BYBL221		WTSL229	ENTR221	PSIG251	PSIG252	PSIG261
BYBL211				PSIG241	PSIG211	
Level 1 (128 credits)						
BYBL121					PSIG151	PSIG161
BYBL111	LEER111				RINL111	PSIG131

**V.2.2.11 PROGRAMME: BIBLICAL STUDIES / SOCIOLOGY (L358V)**

**V.2.2.11.1 Programme outcomes**

On completion of this programme the learner should:

- possess knowledge, skills and values through which they will develop a sense for the demands of the particular occupations they wish to enter, as well as the broader society in which they function;
- possess knowledge, skills and values through which they develop an understanding of the broader community, its underlying philosophy, psycho-social functioning, and other related matters that makes it a dynamic environment; and
- be familiar with a process of life-long learning.

**V.2.2.11.2 Articulation and exit point**

- Successful completion of this programme allows the learner to register for the qualification Honours Baccalaureus Artium. There are no earlier exit points.

**V.2.2.11.3 Other rules (cf. compilation of programme under V.2.2.11.4)**

- In consultation with a faculty advisor a learner chooses modules from the module lists under V.2.2.2 to finalize the programme.
- At least 8 credits must be taken from a language module (AFNL, AFNW, ENHL, SSOL).

**V.2.2.11.4 Compilation of programme (total 384 credits)**

Level 3 (128 credits)						
BYBL321		SGVK322		SGVK321		
BYBL311	WTSL319	KEUS311	SGVK312	SGVK311		
Level 2 (128 credits)						
BYBL221		WTSL229	ENTR221	BSOP221		
BYBL211				SGVK211		
Level 1 (128 credits)						
BYBL121					BSOP151	BSOP161
BYBL111	LEER111				RINL111	SGVK111

**V.2.2.12 PROGRAMME: SESOTHO / BIBLICAL STUDIES (L359V)**

**V.2.2.12.1 Programme outcomes**

On completion of this programme the learner should:

- a) possess knowledge, skills and values through which they will develop a sense for the demands of the particular occupations they wish to enter, as well as the broader society in which they function;
- b) through the study of additional languages focus their skills on other languages, other countries and cultures – through which they will develop a broader international cultural insight and vision;
- c) possess knowledge, skills and values through which they develop an understanding of the broader community, its underlying philosophy, psycho-social functioning, literary treasures, language dynamics and other related matters that makes it a dynamic environment; and
- d) be familiar with a process of life-long learning.

**V.2.2.12.2 Articulation and exit point**

- a) Successful completion of this programme allows the learner to register for the qualification Honours Baccalaureus Artium. There are no earlier exit points.

**V.2.2.12.3 Other rules (cf. compilation of programme under V.2.2.12.4)**

- a) In consultation with a faculty advisor a learner chooses modules from the module lists under V.2.2.2 to finalize the programme.

**V.2.2.12.4 Compilation of programme (total 384 credits)**

Level 3 (128 credits)						
SSOL321	SSOL322		SSOL323	BYBL321		
SSOL311	SSOL312	SSOL313	WTSL319	KEUS311	BYBL311	
Level 2 (128 credits)						
SSOL221	SSOL222	SSOL223	WTSL229	ENTR221		BYBL221
SSOL211	SSOL212				BYBL211	
Level 1 (128 credits)						
SSOL121	SSOL122				BYBL121	
SSOL111	LEER111				RINL111	BYBL111

**V.2.2.13 PROGRAMME: ECONOMICS / HISTORY (L360V)**

**V.2.2.13.1 Programme outcomes**

On completion of this programme the learner should:

- a) possess knowledge, skills and values through which they will develop a sense for the demands of the particular occupations they wish to enter, as well as the broader society in which they function;
- b) possess knowledge, skills and values through which they develop an understanding of the broader community, its underlying philosophy, and other related matters that makes it a dynamic environment; and

- c) display a profound knowledge of and insight into the economic and business environments and be able to solve problems resulting from this in collaboration with other disciplines;
- d) show an understanding for the need for the maintenance of competency and healthy practices in order to stay abreast of the changing economic environment of new methods, techniques and competitive challenges;
- e) be sensitive to the socio-economic needs of our heterogeneous and multi-cultural business communities and that of the world in general;
- f) be familiar with a process of life-long learning.

**V.2.2.13.2 Articulation and exit point**

- a) Successful completion of this programme allows the learner to register for the qualification Honours Baccalaureus Artium. There are no earlier exit points.

**V.2.2.13.3 Other rules (cf. compilation of programme under V.2.2.13.4)**

- a) In consultation with a faculty advisor a learner chooses modules from the module lists under V.2.2.2 to finalize the programme.
- b) At least 8 credits must be taken from a language module (AFNL, AFNW, ENHL, SSOL).

**V.2.2.13.4 Compilation of programme (total 384 credits)**

Level 3 (128 credits)							
EKNP321				GESK322			
EKNP311		WTSL319	KEUS311	GESK312			
Level 2 (128 credits)							
EKNP221		WTSL229	ENTR221	GESK222			
EKNP211				GESK212			
Level 1 (128 credits)							
EKNP121				GESK121		GESK122	
EKNP111	LEER111			RINL111		GESK111	

**V.2.2.14 PROGRAMME: ECONOMICS / SOCIOLOGY (L361V)**

**V.2.2.14.1 Programme outcomes**

On completion of this programme the learner should:

- a) possess knowledge, skills and values through which they will develop a sense for the demands of the particular occupations they wish to enter, as well as the broader society in which they function;
- b) possess knowledge, skills and values through which they develop an understanding of the broader community, its underlying philosophy, psycho-social functioning, and other related matters that makes it a dynamic environment; and
- c) display a profound knowledge of and insight into the economic and business environments and be able to solve problems resulting from this in collaboration with other disciplines;

- d) show an understanding for the need for the maintenance of competency and healthy practices in order to stay abreast of the changing economic environment of new methods, techniques and competitive challenges;
- e) be sensitive to the socio-economic needs of our heterogeneous and multi-cultural business communities and that of the world in general;
- f) be familiar with a process of life-long learning.

**V.2.2.14.2 Articulation and exit point**

- a) Successful completion of this programme allows the learner to register for the qualification Honours Baccalaureus Artium. There are no earlier exit points.

**V.2.2.14.3 Other rules (cf. compilation of programme under V.2.2.14.4)**

- a) In consultation with a faculty advisor a learner chooses modules from the module lists under V.2.2.2 to finalize the programme.
- b) At least 8 credits must be taken from a language module (AFNL, AFNW, ENHL, SSOL).

**V.2.2.14.4 Compilation of programme (total 384 credits)**

Level 3 (128 credits)					
EKNP321			SGVK322		SGVK321
EKNP311		WTSL319	KEUS311	SGVK312	SGVK311
Level 2 (128 credits)					
EKNP221		WTSL229	ENTR221		BSOP221
EKNP211					SGVK211
Level 1 (128 credits)					
EKNP121					BSOP151
EKNP111	LEER111				RINL111
					SGVK111

**V.2.2.15 PROGRAMME: ENGLISH / HISTORY (L362V)**

**V.2.2.15.1 Programme outcomes**

On completion of this programme the learner should:

- a) possess knowledge, skills and values through which they will develop a sense for the demands of the particular occupations they wish to enter, as well as the broader society in which they function;
- b) through the study of additional languages focus their skills on other languages, other countries and cultures – through which they will develop a broader international cultural insight and vision;
- c) possess knowledge, skills and values through which they develop an understanding of the broader community, its underlying philosophy, psycho-social functioning, literary treasures, language dynamics and other related matters that makes it a dynamic environment; and
- d) be familiar with a process of life-long learning.



**V.2.2.15.2 Articulation and exit point**

- a) Successful completion of this programme allows the learner to register for the qualification Honours Baccalaureus Artium. There are no earlier exit points.

**V.2.2.15.3 Other rules (cf. compilation of programme under V.2.2.15.4)**

- a) In consultation with a faculty advisor a learner chooses modules from the module lists under V.2.2.2 to finalize the programme.

**V.2.2.15.4 Compilation of programme (total 384 credits)**

Level 3 (128 credits)							
ENHL351	ENHL361		ENHL362	GESK322			
ENHL331	ENHL341	ENHL342	WTSL319	KEUS311	GESK312		
Level 2 (128 credits)							
ENHL251	ENHL261	ENHL262	WTSL229	ENTR221	GESK222		
ENHL231	ENHL241				GESK212		
Level 1 (128 credits)							
ENHL151	ENHL161					GESK121	GESK122
ENHL111	LEER111					RINL111	GESK111

**V.2.2.16 PROGRAMME: ENGLISH / PSYCHOLOGY (L363V)****V.2.2.16.1 Programme outcomes**

On completion of this programme the learner should:

- possess knowledge, skills and values through which they will develop a sense for the demands of the particular occupations they wish to enter, as well as the broader society in which they function;
- through the study of additional languages focus their skills on other languages, other countries and cultures – through which they will develop a broader international cultural insight and vision;
- possess knowledge, skills and values through which they develop an understanding of the broader community, its underlying philosophy, psycho-social functioning, literary treasures, language dynamics and other related matters that makes it a dynamic environment; and
- be familiar with a process of life-long learning.

**V.2.2.16.2 Articulation and exit point**

- Successful completion of this programme allows the learner to register for the qualification Honours Baccalaureus Artium.
- After successful completion of the second or third study year the learner may apply for selection for the B.Psych. degree.

**V.2.2.16.3 Other rules (cf. compilation of programme under V.2.2.16.4)**

- a) In consultation with a faculty advisor a learner chooses modules from the module lists under V.2.2.2 to finalize the programme.

#### V.2.2.16.4 Compilation of programme (total 384 credits)

Level 3 (128 credits)						
ENHL351	ENHL361		ENHL362	PSIG321		PSIG351
ENHL331	ENHL341	ENHL342	WTSL319	KEUS311	PSIG311	
Level 2 (128 credits)						
ENHL251	ENHL261	ENHL262	WTSL229	ENTR221	PSIG251	PSIG252
ENHL231	ENHL241				PSIG211	
Level 1 (128 credits)						
ENHL151	ENHL161				PSIG151	PSIG161
ENHL111	LEER111				RINL111	PSIG131

#### V.2.2.17 PROGRAMME: ENGLISH / SOCIOLOGY (L364V)

##### V.2.2.17.1 Programme outcomes

On completion of this programme the learner should:

- possess knowledge, skills and values through which they will develop a sense for the demands of the particular occupations they wish to enter, as well as the broader society in which they function;
- through the study of additional languages focus their skills on other languages, other countries and cultures – through which they will develop a broader international cultural insight and vision;
- possess knowledge, skills and values through which they develop an understanding of the broader community, its underlying philosophy, psycho-social functioning, literary treasures, language dynamics and other related matters that makes it a dynamic environment; and
- be familiar with a process of life-long learning.

##### V.2.2.17.2 Articulation and exit point

- Successful completion of this programme allows the learner to register for the qualification Honours Baccalaureus Artium. There are no earlier exit points.

##### V.2.2.17.3 Other rules (cf. compilation of programme under V.2.2.17.4)

- In consultation with a faculty advisor a learner chooses modules from the module lists under V.2.2.2 to finalize the programme.

#### V.2.2.17.4 Compilation of programme (total 384 credits)

Level 3 (128 credits)						
ENHL351	ENHL361		ENHL362	SGVK322		SGVK321
ENHL331	ENHL341	ENHL342	WTSL319	KEUS311	SGVK312	SGVK311
Level 2 (128 credits)						
ENHL251	ENHL261	ENHL262	WTSL229	ENTR221		BSOP221
ENHL231	ENHL241					SGVK211
Level 1 (128 credits)						
ENHL151	ENHL161					BSOP151
ENHL111	LEER111					RINL111
						SGVK111

**V.2.2.18 PROGRAMME: HISTORY / PSYCHOLOGY (L365V)**

**V.2.2.18.1 Programme outcomes**

On completion of this programme the learner should:

- a) possess knowledge, skills and values through which they will develop a sense for the demands of the particular occupations they wish to enter, as well as the broader society in which they function;
- b) possess knowledge, skills and values through which they develop an understanding of the broader community, its underlying philosophy, psycho-social functioning, and other related matters that makes it a dynamic environment; and
- c) be familiar with a process of life-long learning.

**V.2.2.18.2 Articulation and exit point**

- a) Successful completion of this programme allows the learner to register for the qualification Honours Baccalaureus Artium.
- b) After successful completion of the second or third study year the learner may apply for selection for the B.Psych. degree.

**V.2.2.18.3 Other rules (cf. compilation of programme under V.2.2.18.4)**

- a) In consultation with a faculty advisor a learner chooses modules from the module lists under V.2.2.2 to finalize the programme.
- b) At least 8 credits must be taken from a language module (AFNL, AFNW, ENHL, SSOL).

**V.2.2.18.4 Compilation of programme (total 384 credits)**

Level 3 (128 credits)							
GESK322				PSIG321		PSIG351	PSIG361
GESK312	WTSL319	KEUS311	PSIG311		PSIG341		
Level 2 (128 credits)							
GESK222		WTSL229	ENTR221	PSIG251	PSIG252	PSIG261	
GESK212				PSIG211		PSIG241	
Level 1 (128 credits)							
GESK121	GESK122					PSIG151	PSIG161
GESK111	LEER111					RINL111	PSIG131

**V.2.2.19 PROGRAMME: HISTORY / COMPUTER SCIENCE AND INFORMATION STUDIES (L366V)**

**V.2.2.19.1 Programme outcomes**

On completion of this programme the learner should:

- a) possess knowledge, skills and values through which they will develop a sense for the demands of the particular occupations they wish to enter, as well as the broader society in which they function;
- b) contribute in a professional way and according to currently acceptable methodologies to the design, development and delivery of computerised systems according to business needs and principles;

- c) be able to contribute in a meaningful way to the management of information and sources of information through his/her knowledge and understanding of applicable multi-disciplinary concepts, structures, models, theories, principles and research methodologies;
- d) be familiar with a process of life-long learning.

**V.2.2.19.2 Articulation and exit point**

- a) Successful completion of this programme allows the learner to register for the qualification Honours Baccalaureus Artium. There are no earlier exit points.

**V.2.2.19.3 Other rules (cf. compilation of programme under V.2.2.19.4)**

- a) In consultation with a faculty advisor a learner chooses modules from the module lists under V.2.2.2 to finalize the programme.
- b) At least 8 credits must be taken from a language module (AFNL, AFNW, ENHL, SSOL).

**V.2.2.19.4 Compilation of programme (total 384 credits)**

Level 3 (128 credits)							
GESK322			ITRW321		ITRW322		
GESK312		WTSL319	KEUS311	ITRW312 or 313	ITRW311		
Level 2 (128 credits)							
GESK222			WTSL229	ENTR221	ITRW221 or 223	ITRW222	
GESK212					ITRW213		
Level 1 (128 credits)							
GESK121	GESK122				ITRW121		
GESK111	LEER111				RINL111	ITRW111	

**V.2.2.20 PROGRAMME: HISTORY / SOCIOLOGY (L367V)**

**V.2.2.20.1 Programme outcomes**

On completion of this programme the learner should:

- a) possess knowledge, skills and values through which they will develop a sense for the demands of the particular occupations they wish to enter, as well as the broader society in which they function;
- b) possess knowledge, skills and values through which they develop an understanding of the broader community, its underlying philosophy, psycho-social functioning, and other related matters that makes it a dynamic environment; and
- c) be familiar with a process of life-long learning.

**V.2.2.20.2 Articulation and exit point**

- a) Successful completion of this programme allows the learner to register for the qualification Honours Baccalaureus Artium. There are no earlier exit points.

**V.2.2.20.3 Other rules (cf. compilation of programme under V.2.2.20.4)**

- a) In consultation with a faculty advisor a learner chooses modules from the module lists under V.2.2.2 to finalize the programme.
- b) At least 8 credits must be taken from a language module (AFNL, AFNW, ENHL, SSOL).

**V.2.2.20.4 Compilation of programme (total 384 credits)**

Level 3 (128 credits)							
GESK322			SGVK322			SGVK321	
GESK312		WTSL319	KEUS311	SGVK312	SGVK311		
Level 2 (128 credits)							
GESK222			WTSL229	ENTR221	BSOP221		
GESK212					SGVK211		
Level 1 (128 credits)							
GESK121	GESK122					BSOP151	BSOP161
GESK111	LEER111					RINL111	SGVK111

**V.2.2.21 PROGRAMME: HISTORY / SESOTHO (L368V)****V.2.2.21.1 Programme outcomes**

On completion of this programme the learner should:

- a) possess knowledge, skills and values through which they will develop a sense for the demands of the particular occupations they wish to enter, as well as the broader society in which they function;
- b) through the study of additional languages focus their skills on other languages, other countries and cultures – through which they will develop a broader international cultural insight and vision;
- c) possess knowledge, skills and values through which they develop an understanding of the broader community, its underlying philosophy, psycho-social functioning, literary treasures, language dynamics and other related matters that makes it a dynamic environment; and
- d) be familiar with a process of life-long learning.

**V.2.2.21.2 Articulation and exit point**

- a) Successful completion of this programme allows the learner to register for the qualification Honours Baccalaureus Artium. There are no earlier exit points.

**V.2.2.21.3 Other rules (cf. compilation of programme under V.2.2.21.4)**

- a) In consultation with a faculty advisor a learner chooses modules from the module lists under V.2.2.2 to finalize the programme.

**V.2.2.21.4 Compilation of programme (total 384 credits)**

Level 3 (128 credits)					
GESK322		SSOL321	SSOL322		SSOL323
GESK312	WTSL319	KEUS311	SSOL311	SSOL312	SSOL313
Level 2 (128 credits)					
GESK222		WTSL229	ENTR221	SSOL221	SSOL222
GESK212				SSOL211	SSOL212
Level 1 (128 credits)					
GESK121	GESK122			SSOL121	SSOL122
GESK111	LEER111			RINL111	SSOL111

**V.2.2.22 PROGRAMME: SESOTHO / PSYCHOLOGY (L369V)**

**V.2.2.22.1 Programme outcomes**

On completion of this programme the learner should:

- possess knowledge, skills and values through which they will develop a sense for the demands of the particular occupations they wish to enter, as well as the broader society in which they function;
- through the study of additional languages focus their skills on other languages, other countries and cultures – through which they will develop a broader international cultural insight and vision;
- possess knowledge, skills and values through which they develop an understanding of the broader community, its underlying philosophy, psycho-social functioning, literary treasures, language dynamics and other related matters that makes it a dynamic environment; and
- be familiar with a process of life-long learning.

**V.2.2.22.2 Articulation and exit point**

- Successful completion of this programme allows the learner to register for the qualification Honours Baccalaureus Artium.
- After successful completion of the second or third study year the learner may apply for selection for the B.Psych. degree.

**V.2.2.22.3 Other rules (cf. compilation of programme under V.2.2.22.4)**

- In consultation with a faculty advisor a learner chooses modules from the module lists under V.2.2.2 to finalize the programme.

**V.2.2.22.4 Compilation of programme (total 384 credits)**

Level 3 (128 credits)							
SSOL321	SSOL322		SSOL323	PSIG321		PSIG351	PSIG361
SSOL311	SSOL312	SSOL313	WTSL319	KEUS311	PSIG311		PSIG341
Level 2 (128 credits)							
SSOL221	SSOL222	SSOL223	WTSL229	ENTR221	PSIG251	PSIG252	PSIG261
SSOL211	SSOL212				PSIG211		PSIG241
Level 1 (128 credits)							
SSOL121	SSOL122					PSIG151	PSIG161
SSOL111	LEER111					RINL111	PSIG131

**V.2.2.23 PROGRAMME: SESOTHO / SOCIOLOGY (L370V)****V.2.2.23.1 Programme outcomes**

On completion of this programme the learner should:

- possess knowledge, skills and values through which they will develop a sense for the demands of the particular occupations they wish to enter, as well as the broader society in which they function;
- through the study of additional languages focus their skills on other languages, other countries and cultures – through which they will develop a broader international cultural insight and vision;
- possess knowledge, skills and values through which they develop an understanding of the broader community, its underlying philosophy, psycho-social functioning, literary treasures, language dynamics and other related matters that makes it a dynamic environment; and
- be familiar with a process of life-long learning.

**V.2.2.23.2 Articulation and exit point**

- Successful completion of this programme allows the learner to register for the qualification Honours Baccalaureus Artium. There are no earlier exit points.

**V.2.2.23.3 Other rules (cf. compilation of programme under V.2.2.23.4)**

- In consultation with a faculty advisor a learner chooses modules from the module lists under V.2.2.2 to finalize the programme.

**V.2.2.23.4 Compilation of programme (total 384 credits)**

Level 3 (128 credits)							
SSOL321	SSOL322		SSOL323	SGVK322		SGVK321	
SSOL311	SSOL312	SSOL313	WTSL319	KEUS311	SGVK312	SGVK311	
Level 2 (128 credits)							
SSOL221	SSOL222	SSOL223	WTSL229	ENTR221		BSOP221	
SSOL211	SSOL212					SGVK211	
Level 1 (128 credits)							
SSOL121	SSOL122					BSOP151	BSOP161
SSOL111	LEER111					RINL111	SGVK111

**V.2.3 DIRECTION: DEVELOPMENT AND MANAGEMENT**

The programmes compiled for this direction, gives a basic training in Development and Management. In the compilation of the programmes consideration was given to employment possibilities and the human resource needs of our country. These programmes also prepare the learner for postgraduate study in specific specialised directions.

**V.2.3.1 SPECIFIC ADMISSION REQUIREMENTS**

Admission to this course takes place according to the General rules (A.4) of the university. Specific admission requirements to the School of Languages (AFNL, AFNW, ENHL, LAPR and SSOL) are listed under V2.4.1 below.

V.2.3.2 LIST OF MODULES

V.2.3.2.1 CORE MODULES

Module code	Descriptive name	Ct
	<b>Industrial Psychology</b>	
BSKP111	Industrial Psychology	8
BSKP151	Occupational Health	8
BSKP161	Diversity in work context	8
BSKP211	Personnel Psychology	16
BSKP251	Occupational Psychology	8
BSKP261	Psychopathology in work context	8
BSKP311	Organisational Psychology	16
BSKP351	Psychometrics	8
BSKP361	Research Methodology	8
	<b>Industrial Sociology</b>	
BSOP111	Introduction to Industrial Sociology	8
BSOP151	Social Pathology	8
BSOP161	Social Change	8
BSOP211	Occupational Sociology	16
BSOP221	Group Dynamics	16
BSOP311	Theory and Practice of Labour Relations	16
BSOP321	Management of Labour Relations	16
	<b>Economics</b>	
EKNP111	The Functioning of the South African Economic System	8
EKNP121	Introductory Macro and Micro Economics	16
EKNP211	Micro and Macro Economics	16
EKNP221	Fiscal and Monetary Policy	16
EKNP311	Development, Regional and Labour Economics	16
EKNP321	Economic Analysis	16
	<b>History</b>	
GESK111	Pre-industrial civilisation formation	8
GESK121	Modernisation and development of society	8
GESK122	The creation of the present society	8
GESK212	South Africa and Africa: political development	16
GESK222	South Africa and Africa: socio-economic development	24
GESK312	Man and interaction with the environment	24
GESK322	Ideas and history	32
	<b>Public Management</b>	
OBAD111	Introduction to Public Management	8
OBAD121	Public Management and service delivery	8
OBAD122	Sustainable development and service delivery	8



<b>Module code</b>	<b>Descriptive name</b>	<b>Ct</b>
OBAD211	Policy studies and planning	8
OBAD212	Policy implementation for public service delivery	8
OBAD221	Principles of Public Management	8
OBAD222	Municipal management	8
OBAD311	Managerial skills	8
OBAD312	Selected managerial skills	8
OBAD321	Management application and techniques	8
OBAD322	Public sector problems	8
	<b>Political studies</b>	
POLI111	The state, politics and government	8
POLI121	The South African political system	8
	<b>Psychology</b>	
PSIG131	Introduction to Psychology	8
PSIG151	Introduction to Psychology	8
PSIG161	Interpersonal, Social & Community Psychology	8
PSIG211	Human Development in Socio-cultural context	16
PSIG241	Perspectives on being human	8
PSIG251	Psychological Health	8
PSIG252	Introduction to Aid and Ethics	8
PSIG261	Life-skills	8
PSIG311	Introduction to Psychopathology and foretology	16
PSIG341	Community Psychology and Programmes	8
PSIG321	Health Instruction	16
PSIG351	Human Diversity	8
PSIG361	Crisis Intervention	8
	<b>Computer Science and Information Studies</b>	
ITRW111	Introduction to programming	8
ITRW121	Graphic interface programming I	16
ITRW213	Systems analysis and design I	16
ITRW221	Project: Systems analysis and design	8
ITRW222	Data structures & algorithms	16
ITRW223	Systems analysis and design II	8
ITRW311	Databases I	16
ITRW312	Artificial intelligence	8
ITRW315	Expert systems	8
ITRW321	Databases II	16
ITRW322	Network programming and Internet	16
	<b>Sociology</b>	
SGVK111	Sociological perspectives in global context	8
SGVK211	Relationships	16
SGVK311	Change I	16
SGVK312	Change II	8

Module code	Descriptive name	Ct
SGVK321	Empowerment facilitation I	16
SGVK322	Empowerment facilitation II	16

#### V.2.3.2.2 CHOICE MODULES

Module code	Descriptive name	Ct
	<b>Afrikaans and Dutch</b>	
AFNW113	Language proficiency: Afrikaans	8
AFNW123	Advanced Language proficiency: Afrikaans	16
AFNL111	Language without boundaries	8
AFNW121	Text and context: the language of texts	8
AFNW122	Text and context: literary texts and approaches	8
AFNW211	Individual and society: Community and language	8
AFNW212	Afrikaans and Dutch: Frameworks for literary study	8
AFNW221	Afrikaans and Dutch: Grammatical perspectives	8
AFNW222	Afrikaans and Dutch: Literary acts	16
AFNW311	A multitude of voices: Macro-language in SA	8
AFNW312	Afrikaans and Dutch: The multitude of voices	8
AFNW313	Afrikaans and Dutch: The multitude of voices II - Post colonialism	8
AFNW321	Contemporary perspectives: Film and novel	8
AFNW322	Contemporary perspectives: Text perspectives	16
AFNW323	Contemporary perspectives: Current trends	8
	Language proficiency: Afrikaans	
	<b>Biblical Studies</b>	
BYBL111	Biblical Studies: Introduction to the Bible and the World of the Bible	8
BYBL121	Biblical Studies: NT – The Gospels	16
BYBL211	Biblical Studies: OT – The Pentateuch	16
BYBL221	Biblical Studies: NT	24
BYBL311	Biblical Studies: OT	24
BYBL321	Other theological subjects	32
	<b>English</b>	
ENHL113	Language proficiency: English	8
ENHL123	Advanced Language proficiency: English	16
ENHL111	Language without boundaries	8
ENHL151	Text and context: the language of texts	8
ENHL161	Text and context: literary texts and approaches	8
ENHL231	Individual and society: Community and language	8
ENHL241	Individual and society: Community and literature	8
ENHL251	Realism	8
ENHL261	SA perspectives: Literary development I	8

<b>Module code</b>	<b>Descriptive name</b>	<b>Ct</b>
ENHL262	SA perspectives: Literary development II	8
ENHL331	Introduction to Psycho-linguistics	8
ENHL341	Development in English drama	8
ENHL342	Development in English poetry	8
ENHL351	Development in the English novel: Modernism	8
ENHL361	Development in the English novel: Postmodernism	16
ENHL362	Contemporary perspectives: Film and fiction	8
	<b>Business Management</b>	
ONBP111	General Management	8
ONBP121	Entrepreneurship	16
ONBP211	Introduction to Marketing Management	16
	<b>Statistics</b>	
STTK111	Introductory descriptive Statistics	8
STTK121	Introductory statistical interference I	8
STTK122	Statistics for the management sciences	8
STTK123	Introductory statistical interference II	8
STTK124	Practical Statistics	8
	<b>Sesotho</b>	
SSOL113	Language proficiency: Sesotho	8
SSOL123	Advanced Language proficiency: Sesotho	16
SSOL111	Language without boundaries	8
SSOL121	Text and context: the language of texts	8
SSOL122	Text and context: literary texts and approaches	8
SSOL211	Individual and society: Community and language	8
SSOL212	Individual and society: Community and literature	8
SSOL221	SA perspectives: Grammatical perspectives	8
SSOL222	SA perspectives: from oral to written literature	8
SSOL223	SA perspectives: Literary development	8
SSOL311	A multitude of voices: Macro-language in SA	8
SSOL312	A multitude of voices: Comparative literature	8
SSOL313	A multitude of voices: Post colonialism	8
SSOL321	Contemporary perspectives: Film and novel	8
SSOL322	Contemporary perspectives: Current trends	16
SSOL323	Contemporary perspectives: Text perspectives	8
	<b>Language Practice</b>	
LAPR111	Introduction to Language Practice	8
LAPR121	Language Practice and pragmatics	16
LAPR211	Perspectives on Language Practice	16
LAPR221	Skills for Language Practice: Editing	8
LAPR222	Skills for Language Practice: Translation Aids	16
LAPR311	Contemporary perspectives: Theory	8
LAPR312	Contemporary perspectives: creativity and Culture	16

Module code	Descriptive name	Ct
LAPR321	Language Practice outside: Applications	8
LAPR322	Language Practice outside: The language practitioner	8
LAPR323	Language Practice outside: Internship	16
<b>Mathematics</b>		
WISK113/ WISK123	Mathematical techniques	8
WISK213	Discrete Mathematics	8
WISV111	Analysis I	8
WISV112	Introductory Algebra	8
WISV121	Analysis II	8
WISV122	Introductory Mathematical Modelling	8
WISV211	Analysis III	16
WISV221	Linear Algebra	16

**V.2.3.3 PROGRAMME: PUBLIC MANAGEMENT AND ADMINISTRATION / INDUSTRIAL PSYCHOLOGY (L313V)**

**V.2.3.3.1 Programme outcomes**

After completion of this programme the learner should:

- a) be able to take the lead in private and public organisations to manage human resources, promote good work relations, obtain dynamic group work, and address the needs of the community in the process.
- b) have a basic training in the humanities which enables him/her to function in a problem solving manner in the workplace and to make a contribution through self-realisation and job creation;
- c) be capable of executing functions and applying skills used for examining and managing psychological phenomena in the work context.

**V.2.3.3.2 Articulation and exit point**

- a) Successful completion of this programme allows the learner to register for the qualification Honours Baccalaureus Artium. There are no earlier exit points.

**V.2.3.3.3 Other rules (cf. compilation of programme under V.2.3.3.4)**

- a) In consultation with a faculty advisor a learner chooses modules from the module lists under V.2.3.2 to finalize the programme.
- b) At least 16 credits must be taken from a language module (AFNL, AFNW, ENHL, SSOL).
- c) The following modules must be included in the programme: POLI111, GESK111.

**V.2.3.3.4 Compilation of programme (total 384 credits)**

Level 3 (128 credits)							
OBAD321	OBAD322					BSKP351	BSKP361
OBAD311	OBAD312		WTSL319	KEUS311		BSKP311	
Level 2 (128 credits)							
OBAD221	OBAD222		WTSL229	ENTR221		BSKP251	BSKP261
OBAD211	OBAD212					BSKP211	
Level 1 (128 credits)							
OBAD121	OBAD122					BSKP151	BSKP161
OBAD111	LEER111					RINL111	BSKP111

**V.2.3.4 PROGRAMME: PUBLIC MANAGEMENT AND ADMINISTRATION / BEDRYF-SOCIOLOGY (L314V)**

**V.2.3.4.1 Programme outcomes**

After completion of this programme the learner should:

- a) be able to take the lead in private and public organisations to manage human resources, promote good work relations, obtain dynamic group work, and address the needs of the community in the process.
- b) have a basic training in the humanities which enables him/her to function in a problem solving manner in the workplace and to make a contribution through self-realisation and job creation;
- c) be capable of executing functions and applying skills used for examining and managing sociological phenomena in the work context.

**V.2.3.4.2 Articulation and exit point**

- a) Successful completion of this programme allows the learner to register for the qualification Honours Baccalaureus Artium. There are no earlier exit points.

**V.2.3.4.3 Other rules (cf. compilation of programme under V.2.3.4.4)**

- a) In consultation with a faculty advisor a learner chooses modules from the module lists under V.2.3.2 to finalize the programme.
- b) At least 16 credits must be taken from a language module (AFNL, AFNW, ENHL, SSOL).
- c) The following modules must be included in the programme: POLI111, GESK111.

**V.2.3.4.4 Compilation of programme (total 384 credits)**

Level 3 (128 credits)							
OBAD321	OBAD322					BSOP321	
OBAD311	OBAD312		WTSL319	KEUS311		BSOP311	
Level 2 (128 credits)							
OBAD221	OBAD222		WTSL229	ENTR221		BSOP221	
OBAD211	OBAD212					BSOP211	
Level 1 (128 credits)							
OBAD121	OBAD122					BSOP151	BSOP161
OBAD111	LEER111					RINL111	BSOP111

**V.2.3.5 PROGRAMME: PUBLIC MANAGEMENT AND ADMINISTRATION / ECONOMICS (L315V)**

**V.2.3.5.1 Programme outcomes**

After completion of this programme the learner should:

- a) be able to take the lead in private and public organisations to manage human resources, promote good work relations, obtain dynamic group work, and address the needs of the community in the process.
- b) have a basic training in the humanities which enables him/her to function in a problem solving manner in the workplace and to make a contribution through self-realisation and job creation;
- c) display a profound knowledge of and insight into the economic and business environments and be able to solve problems resulting from this in collaboration with other disciplines;
- d) show an understanding for the need for the maintenance of competency and healthy practices in order to stay abreast of the changing economic environment of new methods, techniques and competitive challenges;
- e) be sensitive to the socio-economic needs of our heterogeneous and multi-cultural business communities and that of the world in general.

**V.2.3.5.2 Articulation and exit point**

- a) Successful completion of this programme allows the learner to register for the qualification Honours Baccalaureus Artium. There are no earlier exit points.

**V.2.3.5.3 Other rules (cf. compilation of programme under V.2.3.5.4)**

- a) In consultation with a faculty advisor a learner chooses modules from the module lists under V.2.3.2 to finalize the programme.
- b) At least 16 credits must be taken from a language module (AFNL, AFNW, ENHL, SSOL).
- c) The following modules must be included in the programme: POLI111, GESK111.

**V.2.3.5.4 Compilation of programme (total 384 credits)**

Level 3 (128 credits)							
OBAD321	OBAD322					EKNP321	
OBAD311	OBAD312		WTSL319	KEUS311		EKNP311	
Level 2 (128 credits)							
OBAD221	OBAD222		WTSL229	ENTR221		EKNP221	
OBAD211	OBAD212					EKNP211	
Level 1 (128 credits)							
OBAD121	OBAD122					EKNP121	
OBAD111	LEER111					RINL111	EKNP111

**V.2.3.6 PROGRAMME: PUBLIC MANAGEMENT AND ADMINISTRATION / HISTORY (L316V)**

**V.2.3.6.1 Programme outcomes**

After completion of this programme the learner should:

- a) be able to take the lead in private and public organisations to manage human resources, promote good work relations, obtain dynamic group work, and address the needs of the community in the process.
- b) have a basic training in the humanities which enables him/her to function in a problem solving manner in the workplace and to make a contribution through self-realisation and job creation;
- c) possess knowledge, skills and values through which they will develop a sense for the demands of the particular occupations they wish to enter, as well as the broader society in which they function;
- d) possess knowledge, skills and values through which they develop an understanding of the broader community, its underlying philosophy, and other related matters that makes it a dynamic environment; and
- e) be familiar with a process of life-long learning.

**V.2.3.6.2 Articulation and exit point**

- a) Successful completion of this programme allows the learner to register for the qualification Honours Baccalaureus Artium. There are no earlier exit points.

**V.2.3.6.3 Other rules (cf. compilation of programme under V.2.3.6.4)**

- a) In consultation with a faculty advisor a learner chooses modules from the module lists under V.2.3.2 to finalize the programme.
- b) At least 16 credits must be taken from a language module (AFNL, AFNW, ENHL, SSOL).
- c) The following modules must be included in the programme: POLI111, GESK111.

**V.2.3.6.4 Compilation of programme (total 384 credits)**

Level 3 (128 credits)						
OBAD321	OBAD322				GESK322	
OBAD311	OBAD312		WTSL319	KEUS311	GESK312	
Level 2 (128 credits)						
OBAD221	OBAD222		WTSL229	ENTR221	GESK222	
OBAD211	OBAD212				GESK212	
Level 1 (128 credits)						
OBAD121	OBAD122				GESK121	GESK122
OBAD111	LEER111				RINL111	GESK111

**V.2.3.7 PROGRAMME: PUBLIC MANAGEMENT AND ADMINISTRATION / PSYCHOLOGY (L317V)**

**V.2.3.7.1 Programme outcomes**

After completion of this programme the learner should:

- a) be able to take the lead in private and public organisations to manage human resources, promote good work relations, obtain dynamic group work, and address the needs of the community in the process.
- b) have a basic training in the humanities which enables him/her to function in a problem solving manner in the workplace and to make a contribution through self-realisation and job creation;
- c) possess knowledge, skills and values through which they develop an understanding of the broader community, its underlying philosophy, psycho-social functioning, and other related matters that makes it a dynamic environment; and
- d) be familiar with a process of life-long learning.

**V.2.3.7.2 Articulation and exit point**

- a) Successful completion of this programme allows the learner to register for the qualification Honours Baccalaureus Artium.
- b) After successful completion of the second or third study year the learner may apply for selection for the B.Psych. degree.

**V.2.3.7.3 Other rules (cf. compilation of programme under V.2.3.7.4)**

- a) In consultation with a faculty advisor a learner chooses modules from the module lists under V.2.3.2 to finalize the programme.
- b) At least 16 credits must be taken from a language module (AFNL, AFNW, ENHL, SSOL).
- c) The following modules must be included in the programme: POLI111, GESK111.

**V.2.3.7.4 Compilation of programme (total 384 credits)**

Level 3 (128 credits)							
OBAD321	OBAD322			PSIG321	PSIG351	PSIG361	
OBAD311	OBAD312		WTSL319	KEUS311	PSIG311		PSIG341
Level 2 (128 credits)							
OBAD221	OBAD222		WTSL229	ENTR221	PSIG251	PSIG252	PSIG261
OBAD211	OBAD212				PSIG211		PSIG241
Level 1 (128 credits)							
OBAD121	OBAD122					PSIG151	PSIG161
OBAD111	LEER111					RINL111	PSIG131

**V.2.3.8 PROGRAMME: PUBLIC MANAGEMENT AND ADMINISTRATION / COMPUTER SCIENCE AND INFORMATION STUDIES (L318V)**

**V.2.3.8.1 Programme outcomes**

After completion of this programme the learner should:

- a) be able to take the lead in private and public organisations to manage human resources, promote good work relations, obtain dynamic group work, and address the needs of the community in the process.



- b) have a basic training in the humanities which enables him/her to function in a problem solving manner in the workplace and to make a contribution through self-realisation and job creation;
- c) contribute in a professional way and according to currently acceptable methodologies to the design, development and delivery of computerised systems according to business needs and principles;
- d) be able to contribute in a meaningful way to the management of information and sources of information through his/her knowledge and understanding of applicable multi-disciplinary concepts, structures, models, theories, principles and research methodologies;
- e) be familiar with a process of life-long learning.

**V.2.3.8.2 Articulation and exit point**

- a) Successful completion of this programme allows the learner to register for the qualification Honours Baccalaureus Artium. There are no earlier exit points.

**V.2.3.8.3 Other rules (cf. compilation of programme under V.2.3.8.4)**

- a) In consultation with a faculty advisor a learner chooses modules from the module lists under V.2.3.2 to finalize the programme.
- b) At least 16 credits must be taken from a language module (AFNL, AFNW, ENHL, SSOL).
- c) The following modules must be included in the programme: POLI111, GESK111.

**V.2.3.8.4 Compilation of programme (total 384 credits)**

Level 3 (128 credits)							
OBAD321	OBAD322			ITRW321		ITRW322	
OBAD311	OBAD312		WTSL319	KEUS311	ITRW311		ITRW312 or 313
Level 2 (128 credits)							
OBAD221	OBAD222		WTSL229	ENTR221	ITRW222		ITRW221 or 223
OBAD211	OBAD212				ITRW213		
Level 1 (128 credits)							
OBAD121	OBAD122				ITRW121		
OBAD111	LEER111				RINL111	ITRW111	

**V.2.3.9 PROGRAMME: PUBLIC MANAGEMENT AND ADMINISTRATION / SOCIOLOGY (L319V)**

**V.2.3.9.1 Programme outcomes**

After completion of this programme the learner should:

- a) be able to take the lead in private and public organisations to manage human resources, promote good work relations, obtain dynamic group work, and address the needs of the community in the process.

- b) have a basic training in the humanities which enables him/her to function in a problem solving manner in the workplace and to make a contribution through self-realisation and job creation;
- c) possess knowledge, skills and values through which they develop an understanding of the broader community, its underlying philosophy, psycho-social functioning, and other related matters that makes it a dynamic environment; and
- d) be familiar with a process of life-long learning.

**V.2.3.9.2 Articulation and exit point**

- a) Successful completion of this programme allows the learner to register for the qualification Honours Baccalaureus Artium. There are no earlier exit points.

**V.2.3.9.3 Other rules (cf. compilation of programme under V.2.3.9.4)**

- a) In consultation with a faculty advisor a learner chooses modules from the module lists under V.2.3.2 to finalize the programme.
- b) At least 16 credits must be taken from a language module (AFNL, AFNW, ENHL, SSOL).
- c) The following modules must be included in the programme: POLI111, GESK111.

**V.2.3.9.4 Compilation of programme (total 384 credits)**

Level 3 (128 credits)						
OBAD321	OBAD322			SGVK322		SGVK321
OBAD311	OBAD312		WTSL319	KEUS311	SGVK312	SGVK311
Level 2 (128 credits)						
OBAD221	OBAD222		WTSL229	ENTR221		BSOP221
OBAD211	OBAD212					SGVK211
Level 1 (128 credits)						
OBAD121	OBAD122					BSOP151
OBAD111	LEER111					RINL111
						BSOP161
						SGVK111

**V.2.4 DIRECTION: HUMANITIES (LANGUAGE AND LANGUAGE PRACTICE)**

The programmes compiled for this direction provides training in the humanities, focused on the specialized areas of linguistics, literary studies and language practice. In the compilation of the programmes consideration was given to employment possibilities and the human resource needs of our country. These programmes also prepare the learner for postgraduate study in specific specialised directions.

**V.2.4.1 SPECIFIC ADMISSION REQUIREMENTS**

Admission to this course takes place according to the General rules (A.4) of the university. The following regulations also apply in the specific subjects groups:

#### V.2.4.1.1 Subject Group Afrikaans and Dutch

- a) For admission to *Language without boundaries* (AFNL111), *Text and context: The language of texts* (AFNW121) and *Language and context: Literary texts and approaches* (AFNW122) the minimum requirement is a D-symbol for Afrikaans First Language (Higher Grade) or a C-symbol for Afrikaans Second Language (Higher Grade) on Matric level.
- b) Learners who adhere to the qualifying requirements for AFNL111, AFNW121,122, but still experience communication problems, are referred to the subject chairperson Afrikaans and Dutch.

#### V.2.4.1.2 Subject Group English

- a) For admission to ENHL111, ENHL151 and ENHL161 the minimum requirement is a C-symbol for English Second Language (HG) or a D-symbol for English First Language (HG) on Matric level.
- b) Learners who do not meet the admission requirements for ENHL111, ENHL151 or ENHL161 will not be allowed to enrol for ENHL113 or ENHL123.
- c) Learners who adhere to the qualifying requirements for ENHL111,151,161 but still experience communication problems, are referred to the subject chairperson English.

#### V.2.4.1.3 Subject Group Sesotho

- a) For admission to *Language without boundaries* (SSOL111), *Text and context: the language of texts* (SSOL121) and *Language and context: Literary texts and approaches* (SSOL122) the minimum requirement is a D-symbol for Sesotho, Northern Sotho or Setswana First Language (Higher Grade) on Matric level.
- b) Learners who adhere to the qualifying requirements for SSOL111,121,122 but still experience communication problems, are referred to the subject chairperson English.

#### V.2.4.1.4 Subject Group Language Practice

- a) For admission to LAPR111 and LAPR121 the minimum requirement is a C-symbol First Language HG for the target language (i.e. home language), as well as a C-symbol Second Language HG for the source language (i.e. second language).
- b) For admission to LAPR221 and LAPR222 the minimum requirement is 24 credits from a language on first level.

### V.2.4.2 LIST OF MODULES

#### V.2.4.2.1 CORE MODULES

Module code	Descriptive name	Ct
	<b>Afrikaans and Dutch</b>	
AFNW113	Language proficiency: Afrikaans	8
AFNW123	Advanced Language proficiency: Afrikaans	16
AFNL111	Language without boundaries	8

<b>Module code</b>	<b>Descriptive name</b>	<b>Ct</b>
AFNW121	Text and context: the language of texts	8
AFNW122	Text and context: literary texts and approaches	8
AFNW211	Individual and society: Community and language	8
AFNW212	Afrikaans and Dutch: Frameworks for literary study	8
AFNW221	Afrikaans and Dutch: Grammatical perspectives	8
AFNW222	Afrikaans and Dutch: Literary acts	16
AFNW311	A multitude of voices: Macro-language in SA	8
AFNW312	Afrikaans and Dutch: The multitude of voices	8
AFNW313	Afrikaans and Dutch: The multitude of voices II - Post colonialism	8
AFNW321	Contemporary perspectives: Film and novel	8
AFNW322	Contemporary perspectives: Text perspectives	16
AFNW323	Contemporary perspectives: Current trends	8
	<b>English</b>	
ENHL113	Language proficiency: English	8
ENHL123	Advanced Language proficiency: English	16
ENHL111	Language without boundaries	8
ENHL151	Text and context: the language of texts	8
ENHL161	Text and context: literary texts and approaches	8
ENHL231	Individual and society: Community and language	8
ENHL241	Individual and society: Community and literature	8
ENHL251	Realism	8
ENHL261	SA perspectives: Literary development I	8
ENHL262	SA perspectives: Literary development II	8
ENHL331	Introduction to Psycho-linguistics	8
ENHL341	Development in English drama	8
ENHL342	Development in English poetry	8
ENHL351	Development in the English novel: Modernism	8
ENHL361	Development in the English novel: Postmodernism	16
ENHL362	Contemporary perspectives: Film and fiction	8
	<b>Sesotho</b>	
SSOL113	Language proficiency: Sesotho	8
SSOL123	Advanced Language proficiency: Sesotho	16
SSOL111	Language without boundaries	8
SSOL121	Text and context: the language of texts	8
SSOL122	Text and context: literary texts and approaches	8
SSOL211	Individual and society: Community and language	8
SSOL212	Individual and society: Community and literature	8
SSOL221	SA perspectives: Grammatical perspectives	8
SSOL222	SA perspectives: from oral to written literature	8
SSOL223	SA perspectives: Literary development	8
SSOL311	A multitude of voices: Macro-language in SA	8

Module code	Descriptive name	Ct
SSOL312	A multitude of voices: Comparative literature	8
SSOL313	A multitude of voices: Post colonialism	8
SSOL321	Contemporary perspectives: Film and novel	8
SSOL322	Contemporary perspectives: Current trends	16
SSOL323	Contemporary perspectives: Text perspectives	8
<b>Language Practice</b>		
LAPR111	Introduction to Language Practice	8
LAPR121	Language Practice and pragmatics	16
LAPR211	Perspectives on Language Practice	16
LAPR221	Skills for Language Practice: Editing	8
LAPR222	Skills for Language Practice: Translation Aids	16
LAPR311	Contemporary perspectives: Theory	8
LAPR312	Contemporary perspectives: creativity and Culture	16
LAPR321	Language Practice outside: Applications	8
LAPR322	Language Practice outside: The language practitioner	8
LAPR323	Language Practice outside: Internship	16

#### V.2.4.2.2 CHOICE MODULES

Module code	Descriptive name	Ct
<b>Industrial Psychology</b>		
BSKP111	Industrial Psychology	8
BSKP151	Occupational Health	8
BSKP161	Diversity in work context	8
BSKP211	Personnel Psychology	16
BSKP251	Occupational Psychology	8
BSKP261	Psychopathology in work context	8
BSKP311	Organisational Psychology	16
BSKP351	Psychometrics	8
BSKP361	Research Methodology	8
<b>Industrial Sociology</b>		
BSOP111	Introduction to Industrial Sociology	8
BSOP151	Social Pathology	8
BSOP161	Social Change	8
BSOP211	Occupational Sociology	16
BSOP221	Group Dynamics	16
BSOP311	Theory and Practice of Labour Relations	16
BSOP321	Management of Labour Relations	16
<b>Biblical Studies</b>		
BYBL111	Biblical Studies: Introduction to the Bible and the World of the Bible	8
BYBL121	Biblical Studies: NT – The Gospels	16

<b>Module code</b>	<b>Descriptive name</b>	<b>Ct</b>
BYBL211	Biblical Studies: OT – The Pentateuch	16
BYBL221	Biblical Studies: NT	24
BYBL311	Biblical Studies: OT	24
BYBL321	Other theological subjects	32
	<b>Economics</b>	
EKNP111	The Functioning of the South African Economic System	8
EKNP121	Introductory Macro and Micro Economics	16
EKNP211	Micro and Macro Economics	16
EKNP221	Fiscal and Monetary Policy	16
EKNP311	Development, Regional and Labour Economics	16
EKNP321	Economic Analysis	16
	<b>History</b>	
GESK111	Pre-industrial civilisation formation	8
GESK121	Modernisation and development of society	8
GESK122	The creation of the present society	8
GESK212	South Africa and Africa: political development	16
GESK222	South Africa and Africa: socio-economic development	24
GESK312	Man and interaction with the environment	24
GESK322	Ideas and history	32
	<b>Business Management</b>	
ONBP111	General Management	8
ONBP121	Entrepreneurship	16
ONBP211	Introduction to Marketing Management	16
	<b>Public Management</b>	
OBAD111	Introduction to Public Management	8
OBAD121	Public Management and service delivery	8
OBAD122	Sustainable development and service delivery	8
OBAD211	Policy studies and planning	8
OBAD212	Policy implementation for public service delivery	8
OBAD221	Principles of Public Management	8
OBAD222	Municipal management	8
OBAD311	Managerial skills	8
OBAD312	Selected managerial skills	8
OBAD321	Management application and techniques	8
OBAD322	Public sector problems	8
	<b>Political studies</b>	
POLI111	The state, politics and government	8
POLI121	The South African political system	8
	<b>Psychology</b>	
PSIG131	Introduction to Psychology	8

<b>Module code</b>	<b>Descriptive name</b>	<b>Ct</b>
PSIG151	Introduction to Psychology	8
PSIG161	Interpersonal, Social & Community Psychology	8
PSIG211	Human Development in Socio-cultural context	16
PSIG241	Perspectives on being human	8
PSIG251	Psychological Health	8
PSIG252	Introduction to Aid and Ethics	8
PSIG261	Life-skills	8
PSIG311	Introduction to Psychopathology and fortology	16
PSIG341	Community Psychology and Programmes	8
PSIG321	Health Instruction	16
PSIG351	Human Diversity	8
PSIG361	Crisis Intervention	8
	<b>Computer Science and Information Studies</b>	
ITRW111	Introduction to programming	8
ITRW121	Graphic interface programming I	16
ITRW213	Systems analysis and design I	16
ITRW221	Project: Systems analysis and design	8
ITRW222	Data structures & algorithms	16
ITRW223	Systems analysis and design II	8
ITRW311	Databases I	16
ITRW312	Artificial intelligence	8
ITRW313	Expert systems	8
ITRW321	Databases II	16
ITRW322	Network programming and Internet	16
	<b>Sociology</b>	
SGVK111	Sociological perspectives in global context	8
SGVK211	Relationships	16
SGVK311	Change I	16
SGVK312	Change II	8
SGVK321	Empowerment facilitation I	16
SGVK322	Empowerment facilitation II	16
	<b>Statistics</b>	
STTK111	Introductory descriptive Statistics	8
STTK121	Introductory statistical interference I	8
STTK122	Statistics for the management sciences	8
STTK123	Introductory statistical interference II	8
STTK124	Practical Statistics	8
	<b>Mathematics</b>	
WISK113/ WISK123	Mathematical techniques	8
WISK213	Discrete Mathematics	8
WISV111	Analysis I	8

Module code	Descriptive name	Ct
WISV112	Introductory Algebra	8
WISV121	Analysis II	8
WISV122	Introductory Mathematical Modelling	8
WISV211	Analysis III	16
WISV221	Linear Algebra	16

**V.2.4.3 PROGRAMME: LANGUAGE PRACTICE/ENGLISH WITH EITHER AFRIKAANS-DUTCH OR SESOTHO (L332V)**

**V.2.4.3.1 Programme outcomes**

On completion of this programme the learner should:

- a) possess knowledge, skills and values through which they will develop an awareness for
  - i) the demands of the particular occupations they wish to enter, as well as the larger society within which they function;
  - ii) the literary treasures, language dynamics and other related matters that make the South African context a dynamic environment;
- b) through the study of additional languages focus their skills on other languages, other countries and cultures – through which they will develop a broader international cultural insight and vision;
- c) be familiar with a process of life-long learning.

**V.2.4.3.2 Articulation and exit point**

- a) Successful completion of this programme allows the learner to register for the qualification Honours Baccalaureus Artium. There are no earlier exit points.

**V.2.4.3.3 Other rules (cf. compilation of programme under V.2.4.3.4)**

- a) In consultation with a faculty advisor a learner chooses modules from the module lists under V.2.4.2 to finalize the programme.
- b) On the second level (second semester) at least 8 credits must be taken from any of the following modules: AFNW222, (or SSOL222, SSOL223), ENHL261, ENHL262.
- c) On the third level (first semester) at least 8 credits must be taken from any of the following modules: AFNW312, AFNW313 (or SSOL312, 313), ENHL341, ENHL342.
- d) On the third level (second semester) at least 16 credits must be taken from any of the following modules: AFNW322, AFNW323 (or SSOL322, SSOL323), ENHL361, ENHL362.



**V.2.4.3.4 Compilation of programme (total 384 credits)**

Level 3 (128 credits)						
ENHL351	V2.4.3.3 d	AFNW321/ SSOL321	V2.4.3.3 d	LAPR321	LAPR322	LAPR323
ENHL331	V2.4.3.3 c	AFNW311/ SSOL311	WTSL319	KEUS311	LAPR311	LAPR312
Level 2 (128 credits)						
ENHL251	V2.4.3.3 b	AFNW221/ SSOL221	WTSL229	ENTR221	LAPR221	LAPR222
ENHL231	ENHL241	AFNW211/ SSOL211	AFNW212/ SSOL212			LAPR211
Level 1 (128 credits)						
ENHL151	ENHL161	AFNW121/ SSOL121	AFNW122/ SSOL122			LAPR121
ENHL111	LEER111	AFNL111/ SSOL111				RINL111    LAPR111

**V.2.4.4 PROGRAMME: LANGUAGE PRACTICE/PSYCHOLOGY WITH ANY ONE OF THE FOLLOWING: ENGLISH, AFRIKAANS AND DUTCH, SESOTHO (L333V)**

**V.2.4.4.1 Programme outcomes**

On completion of this programme the learner should:

- a) possess knowledge, skills and values through which they will develop an awareness for
  - i) the demands of the particular occupations they wish to enter, as well as the larger society within which they function;
  - ii) the literary treasures, language dynamics and other related matters that make the South African context a dynamic environment;
- b) through the study of additional languages focus their skills on other languages, other countries and cultures – through which they will develop a broader international cultural insight and vision;
- c) be familiar with a process of life-long learning.

**V.2.4.4.2 Articulation and exit point**

- a) Successful completion of this programme allows the learner to register for the qualification Honours Baccalaureus Artium. There are no earlier exit points.

**V.2.4.4.3 Other rules (cf. compilation of programme under V.2.4.4.4)**

- a) In consultation with a faculty advisor a learner chooses modules from the module lists under V.2.4.2 to finalize the programme.
- b) On the second level (second semester) at least 8 credits must be taken from ENHL261, ENHL262, or AFNW222, or SSOL222, SSOL223 and a further 8 credits from PSIG252, PSIG261.
- c) On the third level (first semester) at least 8 credits must be taken from ENHL341, ENHL342 (or AFNW312, AFNW 313) (or SSOL312, SSOL313).

- d) On the third level (second semester) 8 credits must be taken from PSIG351, PSIG361.
- e) On the third level (second semester) a further 16 credits must be taken from either ENHL351/322/323, or AFNW321/322/323, or SSOL321/322/323.

#### V.2.4.4.4 Compilation of programme (total 384 credits)

Level 3 (128 credits)							
Cf. V2.4.4.3 e	Cf. V2.4.4.3 e	PSIG321		Cf. V2.4.7.3 d	LAPR322	LAPR323	
ENHL331	Cf. V2.4.7.3 c	PSIG311		WTSL319	KEUS311	LAPR312	
Level 2 (128 credits)							
ENHL251	Cf. V2.4.7.3 b	PSIG251	Cf. V2.4.7.3 b	WTSL229	ENTR221	LAPR222	
ENHL231	ENHL241	PSIG211		AFNW211/ SSOL211	AFNW221/ SSOL221	LAPR211	
Level 1 (128 credits)							
ENHL151	ENHL161	PSIG151	PSIG161	AFNW121/ SSOL121	AFNW122/ SSOL122	LAPR121	
ENHL111	LEER111	PSIG131		AFNL111/ SSOL111		RINL111	LAPR111

#### V.2.4.5 PROGRAMME: LANGUAGE PRACTICE/SOCIOLOGY WITH ANY ONE OF THE FOLLOWING: ENGLISH, AFRIKAANS-DUTCH, SESOTHO (L334V)

##### V.2.4.5.1 Programme outcomes

On completion of this programme the learner should:

- a) possess knowledge, skills and values through which they will develop an awareness for
  - i) the demands of the particular occupations they wish to enter, as well as the larger society within which they function;
  - ii) the literary treasures, language dynamics and other related matters that make the South African context a dynamic environment;
- b) through the study of additional languages focus their skills on other languages, other countries and cultures – through which they will develop a broader international cultural insight and vision;
- c) be familiar with a process of life-long learning.

##### V.2.4.5.2 Articulation and exit point

- a) Successful completion of this programme allows the learner to register for the qualification Honours Baccalaureus Artium. There are no earlier exit points.

##### V.2.4.5.3 Other rules (cf. compilation of programme under V.2.4.5.4)

- a) In consultation with a faculty advisor a learner chooses modules from the module lists under V.2.4.2 to finalize the programme.
- b) On the second level (second semester) at least 8 credits must be taken from ENHL261, ENHL262, or AFNW222, or SSOL222, SSOL223.

- c) On the third level (first semester) at least 8 credits must be taken from ENHL341, ENHL342 (or AFNW312, AFNW 313) (or SSOL312, SSOL313).
- d) On the third level (second semester) 8 credits must be taken from LAPR321, ENHL351, AFNW321, SSOL321.

**V.2.4.5.4 Compilation of programme (total 384 credits)**

Level 3 (128 credits)							
ENHL351	ENHL361	SGVK321		Cf. V2.4.7.3 d	LAPR322	LAPR323	
ENHL331	Cf. V2.4.7.3 c	SGVK311		WTSL319	KEUS311	LAPR312	
Level 2 (128 credits)							
ENHL251	Cf. V2.4.7.3 b	BSOP221		WTSL229	ENTR221	LAPR222	
ENHL231	ENHL241	SGVK211		AFNW211/ SSOL211	AFNW221/ SSOL221	LAPR211	
Level 1 (128 credits)							
ENHL151	ENHL161	BSOP151	BSOP161	AFNW121/ SSOL121	AFNW122	LAPR121	
ENHL111	LEER111	SGVK111		AFNL111/ SSOL111		RINL111	LAPR111

**V.2.4.6 PROGRAMME: AFRIKAANS-DUTCH / ENGLISH (L335V)**

**V.2.4.6.1 Programme outcomes**

On completion of this programme the learner should:

- a) possess knowledge, skills and values through which they will develop an awareness for
  - i) the demands of the particular occupations they wish to enter, as well as the larger society within which they function;
  - ii) the literary treasures, language dynamics and other related matters that make the South African context a dynamic environment;
- b) through the study of additional languages focus their skills on other languages, other countries and cultures – through which they will develop a broader international cultural insight and vision;
- c) be familiar with a process of life-long learning.

**V.2.4.6.2 Articulation and exit point**

- a) Successful completion of this programme allows the learner to register for the qualification Honours Baccalaureus Artium. There are no earlier exit points.

**V.2.4.6.3 Other rules (cf. compilation of programme under V.2.4.6.4)**

- a) In consultation with a faculty advisor a learner chooses modules from the module lists under V.2.4.2 to finalize the programme.

#### V.2.4.6.4 Compilation of programme (total 384 credits)

Level 3 (128 credits)							
AFNW321	AFNW322		AFNW323	ENHL351	ENHL361		ENHL362
AFNW311	AFNW312	AFNW313	WTSL319	KEUS311	ENHL331	ENHL341	ENHL342
Level 2 (128 credits)							
AFNW221	AFNW222		WTSL229	ENTR221	ENHL251	ENHL261	ENHL262
AFNW211	AFNW212					ENHL231	ENHL241
Level 1 (128 credits)							
AFNW121	AFNW122					ENHL151	ENHL161
AFNL111	LEER111					RINL111	ENHL111

#### V.2.4.7 PROGRAMME: AFRIKAANS-DUTCH / LANGUAGE PRACTICE (L336V)

##### V.2.4.7.1 Programme outcomes

On completion of this programme the learner should:

- a) possess knowledge, skills and values through which they will develop an awareness for
  - i) the demands of the particular occupations they wish to enter, as well as the larger society within which they function;
  - ii) the literary treasures, language dynamics and other related matters that make the South African context a dynamic environment;
- b) through the study of additional languages focus their skills on other languages, other countries and cultures – through which they will develop a broader international cultural insight and vision;
- c) be familiar with a process of life-long learning.

##### V.2.4.7.2 Articulation and exit point

- a) Successful completion of this programme allows the learner to register for the qualification Honours Baccalaureus Artium. There are no earlier exit points.

##### V.2.4.7.3 Other rules (cf. compilation of programme under V.2.4.7.4)

- a) In consultation with a faculty advisor a learner chooses modules from the module lists under V.2.4.2 to finalize the programme.

#### V.2.4.7.4 Compilation of programme (total 384 credits)

Level 3 (128 credits)							
AFNW321	AFNW322		AFNW323	LAPR321	LAPR322	LAPR323	
AFNW311	AFNW312	AFNW313	WTSL319	KEUS311	LAPR311	LAPR312	
Level 2 (128 credits)							
AFNW221	AFNW222		WTSL229	ENTR221	LAPR221	LAPR222	
AFNW211	AFNW212	ENHL231	ENHL241			LAPR211	
Level 1 (128 credits)							
AFNW121	AFNW122	ENHL151	ENHL161			LAPR121	
AFNL111	LEER111	ENHL111				RINL111	LAPR111

**V.2.4.8 PROGRAMME: ENGLISH / SESOTHO (L337V)****V.2.4.8.1 Programme outcomes**

On completion of this programme the learner should:

- a) possess knowledge, skills and values through which they will develop an awareness for
  - i) the demands of the particular occupations they wish to enter, as well as the larger society within which they function;
  - ii) the literary treasures, language dynamics and other related matters that make the South African context a dynamic environment;
- b) through the study of additional languages focus their skills on other languages, other countries and cultures – through which they will develop a broader international cultural insight and vision;
- c) be familiar with a process of life-long learning.

**V.2.4.8.2 Articulation and exit point**

- a) Successful completion of this programme allows the learner to register for the qualification Honours Baccalaureus Artium. There are no earlier exit points.

**V.2.4.8.3 Other rules (cf. compilation of programme under V.2.4.8.4)**

- a) In consultation with a faculty advisor a learner chooses modules from the module lists under V.2.4.2 to finalize the programme.

**V.2.4.8.4 Compilation of programme (total 384 credits)**

Level 3 (128 credits)							
SSOL321	SSOL322		SSOL323	ENHL351	ENHL361		ENHL362
SSOL311	SSOL312	SSOL313	WTSL319	KEUS311	ENHL331	ENHL341	ENHL342
Level 2 (128 credits)							
SSOL221	SSOL222	SSOL223	WTSL229	ENTR221	ENHL251	ENHL261	ENHL262
SSOL211	SSOL212					ENHL231	ENHL241
Level 1 (128 credits)							
SSOL121	SSOL122					ENHL151	ENHL161
SSOL111	LEER111					RINL111	ENHL111

**V.2.4.9 PROGRAMME: ENGLISH / LANGUAGE PRACTICE (L338V)****V.2.4.9.1 Programme outcomes**

On completion of this programme the learner should:

- a) possess knowledge, skills and values through which they will develop an awareness for
  - i) the demands of the particular occupations they wish to enter, as well as the larger society within which they function;
  - ii) the literary treasures, language dynamics and other related matters that make the South African context a dynamic environment;

- b) through the study of additional languages focus their skills on other languages, other countries and cultures – through which they will develop a broader international cultural insight and vision;
- c) be familiar with a process of life-long learning.

**V.2.4.9.2 Articulation and exit point**

- a) Successful completion of this programme allows the learner to register for the qualification Honours Baccalaureus Artium. There are no earlier exit points.

**V.2.4.9.3 Other rules (cf. compilation of programme under V.2.4.9.4)**

- a) In consultation with a faculty advisor a learner chooses modules from the module lists under V.2.4.2 to finalize the programme.
- b) On level 1 (first semester) a choice must be made between AFNL111 and SSOL111.
- c) Depending on the choice above, on level 1 (second semester) a choice must be made between AFNW121, AFNW122 and SSOL121, SSOL122.
- d) Depending on the choice above, on level 2 (first semester) a choice must be made between AFNW211, AFNW212 and SSOL211, SSOL212.

**V.2.4.9.4 Compilation of programme (total 384 credits)**

Level 3 (128 credits)						
ENHL351	ENHL361		ENHL362	LAPR321	LAPR322	LAPR323
ENHL331	ENHL341	ENHL342	WTSL319	KEUS311	LAPR311	LAPR312
Level 2 (128 credits)						
ENHL251	ENHL261	ENHL262	WTSL229	ENTR221	LAPR221	LAPR222
ENHL231	ENHL241	Cf. V2.4.22.3 d	Cf. V2.4.22.3 d			LAPR211
Level 1 (128 credits)						
ENHL151	ENHL161	Cf. V2.4.22.3 c	Cf. V2.4.22.3 c			LAPR121
ENHL111	LEER111	Cf. V2.4.22.3 b			RINL111	LAPR111

**V.2.4.10 PROGRAMME: SESOTHO / LANGUAGE PRACTICE (L339V)**

**V.2.4.10.1 Programme outcomes**

On completion of this programme the learner should:

- a) possess knowledge, skills and values through which they will develop an awareness for
  - i) the demands of the particular occupations they wish to enter, as well as the larger society within which they function;
  - ii) the literary treasures, language dynamics and other related matters that make the South African context a dynamic environment;
- b) through the study of additional languages focus their skills on other languages, other countries and cultures – through which they will develop a broader international cultural insight and vision;
- c) be familiar with a process of life-long learning.

**V.2.4.10.2 Articulation and exit point**

- a) Successful completion of this programme allows the learner to register for the qualification Honours Baccalaureus Artium. There are no earlier exit points.

**V.2.4.10.3 Other rules (cf. compilation of programme under V.2.4.10.4)**

- a) In consultation with a faculty advisor a learner chooses modules from the module lists under V.2.4.2 to finalize the programme.

**V.2.4.10.4 Compilation of programme (total 384 credits)**

Level 3 (128 credits)						
SSOL321	SSOL322		SSOL323	LAPR321	LAPR322	LAPR323
SSOL311	SSOL312	SSOL313	WTSL319	KEUS311	LAPR311	LAPR312
Level 2 (128 credits)						
SSOL221	SSOL222	SSOL223	WTSL229	ENTR221	LAPR221	LAPR222
SSOL211	SSOL212	ENHL231	ENHL241			LAPR211
Level 1 (128 credits)						
SSOL121	SSOL122	ENHL151	ENHL161			LAPR121
SSOL111	LEER111	ENHL111				RINL111   LAPR111

**V.2.5 DIRECTION: BEHAVIOURAL SCIENCES**

The programmes compiled for this direction provides training a basic training in the behavioural sciences. In the compilation of the programmes consideration was given to employment possibilities and the human resource needs of our country. These programmes also prepare the learner for postgraduate study in specific specialised directions.

**V.2.5.1 SPECIFIC ADMISSION REQUIREMENTS**

Admission to this course takes place according to the General rules (A.4) of the university.

**V.2.5.2 LIST OF MODULES****V.2.5.2.1 CORE MODULES**

Module code	Descriptive name	Ct
	<b>Industrial Psychology</b>	
BSKP111	Industrial Psychology	8
BSKP151	Occupational Health	8
BSKP161	Diversity in work context	8
BSKP211	Personnel Psychology	16
BSKP251	Occupational Psychology	8
BSKP261	Psychopathology in work context	8
BSKP311	Organisational Psychology	16
BSKP351	Psychometrics	8
BSKP361	Research Methodology	8

Module code	Descriptive name	Ct
	<b>Industrial Sociology</b>	
BSOP111	Introduction to Industrial Sociology	8
BSOP151	Social Pathology	8
BSOP161	Social Change	8
BSOP211	Occupational Sociology	16
BSOP221	Group Dynamics	16
BSOP311	Theory and Practice of Labour Relations	16
BSOP321	Management of Labour Relations	16
	<b>Psychology</b>	
PSIG131	Introduction to Psychology	8
PSIG151	Introduction to Psychology	8
PSIG161	Interpersonal, Social & Community Psychology	8
PSIG211	Human Development in Socio-cultural context	16
PSIG241	Perspectives on being human	8
PSIG251	Psychological Health	8
PSIG252	Introduction to Aid and Ethics	8
PSIG261	Life-skills	8
PSIG311	Introduction to Psychopathology and foretology	16
PSIG341	Community Psychology and Programmes	8
PSIG321	Health Instruction	16
PSIG351	Human Diversity	8
PSIG361	Crisis Intervention	8
	<b>Sociology</b>	
SGVK111	Sociological perspectives in global context	8
SGVK211	Relationships	16
SGVK311	Change I	16
SGVK312	Change II	8
SGVK321	Empowerment facilitation I	16
SGVK322	Empowerment facilitation II	16

#### V.2.5.2.2 CHOICE MODULES

Module code	Descriptive name	Ct
	<b>Afrikaans and Dutch</b>	
AFNW113	Language proficiency: Afrikaans	8
AFNW123	Advanced Language proficiency: Afrikaans	16
AFNL111	Language without boundaries	8
AFNW121	Text and context: the language of texts	8
AFNW122	Text and context: literary texts and approaches	8
AFNW211	Individual and society: Community and language	8
AFNW212	Afrikaans and Dutch: Frameworks for literary study	8



<b>Module code</b>	<b>Descriptive name</b>	<b>Ct</b>
AFNW221	Afrikaans and Dutch: Grammatical perspectives	8
AFNW222	Afrikaans and Dutch: Literary acts	16
AFNW311	A multitude of voices: Macro-language in SA	8
AFNW312	Afrikaans and Dutch: The multitude of voices	8
AFNW313	Afrikaans and Dutch : The multitude of voices II - Post colonialism	8
AFNW321	Contemporary perspectives: Film and novel	8
AFNW322	Contemporary perspectives: Text perspectives	8
AFNW323	Contemporary perspectives: Current trends	16
	<b>Biblical Studies</b>	
BYBL111	Biblical Studies: Introduction to the Bible and the World of the Bible	8
BYBL121	Biblical Studies: NT – The Gospels	16
BYBL211	Biblical Studies: OT – The Pentateuch	16
BYBL221	Biblical Studies: NT	24
BYBL311	Biblical Studies: OT	24
BYBL321	Other theological subjects	32
	<b>Economics</b>	
EKNP111	The Functioning of the South African Economic System	8
EKNP121	Introductory Macro and Micro Economics	16
EKNP211	Micro and Macro Economics	16
EKNP221	Fiscal and Monetary Policy	16
EKNP311	Development, Regional and Labour Economics	16
EKNP321	Economic Analysis	16
	<b>English</b>	
ENHL113	Language proficiency: English	8
ENHL123	Advanced Language proficiency: English	16
ENHL111	Language without boundaries	8
ENHL151	Text and context: the language of texts	8
ENHL161	Text and context: literary texts and approaches	8
ENHL231	Individual and society: Community and language	8
ENHL241	Individual and society: Community and literature	8
ENHL251	Realism	8
ENHL261	SA perspectives: Literary development I	8
ENHL262	SA perspectives: Literary development II	8
ENHL331	Introduction to Psycho-linguistics	8
ENHL341	Development in English drama	8
ENHL342	Development in English poetry	8
ENHL351	Development in the English novel: Modernism	8
ENHL361	Development in the English novel: Postmodernism	16
ENHL362	Contemporary perspectives: Film and fiction	8

Module code	Descriptive name	Ct
	<b>History</b>	
GESK111	Pre-industrial civilisation formation	8
GESK121	Modernisation and development of society	8
GESK122	The creation of the present society	8
GESK212	South Africa and Africa: political development	16
GESK222	South Africa and Africa: socio-economic development	24
GESK312	Man and interaction with the environment	24
GESK322	Ideas and history	32
	<b>Business Management</b>	
ONBP111	General Management	8
ONBP121	Entrepreneurship	16
ONBP211	Introduction to Marketing Management	16
	<b>Public Management</b>	
OBAD111	Introduction to Public Management	8
OBAD121	Public Management and service delivery	8
OBAD122	Sustainable development and service delivery	8
OBAD211	Policy studies and planning	8
OBAD212	Policy implementation for public service delivery	8
OBAD221	Principles of Public Management	8
OBAD222	Municipal management	8
OBAD311	Managerial skills	8
OBAD312	Selected managerial skills	8
OBAD321	Management application and techniques	8
OBAD322	Public sector problems	8
	<b>Political studies</b>	
POLI111	The state, politics and government	8
POLI121	The South African political system	8
	<b>Computer Science and Information Studies</b>	
ITRW111	Introduction to programming	8
ITRW121	Graphic interface programming I	16
ITRW213	Systems analysis and design I	16
ITRW221	Project: Systems analysis and design	8
ITRW222	Data structures & algorithms	16
ITRW223	Systems analysis and design II	8
ITRW311	Databases I	16
ITRW312	Artificial intelligence	8
ITRW313	Expert systems	8
ITRW321	Databases II	16
ITRW322	Network programming and Internet	16
	<b>Statistics</b>	
STTK111	Introductory descriptive Statistics	8

<b>Module code</b>	<b>Descriptive name</b>	<b>Ct</b>
STTK121	Introductory statistical interference I	8
STTK122	Statistics for the management sciences	8
STTK123	Introductory statistical interference II	8
STTK124	Practical Statistics	8
	<b>Sesotho</b>	
SSOL113	Language proficiency: Sesotho	8
SSOL123	Advanced Language proficiency: Sesotho	16
SSOL111	Language without boundaries	8
SSOL121	Text and context: the language of texts	8
SSOL122	Text and context: literary texts and approaches	8
SSOL211	Individual and society: Community and language	8
SSOL212	Individual and society: Community and literature	8
SSOL221	SA perspectives: Grammatical perspectives	8
SSOL222	SA perspectives: from oral to written literature	8
SSOL223	SA perspectives: Literary development	8
SSOL311	A multitude of voices: Macro-language in SA	8
SSOL312	A multitude of voices: Comparative literature	8
SSOL313	A multitude of voices: Post colonialism	8
SSOL321	Contemporary perspectives: Film and novel	8
SSOL322	Contemporary perspectives: Current trends	16
SSOL323	Contemporary perspectives: Text perspectives	8
	<b>Language Practice</b>	
LAPR111	Introduction to Language Practice	8
LAPR121	Language Practice and pragmatics	16
LAPR211	Perspectives on Language Practice	16
LAPR221	Skills for Language Practice: Editing	8
LAPR222	Skills for Language Practice: Translation Aids	16
LAPR311	Contemporary perspectives: Theory	8
LAPR312	Contemporary perspectives: creativity and Culture	16
LAPR321	Language Practice outside: Applications	8
LAPR322	Language Practice outside: The language practitioner	8
LAPR323	Language Practice outside: Internship	16
	<b>Mathematics</b>	
WISK113/ WISK123	Mathematical techniques	8
WISK213	Discrete Mathematics	8
WISV111	Analysis I	8
WISV112	Introductory Algebra	8
WISV121	Analysis II	8
WISV122	Introductory Mathematical Modelling	8
WISV211	Analysis III	16

Module code	Descriptive name	Ct
WISV221	Linear Algebra	16

### V.2.5.3 PROGRAMME: BEHAVIOURAL SCIENCE (L322V)

#### V.2.5.3.1 Programme outcomes

On completion of this programme the learner should:

- possess knowledge, skills and values through which they will develop a sense for the demands of the particular occupations they wish to enter, as well as the broader society in which they function;
- be able to execute the functions and apply the skills for investigating and managing psychological phenomena in the work context.
- possess knowledge, skills and values through which they develop an understanding of the broader community, its underlying philosophy, psycho-social functioning, and other related matters that makes it a dynamic environment; and
- be familiar with a process of life-long learning.

#### V.2.5.3.2 Articulation and exit point

- Successful completion of this programme allows the learner to register for the qualification Honours Baccalaureus Artium. There are no earlier exit points.

#### V.2.5.3.3 Other rules (cf. compilation of programme under V.2.5.3.4)

- This programme is structured within a set curriculum.
- On the first level (second semester) one of the following must be selected: POLI121, GESK121

#### V.2.5.3.4 Compilation of programme (384 credits)

Level 3 (128 credits)							
BSKP351	BSKP361	PSIG321		STTK124	PSIG351	BSOP321	
BKSV311		PSIG311		WTSL319	KEUS311	BSOP311	
Level 2 (128 credits)							
BSKP251	BSKP261	PSIG251	PSIG252	WTSL229	ENTR221	BSOP221	
BSKP211		PSIG211		STTK111	PSIG241	BSOP211	
Level 1 (128 credits)							
BSKP151	BSKP161	ONBP121		Cf. V2.5.3.3 b	OBAD121	BSOP161	BSOP151
BSKP111	LEER111	ONBP111	GESK111	POLI111	OBAD111	RINL111	BSOP111

### V.2.5.4 PROGRAMME: PSYCHOLOGY / COMPUTER SCIENCE AND INFORMATION STUDIES (L321V)

#### V.2.5.4.1 Programme outcomes

On completion of this programme the learner should:

- a) possess knowledge, skills and values through which they will develop a sense for the demands of the particular occupations they wish to enter, as well as the broader society in which they function;
- b) be able to execute functions and apply skills used for probing and managing psychological phenomena in the work context.
- c) contribute in a professional way and according to currently acceptable methodologies to the design, development and delivery of computerised systems according to business needs and principles;
- d) be able to contribute in a meaningful way to the management of information and sources of information through his/her knowledge and understanding of applicable multi-disciplinary concepts, structures, models, theories, principles and research methodologies;
- e) be familiar with a process of life-long learning.

**V.2.5.4.2 Articulation and exit point**

- a) Successful completion of this programme allows the learner to register for the qualification Honours Baccalaureus Artium.
- b) After successful completion of the second or third study year the learner may apply for selection for the B.Psych. degree.

**V.2.5.4.3 Other rules (cf. compilation of programme under V.2.5.4.4)**

- a) In consultation with a faculty advisor a learner chooses modules from the module lists under V.2.5.2 to finalize the programme.
- b) At least 8 credits must be taken from a language module (AFNL, AFNW, ENHL, SSOL).
- c) A further 8 credits from the following must be included: BYBL111, GESK111.

**V.2.5.4.4 Compilation of programme (384 credits)**

Level 3 (128 credits)							
PSIG321		PSIG351		PSIG361		ITRW321	
PSIG311		PSIG341		WTSL319		ITRW311	
				KEUS311		ITRW312 or 313	
Level 2 (128 credits)							
PSIG251		PSIG252		PSIG261		ITRW221 or 223	
				WTSL229		ITRW222	
PSIG211		PSIG241				ITRW213	
Level 1 (128 credits)							
PSIG151		PSIG161				ITRW121	
PSIG131		LEER111				RINL111 ITRW111	

**V.2.5.5 PROGRAMME: PSYCHOLOGY / SOCIOLOGY (L320V)**

**V.2.5.5.1 Programme outcomes**

On completion of this programme the learner should:

- a) possess knowledge, skills and values through which they will develop a sense for the demands of the particular occupations they wish to enter, as well as the broader society in which they function;
- b) be able to execute the functions and apply the skills for investigating and managing psychological phenomena in the work context.
- c) possess knowledge, skills and values through which they develop an understanding of the broader community, its underlying philosophy, psycho-social functioning, and other related matters that makes it a dynamic environment; and
- d) be familiar with a process of life-long learning.

**V.2.5.5.2 Articulation and exit point**

- a) Successful completion of this programme allows the learner to register for the qualification Honours Baccalaureus Artium.
- b) After successful completion of the second or third study year the learner may apply for selection for the B.Psych. degree.

**V.2.5.5.3 Other rules (cf. compilation of programme under V.2.5.5.4)**

- a) In consultation with a faculty advisor a learner chooses modules from the module lists under V.2.5.2 to finalize the programme.
- b) At least 8 credits must be taken from a language module (AFNL, AFNW, ENHL, SSOL).
- c) A further 8 credits from the following must be included: BYBL111, GESK111.

**V.2.5.5.4 Compilation of programme (384 credits)**

Level 3 (128 credits)							
PSIG321	PSIG351	PSIG361	SGVK322		SGVK321		
PSIG311	PSIG341	WTSL319	KEUS311	SGVK312	SGVK311		
Level 2 (128 credits)							
PSIG251	PSIG252	PSIG261	WTSL229	ENTR221	BSOP221		
PSIG211		PSIG241			SGVK211		
Level 1 (128 credits)							
PSIG151	PSIG161				BSOP151	BSOP161	
PSIG131	LEER111				RINL111	SGVK111	

**V.2.5.6 PROGRAMME: SOCIOLOGY / COMPUTER SCIENCE AND INFORMATION STUDIES (L323V)**

**V.2.5.6.1 Programme outcomes**

On completion of this programme the learner should:

- a) possess knowledge, skills and values through which they will develop a sense for the demands of the particular occupations they wish to enter, as well as the broader society in which they function;
- b) be able to execute the functions and apply the skills for investigating and managing psychological phenomena in the work context.

- c) contribute in a professional way and according to currently acceptable methodologies to the design, development and delivery of computerised systems according to business needs and principles;
- d) be able to contribute in a meaningful way to the management of information and sources of information through his/her knowledge and understanding of applicable multi-disciplinary concepts, structures, models, theories, principles and research methodologies;
- e) be familiar with a process of life-long learning.

**V.2.5.6.2 Articulation and exit point**

- a) Successful completion of this programme allows the learner to register for the qualification Honours Baccalaureus Artium. There are no earlier exit points.

**V.2.5.6.3 Other rules (cf. compilation of programme under V.2.5.6.4)**

- a) In consultation with a faculty advisor a learner chooses modules from the module lists under V.2.5.2 to finalize the programme.
- b) At least 8 credits must be taken from a language module (AFNL, AFNW, ENHL, SSOL).
- c) A further 8 credits from the following must be included: BYBL111, GESK111.

**V.2.5.6.4 Compilation of programme (384 credits)**

Level 3 (128 credits)						
ITRW321	ITRW322		SGVK322		SGVK321	
ITRW311	ITRW312 or 313	WTSL319	KEUS311	SGVK312	SGVK311	
Level 2 (128 credits)						
ITRW222	ITRW221 or 223	WTSL229	ENTR221		BSOP221	
ITRW213					SGVK211	
Level 1 (128 credits)						
ITRW121					BSOP151	BSOP161
ITRW111	LEER111				RINL111	SGVK111

### V.3 RULES FOR THE DEGREE BACCALAUREUS PSYCHOLOGIAE

During 2003 learners, who were selected for the programme below, register for the following modules after consultation with the subject chairperson: PSV311; PSV321, PSIG251, PSIG261, PSIG352, PSIG361, PSIG362, PSIG321, PSIG322, PSIV672, KEUS311, WTSL319.

This qualification can be obtained in the direction and programme described in rule V.1.4 (f) and can be taken only full-time. Learners may only change programmes with the written permission of the school director.

#### V.3.1 MINIMUM AND MAXIMUM DURATION

The minimum study term for this qualification is **two years and the maximum term is three years** that follows directly on the full and successful completion of Psychology (year levels 1 and 2) in any other programme.

#### V.3.2 DIRECTION: PSYCHOLOGY

The programme compiled in this direction, gives a basic training in Psychology. In the compilation of the programmes consideration was given to employment possibilities and the human resource needs of our country. This programme also prepares the learner for postgraduate study in Psychology and is required for registration as counsellor in private practice with the *Health Professions Council of South Africa (HPCSA)*.

#### V.3.2.1 SPECIFIC ADMISSION REQUIREMENTS

In addition to the General admission requirements (General Rule A.4) the following requirements should be met:

- a) The learner must pass an academic and personality screening at the end of the second or third study year in Psychology as included in one of the directions and programmes described under V2.
- b) Before a B.Psych.-learner is allowed on year level 4 he/she must first successfully complete **all** the B.Psych.-modules on year level 3.

#### V.3.2.2 LIST OF MODULES

Module code	Descriptive name	Ct
	<b>Psychology</b>	
PSIG311	Introduction to Psychopathology and fortology	16
PSIG312	Theoretical perspectives on providing aid	16
PSIG321	Health Instruction	16
PSIG322	Facilitating human development	16
PSIG341	Community Psychology and -programmes	8
PSIG351	Human Diversity	8
PSIG352	Occupational counselling and Career Planning	8
PSIG361	Crisis Intervention	8
PSIG362	Ethics and practice management	8
PSIG411	Psycho-pathology	16



Module code	Descriptive name	Ct
PSIG421	Marriage and Family Counselling	16
PSIG431	Psychometrics	8
PSIG432	Research methodology	8
PSIG441	Group therapy	8
PSIG442	Advancement of healthy organisations	8
PSIG451	Research report	8
PSIG471	Practical work	32
	<b>Statistics</b>	
STTK111	Introductory descriptive statistics	8
STTK124	Practical statistics	8

### V.3.2.3 PROGRAMME: PSYCHOLOGY (L420V)

#### V.3.2.3.1 Programme outcomes

On completion of this programme the learner should:

- a) Qualified learners will adhere to the requirements of the *Health Professions Council of South Africa* (HPCSA) and be able to register as Psychological counsellor
- b) And will be equipped with basic knowledge and skills to prevent pathology, advance bio-psychosocial health, and render curative services and to facilitate the general well being of individuals, families, organisations and communities.

#### V.3.2.3.2 Articulation and exit point

- a) Successful completion of the Baccalaureus Psychologiae degree provides entry to Magister study in Psychology.

#### V.3.2.3.3 Other rules

- a) During the fourth year learners are expected to do practical work at approved aid rendering institutions.

#### V.3.2.3.4 Compilation of programme

Level 4 (128 credits)					
PSIG421	PSIG451	STTK124	PSIG471		
PSIG411	PSIG431	PSIG432	PSIG441	PSIG441	PSIG412
Level 3 (128 credits)					
PSIG321	PSIG351	PSIG352	PSIG361	PSIG362	PSIG322
PSIG311	PSIG341	WTSL319	KEUS311	STTK111	PSIG312
Levels 1 and 2 (256 credits)					
Learners complete all the Psychology modules in any of the programmes listed under V2 and pass a selection process					

## V.4 RULES FOR THE DEGREE BACCALAUREUS COMMERCII

This qualification can be obtained in one of the directions and programmes described in rule V1.4 (f) and can be taken full-time or part-time. The different programmes are structured in fixed formats.

The programmes Chartered Accountancy and Management Accountancy is only presented on a **full-time** basis. Prospective learners who would like to follow Chartered Accountancy or Management Accountancy on a **part-time** basis, should register for B.Com. Chartered Accountancy or B.Com. Management Accountancy (Telematic). Contact Potchefstroom – Telematic on (018) 299-2561 or (018) 299-1090/2090 or visit the following web page <http://www.puk.a.za/tls/>

### V.4.1 MINIMUM AND MAXIMUM DURATION

The minimum study term for this qualification is three years for full-time and four years for part-time learners and the maximum study term is equal to the minimum study term plus one year on the understanding that an application may be lodged to extend the period.

### V.4.2 LIST OF MODULES

Module code	Descriptive name	Ct
	<b>Cost and Management Accountancy</b>	
BPKP211	Costing concepts, Elements and Systems	16
BPKP221	Cost behaviour and Decision making Techniques	16
BRKP311	Management Accountancy: Planning and Control	16
BRKP321	Management Accountancy: Decision making and Financial Management	16
	<b>Industrial Psychology</b>	
BSKP111	Introduction to Industrial Psychology	8
BSKP151	Occupation Health	8
BSKP161	Diversity in work context	8
BSKP211	Personnel Psychology	16
BSKP251	Industrial Psychology	8
BSKP261	Psychopathology in work context	8
BSKP311	Organisational Psychology	16
BSKP351	Psychometrics	8
BSKP361	Research Methodology	8
	<b>Industrial Sociology</b>	
BSOP111	Introduction to Industrial Sociology	8
BSOP151	Social Pathology	8
BSOP161	Social Change	8
BSOP211	Occupational Sociology	16
BSOP221	Group dynamics	16
BSOP311	Theory and Practice of Labour Relations	16
BSOP321	Management of Labour Relations	16

<b>Module code</b>	<b>Descriptive name</b>	<b>Ct</b>
MHBV111	Introduction to Human Resource Management	8
	<b>Economics, Money and Banking</b>	
EKIP211	International Economics	16
EKIP221	International Finance	16
EKNP111	The Functioning of the South African Economic System	8
EKNP121	Introductory Macro and Micro Economics	16
EKNP211	Micro and Macro Economics	16
EKNP221	Fiscal and Monetary Policy	16
EKNP311	Development, Regional and Labour Economics	16
EKNP321	Economic Analysis	16
EKRP311	Bank Risk Management	16
EKRP321	Financial Markets	16
	<b>Business law</b>	
HRER141	General Introduction to business law	8
LLBR224	Labour Law	8
	<b>Communication Studies</b>	
KOMS255	Effective Communication	8
KOMS266	Applied Communication Skills	8
	<b>Business Management</b>	
ONBP111	General Management	8
ONBP121	Entrepreneurship	16
ONBP211	Introduction to Marketing Management	16
ONBP221	Logistics Management	16
ONBP311	Viability Studies	16
ONBP321	Business plan	16
ONTV111	Introduction to tourism management	8
	<b>Private law</b>	
PVRR131	Introduction to the law of contract	8
	<b>Accounting</b>	
RECP111	Accounting: Framework, Foundations and Applications	16
RECP121	Accounting: Introductory Corporate Accounting	16
RECP211	Accounting: Corporate Accounting; Analysis and Interpretation	16
RECP221	Accounting: Introduction to GAAP and Group Statements	16
RECP311	Accounting: GAAP – Capita Selecta	16
RECP321	Accounting: Group Statements and complex groups	16
	<b>Income Tax</b>	
REIP311	Income Tax: Tax of individuals and businesses	16
REIP321	Income Tax: Company taxes, trusts and others	16

Module code	Descriptive name	Ct
	<b>Auditing</b>	
REOP211	Auditing: The auditor and the audit process	16
REOP221	Auditing: Applications and Introductory Computer auditing	16
REOP321	Company law applications and computer auditing	16
	<b>Psychology</b>	
PSIG211	Human Development in Socio-cultural context	16
PSIG241	Perspectives on being human	8
PSIG251	Psychological Health	8
PSIG252	Introduction to Aid and Ethics	8
PSIG311	Introduction to Psychopathology and foretology	16
PSIG321	Health Instruction	16
PSIG351	Human Diversity	8
	<b>Accounting (Special)</b>	
RESV111	Basic concepts, Accounting Cycle and Accounting Systems	16
RESV121	Financial Reporting, Analysis and Interpretation of Financial Statements	16
	<b>Commercial law</b>	
RHRP121	Commercial law: Business law	16
RHRP311	Commercial law: Company law – Capita Selecta	16
	<b>Accounting &amp; Computers</b>	
RRTP211	Accounting % Computers: Computer applications in Accounting	16
RRTP321	Accounting & Computers: Accounting and Auditing applications on the computer	16
	<b>Computer and Information Science</b>	
ITRW111	Introduction to programming	8
IRTW121	Graphic interface programming I	16
IRTW211	Graphic interface programming II	8
ITRW213	Systems analysis and design I	16
ITRW221	Project: Systems analysis and design	8
ITRW223	Systems analysis and design II	8
ITRW311	Databases I	16
ITRW321	Databases II	16
	<b>Statistics</b>	
STTK122	Statistics for the managerial sciences	8
STTK124	Practical Statistics	8
	<b>Mathematics</b>	
WISK123	Mathematics techniques	8

### **V.4.3 DIRECTION: ECONOMICS**

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

This programme furthermore enables the learner to develop his/her intellectual and moral capacity to understand the economic and business environment, to think critically and innovatively and to lay the foundation for further specialisation through means of advanced qualifications.

#### **V.4.3.1 SPECIFIC ADMISSION REQUIREMENTS**

- a) Admission to the direction takes place in accordance with General Rules (A.4) of the University. In addition to this, prospective learners should have passed Mathematics with at least 50% in the Standard Grade or Mathematics in the Higher Grade with 40% in the matriculation examination. Should a prospective learner not adhere to this as a result of his/her achievement in only the final Matric examination, the learner still may apply for admission. Supporting documentation should accompany the application.
- b) The admission requirements for Accounting (RECP111, 121) is at least 50% in the Standard Grade and at least 40% in the Higher Grade in the matriculation examination for the subject Accounting.
- c) Prospective learners who do not adhere to the matriculation accounting requirement stated above, may follow a special course in Accounting (RESV111, 121) in the first year which gives admission to RECP111, 121 in the second year. Should the learner obtain 60% or more in RESV111, and follow a bridging course after the June examination, and in that obtain 60% or more as well, he/she may continue with RECP121.
- d) Prospective learners who do adhere to the Matric accounting requirement as specified above, but who haven't passed the matriculation examination in the period of three years preceding registration for RECP111, 121 should follow a special course in Accounting (RESV111, 121) in the first study year, which will allow admission to RECP111, 121 in the second year. Should the learner obtain 60% or more in RESV111, and follow a bridging course after the June examination, and in that obtain 60% or more as well, he/she may continue with RECP121.

#### **V.4.3.2 LIST OF MODULES**

See list under V4.2.

#### **V.4.3.3 PROGRAMME: ECONOMICS (E300V)**

##### **V.4.3.3.1 Programme outcomes**

On completion of this programme the learner should:

- a) display a profound knowledge of and insight into the economic and business environments and be able to solve problems resulting from this in collaboration with other disciplines;

- b) on the basis of his/her knowledge of multi-disciplinary concepts, structures, models, theories, principles and research methodologies identify and solve convergent and divergent economic and business-related problems in a creative and critical way;
- c) show an understanding for the need for the maintenance of competency and healthy practices in order to stay abreast of the changing economic environment of new methods, techniques and competitive challenges;
- d) be sensitive to the socio-economic needs of our heterogeneous and multi-cultural business communities and that of the world in general;
- e) practise life-long learning by establishing an active interest in the dynamics of the economic and business environment.

#### V.4.3.3.2 Articulation and exit point

- a) On vertical level the B.Com.-qualification articulates with the suitability to apply for admission to NQF level 7-qualifications, specifically the honours qualifications within the chosen specialist discipline of the learner.
- b) The B.Com.-qualification prepares you for an occupation in the local and global economic and business environment and furthermore allows the learner entry to related study at other institutions for higher education. The latter is determined on the basis of the relevant exit level outcomes achieved.

#### V.4.3.3.3 Compilation of programme

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Ct	Code	Ct	Code	Ct
EKNP111	8	EKNP211	16	EKNP311	16
ONBP111	8	ONBP211	16	BETV311	8
RINL111	8	ITRW211	8	KEUS311	8
LEER111	8	EKIP211	16	ONBP311	16
ITRW111	8	ONTV111	8	EKRP311	16
MHBV111	8				
RECP111	16				
<b>Total 1st sem.</b>	<b>64</b>	<b>Total 1st sem.</b>	<b>64</b>	<b>Total 1st sem.</b>	<b>64</b>
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Ct	Code	Ct	Code	Ct
EKNP121	16	EKNP221	16	EKNP321	16
WISK123	8	ENTR221	8	BSOP221	16
STTK122	8	WTSL229	8	ONBP321	16
ONBP121	16	ONBP221	16	EKRP321	16
ITRW121	16	EKIP221	16		
<b>Total 2nd sem.</b>	<b>64</b>	<b>Total 2nd sem.</b>	<b>64</b>	<b>Total 2<sup>nd</sup> sem.</b>	<b>64</b>
<b>Total year level 1</b>	<b>128</b>	<b>Total year level</b>	<b>128</b>	<b>Total year level</b>	<b>128</b>
<b>Total credits for the programme</b>					<b>384</b>

#### V.4.3.4 PROGRAMME: RISK MANAGEMENT (E302V)

##### V.4.3.4.1 Programme outcomes

On completion of this programme the learner should:

- a) display a profound knowledge of and insight into the economic and business environments and be able to solve problems resulting from this in collaboration with other disciplines;
- b) on the basis of his/her knowledge of multi-disciplinary concepts, structures, models, theories, principles and research methodologies identify and solve convergent and divergent economic and business-related problems in a creative and critical way;
- c) show an understanding for the need for the maintenance of competency and healthy practices in order to stay abreast of the changing economic environment of new methods, techniques and competitive challenges;
- d) practise life-long learning by establishing an active interest in the dynamics of the economic and business environment.

##### V.4.3.4.2 Articulation and exit point

- a) On vertical level the B.Com.-qualification articulates with the suitability to apply for admission to NQF level 7-qualifications, specifically the honours qualifications within the chosen specialist discipline of the learner.
- b) The B.Com.-qualification prepares you for an occupation in the local and global economic and business environment and furthermore allows the learner entry to related study at other institutions for higher education. The latter is determined on the basis of the relevant exit level outcomes achieved.

##### V.4.3.4.3 Compilation of programme

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Ct	Code	Ct	Code	Ct
EKNP111	8	EKNP211	16	EKNP311	16
ONTV111	8	ONBP211	16	BETV311	8
RINL111	8	BRKP211	16	KEUS311	8
LEER111	8	EKIP211	16	ONBP311	16
ONBP111	8			EKRP311	16
MHBV111	8				
RECP111	16				
<b>Total 1st sem.</b>	<b>64</b>	<b>Total 1st sem.</b>	<b>64</b>	<b>Total 1st sem.</b>	<b>64</b>

SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Ct	Code	Ct	Code	Ct
EKNP121	16	EKNP221	16	EKNP321	16
WISK123	8	ENTR221	8	BRKP321	16
STTK122	8	WTSL229	8	ONBP321	16
ONBP121	16	BRKP221	16	EKRP321	16
RECP121	16	EKIP221	16		
<b>Total 2nd sem.</b>	<b>64</b>	<b>Total 2nd sem.</b>	<b>64</b>	<b>Total 2nd sem.</b>	<b>64</b>
<b>Total year level 1</b>	<b>128</b>	<b>Total year level 2</b>	<b>128</b>	<b>Total year level 3</b>	<b>128</b>
<b>Total credits for the programme</b>					<b>384</b>

**V.4.3.5 PROGRAMME: ECONOMICS/INFORMATICS (COMPUTER SCIENCE) (E304V)**

**V.4.3.5.1 Programme outcomes**

On completion of this programme the learner should:

- a) on the basis of his/her knowledge of multi-disciplinary concepts, structures, models, theories, principles and research methodologies identify and solve convergent and divergent economic and business-related problems in a creative and critical way;
- b) show an understanding for the need for the maintenance of competency and healthy practices in order to stay abreast of the changing economic environment of new methods, techniques and competitive challenges;
- c) practise life-long learning by establishing an active interest in the dynamics of the economic and business environment.

**V.4.3.5.2 Articulation of exit point**

- a) On vertical level the B.Com-qualification articulates with the suitability to apply for admission to NQF level 7-qualifications, specifically the honours qualifications within the chosen specialist discipline of the learner.
- b) The B.Com.-qualification prepares you for an occupation in the local and global economic and business environment and furthermore allows the learner entry to related study at other institutions for higher education. The latter is determined on the basis of the relevant exit level outcomes achieved.



#### V.4.3.5.3 Compilation of programme

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Ct	Code	Ct	Code	Ct
EKNP111	8	EKNP211	16	EKNP311	16
ONBP111	8	BRKP211	16	BETV311	8
RINL111	8	ITRW213	16	KEUS311	8
LEER111	8	EKIP211	16	ITRW311	16
ITRW111	8			EKRP311	16
MHBV111	8				
RECP111	16				
<b>Total 1st sem.</b>	<b>64</b>	<b>Total 1st sem.</b>	<b>64</b>	<b>Total 1st sem.</b>	<b>64</b>
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Ct	Code	Ct	Code	Ct
EKNP121	16	EKNP221	16	EKNP321	16
WISK123	8	ENTR221	8	BRKP321	16
STTK122	8	WTSL229	8	ITRW321	16
ITRW121	16	ITRW221	8	EKRP321	16
RECP121	16	ITRW223	8		
		EKIP221	16		
		BRKP221	16		
<b>Total 2nd sem.</b>	<b>64</b>	<b>Total 2nd sem.</b>	<b>64</b>	<b>Total 2nd sem.</b>	<b>64</b>
<b>Total year level 1</b>	<b>128</b>	<b>Total year level 2</b>	<b>128</b>	<b>Total year level 3</b>	<b>128</b>
<b>Total credits for the programme</b>					<b>400</b>

#### V.4.4 DIRECTION: ENTREPRENEURSHIP

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

This programme furthermore enables the learner to develop his/her intellectual and moral capacity to understand the economic and business environment, to think critically and innovatively and to lay the foundation for further specialisation through means of advanced qualifications.

##### V.4.4.1 SPECIFIC ADMISSION REQUIREMENTS

- a) Admission to the direction takes place in accordance with General Rules (A.4) of the university. In addition to this, prospective learners should have passed Mathematics with at least 50% in the Standard Grade or Mathematics in the Higher Grade with 40% in the matriculation examination. Should a prospective learner not adhere to this as a result of his/her achievement in only the final Matric examination, the learner still may apply for admission. Supporting documentation should accompany the application.

- b) The admission requirements for Accounting (RECP111, 121) is at least 50% in the Standard Grade and at least 40% in the Higher Grade in the matriculation examination for the subject Accounting.
- c) Prospective learners who do not adhere to the matriculation accounting requirement stated above, may follow a special course in Accounting (RESV111, 121) in the first year which gives admission to RECP111, 121 in the second year. Should the learner obtain 60% or more in RESV111, and follow a bridging course after the June examination, and in that obtain 60% or more as well, he/she may continue with RECP121.
- d) Prospective learners who do adhere to the Matric accounting requirement as specified above, but who haven't passed the matriculation examination in the period of three years preceding registration for RECP111, 121 should follow a special course in Accounting (RESV111, 121) in the first study year, which will allow admission to RECP111, 121 in the second year. Should the learner obtain 60% or more in RESV111, and follow a bridging course after the June examination, and in that obtain 60% or more as well, he/she may continue with RECP121.

#### **V.4.4.2 LIST OF MODULES**

See list under V4.2.

#### **V.4.4.3 PROGRAMME: MANAGEMENT/ENTREPRENEURSHIP (E311V)**

##### **V.4.4.3.1 Programme outcomes**

On completion of this programme the learner should:

- a) on the basis of his/her knowledge of multi-disciplinary concepts, structures, models, theories, principles and research methodologies identify and solve convergent and divergent economic and business-related problems in a creative and critical way;
- b) show an understanding for the need for the maintenance of competency and healthy practices in order to stay abreast of the changing economic environment of new methods, techniques and competitive challenges;
- c) be sensitive to the socio-economic needs of our heterogeneous and multi-cultural business communities and that of the world in general and on the basis of this identify and create opportunities that bear witness to the fact that the entrepreneurial process has been understood;
- d) collect, analyse, organise, critically evaluate and apply economic and business management knowledge, as well as to exploit economic and business information effectively and to communicate by making use of the appropriate information technology;
- e) practise life-long learning by establishing an active interest in the dynamics of the economic and business environment.

##### **V.4.4.3.2 Articulation and exit point**

- a) On vertical level the B.Com.-qualification articulates with the suitability to apply for admission to NQF level 7-qualifications, specifically the honours qualifications within the chosen specialist discipline of the learner.
- b) The B.Com.-qualification prepares you for an occupation in the local and global economic and business environment and furthermore allows the

learner entry to related study at other institutions for higher education. The latter is determined on the basis of the relevant exit level outcomes achieved.

#### V.4.4.3.3 Compilation of programme

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Ct	Code	Ct	Code	Ct
ONBP111	8	ONBP211	16	ONBP311	16
EKNP111	8	EKNP211	16	KEUS311	8
RINL111	8	RRTP211*	16	EKIP211	16
LEER111	8	BRKP211	16	BRKP311	16
MHBV111	8			BETV311	8
ONTV111	8				
RECP111	16				
<b>Total 1st sem.</b>	<b>64</b>	<b>Total 1st sem.</b>	<b>64</b>	<b>Total 1st sem.</b>	<b>64</b>
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Ct	Code	Ct	Code	Ct
ONBP121	16	ONBP211	16	ONBP321	16
STTK123	8	EKNP321	16	BSOP221	16
WISK123	8	ENTR221	8	EKIP221	16
EKNP121	16	BRKP221	16	BRKP321	16
RECP121	16	WTSL229	8		
<b>Total 2nd sem.</b>	<b>64</b>	<b>Total 2nd sem.</b>	<b>64</b>	<b>Total 2nd sem.</b>	<b>64</b>
<b>Total year level 1</b>	<b>128</b>	<b>Total year level 2</b>	<b>128</b>	<b>Total year level 3</b>	<b>128</b>
<b>Total credits for the programme</b>					<b>384</b>

\*This module is not presented on a **part-time basis**. Learners, who would like to follow this programme on a part-time basis, should enrol for this module according to the telematic programme (Cf. V3 or V3.5.3.3 (v) for contact details).

#### V.4.5 DIRECTION: ACCOUTING

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

This programme furthermore enables the learner to develop his/her intellectual and moral capacity to understand the economic and business environment, to think critically and innovatively and to lay the foundation for further specialisation through means of advanced qualifications.

##### V.4.5.1 SPECIFIC ADMISSION REQUIREMENTS

- a) Admission to the direction takes place in accordance with General Rules (A.4) of the university. In addition to his, prospective learners should have passed Mathematics with at least 50% in the Standard grade or Mathematics in the Higher Grade with 40% in the matriculation examination. Should a prospective learner not adhere to this as a result of

his/her achievement in only the final Matric examination, the learner may apply for admission. Supporting documentation should accompany the application.

- b) The admission requirements for Accounting (RECP111, 121) is at least 50% in the Standard Grade and at least 40% in the Higher Grade in the matriculation examination for the subject Accounting.

#### **V.4.5.2 LIST OF MODULES**

See list under V4.2.

#### **V.4.5.3 PROGRAMME: CHARTERED ACCOUNTANCY (E330V)**

##### **V.4.5.3.1 Programme outcomes**

On completion of this programme the learner should:

- a) display a profound knowledge of and insight into the economic and business environments and be able to solve problems resulting from this in collaboration with other disciplines;
- b) on the basis of his/her knowledge of multi-disciplinary concepts, structures, models, theories, principles and research methodologies identify and solve convergent and divergent economic and business-related problems in a creative and critical way;
- c) show an understanding for the need for the maintenance of competency and healthy practices in order to stay abreast of the changing economic environment of new methods, techniques and competitive challenges;
- d) practise life-long learning by establishing an active interest in the dynamics of the economic and business environment.

##### **V.4.5.3.2 Articulation and exit point**

- a) On vertical level the B.Com.-qualification articulates with the suitability to apply for admission to NQF level 7-qualifications, specifically the honours qualifications within the chosen specialist discipline of the learner.
- b) The B.Com.-qualification prepares you for an occupation in the local and global economic and business environment and furthermore allows the learner entry to related study at other institutions for higher education. The latter is determined on the basis of the relevant exit level outcomes achieved.

**V.4.5.3.3 Compilation of programme**

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Ct	Code	Ct	Code	Ct
RECP111	16	RECP211	16	RECP311	16
RINL111	8	EKNP211	16	BETV311	8
LEER111	8	BRKP211	16	BRKP311	16
ONBP111	8	REOP211	16	RHRP311	16
EKNP111	8	RRTP211	16	REIP311	16
MHBV111	8				
PVRR111	8				
HRER111	8				
<b>Total 1st sem.</b>	<b>72</b>	<b>Total 1st sem.</b>	<b>80</b>	<b>Total 1<sup>st</sup> sem.</b>	<b>72</b>
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Ct	Code	Ct	Code	Ct
RECP121	16	RECP221	16	RECP321	16
EKNP121	16	ENTR221	8	RRTP321	16
RHRP121	16	WTSL229	8	BRKP321	16
WISK123	8	BRKP221	16	REOP321	16
STTK122	8	REOP221	16	REIP321	16
		KOMS255	8		
		KOMS266	8		
<b>Total 2nd sem.</b>	<b>64</b>	<b>Total 2nd sem.</b>	<b>80</b>	<b>Total 2nd sem.</b>	<b>80</b>
<b>Total year level 1</b>	<b>136</b>	<b>Total year level 2</b>	<b>160</b>	<b>Total year level 3</b>	<b>152</b>
<b>Total credits for the programme</b>					<b>448</b>

**V.4.5.4 PROGRAMME: MANAGEMENT ACCOUNTANCY (E332V)**
**V.4.5.4.1 Programme outcomes**

On completion of this programme the learner should:

- a) display a profound knowledge of and insight into the economic and business environments and be able to solve problems resulting from this in collaboration with other disciplines;
- b) on the basis of his/her knowledge of multi-disciplinary concepts, structures, models, theories, principles and research methodologies identify and solve convergent and divergent economic and business-related problems in a creative and critical way;
- c) show an understanding for the need for the maintenance of competency and healthy practices in order to stay abreast of the changing economic environment of new methods, techniques and competitive challenges;
- d) practise life-long learning by establishing an active interest in the dynamics of the economic and business environment.

#### V.4.5.4.2 Articulation and exit point

- a) On vertical level the B.Com.-qualification articulates with the suitability to apply for admission to NQF level 7-qualifications, specifically the honours qualifications within the chosen specialist discipline of the learner.
- b) The B.Com.-qualification prepares you for an occupation in the local and global economic and business environment and furthermore allows the learner entry to related study at other institutions for higher education. The latter is determined on the basis of the relevant exit level outcomes achieved.

#### V.4.5.4.3 Compilation of programme

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Ct	Code	Ct	Code	Ct
RECP111	16	RECP211	16	RECP311	16
RINL111	8	BRKP211	16	BETV311	8
LEER111	8	REOP211	16	BRKP311	16
ONBP111	8	EKNP211	16	REIP311	16
EKNP111	8	RRTP211	16	ONBP311	16
MHBV111	8				
PVRR111	8				
HRER111	8				
<b>Total 1st sem.</b>	<b>72</b>	<b>Total 1st sem.</b>	<b>80</b>	<b>Total 1<sup>st</sup> sem.</b>	<b>72</b>
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Ct	Code	Ct	Code	Ct
RECP121	16	RECP221	16	RECP321	16
EKNP121	16	ENTV221	8	RRTP321	16
RHRP121	16	WTSL229	8	BRKP321	16
WISK123	8	BRKP221	16	REIP321	16
STTK122	8	REOP221	16		
		KOMS255	8		
		KOMS266	8		
<b>Total 2nd sem.</b>	<b>64</b>	<b>Total 2nd sem.</b>	<b>80</b>	<b>Total 2nd sem.</b>	<b>64</b>
<b>Total year level 1</b>	<b>136</b>	<b>Total year level 2</b>	<b>160</b>	<b>Total year level 3</b>	<b>136</b>
<b>Total credits for the programme</b>					<b>432</b>

#### V.4.5.5 PROGRAMME: ACCOUNTING (E333V)

##### V.4.5.5.1 Programme outcomes

On completion of this programme the learner should:

- a) on the basis of his/her knowledge of multi-disciplinary concepts, structures, models, theories, principles and research methodologies identify and solve convergent and divergent economic and business-related problems in a creative and critical way;

- b) show an understanding for the need for the maintenance of competency and healthy practices in order to stay abreast of the changing economic environment of new methods, techniques and competitive challenges;
- c) practise life-long learning by establishing an active interest in the dynamics of the economic and business environment.

**V.4.5.5.2 Articulation and exit point**

- a) On vertical level the B.Com.-qualification articulates with the suitability to apply for admission to NQF level 7-qualifications, specifically the honours qualifications within the chosen specialist discipline of the learner.
- b) The B.Com.-qualification prepares you for an occupation in the local and global economic and business environment and furthermore allows the learner entry to related study at other institutions for higher education. The latter is determined on the basis of the relevant exit level outcomes achieved.

**V.4.5.5.3 Compilation of programme**

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Ct	Code	Ct	Code	Ct
RECP111	16	RECP211*	16	RECP311*	16
RINL111	8	PVRR111*	8	BETV311	8
LEER111	8	BSKP111	8	KEUS311	8
ONBP111	8	BRKP211	16	BRKP311	16
EKNP111	8	ONBP211	16	REIP311*	16
MHBV111	8				
HRER111*	8				
<b>Total 1st sem.</b>	<b>64</b>	<b>Total 1st sem.</b>	<b>64</b>	<b>Total 1st sem.</b>	<b>64</b>
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Ct	Code	Ct	Code	Ct
RECP121	16	RECP221*	16	RECP321*	16
EKNP121	16	ENTR221	8	ONBP321	16
ONBP121	16	WTSL229	8	BRKP321	16
WISK123	8	BRKP221	16	REIP321*	16
<b>Total 2nd sem.</b>	<b>64</b>	<b>Total 2nd sem.</b>	<b>64</b>	<b>Total 2nd sem.</b>	<b>64</b>
<b>Total year level 1</b>	<b>128</b>	<b>Total year level 2</b>	<b>128</b>	<b>Total year level 3</b>	<b>128</b>
<b>Total credits for the programme</b>					<b>384</b>

\*This module is not presented on a **part-time basis**. Learners, who would like to follow this programme on a part-time basis, should enrol for this module according to the telematic programme (Cf. 3.5.3.3 (v) for contact details).

**V.4.5.6 PROGRAMME: INFORMATICS AND ACCOUNTING (E334V)**

**V.4.5.6.1 Programme outcomes**

On completion of this programme the learner should:

- a) on the basis of his/her knowledge of multi-disciplinary concepts, structures, models, theories, principles and research methodologies identify and solve convergent and divergent economic and business-related problems in a creative and critical way;
- b) show an understanding for the need for the maintenance of competency and healthy practices in order to stay abreast of the changing economic environment of new methods, techniques and competitive challenges;
- c) practise life-long learning by establishing an active interest in the dynamics of the economic and business environment.

#### V.4.5.6.2 Articulation and exit point

- a) On vertical level the B.Com.-qualification articulates with the suitability to apply for admission to NQF level 7-qualifications, specifically the honours qualifications within the chosen specialist discipline of the learner.
- b) The B.Com.-qualification prepares you for an occupation in the local and global economic and business environment and furthermore allows the learner entry to related study at other institutions for higher education. The latter is determined on the basis of the relevant exit level outcomes achieved.

#### V.4.5.6.3 Compilation of programme

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Ct	Code	Ct	Code	Ct
RECP111	16	RECP211*	16	RECP311*	16
RINL111	8	EKNP211	16	BETV311	8
LEER111	8	BRKP211	16	KEUS311	8
ONBP111	8	ITRW213	16	BRKP311	16
EKNP111	8			REIP311*	16
MHBV111	8			ITRW311	16
ITRW111	8				
<b>Total 1st sem.</b>	<b>64</b>	<b>Total 1st sem.</b>	<b>64</b>	<b>Total 1st sem.</b>	<b>80</b>
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Ct	Code	Ct	Code	Ct
RECP121	16	RECP221*	16	RECP321*	16
EKNP121	16	ENTR221	8	ITRW321	16
ITRW122	16	WTSL229	8	BRKP321	16
WISK123	8	BRKP221	16	REIP321*	16
STTK122	8	ITRW221	8		
		ITRW223	8		
<b>Total 2nd sem.</b>	<b>64</b>	<b>Total 2nd sem.</b>	<b>64</b>	<b>Total 2nd sem.</b>	<b>64</b>
<b>Total year level 1</b>	<b>128</b>	<b>Total year level 2</b>	<b>128</b>	<b>Total year level 3</b>	<b>144</b>
<b>Total credits for the programme</b>					<b>400</b>

\*This module is not presented on a **part-time basis**. Learners, who would like to follow this programme on a part-time basis, should enrol for this module according to the telematic programme (Cf. 3.5.3.3 (v) for contact details).



#### V.4.6 DIRECTION: BEHAVIOURAL SCIENCES

The programmes compiled in this direction give a basic training in the behavioural sciences and human resources management. In the compilation of programmes, consideration was given to job possibilities and human resource needs of our country. These programmes also prepare the learner for postgraduate study particular specialist directions.

##### V.4.6.1 SPECIFIC ADMISSION REQUIREMENTS

Admission to the direction takes place in accordance with General Rules (A.4) of the university. In addition to this, the prospective learners should at least have passed Mathematics with 50% in the Standard Grade or Mathematics in the Higher Grade with 40% in the matriculation examination. Should a prospective learner not comply with this as a result of his/her performance in only the final Matric examination, the learner may apply for admission. Supporting documents should accompany the application.

##### V.4.6.2 LIST OF MODULES

See list under V4.2.

##### V.4.6.3 PROGRAMME: BEHAVIOURAL SCIENCES (E321V)

###### V.4.6.3.1 Programme outcomes

On completion of this programme the learner should:

- a) be capable of executing functions and applying skills used for examining and managing psychological phenomena in the work context.

###### V.4.6.3.2 Articulation and exit point

- a) Successful completion of this programme allows admission to registration for the qualification Honours Baccalaureus Commercii. These are no earlier exit points.

###### V.4.6.3.3 Compilation of programme

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Ct	Code	Ct	Code	Ct
BSKP111	8	BSKP211	16	BSKP311	16
RINL111	8	BSOP211	16	BSOP311	16
LEER111	8	STTK111	8	PSIG311	16
ONBP111	8	PSIG211	16	WTSL319	8
EKNP111	8	PSIG241	8	KEUS311	8
BSOP111	8				
RESV111	16				
<b>Total 1st sem.</b>	<b>64</b>	<b>Total 1st sem.</b>	<b>64</b>	<b>Total 1st sem.</b>	<b>64</b>

SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Ct	Code	Ct	Code	Ct
BSKP151	8	BSKP251	8	BSKP351	8
BSKP161	8	BSKP261	8	BSKP361	8
EKNP121	16	BSOP221	16	STTK124	8
BSOP151	8	WTSL229	8	PSIG351	8
BSOP161	8	PSIG251	8	PSIG321	16
ONBP121	16	PSIG252	8	BSOP321	16
		ENTR221	8		
<b>Total 2nd sem.</b>	<b>64</b>	<b>Total 2nd sem.</b>	<b>64</b>	<b>Total 2nd sem.</b>	<b>64</b>
<b>Total year level 1</b>	<b>128</b>	<b>Total year level 2</b>	<b>128</b>	<b>Total year level 3</b>	<b>128</b>
<b>Total credits for the programme</b>					<b>384</b>

#### V.4.6.4 PROGRAMME: HUMAN RESOURCES MANAGEMENT (E320V)

##### V.4.6.4.1 Programme outcomes

On completion of this programme the learner should:

- a) Be able to execute the functions and apply skills used for advising and supporting persons in the work context with regard to human resources and labour relations.

##### V.4.6.4.2 Articulation and exit point

- a) Successful completion of this programme allows admission to enrol for the qualification Honours B.Com. There are no earlier exit points.

##### V.4.6.4.3 Compilation of programme

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Ct	Code	Ct	Code	Ct
RESV111	16	BSKP211	16	BSKP311	16
RINL111	8	BSOP211	16	BSOP311	16
LEER111	8	STTK111	8	KEUS311	8
ONBP111	8	ONBP211	16	WTSL319	8
EKNP111	8	PSIG241	8	ONBP311	16
BSKP111	8				
BSOP111	8				
<b>Total 1st sem.</b>	<b>64</b>	<b>Total 1st sem.</b>	<b>64</b>	<b>Total 1st sem.</b>	<b>64</b>

SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Ct	Code	Ct	Code	Ct
RESV121	16	BSKP251	8	BSKP351	8
BSKP151	8	BSKP261	8	BSKP361	8
BSKP161	8	BSOP221	16	LLBR224	16
BSOP151	8	ENTR221	8	BSOP321	16
BSOP161	8	WTSL229	8	ONBP321	16
ONBP121	16	ONBP221	16		
<b>Total 2nd sem.</b>	<b>64</b>	<b>Total 2nd sem.</b>	<b>64</b>	<b>Total 2nd sem.</b>	<b>64</b>
<b>Total year level 1</b>	<b>128</b>	<b>Total year level 2</b>	<b>128</b>	<b>Total year level 3</b>	<b>128</b>
<b>Total credits for the programme</b>					<b>384</b>

## V.5 RULES FOR THE DEGREE BACCALAUREUS SCIENTIAE IN INFORMATION TECHNOLOGY

This qualification can be obtained in the direction and program that appears in rule V1.4 and which is described below in detail, and can be followed full-time or part-time.

### V.5.1 MINIMUM AND MAXIMUM DURATION

The minimum study term for this qualification is three years for full-time and four years for part-time learners and the maximum study term is equal to the minimum study term plus one year on the understanding that an application may be lodged to extend the period.

### V.5.2 LIST OF MODULES

Module code	Descriptive name	Ct
	<b>Accounting</b>	
RECP111	Accounting: Framework, foundation and applications	16
RECP121	Accounting: Introductory corporate accounting	16
	<b>Accounting (Special)</b>	
RESV111	Basic concepts, accounting cycles and accounting systems	16
RESV121	Financial reporting, analysis and interpretation of financial statements	16
	<b>Business Management</b>	
ONBP111	General management	8
ONBP121	Entrepreneurship	16
	<b>Computer Science and Information Science</b>	
ITRW111	Introduction to programming	8
ITRW121	Graphic interface programming I	16
ITRW122	Programming I	16
ITRW211	Graphic interface programming II	8
ITRW212	Programming II	16
ITRW213	Systems analysis and design I	16
ITRW214	Decision support systems I	16
ITRW221	Project: Systems analysis and design	8
ITRW222	Data structures & algorithms	16
ITRW223	Systems analysis and design II	8
ITRW311	Databases I	16
ITRW312	Artificial intelligence	8
ITRW313	Expert systems	8
ITRW314	Decision support systems II	8
ITRW315	Communication skills	8
ITRW321	Databases II	16

Module code	Descriptive name	Ct
ITRW322	Network programming and Internet	16
ITRW323	Operating systems and E-commerce	16
ITRW324	IT developments	16
	<b>Statistics</b>	
STTK111	Introductory descriptive statistics	8
STTK121	Introductory statistical interference I	8
STTK122	Statistics for the managerial sciences	8
STTK123	Introductory statistical interference II	8
STTK124	Practical statistics	8
	<b>Mathematics</b>	
WISK113/ WISK123	Mathematical techniques	8
WISK213	Discrete Mathematics	8
WISV111	Analysis I	8
WISV112	Introductory Algebra	8
WISV121	Analysis II	8
WISV122	Introductory Mathematical Modelling	8
WISV211	Analysis III	16
WISV221	Linear Algebra	16
	<b>Choice modules (KEUS311)</b>	
AFNV311	Scientific Writing in Afrikaans	8
ENSW311	Scientific Writing in English	8
EKNP312	Personal financial management	8
BYBI311	Bible interpretation for life and science	8
	<b>Prescribed modules</b>	
ENTR221	Creative Entrepreneurship	8
LEER111	Learning and reading development	8
RINL111	Computer and reading development	8
WTSL229	Philosophy of science I	8
WTSL319	Philosophy of science II	8

### V.5.3 DIRECTION: INFORMATION TECHNOLOGY

This programme provides a good basic training in Information Technology. In the compilation of the curriculum of this programme, consideration was given to job opportunities and the human resource needs of our country. This programme furthermore prepares the learner for post-graduate study (B.Sc. Honours and M.Sc.) and is recommended in view of registration with the South African Council for Scientific Professions (SACSP).

#### V.5.3.1 SPECIFIC ADMISSION REQUIREMENTS

- Admission to the direction takes place in accordance with General Rules (A.4) of the university.
- In addition to this, the learner should also have passed the matriculation examination in Mathematics on the Higher Grade, or alternatively passed

a scientific subject on the Higher Grade and Mathematics at least on the Standard Grade and furthermore obtained a P-count of at least 17.

- c) Matriculants are strongly advised to sit for Computer Studies at least in the Standard Grade in addition to Mathematics in the matriculation examination.

#### **V.5.3.2 LIST OF MODULES**

See list under V5.2.

#### **V.5.3.3 PROGRAMME: INFORMATION TECHNOLOGY (N137V)**

##### **V.5.3.3.1 Programme outcomes**

On completion of this programme the learner should:

- a) be able to integrate the basic knowledge and techniques of the programme he/she has completed to investigate situations pertaining to the programme and to solve related problems;
- b) contribute in a professional way and according to currently acceptable methodologies to the design, development and delivery of computerised systems according to business needs and principles;
- c) be able to contribute in a meaningful way to the management of information and sources of information through his/her knowledge and understanding of applicable multi-disciplinary concepts, structures, models, theories, principles and research methodologies;
- d) be in a position to continue with postgraduate study.

##### **V.5.3.3.2 Articulation and exit point**

- a) On successful completion of the programme, those graduates who performed satisfactorily will immediately have access to honours study.
- b) Credit will be given for modules passed in other faculties or at other universities, on condition that such modules contribute to the outcomes and total credit requirements of the relevant programme.
- c) With the basic and applicable skills in information technology that have been acquired through this programme, the learner will be equipped to continue with further learning at other institutions.

##### **V.5.3.3.3 Other rules**

- a) A learner who wishes to take Mathematical Techniques (WISK113 or WISK123) should either have passed the matriculation examination in Mathematics in the Higher Grade or Standard Grade with at least 50%, or achieved a performance in another examination in Mathematics which the senate deems to be equivalent to the aforementioned.
- b) A learner who wishes to take the additional Mathematics modules WISV111/WISV112, should have passed the matriculation examination in Mathematics in the Higher Grade with at least 50% or Mathematics in the Standard Grade with a mark of at least 60%, or another examination in Mathematics which the senate deems as equivalent to the aforementioned. These modules do not form part of the Information

Technology programme, but may be taken by learners in other programmes in view of other qualifications, for example in Education.

- c) Learners who do not adhere to (b) above, but did pass Mathematics in the Higher Grade or achieved at least 50% in the Standard Grade, are admitted to a refreshment course that will be presented in January by the School for Computer, Statistical and Mathematical Sciences (Potchefstroom Campus). Should such learners perform adequately in the tests taken during this course, they may be considered for admission to study in the Mathematics modules above.
- d) Proposed learners who do not comply with the matriculation requirement to enrol for WISV111 and WISV112, and also did not attend the refreshment course, may gain admission tot WISV111 and WISV112 by passing the module in Mathematical Techniques (WISK113 or WISK123).

#### V.5.3.3.4 Compilation of programme

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Ct	Code	Ct	Code	Ct
WISK113	8	ITRW211	8	ITRW311	16
STTK111	8	IRTW212	16	ITRW311	8
RESV111/RECP111	16	ITRW213	16	ITRW313	8
ONBP111	8	ITRW214	16	ITRW314	8
ITRW111	8	WISK213	8	ITRW315	8
RINL111	8			KEUS311	8
LEER111	8			WTSL319	8
<b>Total 1st sem.</b>	<b>64</b>	<b>Total 1st sem.</b>	<b>64</b>	<b>Total 1st sem.</b>	<b>64</b>
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Ct	Code	Ct	Code	Ct
STTK121	8	ITRW221	8	ITRW321	16
STTK123	8	ITRW222	16	ITRW322	16
RESV121/RECP121	16	ITRW223	8	ITRW323	16
ITRW121	16	ONBP121	16	ITRW324	16
ITRW122	16	ENTR221	8		
		WTSL229	8		
<b>Total 2nd sem.</b>	<b>64</b>	<b>Total 2nd sem.</b>	<b>64</b>	<b>Total 2nd sem.</b>	<b>64</b>
<b>Total year level 1</b>	<b>128</b>	<b>Total year level 2</b>	<b>128</b>	<b>Total year level 3</b>	<b>128</b>
<b>Total credits for the programme</b>					<b>384</b>

**Remark:** RESV111 and RESV121 are taken by learners who did not sit for Accounting in the matriculation examination, while RECP111 and RECP121 are taken by learners who sat for Accounting in the matriculation examination.

## V.6 RULES FOR UNDERGRADUATE QUALIFICATIONS IN EDUCATION

### V.6.1 RULES FOR THE DEGREE BACCALAUREUS EDUCATIONIS

This qualification can be obtained in one of the directions and programmes listed in V1.4 as described in more detail below, and is presented full-time.

#### V.6.1.1 MINIMUM AND MAXIMUM DURATION

The minimum duration of the study for this degree is four years. The programme is only presented full-time. The maximum duration is equal to the minimum study term plus one year, with the understanding that an application may be lodged to extend the period.

#### V.6.1.2 LIST OF MODULES

##### V.6.1.2.1 General modules

Module code	Descriptive name	Ct
AGDN211	Administration and organisation in the foundational phase	8
AFRD411	Subject didactics of Afrikaans	16
AFRD421	Subject didactics of Afrikaans	16
AFRH111	Afrikaans	16
AFRH121	Afrikaans	16
AFRH211	Afrikaans	16
AFRH221	Afrikaans	16
AFRH311	Afrikaans	16
AFRH321	Afrikaans	16
ANTK111	Afrikaans Communication (nm)	8
ANTK211	Afrikaans Communication (nm)	8
ANTK311	Afrikaans Communication (nm)	8
COMD411	Subject didactics of Computer Science	16
BWKH131	Movement Science	8
BWKH141	Movement Science	8
BWKH151	Movement Science	8
BWKH161	Movement Science	8
BWKH231	Movement Science	8
BWKH241	Movement Science	8
BWKH251	Movement Science	8
BWKH261	Movement Science	8
BWKH311	Movement Science	8
BWKH321	Movement Science	8
COMD421	Subject didactics of Computer Science	16
COMP131	Computer Science	8
COMP141	Computer Science	8



<b>Module code</b>	<b>Descriptive name</b>	<b>Ct</b>
COMP151	Computer Science	8
COMP161	Computer Science	8
COMP231	Computer Science	8
COMP241	Computer Science	8
COMP251	Computer Science	8
COMP261	Computer Science	8
COMP311	Computer Science	16
COMP321	Computer Science	16
EKND411	Subject didactics of Economics	16
EKND421	Subject didactics of Economics	16
EKNH131	Economics	8
EKNH141	Economics	8
EKNH151	Economics	8
EKNH161	Economics	8
EKNH231	Economics	8
EKNH241	Economics	8
EKNH251	Economics	8
EKNH261	Economics	8
EKNH311	Economics	16
EKNH321	Economics	16
ENGC111	English Communication	8
ENGC211	English Communication	8
ENGC311	English Communication	8
ENGD411	Subject didactics : English	16
ENGD421	Subject didactics : English	16
ENGH111	English	16
ENGH121	English	16
ENGH211	English	16
ENGH221	English	16
ENGH311	English	16
ENGH321	English	16
ENTR221	Creative Entrepreneurship	8
GDSG121	Religious education	8
GELG111	Foundation Phase Literacy	16
GELG121	Foundation Phase Literacy	8
GELG211	Foundation Phase Literacy	8
GELG221	Foundation Phase Literacy	8
GELG311	Foundation Phase Literacy	8
GELG321	Foundation Phase Literacy	8
GELG421	Foundation Phase Literacy	8
GESD411	Subject didactics for History	16
GESD421	Subject didactics for History	16

<b>Module code</b>	<b>Descriptive name</b>	<b>Ct</b>
GESG111	Foundation Phase Numeracy	8
GESG121	Foundation Phase Numeracy	8
GESG211	Foundation Phase Numeracy	8
GESG221	Foundation Phase Numeracy	8
GESG311	Foundation Phase Numeracy	8
GESG321	Foundation Phase Numeracy	8
GESH131	History	8
GESH141	History	8
GESH151	History	8
GESH161	History	8
GESH231	History	8
GESH241	History	8
GESH251	History	8
GESH261	History	8
GESH311	History	16
GESH321	History	16
INLV211	Information Technology	8
KEVS111	Community and environment	8
KNSG121	Children's art development	8
LAEW121	Spec. Economic Sciences	8
LAKK121	Spec. Art and Culture	8
LALO111	Spec. Life Orientation	8
LAMW111	Spec. Human and Social Sciences	8
LANW111	Spec. Natural Sciences	8
LATD411	Subject didactics of Learning Area Languages	16
LATD421	Subject didactics of Learning Area Languages	16
LATG121	Specialising Technology	8
LEER111	Learning Orientation	8
LEWD411	Subject didactics of Learning Area Economic Sciences	16
LEWD421	Subject didactics of Learning Area Economic Sciences	16
LEWG111	Foundation Phase Life-skills	8
LEWG121	Foundation Phase Life-skills	8
LEWG211	Foundation Phase Life skills	8
LEWG221	Foundation Phase Life skills	8
LEWG311	Foundation Phase Life skills	8
LEWG321	Foundation Phase Life skills	8
LEWG411	Foundation Phase Life skills	8
LEWG421	Foundation Phase Life skills	8
LEWV111	Life-skills	8
LLOD411	Subject didactics of Life Orientation	16

<b>Module code</b>	<b>Descriptive name</b>	<b>Ct</b>
LLOD421	Subject didactics of Life Orientation	16
LMWD411	Subject didactics of Human and Social Science	16
LMWD421	Subject didactics of Human and Social Science	16
LNWD411	Subject didactics of Natural Science	16
LNWD421	Subject didactics of Natural Science	16
LTGD411	Subject didactics of Technology	16
LTGD421	Subject didactics of Technology	16
MEDI121	Media Science	8
ONBD411	Subject didactics of Business Management	16
NASH131	Natural and Physical Sciences	8
NASH141	Natural and Physical Sciences	8
NASH151	Natural and Physical Sciences	8
NASH161	Natural and Physical Sciences	8
NASH231	Natural and Physical Sciences	8
NASH241	Natural and Physical Sciences	8
NASH251	Natural and Physical Sciences	8
NASH261	Natural and Physical Sciences	8
NASH311	Natural and Physical Sciences	8
NASH321	Natural and Physical Sciences	8
ONBD421	Subject didactics of Business Management	16
ONDH131	Business Management	8
ONDH141	Business Management	8
ONDH151	Business Management	8
ONDH161	Business Management	8
ONDH231	Business Management	8
ONDH241	Business Management	8
ONDH251	Business Management	8
ONDH261	Business Management	8
ONDH311	Business Management	16
ONDH321	Business Management	16
OPVK111	Education studies	8
OPVK211	Education studies	8
OPVK321	Education studies	8
OPVK411	Education studies	24
OPVK421	Education studies	16
PREP411	Pre-primary Studies	8
PREP421	Pre-primary Studies	8
REKD411	Subject didactics of Accounting	16
REKD421	Subject didactics of Accounting	16
REKH131	Accounting	8
REKH141	Accounting	8
REKH151	Accounting	8

<b>Module code</b>	<b>Descriptive name</b>	<b>Ct</b>
REKH161	Accounting	8
REKH231	Accounting	8
REKH241	Accounting	8
REKH251	Accounting	8
REKH261	Accounting	8
REKH311	Accounting	16
REKH321	Accounting	16
RIDO422	Computers in Education	8
TEGV321	Technological studies	8
VGSO311	Safety and health instruction	8
SPEK111	Sport and culture	8
RGLO121	Computer literacy	8
SSMK121	Sesotho (m)	8
SSMK221	Sesotho (m)	8
SSMK321	Sesotho (m)	8
TEGH151	Technology	8
TEGH241	Technology	8
VGSG111	Health care	8
WSGK121	Mathematics General	8
WSGK221	Mathematics General	8
WSGK321	Mathematics General	8
WSKD411	Subject didactics of Mathematics	16
WSKD421	Subject didactics of Mathematics	16
WSKH131	Mathematics	8
WSKH141	Mathematics	8
WSKH151	Mathematics	8
WSKH161	Mathematics	8
WSKH231	Mathematics	8
WSKH241	Mathematics	8
WSKH251	Mathematics	8
WSKH261	Mathematics	16
WSKH311	Mathematics	16
WSKH321	Mathematics	16
WTSL229	Philosophy of science	8
WTSL319	Philosophy of science	8

**V.6.1.2.2 Modules of learning area specialisation**

<b>Module code</b>	<b>Descriptive name</b>	<b>Ct</b>
	<b>Technology</b>	
COMP131	Computer Science	8
COMP161	Computer Science	8

<b>Module code</b>	<b>Descriptive name</b>	<b>Ct</b>
COMP231	Computer Science	8
INLH141	Information management	8
INLH151	Information management	8
INLH251	Information management	8
INLH261	Information management	8
LTGD411	Subject didactics of Technology	16
LTGD421	Subject didactics of Technology	16
	<b>Languages, literacy and communication</b>	
AFRH111	Afrikaans	16
AFRH211	Afrikaans	16
ENGH121	English	16
ENGH221	English	16
LATD411	Subject didactics of Learning Area Languages	16
LATD421	Subject didactics of Learning Area Languages	16
	<b>Human and Social Sciences</b>	
GEOH131	Geography	8
GEOH141	Geography	8
GEOH151	Geography	8
GEOH161	Geography	8
GEOH231	Geography	8
GEOH241	Geography	8
GEOH251	Geography	8
GEOH261	Geography	8
LMWD411	Subject didactics of Human and Soc. Science	16
LMWD421	Subject didactics of Human and Soc. Science	16
	<b>Economic and management Sciences</b>	
REKH131	Accounting	8
REKH141	Accounting	8
ONBH151	Business Management	8
EKNH161	Economics	8
ONBH231	Business Management	8
ONBH241	Business Management	8
ONBH251	Business Management	8
REKH261	Accounting	8
EKOD411	Subject didactics Econ. and Management Science	16
EKOD421	Subject didactics Econ. and Management Science	16
	<b>Mathematical literacy</b>	
WSKH131	Mathematics	8
WSKH141	Mathematics	8
WSKH151	Mathematics	8
WSKH161	Mathematics	8
WSKH231	Mathematics	8

Module code	Descriptive name	Ct
WSKH241	Mathematics	8
WSKH251	Mathematics	8
WSKH261	Mathematics	8
WSKD411	Subject didactics Mathematics	16
WSKD421	Subject didactics Mathematics	16

### V.6.1.3 **ADMISSION REQUIREMENTS**

#### V.6.1.3.1 **General admission requirement**

In order to be allowed to register for study towards a B.Ed.-degree, a learner must have passed Grade 12 (NQF-level 4) with matriculation exemption and obtained a P-count of 14.

Learners who did pass Grade 12 with matriculation exemption, as well as learners who did pass with matriculation exemption, but who did not obtain a P-count of 14, may be granted conditional admission to register for the B.Ed. degree if a senior certificate was obtained with two subjects on the Higher Grade of which at least one is an official language, or any other equivalent qualification, or proof of previous learning experience, as well as a P-count of 12. Furthermore, learners who are admitted conditionally must successfully complete a bridging course in the first semester of their first study year to be allowed entry to the second semester of the first study year.

In order to be allowed to enrol for the second study year a learner may not repeat more than three modules that were prescribed for the first year.

#### V.6.1.3.2 **Specific admission requirement**

- a) A learner who wishes to follow any module in Mathematics, should have passed the matriculation examination in Mathematics in the Higher Grade with at least 40%, or the Standard Grade with a mark of at least 50%, or another examination in Mathematics which the senate deems to be equal to the above-mentioned.
- b) Learners who do not adhere to the requirements of Mathematics, but who did pass in the Higher Grade or obtained at least 40% in the Standard Grade, are allowed into a refresher course that is presented by Mathematics in the first year. Should such learners perform adequately, they may be considered for admission to study Mathematics modules for the B.Ed.-degree in their second year, on condition that they have passed a second module that occurs on the first level of the programme.

#### V.6.1.3.3 **Language proficiency**

All learners must obtain two language endorsements. Learners (non mother tongue speakers) automatically receive a, e or any other official language on basis of passing Matric. Non mother tongue speakers, who want to qualify for A, E or T must report for a language proficiency test for which an additional payment is required. Mother tongue speakers should report for the granting of A, E or T.

#### **V.6.1.3.4 Presentation of programme**

A particular programme will only be presented in a particular year if a minimum of ten learners intend following the relevant programme.

#### **V.6.1.3.5 Other rules**

##### **V.6.1.3.5.1 Compulsory certificates**

- a) Obtaining an accredited first aid certificate is compulsory for the following modules: VGSO111, VGSG111.
- b) For SPEK111 a sport certificate (e.g. athletics official, rugby coach etc.) and a culture certificate (e.g. choir leader) must be obtained.
- c) Except the sport coaching qualification that has to be obtained in SPEK111, a learner who wants to take BWHK must obtain a recognised school sports qualification in at least one recognised summer and one recognised winter sport.

##### **V.6.1.3.5.2 Focussed observation**

In OPVK111, OPVK211, OPVK321, OPVK411 and OPVK421 focussed observation at an approved school must be done.

V.6.1.3.5.3 Learners on level 1 who want to change the core module in the second term, will be allowed to take both the 131 and 231 modules at the same time on level 2 if there are no time table clashes and the 141/151/161 modules were passed. However, learner will not be allowed to continue on the second level with 251 and 261 modules if the 131 as well as 231 module were not passed.

#### **V.6.1.4 PROGRAMME: FOUNDATION PHASE (O100V)**

This qualification is aimed at the training of teachers for Grade R up to and including Grade 3.

**V.6.1.4.1 Programme outcomes** (These outcomes also apply to the Intermediate and Senior Phase programme, as well as the Senior and Continued Education and Training Phase programme)

- a) On completion of this programme, the learner should possess the following knowledge, skills and attitudes with regard to:
  - i) Problem identification, solving and the application of critical and creative thinking with regard to all educational matters.
  - ii) Collaboration within an education group framework, with the community and the Department of Education through means of *inter alia* practical teaching.
  - iii) The organisation and management of themselves as well as their activities.
  - iv) The acquisition, analysis, organisation and critical evaluation of knowledge in the respective subject areas, as well as general teaching-directed knowledge.
  - v) Communication through means of various language media and in various situations.

- vi) The effective application of technological and scientific information showing respect for the environment and the health of others.
- vii) The holistic nature of the world as integrated systems which imply that problem solving does not take place in isolation.
- viii) The roles of the teacher, i.e. as facilitator, mediator of learning, life-long learner, curriculum designer, leader, administrator and manager, assessor, specialist in his chosen subject/learning area/phase, and member of the narrower and broader community.
- ix) The specialised nature of teaching, learning and development in the foundation, intermediate, senior and continued education and training phase.

**V.6.1.4.2 Articulation possibilities and point of exit**

- a) The B.Ed.-degree gives access to B.Ed. Honours. It also gives access to an Honours degree in the school subject courses included in the relevant curriculum, on completion of specific additional study and assignments.
- b) Learners in other faculties, who would like to switch to B.Ed. after the 3<sup>rd</sup> year of a 4-year degree programme, should have obtained at least 360 credits. A least 200 credits should be in approved subjects. Such learners are integrated into the 4<sup>th</sup> year of the B.Ed. and they are awarded the B.Ed.-degree on successful completion of the 4<sup>th</sup> year (128 credits).

**V.6.1.4.3 Other rules (Cf. compilation of programme under V6.1.4.4)**

- a) The programme is compiled of compulsory fundamental and compulsory choice modules spread over four years.
- b) In addition to the compulsory modules, a learner also chooses **one** of the following core modules up to the third year level: Afrikaans; Economics; English; History; Business Management; Physical Science; Movement Science (Cricket); Computer Science; Accounting; Mathematics.
- c) All the learners who have successfully completed ANTK321, ENGC311 or SSNK321, are awarded an a, t or e. Where the average for the full course is a distinction, an A, T or E is awarded. Any learner may apply to the school director to improve on an a, t or e by passing a standardised test.



**V.6.1.4.4 Compilation of programme**

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Ct	Code	Ct	Code	Ct	Code	Ct
LEER111	8	OPVK211	8	WSGK311	8	OPVK411	24
OPVK111	8	INLV211	8	WTSL319	8	PREP411	16
ANTK111/ SSNK111	8 8	ANTK211/ SSNK211	8 8	ENGC311 VGS311	8 8	LEWG411 Subj. Did.	8 16
LEWG111	8	GESG211	8	LEWG311	8		
GELG111	16	LEWG211	8	GELG311	8		
Cf.6.1.4.3b (LEWV111*)	16 (8)	AGDN211 SPEK111	8 8	Cf.6.1.4.3b	16		
		Cf.6.1.4.3b	16				
<b>Total 1st sem.</b>	<b>64</b>	<b>Total 1st sem.</b>	<b>72</b>	<b>Total 1st sem.</b>	<b>64</b>	<b>Total 1st sem.</b>	<b>64</b>
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Ct	Code	Ct	Code	Ct	Code	Ct
ENGC121	8	ENGC221	8	ANTK321/ SSNK321	8 8	GDSG121 OPVK421	8 16
RGLO121	8	WTSL229	8	TEGV321	8	LEWG421	8
WSGK121	8	WSGK221	8	OPVK321	8	GELG421	8
GESG121	8	LEWG221	8	GESG321	8	Subj. Did.	16
LEWG121	8	GELG221	8	LEWG321	8		
KNSG121	8	Cf.6.1.4.3b	16	GELG321	8		
Cf.6.1.4.3b	16			Cf.6.1.4.3b	16		
<b>Total 2nd sem.</b>	<b>64</b>	<b>Total 2nd sem.</b>	<b>56</b>	<b>Total 2nd sem.</b>	<b>64</b>	<b>Total 2nd sem.</b>	<b>64</b>
<b>Total level 1</b>	<b>120</b>	<b>Total level 2</b>	<b>136</b>	<b>Total level 3</b>	<b>128</b>	<b>Total level 4</b>	<b>128</b>
<b>Total credits for the programme</b>							<b>512</b>

\* Only for learners who do not have matriculation exemption.

**V.6.1.5 PROGRAMME: INTERMEDIATE AND SENIOR PHASE (O101V)**

This qualification is aimed at the training of teachers for Grades 4 up to and including Grade 9.

**V.6.1.5.1 Programme outcomes**

Cf. V6.1.4.1

**V.6.1.5.2 Articulation possibilities and exit point**

- The B.Ed.-degree gives access to B.Ed. Honours. It also give access to the Honours in the school subject courses included in the relevant curriculum, on completion of specific additional study and assignments.
- Learners in other faculties who would like to switch to B.Ed. after the 3<sup>rd</sup> year of a 4-year degree course, should have obtained at least 360 credits. At least 200 credits should be in approved subjects. Such learners are

integrated into the 4<sup>th</sup> year of the B.Ed. and they are awarded the B.Ed.-grade on successful completion of the 4<sup>th</sup> year (128 credits)

#### V.6.1.5.3 Other rules (Cf. compilation of programme under V6.1.5.4)

- The programme is compiled of compulsory fundamental and compulsory choice modules spread over four years.
- In addition to the compulsory modules, a learner also chooses **one** of the following core modules up to third year level: Afrikaans; Economics; English; History; Business Management; Physical Science; Movement Science (Cricket); Computer Science; Mathematics.
- In addition to the compulsory module, the learner also chooses **one** of the following five learning area fields of specialisation, which is already taken in the first year, up to second year level: Technology; Languages, Literacy and Communication; Human and Social Sciences; Economic and Managerial Sciences; Mathematical Literacy (cf. V6.1.2.2).
- All the learners who have successfully completed ANTK321, ENGC311 or SSNK321, are awarded an a, t or e. Where the average for the full course is a distinction, an A, T or E is awarded. Any learner may apply to the school director to improve on an a, t or e by passing a standardised test.

#### V.6.1.5.4 Compilation of programme

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Ct	Code	Ct	Code	Ct	Code	Ct
LEER111	8	OPVK211	8	WSGK311	8	OPVK411	24
OPVK111	8	INLV211	8	WTSL319	8	MEDI111	8
ANTK111/ SSNK111	8	ANTK211/ SSNK211	8	ENGC311	8	Subj. Did.	16
	8		8	VGSO111	8	Subj. Did. l/a	16
LANW111	8	SPEK111	8	Cf.6.1.5.3b	16		
LAMW111	8	Cf.6.1.5.3b	16	Cf.5.1.5.3c	16		
LALO111	8	Cf.6.1.5.3c	16				
Cf.6.1.5.3b	16						
(LEWV111*)	(8)						
<b>Total 1st sem.</b>	<b>64</b>	<b>Total 1st sem.</b>	<b>64</b>	<b>Total 1st sem.</b>	<b>64</b>	<b>Total 1st sem.</b>	<b>64</b>
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Ct	Code	Ct	Code	Ct	Code	Ct
ENGC121	8	ENGC221	8	AMTK321/ SSMK321	8	GDSG121	8
RGLO121	8	WTSL229	8		8	OPVK421	16
WSGK121	8	WSGK221	8	TEGV121	8	RIDO422	8
LAKK121	8	ENTR221	8	OPVK321	8	Subj. Did.	16
LAEW121	8	Cf.6.1.5.3b	16	KEVS121	8	Subj. Did. l/a	16
LATG121	8	Cf.6.1.5.3c	16	Cf.6.1.5.3b	16		
Cf.6.1.5.3b	16			Cf.6.1.5.3c	16		
<b>Total 2nd sem.</b>	<b>64</b>	<b>Total 2nd sem.</b>	<b>64</b>	<b>Total 2nd sem.</b>	<b>64</b>	<b>Total 2nd sem.</b>	<b>64</b>
<b>Total level 1</b>	<b>128</b>	<b>Total level 2</b>	<b>128</b>	<b>Total level 3</b>	<b>128</b>	<b>Total level 3</b>	<b>128</b>
<b>Total credits for the programme</b>							<b>512</b>

\* Only for learners who do not have matriculation exemption.

**V.6.1.6 PROGRAMME: SENIOR AND CONTINUED EDUCATION AND TRAINING PHASE (O102V)**

This qualification is aimed at the training of teachers for Grade 7 up to and including Grade 12.

**V.6.1.6.1 Programme outcomes**

Cf. V6.1.4.1.

**V.6.1.6.2 Articulation possibilities and point of exit**

- a) The B.Ed. degree gives access to B.Ed. Honours. It also give access to the Honours in the school subject courses included in the relevant curriculum, on completion of specific additional study and assignments.
- b) Learners in other faculties who would like to switch to B.Ed. after the 3<sup>rd</sup> year of a 4-year degree programme, should have obtained at least 360 credits. At least 200 credits should be in approved subjects. Such learners are integrated into the 4<sup>th</sup> year of the B.Ed. and they are awarded the B.Ed.-degree on successful completion of the 4<sup>th</sup> year (128 credits).

**V.6.1.6.3 Other rules (Cf. compilation of programme under V6.1.6.4)**

- a) The programme is compiled of compulsory fundamental and compulsory choice modules spread over four years.
- b) In addition to the compulsory modules, a learner also chooses **two** of the following core modules of which one should be taken up to third year level: Afrikaans; Economics; English; History; Business Management; Computer Science; Physical Science; Movement Science (Cricket); Accounting; Mathematics.
- c) All the learners who have successfully completed ANTK321, ENGC311 or SSNK321, are awarded an a, t or e. Where the average for the full course is a distinction, an A, T or E is awarded. Any learner may apply to the school director to improve on an a, t or e by passing a standardised test.

**V.6.1.6.4 Compilation of programme**

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Ct	Code	Ct	Code	Ct	Code	Ct
LEER111	8	OPVK211	8	WSGK311	8	OPVK411	24
OPVK111	8	INLV211	8	WTSL319	8	MEDI111	8
ANTK111/ SSNK111	8	ANTK211/ SSNK211	8	ENGC311	8	Subj. Did.	16
LANW111	8	SPEK111	8	VGSO111	8	Subj. Did.	16
LAMW111	8	Cf.6.1.5.3b	32	Cf.6.1.5.3b	32		
LALO111	8						
Cf.6.1.5.3b	16						
(LEWV111*)	(8)						
<b>Total 1st sem.</b>	<b>64</b>	<b>Total 1st sem.</b>	<b>64</b>	<b>Total 1st sem.</b>	<b>64</b>	<b>Total 1st sem.</b>	<b>64</b>

SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Ct	Code	Ct	Code	Ct	Code	Ct
ENGC121	8	ENGC221	8	ANTK321/	8	GDSG121	8
RGLO121	8	WTSL229	8	SSNK321	8	OPVK421	16
WSGK121	8	WSGK221	8	TEGV121	8	RIDO422	8
LAKK121	8	ENTR221	8	OPVK321	8	Subj. Did.	16
LAEW121	8	Cf.6.1.5.3b	32	KEVS121	8	Subj. Did. l/a	16
LATG121	8			Cf.6.1.5.3b	32		
Cf.6.1.5.3b	16						
<b>Total 2nd sem.</b>	<b>64</b>	<b>Total 2nd sem.</b>	<b>64</b>	<b>Total 2nd sem.</b>	<b>64</b>	<b>Total 2ndsem.</b>	<b>64</b>
<b>Total level 1</b>	<b>128</b>	<b>Total level 2</b>	<b>128</b>	<b>Total level 3</b>	<b>128</b>	<b>Total level 4</b>	<b>128</b>
<b>Total credits for the programme</b>							<b>512</b>

\* Only for learners who do not have matriculation exemption.

## V.6.2 RULES FOR THE ADVANCED CERTIFICATE IN EDUCATION (ACE)

This qualification lies on NQF-level 6 and can be obtained in one of the programmes specified below.

The programmes compiled in this qualification are aimed at equipping learners with advanced and specialised competencies in a particular school subject/learning area/discipline or school phase; provide re-training for teachers in another school subject or specialisation in a different teacher's role (e.g. that of teaching manager); to provide an advanced teaching qualification as finishing for initial training or a general teaching qualification; and to equip learners for further study on NQF-level 7.

### V.6.2.1 MINIMUM AND MAXIMUM DURATION

The minimum duration of study is **one** year, unless otherwise specified, or on having obtained 128 credits. The maximum duration is equal to the minimum study term plus one year on the understanding that an application may be lodged to extend the period. The study can only be undertaken part-time.

### V.6.2.2 LIST OF MODULES

Module code	Descriptive name	Ct
GSTK511	Foundation studies in education and training	8
GSTK521	Applied foundation study: Specialisation	8
KPOK521	Study of programmes for teaching compensation	16
LRVK521	Learner rights and duties	16
NDWK522	Didactics of Mathematics (AOO-band)	16
NEBK511	The earth and outside for Science	16
NECK521	Energy and change for Science	16
NLLK511	Life and lifestyle for Science	16
NMMK521	Matter and materials for Science	16
NDSK521	Didactics of Natural Science (intermediate)	16
NWPK511	Number development	16

Module code	Descriptive name	Ct
NWPK512	Foundations for Algebra	16
NWPK521	Geometrical development	16
NWPK522	Graphics and the handling of data	16
ORAK511	Educational law, systems and administration A	8
ORAK521	Educational law, systems and administration B	8
ORLK511	Teaching and learning A	8
ORLK521	Teaching and learning B	8
ORPK511	Adjustment for Teaching Questions	16
ORTK511	Adjustment of disharmonious teaching elements	16
RIDO511	Computer technology in teaching	8
OBTK511	Education management Tasks	16
OSRK511	Educational Organisations	16
OBK521	Education management Areas	16
ORGK521	Education Law (Advanced)	16
RMPK521	Study of remedial programmes for practice	16
RIDO525	Computer principles and teaching	8

### V.6.2.3 **ADMISSION REQUIREMENTS**

#### V.6.2.3.1 **General admission requirements**

- a) In order to be admitted to the Advanced Certificate in Education, unless where otherwise indicated, the learner should be in possession of a recognised three-year teaching diploma for primary school.
- b) The learner should at least have an approved three-year post-school qualification, evaluated on RWK 12 (M + 3) level.

#### V.6.2.3.2 **Specific admission requirements**

- a) The admission to particular modules is subject to evaluation of the relevant modules in the diploma/certificate already obtained by the learner.
- b) The learner is subject to selection for admission to the programme.
- c) The learner should also have at least two years teaching experience in the relevant field of specialisation.

### V.6.2.4 **PROGRAMME: TEACHING OF NATURAL AND PHYSICAL SCIENCES (GEN. TEACHING AND TRAINING BAND) (O130V)**

This programme is presented part-time over one or two years according to a flexi-teaching basis.

#### V.6.2.4.1 **Programme outcomes**

On completion of this programme the learner should:

- a) possess scientific knowledge in Natural and Physical Sciences Teaching (General Teaching and Training Band);
- b) demonstrate certain skills and competencies (*inter alia* critical problem solving, group functioning, the effective integration of knowledge obtained

in the teaching situation) in Natural and Physical Sciences (General Teaching and Training Band);

- c) strive for certain values (*inter alia* the achievement of excellence in teaching, the quest for integrity in the teaching situation) on the basis of his/her study in Natural and Physical Sciences Teaching (General Teaching and Training Band).

**V.6.2.4.2 Compilation of programme**

YEAR LEVEL 4			
First semester modules (Year 1)		Second semester modules (Year 2)	
Code	Ct	Code	Ct
GSTK511	8	GSTK521	8
NEBK511	16	NDSK521	16
NLLK511	16	NECK521	16
ORLK511	8	ORLK521	8
RIDO511	8	RIDO525	8
		NMMK521	16
<b>Total 1st sem.</b>	<b>56</b>	<b>Total 1st sem.</b>	<b>72</b>
<b>Total credits for the programme</b>			<b>128</b>

**V.6.2.5 PROGRAMME: REMEDIAL TEACHING (O131V)**

This programme is presented part-time over one or two years according to a flexi-teaching basis.

**V.6.2.5.1 Programme outcomes**

On completion of this programme the learner should:

- a) possess scientific knowledge and insight into Remedial Teaching;
- b) demonstrate certain skills and competencies (*inter alia* critical problem solving, group functioning, the effective integration of knowledge obtained in the teaching situation) in Remedial teaching;
- c) strive for certain values (*inter alia* the achievement of excellence in teaching, the quest for integrity in the teaching situation) on the basis of his/her study in Remedial teaching.

V.6.2.5.2 **Compilation of programme**

YEAR LEVEL 4			
First semester modules (Year 1)		Second semester modules (Year 2)	
Code	Ct	Code	Ct
ORAK511	8	ORAK521	8
ORLK511	8	ORLK521	8
GSTK511	8	GSTK521	8
RIDO511	8	RIDO525	8
ORPK511	16	RMPK521	16
ORTK511	16	KPOK521	16
<b>Total 1st sem.</b>	<b>64</b>	<b>Total 1st sem.</b>	<b>64</b>
<b>Total credits for the programme</b>			<b>128</b>

V.6.2.6 **PROGRAMME: MATHEMATICS TEACHING (GENERAL TEACHING AND TRAINING BAND (O132V)**

This programme is presented part-time over one or two years according to a flexi-teaching basis.

V.6.2.6.1 **Programme outcomes**

On completion of this programme the learner should:

- possess scientific knowledge in Mathematics Teaching (General Teaching and Training Band);
- demonstrate certain skills and competencies (*inter alia* critical problem solving, group functioning, the effective integration of knowledge obtained in the teaching situation) in Mathematics Teaching (General Teaching and Training Band);
- strive for certain values (*inter alia* the achievement of excellence in teaching, the quest for integrity in the teaching situation) on the basis of his/her study in Mathematics Teaching (General Teaching and Training Band).

V.6.2.6.1.1 **Compilation of programme**

YEAR LEVEL 4			
First semester modules (Year 1)		Second semester modules (Year 2)	
Code	Ct	Code	Ct
GSTK511	8	GSTK521	8
NWPK511	16	NDWK522	16
NWPK512	16	NWPK521	16
ORLK511	8	NWPK522	16
RIDO511	8	ORLK521	8
		RIDO525	8
<b>Total 1st sem.</b>	<b>56</b>	<b>Total 1st sem.</b>	<b>72</b>
<b>Total credits for the programme</b>			<b>128</b>

### V.6.2.7 PROGRAMME: EDUCATIONAL MANAGEMENT (O133V)

This programme is presented part-time over one or two years according to a flexi-teaching basis.

#### V.6.2.7.1 Programme outcomes

On completion of this programme the learner should:

- a) possess scientific knowledge in Educational Management;
- b) demonstrate certain skills and competencies (*inter alia* critical problem solving, group functioning, the effective integration of knowledge obtained in the teaching situation) in Educational Management;
- c) strive for certain values (*inter alia* the achievement of excellence in teaching, the quest for integrity in the teaching situation) on the basis of his/her study in Educational Management.

#### V.6.2.7.1.1 Compilation of programme

YEAR LEVEL 4			
First semester modules (Year 1)		Second semester modules (Year 2)	
Code	Ct	Code	Ct
ORAK511	8	ORAK521	8
GSTK511	8	GSTK521	8
OBTK511	16	OBK521	16
ORLK511	8	ORLK521	8
OSRK511	16	ORGK521	16
RIDO511	8	RIDO524 or RIDO525	8
<b>Total 1st sem.</b>	<b>56</b>	<b>Total 1st sem.</b>	<b>72</b>
<b>Total credits for the programme</b>			<b>128</b>

### V.6.3 RULES FOR THE NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION (NPDE)

This qualification lies on NQF-level 5 and can be obtained in one of the programmes specified below. The Teaching Certificate is incorporated in this qualification. The teaching medium for presentation of the programmes is English.

This programme is aimed at practising teachers on RKW 12 or lower. It addresses current needs and issues through practice-based contents and activities. The general purpose of this diploma is to enable teachers to improve their qualifications.

Educators with a RKW 10 qualification must first complete the 128 credit Teaching Certificate that was announced on 4 February 2002 in the Norms and Standards for Educators in the government gazette. After achievement of this year levels 2 and 3 are completed for obtaining the NPDE.

#### V.6.3.1 MINIMUM AND MAXIMUM DURATION

The minimum duration for the qualification is, depending on the entry level, two or three years. The maximum study term is equal to the minimum term plus 1 year, on condition that an application can be lodged for extension of the period.



V.6.3.2 LIST OF MODULES

V.6.3.2.1 Compulsory modules

Module-code	Descriptive name	Ct
AGDN221	Foundation phase: Literacy, Numeracy and Life-skills	16
AGDN321	Foundation phase: Literacy, Numeracy and Life-skills	16
AKPN117	Afrikaans Mother Tongue Communication	8
AKPN127	Afrikaans Mother Tongue Communication	8
AKPN217	Afrikaans Mother Tongue Communication	8
AKPN227	Afrikaans Mother Tongue Communication	8
AKPN317	Afrikaans Mother Tongue Communication	8
AKPN327	Afrikaans Mother Tongue Communication	8
EDMN319	Teaching Management Development	8
EDVN219	Anti-racism and education laws and values	8
ESPN119	English Communication	8
ESPN129	English Communication	8
ESPN219	English Communication	8
ESPN229	English Communication	8
ESPN319	English Communication	8
ESPN329	English Communication	8
GDSN116	Religious Studies	8
GDSN126	Religious Studies	8
GSUN219	Health Instruction	8
GSUN319	Health Instruction (AIDS prevention and motor development)	8
JPUN116	Junior Primary Studies	16
JPUN126	Junior Primary Studies	16
JPUN216	Junior Primary Studies	8
JPUN226	Junior Primary Studies	8
JPUN316	Junior Primary Studies	8
JPUN321	Junior Primary Studies	8
NAUN111	Natural Sciences Didactics	8
OPAN119	Education studies	8
OPAN129	Education studies	8
OPAN219	Education studies	8
OPAN319	Education studies	8
PRSN319	Professional Studies	8
RGLN111	Computer literacy	8
SSCN118	Sesotho Communication (m)	8
SSCN128	Sesotho Communication (m)	8
SSCN218	Sesotho Communication (m)	8
SSCN228	Sesotho Communication (m)	8
SSCN318	Sesotho Communication (m)	8

<b>Module-code</b>	<b>Descriptive name</b>	<b>Ct</b>
SSCN328	Sesotho Communication (m)	8
WAPN111	General Mathematics	8
WAPN121	General Mathematics	8
WAPN221	General Mathematics	8
WAPN321	General Mathematics	8
WLRN311	Philosophy of education	8

**V.6.3.2.2 Core modules**

<b>Module-code</b>	<b>Descriptive name</b>	<b>Kt</b>
AFDN221	Subject didactics Afrikaans	16
AFDN321	Subject didactics Afrikaans	16
AFRN119	Afrikaans	16
AFRN129	Afrikaans	16
AFRN219	Afrikaans	8
AFRN229	Afrikaans	8
AFRN319	Afrikaans	8
AFRN329	Afrikaans	8
EDSN221	Subject didactics English	16
EDSN321	Subject didactics English	16
EGPN119	English	16
EGPN129	English	16
EGPN219	English	8
EGPN229	English	8
EGPN319	English	8
EGPN329	English	8
GSAN116	History	16
GSAN126	History	16
GSAN216	History	8
GSAN226	History	8
GSAN316	History	8
GSAN326	History	8
GSDN221	Subject didactics History	16
GSDN321	Subject didactics History	16
SSMN119	Sesotho	16
SSMN129	Sesotho	16
SSMN219	Sesotho	8
SSMN229	Sesotho	8
SSMN319	Sesotho	8
SSMN329	Sesotho	8
SVXN221	Subject didactics Sesotho	16
SVXN321	Subject didactics Sesotho	16

Module-code	Descriptive name	Ct
WIPN111	Mathematics	16
WIPN121	Mathematics	16
WIPN211	Mathematics	8
WIPN221	Mathematics	8
WIPN311	Mathematics	8
WIPN321	Mathematics	8
WSXN221	Subject didactics Mathematics	16
WSXN321	Subject didactics Mathematics	16

### V.6.3.3 **ADMISSION REQUIREMENTS**

#### V.6.3.3.1 **General admission requirements**

- a) A matriculation certificate (Gr. 12) plus one year tertiary education, for example the Primary Teachers' Certificate (PTC) or equivalent qualification for admission to the second level.
- b) Teachers in service who only have a matriculation certificate may enrol for level one which will then be considered as a bridging course (one year Teaching Certificate) to continue on level two and level three.

### V.6.3.4 **PROGRAMME: FOUNDATION PHASE (O140V)**

#### V.6.3.4.1 **Programme outcomes** (These outcomes are also applicable to Intermediate and Senior Phase programme)

- a) On completion of this programme the learner should possess knowledge, skills and attitudes with regard to:
  - i) Problem identification, solving and the application of critical and creative thinking with regard to all educational matters;
  - ii) Collaboration within an education group framework, with the community and the Department of Education through means of *inter alia* practical teaching;
  - iii) The organisation and management of themselves as well as their activities;
  - iv) The acquisition, analysis, organisation and critical evaluation of knowledge in the respective subject areas, as well as general teaching-directed knowledge;
  - v) Communication through means of various language media and in various situations;
  - vi) The effective application of technological and scientific information showing respect for the environment and the health of others;
  - vii) The holistic nature of the world as integrated systems which imply that problem solving does not take place in isolation;
  - viii) The roles of the teacher, i.e. as facilitator, mediator of learning, life-long learner, curriculum designer, leader, administrator and manager, assessor, specialist in his chosen subject/learning area/phase, and member of the narrower and broader community;

- ix) The specialised nature of teaching, learning and development in the foundation, intermediate, senior and continued education and training phase.

**V.6.3.4.2 Articulation possibilities and exit point**

- a) A learner who has completed the programme on having enrolled for it with a grade-12 qualification, receives the NPDE (384 credits) on NQF-level 5.  
 b) The NPDE allows admission to the Advanced Certificate in Education (ACE).

**V.6.3.4.3 Other rules (Cf. compilation of programme under V6.4.4.4)**

- a) The programme is compiled of compulsory fundamental and choice modules as specified below.  
 b) Learners who specialise in the Foundation Phase receive 96 credits per year from the list of compulsory modules and 32 credits per year from the list of core modules (**one of:** Afrikaans, English, Mathematics, History).  
 c) Junior Primary Studies is compulsory for the Foundation Phase.  
 d) The communication language selected for the first semester, is automatically the communication language for the subsequent first semester(s). Another communication language is selected for the second semester and that is automatically the communication language for the subsequent second semester(s).

**V.6.3.4.4 Compilation of programme**

COMPULSORY MODULES (96ct per year level)					
YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Ct	Code	Ct	Code	Ct
JPUN116	16	JPUN216	8	JPUN316	8
OPAN119	8	OPAN219	8	OPAN319	8
GDSN116	8	GSUN219	8	GSUN319	8
WAPN111	8	NAUN111	8	PRSN319	8
<b>One of:</b>	8	RGLN111	8	WLRN311	8
SSCN118		EDVN219	8	EDMN319	8
AKPN117		<b>One of:</b>	8	<b>One of:</b>	8
ESPN119		SSCN218		SSCN318	
		AKPN217		AKPN317	
		ESPN219		ESPN319	
<b>Total 1st sem.</b>	<b>48</b>	<b>Total 1st sem.</b>	<b>56</b>	<b>Total 1st sem.</b>	<b>56</b>

SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		
Code	Ct	Code	Ct	Code	Ct	
JPUN126	16	JPUN226	8	JPUN321	8	
OPAN129	8	AGDN221	16	AGDN321	16	
GDSN126	8	WAPN221	8	WAPN321	8	
WAPN121	8	<b>One of:</b> SSCN228 AKPN227 ESPN229	8	<b>One of:</b> SSCN328 AKPN327 ESPN329	8	
<b>One of:</b> SSCN128 AKPN127 ESPN129	8					
<b>Total 2nd sem.</b>	<b>48</b>	<b>Total 2nd sem.</b>	<b>40</b>	<b>Total 2nd sem.</b>	<b>40</b>	
<b>Total Level 1</b>	<b>96</b>	<b>Total Level 2</b>	<b>96</b>	<b>Total Level 3</b>	<b>96</b>	
<b>Total Compulsory credits for the programme</b>					<b>288</b>	

CORE MODULES (32ct per year level)					
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Ct	Code	Ct	Code	Ct
AFRN119	16	AFRN219	8	AFRN319	8
<b>or</b>		<b>or</b>		<b>or</b>	
EGPN119	16	EGPN219	8	EGPN319	8
<b>or</b>		<b>or</b>		<b>or</b>	
WIPN111	16	WIPN211	8	WIPN311	8
<b>or</b>		<b>or</b>		<b>or</b>	
GSAN116	16	GSAN216	8	GSAN316	8
<b>or</b>		<b>or</b>		<b>or</b>	
SSMN119	16	SSMN219	8	SSMN319	8
<b>Total 1st sem.</b>	<b>16</b>	<b>Total 1st sem.</b>	<b>8</b>	<b>Total 1st sem.</b>	<b>8</b>

SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Ct	Code	Ct	Code	Ct
AFRN129	16	AFRN229	8	AFRN329	8
<b>or</b>		AFDN221	16	AFDN321	16
EGPN129	16	<b>or</b>		<b>or</b>	
<b>or</b>		EGPN229	8	EGPN329	8
WIPN121	16	EDSN221	16	EDSN321	16
<b>or</b>		<b>or</b>		<b>or</b>	
GSAN126	16	WIPN221	8	WIPN321	8
<b>or</b>		WSXN221	16	WSXN321	16
SSMN129	16	<b>or</b>		<b>or</b>	
		GSAN226	8	GSAN326	8
		GSXN221	16	GSXN321	16
		<b>or</b>		<b>or</b>	
		SSMN229	8	SSMN329	8
		SVXN221	16	SVXN321	16
<b>Total 2nd sem.</b>	<b>16</b>	<b>Total 2nd sem.</b>	<b>24</b>	<b>Total 2nd sem.</b>	<b>24</b>
<b>Total Level 1</b>	<b>32</b>	<b>Total Level 2</b>	<b>32</b>	<b>Total Level 3</b>	<b>32</b>
<b>Total core credits for the programme</b>					<b>96</b>
<b>Total credits for the programme</b>					<b>384</b>

### V.6.3.5 PROGRAMME: INTERMEDIATE AND SENIOR PHASE (O141V)

#### V.6.3.5.1 Programme outcomes

Cf. V6.4.4.1.

#### V.6.3.5.2 Articulation possibilities and exit point

- a) A learner who has completed the programme on having enrolled for it with a grade-12 qualification, receives the NPDE (384 credits) on NQF-level 5.
- b) The NPDE allows admission to the Advanced Certificate in Education (ACE).

#### V.6.3.5.3 Other rules (Cf. compilation of programme under V6.4.5.4)

- a) The programme is compiled of compulsory fundamental and choice modules as specified below.
- b) Learners who specialise in the Intermediate and Senior phase receive 64 credits per year from the list of compulsory modules and 32 credits per year from the list of core modules (**two** of: Afrikaans, English, Mathematics, History).
- c) The communication language selected for the first semester, is automatically the communication language for the subsequent first semester(s). Another communication language is selected for the second semester and that is automatically the communication language for the subsequent second semester(s).

V.6.3.5.4 Compilation of programme

COMPULSORY MODULES (64ct per year level)					
YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Ct	Code	Ct	Code	Ct
OPAN119	8	OPAN219	8	OPAN319	8
GDSN116	8	GSUN219	8	GSUN319	8
WAPN111	8	NAUN111	8	PRSN319	8
<b>One of:</b>	8	RGLN111	8	WLRN311	8
SSCN118		EDVN219	8	EDMN319	8
AKPN117		<b>One of:</b>	8	<b>One of:</b>	8
ESPN119		SSCN218		SSCN318	
		AKPN217		AKPN317	
		ESPN219		ESPN319	
<b>Total 1st sem.</b>	<b>32</b>	<b>Total 1st sem.</b>	<b>48</b>	<b>Total 1st sem.</b>	<b>48</b>
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Ct	Code	Ct	Code	Ct
OPAN129	8	WAPN229	8	WAPN321	8
GDSN126	8				
WAPN121	8	<b>One of:</b>	8	<b>One of:</b>	8
<b>One of:</b>	8	SSCN228		SSCN328	
SSCN128		AKPN227		AKPN327	
AKPN127		ESPN229		ESPN329	
ESPN129					
<b>Total 2nd sem.</b>	<b>32</b>	<b>Total 2nd sem.</b>	<b>16</b>	<b>Total 2nd sem.</b>	<b>16</b>
<b>Total Level 1</b>	<b>64</b>	<b>Total Level 2</b>	<b>64</b>	<b>Total Level 3</b>	<b>64</b>
<b>Total Compulsory credits for the programme</b>					<b>192</b>

CORE MODULES (64ct per year level)					
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Ct	Code	Ct	Code	Ct
<b>Two of:</b>		<b>Two of:</b>		<b>Two of:</b>	
AFRN119	16	AFRN219	8	AFRN319	8
EGPN119	16	EGPN219	8	EGPN319	8
WIPN111	16	WIPN211	8	WIPN311	8
GSAN116	16	GSAN216	8	GSAN316	8
SSMN119	16	SSMN219	8	SSMN319	8
<b>Total 1st sem.</b>	<b>32</b>	<b>Total 1st sem.</b>	<b>16</b>	<b>Total 1st sem.</b>	<b>16</b>
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Ct	Code	Ct	Code	Ct
<b>Two of:</b>		<b>Two of:</b>		<b>Two of:</b>	
AFRN129	16	AFRN229	8	AFRN329	8
		AFDN221	16	AFDN321	16
<b>or</b>		<b>or</b>		<b>or</b>	
EGPN129	16	EGPN229	8	EGPN329	8
		EDSN221	16	EDSN321	16
<b>or</b>		<b>or</b>		<b>or</b>	
WIPN121	16	WIPN221	8	WIPN321	8
		WSXN221	16	WSXN321	16
<b>or</b>		<b>or</b>		<b>or</b>	
GSAN126	16	GSAN226	8	GSAN326	8
		GSXN221	16	GSXN321	16
<b>or</b>		<b>or</b>		<b>or</b>	
SSMN129		SSMN229	8	SSMN329	8
		SVXN221	16	SVXN321	16
<b>Total 2nd sem.</b>	<b>32</b>	<b>Total 2nd sem.</b>	<b>48</b>	<b>Total 2nd sem.</b>	<b>48</b>
<b>Total Level 1</b>	<b>64</b>	<b>Total Level 2</b>	<b>64</b>	<b>Total Level 3</b>	<b>64</b>
<b>Total core credits for the programme</b>					<b>192</b>
<b>Total credits for the programme</b>					<b>384</b>



## **MODULE OUTCOMES OF UNDERGRADUATE MODULES**

The module outcomes of undergraduate programmes presented in the Vaal Triangle Faculty, are listed here alphabetically. The NQF-level, credits, as well as the descriptive name of the module appear between brackets after every module code. The maximum duration of the examination paper follows thereafter.

### **AFRIKAANS**

#### **AFNW113 (5)(8) LANGUAGE PROFICIENCY: AFRIKAANS (2 HOURS)**

The learner should be able to demonstrate that the basic language skills (listening, reading, writing and speaking) were acquired as a result of the study of a language in use; basic academic language skills were acquired for teaching purposes.

#### **AFNW123 (5)(16) ADVANCED LANGUAGE PROFICIENCY: AFRIKAANS (3 HOURS)**

The learner should be able to demonstrate that advanced language proficiency was acquired with application in different fields of study (economic, social and natural science).

#### **AFNL111 (5)(8) LANGUAGE WITHOUT BOUNDRIES (2 HOURS)**

The learner should be able to identify and apply the general nature of language and cognition; to show that he/she has a basic knowledge of the origin of language and the functional application of language; indicate the differences between various text types and produce various text types; analyse, interpret and evaluate functional as well as creative texts.

#### **AFNW121 (5)(8) TEXT AND CONTEXT: THE LANGUAGE OF TEXTS (2 HOURS)**

The learner should be able to indicate that he/she can identify, describe and analyse the importance of the context, intertext and intratext in grammar in as far as it has to do with text study (stylistics, text production, text types, context markers, coherence); identify and apply pragmatics as paradigm for the study of language-in-use; show a basic understanding for the origins of linguistics as scientific discipline.

#### **AFNW122 (5)(8) TEXT AND CONTEXT: LITERARY TEXTS AND APPROACHES (2 HOURS)**

The learner should be able to analyse and describe literature as discipline and apply the framework for General Analysis for literature; identify the main literature genres and do a basic literary analysis of these; identify and describe the context that had an influence on the literary development of Afrikaans and Dutch texts based on a period approach.

#### **AFNW211 (5)(8) INDIVIDUAL AND SOCIETY: COMMUNITY AND LANGUAGE (2 HOURS)**

The learner should be able to show insight into questions that influence language (e.g. value systems, ideology, cognitive and social factors); do an introductory identification, analysis and give a description of cognitive and psycholinguistics (the way in which individuals produce language), and socio-linguistics (the way in which language is used by the broader community).

#### **AFNW212 (5)(8) AFRIKAANS AND DUTCH: FRAMEWORKS FOR LITERARY STUDY (2 HOURS)**

The learner should be able to apply different theoretical frameworks in the analysis and interpretation of Afrikaans and Dutch literary works of art; to identify, interpret the aesthetic,

cultural and social values and tendencies in the Afrikaans and Dutch literature up to the 1960s according to a diachronic framework.

**AFNW221 (5) (8) AFRIKAANS AND DUTCH: GRAMMATICAL PERSPECTIVES (2 HOURS)**

The learner should be able to identify, describe and analyse the domains of the grammatical system in Afrikaans.

**AFNW222 (5) (16) AFRIKAANS AND DUTCH: LITERARY ACTS (3 HOURS)**

The learner should be able to analyse and interpret drama texts in Afrikaans and Dutch according to theatrical principles; to apply different theoretical frameworks in the analysis and interpretation of Afrikaans and Dutch works of literary art; to identify and interpret the aesthetic, cultural and social values and tendencies in the Afrikaans and Dutch literature after the 1900s according to a diachronic framework.

**AFNW311 (6) (8) AFRIKAANS AND DUTCH: A MULTITUDE OF VOICES I - MACRO-LANGUAGE IN SA (2 HOURS)**

The learner should be able to give an overview of the macro-environment in which the diversity of languages in SA find themselves and identify, describe and analyse multilingualism, language diversity (specifically the existence of different varieties within language groups), code switching, language attitudes and the general co-existence of languages in SA.

**AFNW312 (6) (8) AFRIKAANS AND DUTCH: A MULTITUDE OF VOICES II – CONTEMPORARY POETRY (2 HOURS)**

The learner should be able to analyse, interpret and compare Afrikaans and Dutch poems published after 1960; to evaluate poetic texts and conventions according to different contemporary literary theories.

**AFNW313 (6) (8) AFRIKAANS AND DUTCH: A MULTITUDE OF VOICES III - POST-COLONIALISM (2 HOURS)**

The learner should be able identify, analyse, describe and evaluate post-colonial literature as global phenomenon with emphasis on its manifestation on Dutch and South African texts.

**AFNW321 (6)(8) CONTEMPORARY PERSPECTIVES: FILM AND NOVEL (2 HOURS)**

The learner should be able to identify, describe and analyse film studies and visual literacy based on relevant film texts with attention to semiotics and cinematic codes from a structural point of view.

**AFNW322 (6)(16) CONTEMPORARY PERSPECTIVES: TEXT PERSPECTIVES (3 HOURS)**

The learner should be able to identify, describe and analyse worldwide tendencies with regard to text study and with reference to the interdisciplinary nature of language and the demands and perception and interpretation and apply the principles of this to relevant texts.

**AFNW323 (6)(8): AFRIKAANS AND DUTCH LITERATURE: CONTEMPORARY PERSPECTIVES (2 HOURS)**

The learner should be able to analyse, interpret and evaluate prose texts published in Afrikaans and Dutch in the period after the 1960s according to different post-structuralist literary theories; to compare Afrikaans and Dutch novels according to style and theme; to evaluate novels independently; to apply and evaluate literary theories.

**AFRH111 (5)(16) AFRIKAANS: A TEACHING DIRECTED OVERVIEW OF THE AFRIKAANS LITERARY WORLD (3 HOURS)**

The learner should acquire an overview of the Afrikaans literary world; be able to situate texts within a certain period or movement and accompany learners to be able to identify and appreciate specific texts as products of specific movements or periods; show appreciation for the rich diversity within the Afrikaans literary world and be able to present this diversity within the school situation to learners.

**AFRH121 (5)(16) AFRIKAANS: TEACHING DIRECTED AFRIKAANS LANGUAGE PRACTICE (3 HOURS)**

The learner should be able to make and motivate corrections as part of editing (with regard to spelling, interpunctuation, word usage and style) within the school situation with aid of relevant language works of reference; give proof of knowledge and appreciation of user functions of Standard Afrikaans and other varieties of Afrikaans; accompany learners to achieve specific outcomes that require relevant knowledge of Afrikaans grammar and their application skills.

**AFRH211 (5)(16) AFRIKAANS: POETRY AND LINGUISTICS FOR EDUCATORS (3 HOURS)**

The learner should acquire an overview of Afrikaans poetry, show appreciation for the rich thematic and poetic diversity in it and be able to use this knowledge to accompany learners within the school situation to unlock knowledge and appreciation of a variety of Afrikaans poetic texts; show proof of the knowledge and insight acquired with regard to school programme relevant aspects of Afrikaans phonetics, phonology, morphology, semantics and syntax and be able to identify and apply such (standard) linguistic aspects in various texts in order to make it accessible and usable to learners.

**AFRH221 (5)(16) AFRIKAANS: LITERARY TEXTS IN MULTI-CULTURAL PERSPECTIVE (3 HOURS)**

The learner should be able to unlock chosen (especially school programme relevant) Afrikaans texts of various genres (*inter alia* youth literature) as literary works of art; accompany learners in the school situation to critically evaluate literary texts; identify and appreciate functional technical aspects in texts; give proof of knowledge of and appreciation for Afrikaans texts from and across various subcultures within the Afrikaans language community and possess the language proficiency to exploit similar texts within the multi-cultural language practice as learning material.

**AFRH311 (5)(16) AFRIKAANS: SOCIOLINGUISTICS FOR EDUCATORS (3 HOURS)**

The learner should have knowledge of, skill with regard to, and appreciation for socially inspired variation within Afrikaans in order to be able to evaluate the relevancy of register-specific forms of language usage within multicultural school situations; as well as show proof of essential background knowledge with regard to the external and internal development history of Afrikaans and concerning language political questions.

**AFRH321 (5)(16) AFRIKAANS: TEACHING DIRECTED LITERARY-THEORETICAL TEXT ANALYSIS (3 HOURS)**

The learner should be able to integrate the acquired knowledge of the Afrikaans literary world and literary-theoretical aspects in order to analyse literary texts in an independent way in order to accompany learners within the school situation to understanding and appreciation of such texts; interpret a very limited number of selected Dutch texts in order to make similar texts with the CET-phase of the school programme accessible to learners.

**AFRN119 (5)(16) AFRIKAANS: UNLOCKING LITERARY TEXTS: AN INTRODUCTION (3 HOURS)**

The learner should have acquired knowledge of the relevant literary aspects for unlocking poetry (1904-1930), short and one-actors; acquired the skill to analyse, understand and appreciate specimen poems and short stories, as well as one-actors (TV, stage and radio dramas); and should also be able to analyse similar poems, short stories and one-actors in order to make it accessible to learners within the school situation.

**AFRN129 (5)(16) AFRIKAANS: SPELLING NORMS WITHIN TEACHING PRACTICE (3 HOURS)**

The learner should acquire knowledge of universal and internal language norms and be able to do text-editing of authentic learner and other texts with the aid of relevant works of reference as far as high-frequency spelling and interpunction is concerned.

**AFRN219 (5)(8) AFRIKAANS: SEMANTIC DIVERSITY AND TECHNIQUES OF ANALYSIS (2 HOURS)**

The learner should be able to acquire knowledge regarding types of dictionaries and to exploit such works of reference (especially within the school situation) to facilitate the understanding of a variety of texts; obtain knowledge and skills with regard to aspects of the Afrikaans semantics relevant to the school programme and be able to use such knowledge to make various texts accessible to learners; show appreciation for the effect the pure use of language on effective communication and especially on the social acceptability of language use.

**AFRN229 (5)(8) AFRIKAANS: LITERARY TEXTS: ANALYSING SKILLS (2 HOURS)**

The learner should have knowledge of relevant literary aspects for the analysing of poetry (1930-1960), short stories and across and from South African sub-cultures and modern one-actors (tragedies, comedies and farces); acquire the skills to analyse and appreciate specimen texts from these genres as literary works of art and to accompany readers within the school programme to achieve the relevant specific outcomes.

**AFRN319 (6)(8) AFRIKAANS: THE ANALYSIS OF CONTEMPORARY LITERARY TEXTS (2 HOURS)**

The learner should be able to unlock and appreciate specimen texts from contemporary Afrikaans poetry, novels and drama as literary works of art in order to be able to accompany learners in the school situation to insight and appreciation of such texts.

**AFRN329 (6)(8) AFRIKAANS: ORAL AND WRITTEN STYLISTIC SKILLS (2 HOURS)**

The learner should acquire knowledge of the stylistic diversity of Afrikaans and be able to evaluate the suitability of various types of style within various contexts and also to demonstrate stylistic skills within a variety of communication situations.

**AKPN117 (5)(8) AFRIKAANS MOTHER TONGUE COMMUNICATION: HIGH FUNCTION LANGUAGE USAGE IN VARIOUS (CON)TEXTS (2 HOURS)**

The learner should be able to correctly spell high-frequency Afrikaans words and be able to explain the spelling according to the Afrikaans spelling rules; do language editing of authentic learner texts; understand the value of 'correct' language use for effective communication in order to be able to empower learners to meaningful interaction; understand various meaning usage of Afrikaans and make it accessible to learners; have an extensive knowledge of high-frequency word usage errors and be able to convey the functions and effective use of Standard Afrikaans to learners.

**AKPN127 (5)(8) AFRIKAANS MOTHER TONGUE COMMUNICATION: HIGH FUNCTION LANGUAGE USAGE IN VARIOUS (CON)TEXTS (2 HOURS)**

The learner should be able to correctly spell high-frequency Afrikaans words and be able to explain the spelling according to the Afrikaans spelling rules; do language editing of authentic learner texts; understand the value of 'correct' language use for effective communication in order to be able to empower learners to meaningful interaction; understand various meaning usage of Afrikaans and make it accessible to learners; have an extensive knowledge of high-frequency word usage errors and be able to convey the functions and effective use of Standard Afrikaans to learners.

**AKPN217 (5)(8) AFRIKAANS MOTHER TONGUE COMMUNICATION: AFRIKAANS IN SCHOOL CONTEXT AND IN WRITTEN FORM (2 HOURS)**

The learner should show proof of knowledge and skills with regard to the use of language in various subject and learning area specific contexts (registers and style) and within school communication situations (parent to teacher, meeting and report language); possess the required communication skills in Standard Afrikaans to accompany learners to achieve the specific outcomes of the learning area Language, Literacy and Communication; have knowledge of the appropriate writing styles for various contexts and be able to use this knowledge, as well as other acquired language knowledge, in the execution and evaluation of learner writing assignments.

**AKPN227 (5)(8) AFRIKAANS MOTHER TONGUE COMMUNICATION: AFRIKAANS IN SCHOOL CONTEXT AND IN WRITTEN FORM (2 HOURS)**

The learner should show proof of knowledge and skills with regard to the use of language in various subject and learning area specific contexts (registers and style) and within school communication situations (parent to teacher, meeting and report language); possess the required communication skills in Standard Afrikaans to accompany learners to achieve the specific outcomes of the learning area Language, Literacy and Communication; have knowledge of the appropriate writing styles for various contexts and be able to use this knowledge, as well as other acquired language knowledge, in the execution and evaluation of learner writing assignments.

**AKPN317 (5)(8) AFRIKAANS MOTHER TONGUE COMMUNICATION: EFFECTIVE COMMUNICATION IN ACADEMIC AND LITERARY AFRIKAANS (2 HOURS)**

The learner should be able to evaluate various literary texts (including youth literature) and non-literary texts according to the communication effectiveness of the specific variety, register and style used by the author; identify the differences in respect of literary and non-literary language usage and grasp the communicative value or function of this; show proof of a proper knowledge of and skills with regard to the Afrikaans academic register (scientific ways of formulating, logical line of reasoning, register specificity and bibliographic style) required for the structuring of papers or articles.

**AKPN327 (5)(8) AFRIKAANS MOTHER TONGUE COMMUNICATION: EFFECTIVE COMMUNICATION IN ACADEMIC AND LITERARY AFRIKAANS (2 HOURS)**

The learner should be able to evaluate various literary texts (including youth literature) and non-literary texts according to the communication effectiveness of the specific variety, register and style used by the author; identify the differences in respect of literary and non-literary language usage and grasp the communicative value or function of this; show proof of a proper knowledge of and skills with regard to the Afrikaans academic register (scientific ways of formulating, logical line of reasoning, register specificity and bibliographic style) required for the structuring of papers or articles.

**ANTK111 (5)(8) AFRIKAANS COMMUNICATION (NM): LOW FUNCTION COMMUNICATION IN VARIOUS SITUATIONS (2 HOURS)**

The learner should be able to understand and react meaningfully to spoken Afrikaans in various social situations; read elementary Afrikaans texts with understanding and use the dictionary for unlocking more complicated texts; react in Afrikaans to neutral and emotive communicative stimuli; apply Afrikaans sentence construction techniques in a variety of pieces of writing and use culture-specific background-knowledge in multi-cultural school situations.

**ANTK211 (5)(8) AFRIKAANS COMMUNICATION (NM): NON MOTHER TONGUE AFRIKAANS IN SCHOOL CONTEXT (2 HOURS)**

The learner should be able to conduct meaningful dialogues in a classroom situation (and in other social situations) on a variety of school programme related subjects; use acquired dictionary skills and various reading techniques to understand a variety of Afrikaans texts; identify and summarise central ideas; to distinguish between facts and opinions and valid deductions and generalisations; to motivate personal opinions and handle high-frequency spelling questions.

**ANTK321 (5)(8) AFRIKAANS COMMUNICATION (NM): HIGH FUNCTION AFRIKAANS FOR NON MOTHER TONGUE SPEAKERS (2 HOURS)**

The learner should be able to unlock more abstract texts with confidence through the use of various silent reading techniques and relevant works of reference; be able to interpret cross-curricular examination paper type questions; handle effective academic language use in relatively simple texts with confidence and distinguish between scientific formulation and popular language usage.

**ADMINISTRATION (EDUCATION - FOUNDATIONAL PHASE)**

**AGDN 211 (5)(8) ADMINISTRATION AND ORGANISATION IN THE FOUNDATIONAL PHASE (2 HOURS)**

Learners should be able to demonstrate knowledge and skills with regard to school readiness, perception and organisation and administration in the Foundational Phase.

**AGDN221 (5)(16) PREPARATION FOR LITERACY AND NUMERACY (3 HOURS)**

Learners should be able to demonstrate knowledge, skills and values regarding school readiness, perception and handwriting in the Foundation Phase.

**AGDN321 (5)(16) ADMINISTRATION AND ORGANISATION FOR LITERACY AND NUMERACY (3 HOURS)**

Learners should be able to demonstrate knowledge, skills and values regarding the administration and organisation of the Foundation Phase classroom as well as essential aspects of Health.

**MANAGEMENT ACCOUNTING**

**BRKP211 (6)(16) COSTING CONCEPTS, ELEMENTS AND SYSTEMS (3 HOURS)**

The learner should be able to distinguish between cost accounting, management accounting and financial accounting and define all cost concepts applicable to cost and management accounting; deal with material, labour and overhead costs in manufacturing organisations; understand and implement activity-based cost calculation; prepare cost and income

statements; design a job-order costing system and reconstruct a general ledger; and implement a process costing system.

**BRKP221 (6)(16) COST BEHAVIOUR AND DECISIONMAKING TECHNIQUES (3 HOURS)**

The learner should be able to apply the techniques to divide cost into fixed and variable components and do a cost estimate; understand the relationship between cost, volume and profit and to apply this in decision-making; deal with cost-volume-profit relationships in enterprises with multiple products as well as apply relevant information and the cost principles in decision-making; allocate joint costs to products, account for by-products and make decisions regarding further processing; allocate service departments' costs to production departments by making use of appropriate allocation methods; apply linear programming as a technique for decision-making in organisations.

**BRKP311 (6)(16) MANAGEMENT ACCOUNTING: PLANNING AND CONTROL (3 HOURS)**

The learner should be able to do an analysis of mixed costs by using at least three methods of cost analysis, and to do a cost estimate for various levels of activities; discuss his/her opinion on planning and spoilage in an organisation; be acquainted with the characteristics that a management accountant should possess in order to comply with an ethical code of conduct; prepare a master budget for both manufacturing and non-manufacturing organisations and discuss the use of budgets as part of the planning process within the organisation; make use of variable budgets for the purpose of cost control in an organisation to determine variations according to their causes and to evaluate the performance of the organisation; apply standard costing for the purpose of cost control within an organisation, as well as analyse variances for material, labour and overheads, as well as evaluate the performance of an organisation and make recommendations; report by using both a variable and an absorption costing system, as well as be able to convert from one method to another and reconcile the differences in profits between the two methods; and do segmental reporting and transfer pricing.

**BRKP321 (6)(16) MANAGEMENT ACCOUNTING: DECISIONMAKING AND FINANCIAL MANAGEMENT (3 HOURS)**

The learner should be acquainted with stewardship and maximising shareholders' interest; be acquainted with long term financing in an organisation, as well as sources of short term and long term financing; be able to evaluate the existing capital structure, determine the optimal capital structure of an organisation as well as calculate the cost of capital, consider capital investment alternatives, evaluate such alternatives and make recommendations, use relevant information for the purpose of decision-making in an organisation, be acquainted with current asset management as well as be able to do the pricing of products and services.

**INDUSTRIAL PSYCHOLOGY**

**BSKP111 (5)(8) INTRODUCTION TO INDUSTRIAL PSYCHOLOGY (2 HOURS)**

The learner should be able to display knowledge of and insight into the core areas of Industrial Psychology and the employment possibilities, roles, functions and competencies of qualified counsellors and psychologists; display knowledge of and insight into organisations as subject of study of Industrial Psychology; demonstrate knowledge of and insight into the physiological basis of behaviour (including the nervous system, the endocrine system and genetic factors), the cognitive basis of behaviour (intelligence, language, reason, conditioning, learning and memory), the cognitive basis of behaviour (motivation and attitudes) and the affective basis of behaviour (emotions, moods and feelings) and apply knowledge and insight to understand, explain and predict the behaviour of individuals in the work context.

**BSKP151 (5)(8) OCCUPATIONAL HEALTH (2 HOURS)**

The learner should be able to know and understand the nature and importance of a safe, healthy work environment and a work environment that enhances the quality of work life of employees; show insight into the problems experienced by employees with regard to safety, health and quality of work life experienced; ways in which can be acted to ensure a safe and healthy work environment and to know and understand how to ensure quality of work life; know and understand the most important conditions of the Occupational Health and Safety Act, as well as the role played by NOSA (National Occupational Safety Association of South Africa) concerning the maintenance of a safe and healthy work environment.

**BSKP161 (5)(8) DIVERSITY IN WORK CONTEXT (2 HOURS)**

The learner should be able to classify differences in the behaviour of individuals and criteria that can be used to classify and understand individual differences; know and understand the effect of diversity of the South African labour force in the work place; know and understand the effect of stereotypes, prejudice and assimilation in a diverse work place; motivate the value of a diverse labour force; evaluate various programmes used to manage diversity (e.g. affirmative action, equal opportunities); understand the role of human resources practitioners in the development and implementation of policy protecting workers against unfair discrimination; demonstrate knowledge of the primary principles of the South African Constitution and other relevant legislation with regard to the management of diversity.

**BSKP211 (5)(16) PERSONNEL PSYCHOLOGY (3 HOURS)**

The learner should be able to know and understand the value and functions of human resources management and the challenges; demonstrate knowledge and insight with regard to post analysis, human resources planning, recruitment, selection, remuneration, induction, training and development, performance management, and to implement skills to be used in these programmes in organisations; to apply knowledge and skills to compile and evaluate programmes in human resources management.

**BSKP251 (5)(8) OCCUPATIONAL PSYCHOLOGY (2 HOURS)**

The learner should be able to know and understand the theoretical basis of occupational psychology; to know and understand the nature of career dynamics, in which there is constant interaction between the individual exercising a career and his or her employment/employer/organisation and the role that career (self) management plays in this regard; to know and understand the ways in which an individual can manage his or her career and those of others effectively and apply this knowledge by understanding career self management.

**BSKP261 (5)(8) PSYCHOPATHOLOGY IN WORK CONTEXT (2 HOURS)**

The learner should be able to know, identify and classify behavioural deviations; understand the aetiology of behavioural deviations; to know and understand the conduct of individuals who show deviational behaviour; (in terms of the psychodynamics), as well as their prognosis and how this performance may influence functioning in the work place; to develop a sensitivity to be able to handle people with psychological deviations through discussions and consultations; to understand when individuals should be referred for professional help (e.g. psychotherapy); to know and understand own behaviour that causes anxiety.

**BSKP311 (6)(16) ORGANISATIONAL PSYCHOLOGY (3 HOURS)**

The learner should be able to know and understand the research, theories and approaches with regard to organisational behaviour, stress, motivation, job satisfaction, leadership, group behaviour, organisational politics, conflict, decision-making, communication and organisational design; to develop a sensitivity for individual, group and organisational problems on national



and international level; to demonstrate skills to diagnose individual, group and organisational problems or opportunities and to intervene or to refer to other professional persons; to facilitate individuals and groups and/or advise relevant parties with regard to solutions; to know and understand the nature and dynamics of organisational climate and culture; to know and understand the competencies of an organisational development consultant; to identify factors that influence individuals, groups and organisations; to know and understand change management; to use skills to do an organisation diagnose; to know and understand elementary organisation development intervention.

#### **BSKP351 (6)(8) PSYCHOMETRICS (2 HOURS)**

The learner should be able to know and understand psychometric measuring, as well as the ethics and requirements thereof; demonstrate knowledge of the application of psychometric techniques; evaluate different psychometric techniques and select techniques that can be reasonably used within a given situation; know and understand the nature and measuring of intelligence, aptitude, interest and personality; use skills to determine aptitude, interests and personality; interpret protocols and write reports on the results of the measuring instruments.

#### **BSKP361 (6)(8) RESEARCH METHODOLOGY (2 HOURS)**

The learner should be able to know and understand a research model; know and understand the focus areas of research at the PU for CHE; use skills to write an elementary research proposal; know and understand the requirements of a literature study (including publication guidelines) and use skills to write a literature study for an elementary research project; know and understand research designs, random testing and considerations concerning the reliability and validity of research; use skills to undertake an elementary research project and write a report about it.

### **INDUSTRIAL SOCIOLOGY**

#### **BSOP111 (5)(8) INTRODUCTION TO INDUSTRIAL SOCIOLOGY (2 HOURS)**

The learner should be able to show knowledge and insight in the study of Industrial Sociology and in the fact that employees, enterprise(s)/organisation(s) where they are employed, as well as the shareholders of the enterprise(s)/organisation(s) also form part of various communities; thus to understand the responsibility and interdependency of the enterprise(s)/organisation(s) and the community.

#### **BSOP151 (5)(8) SOCIAL PATHOLOGY (2 HOURS)**

The learner should be able to show knowledge and insight in social pathology in work contexts and apply this knowledge in the solving of social problems; show knowledge and insight with regard to seasonal worker(s) and his/her/their family (families), relaxation and work and the results of multi-cultural circumstances in the work situation; know and understand the interaction between the enterprise and the community.

#### **BSOP161 (5)(8) SOCIAL CHANGE (2 HOURS)**

The learner should be able to apply his/her knowledge of and insight into social change to manage such changes in an enterprise/organisation effectively.

#### **BSOP211 (5)(16) CAREER SOCIOLOGY (3 HOURS)**

The learner should be able to know and understand the challenges careers present to people, the motivation to work, the conflict between careers, role theory and the way in which organisation structure can influence the enterprise/organisation; display knowledge of and insight into stratification, mobility and the functioning of enterprises/organisations on various

levels; be knowledgeable about demographic tendencies and how it may have an influence on occupational health and safety.

**BSOP221 (5)(16) GROUP DYNAMICS (3 HOURS)**

The learner should be able to know and understand the study terrain of group dynamics, the structure and functions of small groups and the importance of this for the individual; to understand group communication, group cohesion, task groups and the importance of this for small groups and the development of group dynamics.

**BSOP311 (6)(16) THEORY AND PRACTICE OF LABOUR RELATIONS (3 HOURS)**

The learner should be able to show insight into and knowledge of labour relations concepts, modalities that may rule labour relations, tripartite relations, industrial democracy, participation and representation, development of labour relations in South Africa, legislation, labour unions, collective bargaining and the way in which this influences the work environment; to know the dynamics of strikes, reasons for strikes, employee representation on enterprise level by forums and future labour relations development; to display knowledge of how labour relations should be managed effectively in the enterprise.

**BSOP321 (6)(16) MANAGING LABOUR RELATIONS (3 HOURS)**

The learner should be able to display knowledge of and insight into the study terrain of labour relations, the structure and functions of labour relations in South Africa, practical implementation of labour relations in organisations, collective bargaining on enterprise level, negotiations with labour unions and worker participation; display knowledge and skills by implementing a labour relations program in the enterprise.

**MOVEMENT SCIENCE**

**BWKH131 (5)(8) MOVEMENT SCIENCE: CRICKET COACHING (2 HOURS)**

Learners should be able to demonstrate understanding, responsibility and applicable knowledge with regard to coaching cricket.

**BWKH 141 (5)(8) MOVEMENT SCIENCE: APPLIED ANATOMY AND PHYSIOLOGY (2 HOURS)**

Learners should be able to demonstrate knowledge and insight with regard to the theoretical aspects of the skeleton and muscle systems; the physiological foundation of selected body systems, as well as the concept of fitness as applicable to the study field of Movement Science and indicate and apply related implications thereof to education practice.

**BWKH151 (5)(8) MOVEMENT SCIENCE: THE FOUNDATION AND DEVELOPMENT OF MOVEMENT SCIENCE AND SPORT (2 HOURS)**

Learners should be able to demonstrate knowledge and insight with regard to the fundamental foundation and historical development of the field of study as well as display skills in reasoning on different themes backed by motivated statements.

**BWKH161 (5)(8) MOVEMENT SCIENCE: CRICKET UMPIRING (2 HOURS)**

Learners should be able to demonstrate knowledge and insight with regard to official cricket rules and demonstrate the ability to apply these rules in a match situation.

**BWKH231 (5)(8) MOVEMENT SCIENCE: EVALUTION AND TRAINING SCIENCE (2 HOURS)**

Learners should be able to demonstrate knowledge and skills with regard to the principles of training, as well as the problems related to evaluating, testing and assessing movement activities as part of the school programme.

**BWKH241 (5)(8) CRICKET COACHING (2 HOURS)**

Learners should be able to demonstrate a theoretical framework and skills by means of practical participation and offering creative and functional coaching methods for cricket players.

**BWKH251 (5)(8) MOVEMENT SCIENCE: INTRODUCTION TO SPORT PSCYCHOLOGY AND SPORT MANAGEMENT (2 HOURS)**

Learners should be able to demonstrate a theoretical framework and insight into the value of a sport psychological approach for the coach and the application of modern sport management principles for the education practice.

**BWKH261 (5)(8) MOVEMENT SCIENCE: MOVEMENT ACTIVITIES – SPORT SKILLS (2 HOURS)**

Learners should be able to demonstrate knowledge and skills through practical participation and offering of a variety of sport and game skills, including themes such as: socialising through participation in sport, principles in offering a games programme, physical conditioning by means of games, applicable codes of conduct and conduct in the case of injuries.

**BIBLICAL STUDIES**

**BYBL111 (5)(8) INTRODUCTION TO THE BIBLE AND THE WORLD OF THE BIBLE (2 HOURS)**

The learner should be able to: formulate an own valid point of view regarding the place, unique nature and authority of the Old and New Testament (as part of the Bible); to explain how the Old and New Testament came into being (including canonisation) and the text has remained through the centuries; to explain the arrangement of the old and New Testament books in groups (according to genre); to identify and describe the most important genres of the Old and New Testament; to give an overview of the history of Israel as described in the Old Testament; to have an overview of the history described in the New Testament.

**BYBL121 (5)(16) INTERPRETATION OF THE GOSPELS (3 HOURS)**

**Part 1: History of Revelation in the four Gospels**

The learner should be able to convey his/her insight of the revelation of God in the four Gospels, give an overview of the public appearance of Jesus Christ.

**Part 2: Synoptic Gospels**

The learner should be able to convey the contents of the Synoptic Gospels; to debate the Synoptic question; be able to elucidate the Synoptic Gospels in scientific manner.

**BYBL211 (5)(16) INTRODUCTION TO INTERPRETATION (OT) AND THE PENTATEUCH (3 HOURS)**

**Part 1: Introduction to interpretation**

The learner should be able to evaluate the principles and methods for interpretation of the Old Testament; interpret a section from the Old Testament through use of accountable methodology; apply the basic principles of text criticism of the Old Testament.

#### **Part 2: The Pentateuch**

The learner should be able to interpret the narrative material and laws; discuss the origins, background and message of the Pentateuch as a whole and the books individually; describe the Old Testament world within the context of the second millennium before Christ; discuss the basic details of the geography of the Old Near East and to indicate what the importance of this is for the study of the Old Testament.

#### **BYBL221 (5)(24) NT: BROADER CONTEXT; WRITINGS OF PAUL AND JOHN (3 HOURS)**

##### **Part 1: History of Revelation and General Canon**

The learner should be able to principally articulate a standpoint in a scientific way regarding formal, empirical and historic aspects with regard to the Bible as Canon; principally formulate a standpoint in a scientific way regarding all aspects with regard to the authority of the Canon, and to evaluate other points of view in a valid way; to situate and evaluate the science of theology in its historic development, including the development of the subject History of Revelation; to define the subject History of Revelation and the choice of the name History of Revelation subject name and to compare it to other subject names; to systematically describe the concepts *Gospel* and *Kingdom of God* from exegetic material in the New Testament and define its place in the revelation of God; to systematically identify and describe the names of God from exegetic material in the New Testament.

##### **Part 2: Pauline letters: 1 & 2 Thessalonians, Galatians, Romans and the Pastoral Letters**

The learner should be able to account in a scientifically exact, principally sound and valid way for principal and practical matters with regard to Romans, Galatians, 1 & 2 Thessalonians and the Pastoral Letters; to explain the said Pauline Letters in view of reformed preaching today; to order exegetic material systematically in view of the description in the New Testament on a matter; and to account for the moral driving force in the first century of this millennium to take this information into account in the exegesis.

##### **Part 3: Johannine Writings**

The learner should be able to formulate a principally based and scientifically accountable point of view regarding the specific Canonics of respectively the Gospel according to John, the three Johannine letters and the book of Revelation; to take in a principally based and scientifically accountable point of view regarding the theological (historic-revelational) meaning of each of these Johannine writings; with aids, to do explanation and hermeneutics of selected texts from these writings of John.

#### **BYBL311 (6)(24) INTERPRETATION GENRES IN THE OT**

##### **Part 1: Interpretation of narrative material: the early prophets**

The learner should be able to interpret the narrative material in the Old Testament, especially Joshua, Judges, Samuel and Kings; discuss the origin, background, message and aim of the Deuteronomist historical work as a whole and books individually; to evaluate historical approaches to the interpretation of the Old Testament; to define the concepts History of Revelation-History of Salvation-History-Eschatology and explain the underlying relation; discuss the History of Biblical archaeology (concentrating on the Old Testament) and to explain the importance of this for a study of the Old Testament.

##### **Part 2: Interpretation of 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 Old Near East; discuss the social organisation in old Israel and the importance of this for the interpretation of the Old Testament.

**Part 3: Interpretation of poetic and wisdom literature**

The learner should be able to interpret poetic and wisdom literature; discuss the origin, background and message of the poetic and wisdom books; evaluate literary approaches to the Old Testament; discuss poetry and wisdom in Israel and the Old Near East.

**BYBL321 (6)(32) INTRODUCTION TO A FEW THEOLOGICAL SUBJECT AREAS (3 HOURS)**

**Part 1: (8ct): Human rights**

The learner should be able to understand the concept of human rights as expressed in the idea of a constitutional state; ground the concept of human rights in a Christian way; ethically evaluate the universal declaration of human rights; ethically evaluate individual proposed human rights; evaluate the violation of human rights.

**Part 2: (8ct): Missionary work as Africa initiative**

The learner should be able to compare and evaluate the most important ideologies of our time with each other; discuss the difference between a magical and religious outlook on life; describe the current state religions in the world; describe the missionary congregation and its functioning; describe the relationship between the visible and the invisible dimensions of church unity and indicate the significance of this for Churches in South Africa; describe the contribution of the Africa Christianity to world missionary work; explain central themes in the Christian Africa theology.

**Part 3: (8ct): Introduction to Dogmatics**

The learner should be able to explicate and evaluate the theology (dogma) of Calvin in particular and of the Reformation in general; to personally answer and evaluate the question who the living God is (Creator and Maintainer); to understand and apply the question how man can acquire knowledge of God (i.e. through the Word of God); to define and appreciate the question as to who and what man is (created in the image of God but also fallen sinner); to understand the question of the person and work of Christ (his two states, two natures and three offices); to understand and apply the question of the person and work of the Holy Spirit; to answer and personally realise the question as to what is meant with "Christian life"; to understand and implement the question of future things (the eschatology); to understand and apply the question of who and what the church is as well as what is meant by "sacraments"; to distinguish between church and state and to define their underlying relationship.

**Part 4: (8ct): Introduction to theological hermeneutics**

The learner should be able to evaluate hermeneutic statements and exegetic results on the grounds of basic aspects of the Reformed Theological Hermeneutics, and to enter into dialogue with this. This implies that the learner should be able to discuss the following: the field and nature of the Biblical sciences; Introductory theoretical aspects with regard to exegesis and hermeneutics; the meaning and application of the Bible; the History of Bible interpretation, as well as current trends in this regard.

## **EDUCATIONAL MANAGEMENT**

### **EDMN319 (5)(8) EDUCATIONAL MANAGEMENT DEVELOPMENT (2 HOURS)**

The learner should be able to demonstrate knowledge, skills and values regarding a development planning process within a quality assurance framework that will enable them to successfully complete school development plans; show an understanding of how a consultative process of developing a vision and mission statement in schools can build school community and effectiveness. They will study whole school development, indicators to measure and manage change in schools, quality assurance frameworks, school development planning, key values in the community of school stakeholders and the new education paradigm.

### **OBTK511 (5)(16) EDUCATION MANAGEMENT TASKS (3 HOURS)**

Learners will be able to show knowledge and understanding of the basic role of the educational leader and the management team in implementing education policy and in the development of school policy with the involvement of stakeholders; demonstrate elementary knowledge and understanding of the educational leader's management tasks with regard to planning, decision making, coordination and controlling in the context of a participative and democratic school milieu involving stakeholders; demonstrate knowledge and understanding of the communication process and its impact on the school-community relations as well as individuals' relations within the school; demonstrate knowledge and understanding of the external and internal factors impacting on the motivation and de-motivation of educators in the light of content motivation theories.

### **OSRK511 (5)(16) EDUCATIONAL ORGANISATIONS (3 HOURS)**

The learners will be able to demonstrate elementary ability to analyse and apply selected education management models and approaches with particular reference to the management task-area model; demonstrate knowledge of the national and international management practices with regard to education management development of senior personnel in the education system; demonstrate elementary knowledge and understanding of the school as an organisation its characteristics of the school as an organisation and to apply different views of the school as an organisation and to evaluate these views from a transcendental-critical viewpoint; demonstrate elementary knowledge and understanding of the school climate and culture, establishment and facilitation thereof, the management of change and the improvement of the quality of the work life of educators; to demonstrate a basic theoretical knowledge of the functioning of the components of an education system in the context of influencing determinants in the first and third worlds in order to compare own and other education systems.

### **OBAK511 (5)(16) EDUCATIONAL MANAGEMENT AREAS (3 HOURS)**

Learners will be able to demonstrate and apply knowledge of human resource management with reference to personnel selection and placement, induction and evaluation for purposes of staff development; demonstrate knowledge of the juridical requirements for the handling and generation of school finances and to apply the budget as a management tool: demonstrate knowledge of the role of statutory and non-statutory bodies in the collection, handling and generation of school finances.

### **ORGK521 (5)(16) EDUCATION LAW (ADVANCED) (3 HOURS)**

The learner will be able to: demonstrate elementary knowledge in the use and application of different sources of educational law; demonstrate knowledge of the juridical basis for the educational authority, caring-supervisory and *in loco parentis* role of the educator, involvement of parents in the school; demonstrate knowledge of the respective rights and responsibilities of the educator and the education department in the work situation

## **ECONOMICS**

### **EKIP211 (6)(16) INTERNATIONAL TRADE (3 HOURS)**

The learner should be able to explain the development of international trade from mercantilism to the modern trade theories; understand the characteristics of the various international trade policies; to know the principles directing world trade organisations and understand their role in world trade; to know and analyse the composition and functioning of regional trade blocks; analyse South Africa's status in the International trade environment with reference to its balance of payments, exchange rate, import and export position, competitiveness, trade patterns and e-commerce.

### **EKIP221 (6)(16) INTERNATIONAL FINANCE (3 HOURS)**

The learner should be able to identify financial risks in international trade transactions; gain knowledge of and insight into the various methods of payment; to know the export credit assurance industry (structure and procedures); determine the price (quotation) of International trade transactions; to identify the financing facilities available for importers and exporters; analyse case studies and provide solutions to the problems stated in these case studies based upon his/her existing knowledge and insight into the risks, methods of payment, quotations and financing of exporters.

### **EKNH131 (5)(8) ECONOMICS: THE CONSUMER/PRODUCER (2 HOURS)**

Learners should develop skills and values to establish a culture of productive learning to the advantage of themselves and society; to use and execute analytical evaluation of data from various sources for informed decision-making; to communicate collected data through reporting; to establish economics as social science within the world and to know the money-goods cycle to make a contribution to the life and development in South Africa.

### **EKNH141 (5)(8) ECONOMICS: THE MONETARY SECTOR (2 HOURS)**

Learners should develop skills and values to establish a culture of productive learning to the advantage of themselves and society; to make informed decisions by using and critically evaluating data from various sources; to communicate data collected through means of reports; to know the concept of money in all practical and economic aspects thereby making a contribution to the economic life and development in South Africa.

### **EKNH151 (5)(8) ECONOMICS: INTERNATIONAL TRADE (2 HOURS)**

Learners should develop skills and values to establish a culture of productive learning to the advantage of themselves and society; to make informed decisions by using and critically evaluating data from various sources; to communicate data collected through means of reports; to know the concept of money in all practical and economic aspects thereby making a contribution to the economic life and development in South Africa.

### **EKNH161 (5)(8) ECONOMICS: ECONOMICS SYSTEMS (2 HOURS)**

Learners should develop skills and values to establish a culture of productive learning to the advantage of themselves and society; to make informed decisions by using and critically evaluating data from various sources; to communicate data collected through means of reports; to know the concept of money in all practical and economic aspects thereby making a contribution to the economic life and development in South Africa.

### **EKNH231 (5)(8) ECONOMICS: MACRO-ECONOMICS I (2 HOURS)**

On completion of the module learners should be able to apply the principles of macro-economics in the daily life; understand the classification and functions of the national accounts

as well as who are responsible for them; explain the spending components and conditions of the GNP; study the relation between the macro demand through interaction and the macro offer, determine the balance income level and the general price indicator in macro economics.

**EKNH241 (5)(8) ECONOMICS: MACRO-ECONOMICS II (2 HOURS)**

On completion of the module learners should be able to determine economic policy by analysing the fiscal and monetary policy and explain problems such as recession and inflation; explain the role of government in times of economic stability and instability; analyse the relations and differences between economic growth and development.

**EKNH251 (5)(8) ECONOMICS: MICRO-ECONOMICS I (2 HOURS)**

On completion of the module learners should be able to determine the role of prices, pricing, quantities produced and maximum profits and see them in relation to each other; explain the role of utility in the consumer's demand for products to achieve maximum satisfaction of needs; to investigate the cost of production and return, and determine the largest amount of profit in production (offer).

**EKNH261 (5)(8) ECONOMICS: MICRO-ECONOMICS II (2 HOURS)**

On completion of the module learners should be able to explain maximising of profit of the entrepreneur through complete competitiveness and monopolies; to explain the reward for and the relation to of the four production factors in the production process.

**EKNH311 (5)(16) ECONOMICS: THE GNP AND INTERNATIONAL TRADE (3 HOURS)**

On completion of the module learners should be able to understand and apply all aspects of demand and offer on various economies; understand the GNP and be able to apply it; understand the expense and income flow chart and be able to use it; analyse and evaluate South African foreign trade critically.

**EKNH321 (5)(16) ECONOMICS: GOVERNMENT SECTOR (3 HOURS)**

On completion of the module learners should be able to apply unemployment and inflation to the South African scenario; understand the role of the government in the South African economy, evaluate and apply this to personal finances; analyse and apply the relationship between economic growth and development on the situation in South Africa; understand the role of the banking system; understand the monetary policy in South Africa and be able to apply it to his/her own, the community and the national situation.

**EKNP111 (5)(8) THE FUNCTIONING OF THE SOUTH AFRICAN ECONOMIC SYSTEM (2 HOURS)**

The learner should be able to give an overview of the functioning of the S.A. economic system and discuss the scarcity problem in relation to other issues; apply the laws of demand and supply; analyse the various economic systems, as well as the impact of economic policy issues regarding participants; estimate market shortages and surpluses; be able to analyse the results graphically, as well as calculate various economic aspects such as utility, production possibilities, the money create process and the balance of payment and grasp the challenges of our multi-cultural society to the economic situation.

**EKNP121 (5)(16) BASIC MACRO- AND MICRO-ECONOMICS (3 HOURS)**

The learner should be able to distinguish between Macro- and Micro-Economics, be able to analyse economic problems with the aid of macro-economics; obtain an overview of the interdependencies and linkages of the various decision-makers as well as the role played by different policies; understand the economic framework of reference within which the relevant



facts and phenomena can be analysed in practical terms; analyse the dynamics related to economic situations; calculate demand, supply and equilibrium situations in individual and aggregate market situations; calculate economic variables such as the GNP, growth rates, inflation rates and elasticities and understand the influence that multi-culturalism exerts on the economy.

#### **EKNP211 (6)(16) MICRO- AND MACRO-ECONOMICS (3 HOURS)**

The learner should be able to get a better understanding of the economic decisions made by small economic units - consumers, labourers, investors, and owners of resources and businesses; explain the interaction of consumers and firms in the determining of equilibrium prices in different markets; denude the theory of production and cost; describe various market types; provide a short introduction on general equilibrium; be able to analyse the inter-relationships in macro-economics between the various economic variables in an open economy; evaluate the effects of monetary, fiscal policy and external shocks to macro-economic variables in an open economy; identify various policy measures to address macro-economic issues and how they can be applied.

#### **EKNP221 (6)(16) FISCAL AND MONETARY POLICY (3 HOURS)**

The learner should be able to describe the public sector as well as distinguish between the various types of government expenditure and determine how and where income can be obtained to finance these expenditure; analyse financing of the budget deficit through loans and discuss the effect of this on the economy – this is part of fiscal policy; to describe monetary policy with the control of money supply and interest rates in the economy; describe the development of monetary policy and practice; evaluate both the fiscal and monetary policy to determine if the application thereof will lead to economic growth, equality, price stability and balance of payment equilibrium in South Africa; explain the need of co-ordination between fiscal and monetary policy.

#### **EKNP311 (6)(16) DEVELOPMENT, REGIONAL AND LABOUR ECONOMICS (3 HOURS)**

The learner should be able to identify the economic, regional and development problems with the aid of knowledge regarding the multi-disciplinary development concepts, structures, models, theories and principles; construct a theoretical reference and a practical policy framework to address the less developed socio-economic challenges of the region, keep in touch with the dynamics of the functioning of the labour market, integrate the close relationship between developments in the labour market and the progress in the socio-economic areas ; understand and convey the interaction between economic questions and the labour market which is of critical importance for ensuring success in the "new" South Africa; appreciate the diversity of the labour force in the multi-cultural national economy of South Africa.

#### **EKNP321 (6)(16) ECONOMIC ANALYSIS (3 HOURS)**

The learner should be able to develop the capability to apply economic theory and to test the application thereof with the aid of techniques empirically for the South African conditions and submit proposals for the improvement of the application of theory in South Africa; document and present the findings to fellow learners and examiners.

### **RISK MANAGEMENT**

#### **EKR311 (6)(16) RISK MANAGEMENT (3 HOURS)**

The learner should be able to understand, on an introductory level, the financial and related risks in a financial institution, a company, a basic treasury or a related institution; the process to minimise the risks or to incorporate strategic management; maximise the interest income and

shareholder interest of these institutions; understand and manage the regulatory environment; dynamically simulate and manage financial risk scenarios.

### **EKRP321 (6)(16) FINANCIAL MARKETS (3 HOURS)**

The learner should be able to understand the mechanics of the South African Money and Capital Markets, including SAFEX (South African Futures Exchange), BESA (Bond Exchange of South Africa) and the JSE (Johannesburg Stock Exchange); to understand the mechanics of the products and instruments used in the markets; to understand the mechanics of the regulatory environment within which markets function; to complete practical examples and scenarios of basic portfolio management with the aid of the products and instruments of the markets; to be able to work as an analyst, market dealer and “back office” official in the bank- and treasury environment, as well as work as a stock broker.

## **ENGLISH**

### **EGPN119 (5)(16) ENGLISH: AN INTRODUCTION TO ENGLISH NOVELS (3 HOURS)**

The learner should be able to: demonstrate knowledge, skills and values regarding the genre of novel with specific emphasis on their relevance to education. They should be able to identify, trace and interpret different themes in a variety of Eurocentric and Afrocentric novels.

### **EGPN129 (5)(16) ENGLISH: AN INTRODUCTION TO ENGLISH SYNTAX (3 HOURS)**

The learner should be able to: demonstrate knowledge, skills and values regarding the study of syntax, sentences, the communicative function of sentences, sentence patterns, subjects and predicates, major and minor word classes, types of verbs and nouns.

### **EGPN219 (5)(8) ENGLISH: AN INTRODUCTION TO ENGLISH POETRY (2 HOURS)**

The learner should be able to: demonstrate knowledge, skills and values regarding various poetic devices, eras and the critical analysis of different poems.

### **EGPN229 (5)(8) ENGLISH: SYNTAX FOR THE TEACHER OF ENGLISH (2 HOURS)**

The learner should be able to: demonstrate knowledge, skills and values regarding the English verbs. This includes a study of verb classes, the English tense system, lexical and auxiliary verbs, dynamic and stative verbs, mood and passive voice.

### **EGPN319 (5)(8) ENGLISH: AN INTRODUCTION TO ENGLISH DRAMA (2 HOURS)**

The learner should be able to: demonstrate knowledge, skills and values regarding the structure of drama and an analysis of various dramas and their relevance to education.

### **EGPN329 (5)(8) ENGLISH: PHONOLOGY FOR THE TEACHER (2 HOURS)**

The learner should be able to: demonstrate knowledge, skills and values regarding various aspects of English phonology and its relevance in education. This includes a study of the speech organs, the vowel chart, the consonant table and various transcription exercises.

### **ENGC121 (5)(8) ENGLISH COMMUNICATION: INTRODUCING ENGLISH AS LANGUAGE IN THE CLASSROOM (2 HOURS)**

Learners should demonstrate knowledge, skills and values regarding English as an international language of communication, with special regard for the role of English as a language of communication in different education contexts in South Africa. They should demonstrate knowledge, skills and values regarding the role of fluency and accuracy in

communication and interact with a variety of texts, interlocutors and the lecturer to demonstrate knowledge, skills and values regarding register, context and appropriateness of communication.

**ENGC221 (5)(8) ENGLISH COMMUNICATION: CLASSROOM ENGLISH (2 HOURS)**

Learners should demonstrate advanced knowledge, skills and values regarding the role of fluency and accuracy in classroom communication, and in classroom management. They should be able to use English for purposes of advanced classroom communication regarding interpersonal, knowledge and experience dimensions. They should be able to interact with a variety of advanced educational texts, interlocutors and the lecturer to demonstrate knowledge, skills and values regarding register, context and appropriateness of communication. Learners should use listening, speaking, reading and writing skills in English for academic purposes.

**ENGC311 (5)(8) ENGLISH COMMUNICATION: THE ROLE OF ENGLISH IN LEARNING (2 HOURS)**

Learners should demonstrate knowledge, skills and values regarding cohesive and coherent communication in English in interpersonal, knowledge and experience dimensions. They should also demonstrate knowledge, skills and values regarding the different types of knowledge encompassed by learning in English, namely: conceptual, procedural and representational knowledge. Learners should demonstrate knowledge, skills and values regarding the use of English as medium of instruction in their particular majors.

**ENGH111 (5)(8) THEMATIC STUDIES FOR ENGLISH IN EDUCATION (2 HOURS)**

Learners should be able to demonstrate knowledge, skills and values regarding the genre of drama, novel and poetry in English as well as the study of linguistics with specific emphasis on education. They should be able to use English for purposes of communication regarding interpersonal knowledge and experience dimensions in the different genre and linguistics. They should be able to demonstrate knowledge, skills and values regarding the different genre of novel, poetry and drama in a variety of Eurocentric and Afrocentric texts and their relevance in education. They should be able to identify, trace and interpret themes in literary genre.

**ENGH121 (5)(8) SOUTH AFRICAN LITERACY CONTEXTS IN EDUCATION (2 HOURS)**

Learners should be able to demonstrate knowledge, skills and values regarding the genre of drama, novel and poetry in English as well as the study of linguistics with specific emphasis on education. They should be able to use English for purposes of communication regarding interpersonal knowledge and experience dimensions in the different genre and linguistics. They should be able to demonstrate knowledge, skills and values regarding the different genre of novel, poetry and drama in a variety of South African texts and their relevance in education. They should be able to identify, trace and interpret themes in South African literary genre with special emphasis on the South African educational context.

**ENGH211 (5)(16) ENGLISH: LINGUISTICS FOR THE TEACHER IN ENGLISH (3 HOURS)**

Learners should be able to demonstrate knowledge, skills and values regarding English phonology, syntax and morphology for the teaching environment.

**ENGH 221 (5)(16) ENGELS: RESPECT AS EDUCATIONAL PRINCIPLE IN LITERARY TEXTS (3 HOURS)**

Learners should be able to demonstrate knowledge, skills and values regarding the different genre of novel, poetry and drama in a range of Eurocentric and Afrocentric texts and trace, identify and interpret their relevance for building respect for different cultures in education, as well as themes regarding respect for different cultures in literary genres.

**ENHL111 (5)(8) LANGUAGE WITHOUT BOUNDARIES (2 HOURS)**

Learners should be able to understand the general nature of language and cognition; have a basic knowledge of the origins and functional application of language; be able to distinguish between different text types and produce different types of texts; be able to interact with functional and creative texts.

**ENHL151 (5)(8) TEXT AND CONTEXT: THE LANGUAGE OF TEXTS (2 HOURS)**

Learners should be able to identify, describe and analyse the significance of context, intertext and intratext in language related to texts (stylistics, text production, text types, context markers, text coherence); understand pragmatics as paradigm in the study of language in use; have a basic knowledge of the origins of linguistics as scientific discipline.

**ENHL161 (5)(8) TEXT AND CONTEXT: LITERARY TEXTS AND APPROACHES (2 HOURS)**

Learners should be able to understand the significance of context, intertext and intratext in literature; be able to define literature as discipline and understand the general framework of literature written in English; be able to identify and analyse the elements of the three main literary genres in literature; be able to describe how context influences literary developments in different periods in literature written in English.

**ENHL231 (5)(8) INDIVIDUAL AND SOCIETY: SOCIETY AND LANGUAGE (2 HOURS)**

Learners should be able to analyse the way in which value systems, ideology and social factors influence the production of language; have a basic understanding of cognitive and psycholinguistics (how individuals produce language) and socio linguistics (how language is used by society at large).

**ENHL241 (5)(8) INDIVIDUAL AND SOCIETY: SOCIETY AND LITERATURE (2 HOURS)**

Learners should be able to analyse the way in which value systems, ideology, and social factors influence the production and reception of literature written in English; be able to apply Marxist literary theory to the study of relevant texts.

**ENHL251 (5)(8) REALISM (2 HOURS)**

Learners should be able to identify the main aspects of realism in English literature, identify and interpret the developments of realism in the English prose, including the 18<sup>th</sup> century with the rise of the novel, the 19<sup>th</sup> century and the era of Victorian literature in England.

**ENHL261 (5)(8) SA PERSPECTIVES: LITERARY DEVELOPMENT I (2 HOURS)**

Learners should be able to identify the main developments in African and South African literature in the twentieth century.

**ENHL262 (5)(8) SA PERSPECTIVES: LITERARY DEVELOPMENT II (2 HOURS)**

Learners should demonstrate insight regarding the interaction between oral and written literature and to indicate the differences between the historical novel and autobiography.

**ENHL341 (6)(8) DEVELOPMENT OF ENGLISH DRAMA (2 HOURS)**

The learner should be able to identify the main lines of development in the so-called Elizabethan theatre, as well as English drama in the 19th and 20th centuries; identify the basic drama elements in the theatre of the absurd, and have insight into existentialism and other developmental patterns in British and American drama.

**ENHL342 (6)(8) DEVELOPMENT OF ENGLISH POETRY (2 HOURS)**

The learner should be able to discuss the main elements that had an influence on modernism in poetry, as it is known from English poetry since the beginning of the 18th century up to the beginning of the 20th century.

**ENHL351 (6)(8) DEVELOPMENT OF ENGLISH PROSE: MODERNISM (2 HOURS)**

Learners should demonstrate knowledge and insight with regard to the global context and tendencies in the development of English literature in the early 20<sup>th</sup> century; understand and apply relevant theories in analysing modernist prose; identify, analyse and describe the interdisciplinary nature of modernism.

**ENHL361 (6)(16) DEVELOPMENT OF ENGLISH PROSE: POST MODERNISM (3 HOURS)**

Learners should demonstrate insight with regard to the global context and recent tendencies in literary theory and world literature, be able to apply relevant theories in analysing post modern texts, identify, analyse and describe the interdisciplinary nature of post modernism.

**ENHL362 (6)(8) CONTEMPORARY PERSPECTIVES: FILM AND FICTION**

Learners should be able to understand semiotics and its applications in film studies and literature.

**ENHL113 (5)(8) LANGUAGE PROFICIENCY: ENGLISH (2 HOURS)**

Learners should demonstrate basic language skills (listening, reading, writing and speaking) through a study of language in action; as well as have basic academic language skills.

**ENHL123 (5)(16) ADVANCED LANGUAGE PROFICIENCY: ENGLISH (3 HOURS)**

Learners should demonstrate advanced language skills with application in various fields of study (economic, social and scientific).

**ESPN119 (5)(8) ENGLISH COMMUNICATION: INTRODUCING ENGLISH AS LANGUAGE IN THE CLASSROOM (2 HOURS)**

On completion of this module learners should demonstrate knowledge, skills and values regarding English as an international language of communication, with special regard for the role of English as language of communication in different educational contexts in South Africa. They should be able to apply fluency and accuracy skills in various educational contexts.

**ESPN129 (5)(8) ENGLISH COMMUNICATION: CLASSROOM ENGLISH (2 HOURS)**

On completion of this module learners should demonstrate knowledge, skills and values regarding role of fluency and accuracy in classroom communication and classroom management. They should be able to interact with a variety of educational texts, interlocutors and the lecturer to demonstrate knowledge, skills and values regarding register and appropriateness of communication. They should be able to use listening, reading, speaking and writing skills for academic purposes.

**ESPN219 (5)(8) ENGLISH COMMUNICATION: ADVANCED CLASSROOM ENGLISH (2 HOURS)**

On completion of this module learners should demonstrate knowledge, skills and values regarding role of fluency and accuracy in advanced classroom communication and classroom management. They should be able to interact with a variety of advanced educational texts, interlocutors and the lecturer to demonstrate knowledge, skills and values regarding register

and appropriateness of communication. They should be able to use listening, reading, speaking and writing skills for academic purposes.

**ESPN229 (5)(8) ENGLISH COMMUNICATION: ADVANCED CLASSROOM ENGLISH (2 HOURS)**

On completion of this module learners should demonstrate knowledge, skills and values regarding role of fluency and accuracy in advanced classroom communication and classroom management. They should be able to interact with a variety of advanced educational texts, interlocutors and the lecturer to demonstrate knowledge, skills and values regarding register and appropriateness of communication. They should be able to use listening, reading, speaking and writing skills for academic purposes.

**ESPN319 (5)(8) THE ROLE OF ENGLISH IN LEARNING (2 HOURS)**

On completion of this module learners should demonstrate knowledge, skills and values regarding the use of coherent and cohesive language. They should be able to demonstrate the dynamics of using English as medium of instruction in their classrooms.

**ESPN329 (5)(8) THE ROLE OF ENGLISH IN LEARNING (2 HOURS)**

On completion of this module learners should demonstrate knowledge, skills and values regarding the use of coherent and cohesive language. They should be able to demonstrate the dynamics of using English as medium of instruction in their classrooms.

**RELIGIOUS STUDIES (EDUCATION)**

**GDSN116 (5)(8) RELIGIOUS STUDIES (2 HOURS)**

On completion of this module learners should demonstrate knowledge, skills and values regarding different world religions (monotheistic and polytheistic).

**GDSN126 (5)(8) RELIGIOUS STUDIES (2 HOURS)**

On completion of this module learners should demonstrate knowledge, skills and values regarding various issues, such as the origin of God, man, creation, solutions for current problems from the perspective of different religions. These religions are also compared with one another.

**LITERACY (EDUCATIONAL STUDIES)**

**GELG111 (5)(8) LITERACY: FOUNDATION PHASE (2 HOURS)**

Learners should be able to demonstrate outcomes regarding language, literacy and communication with the emphasis on oral communication in practice and also have an overview of the principles of Outcomes Based Education (OBE).

**GELG221 (5)(8) LITERACY: FOUNDATION PHASE (2 HOURS)**

On completion of the module the learners should be able to demonstrate outcomes regarding written communication, reading readiness and preparation for initial reading for mother tongue learners. Learners should also be able to demonstrate their ability of developing listening skills in the Foundation Phase. Learners should also be able to demonstrate their ability of teaching a second language in the Foundation Phase

**GELG311 (5)(8) LITERACY: FOUNDATION PHASE (2 HOURS)**

On completion of the module learners should demonstrate knowledge of various methods of initial reading and ways this can be applied in practice.

**GELG321 (5)(8) LITERACY: FOUNDATION PHASE (2 HOURS)**

On completion of the module, learners should have background knowledge with regard to factors that give rise to reading problems in learners, and demonstrate skills to remedy such problems.

**GELG411 (5)(8) LITERACY: FOUNDATION PHASE (2 HOURS)**

On completion of the module learners should have basic knowledge of children's literature and poetry and demonstrate skills to present learning experiences with this.

**GELG421 (5)(8) LITERACY: FOUNDATION PHASE (2 HOURS)**

On completion of this module, learners should be able to apply all the knowledge and skills acquired in Mother Tongue Facilitation in the Foundation Phase.

**GEOGRAPHY****GEOH131 (5)(8) GEOGRAPHY: AFRICA AND POPULATION GEOGRAPHY (2 HOURS)**

On completion of this module, learners should be able to demonstrate that they have mastered the necessary knowledge, skills, attitudes and values to describe the size, location, political division, relief, climate, relations between climatic zones and vegetation of Africa as well as population distribution, economic activities and conditions in African countries. General concepts in population geography, birth, death, fertility numbers, natural population growth and population pyramids should be defined and calculated by learners. Learners should also furthermore be able to practically demonstrate presentation techniques and compile line, column and circle graphs.

**GEOH151 (5)(8) GEOGRAPHY: PHYSICAL AND ECONOMIC BACKGROUND OF SOUTH AFRICA (2 HOURS)**

On completion of this module, learners should be able to demonstrate that they have mastered the necessary knowledge, skills, attitudes and values to describe the influence of location on trade and climate, and to evaluate the relationship between relief and draining of South Africa. Learners should be able to demonstrate that they have developed computer skills by making certain presentations, e.g. line, column and circle graphs with the aid of the computer.

**GEOH231 (5)(8) GEOGRAPHY: INTRODUCTION TO RURAL AND URBAN SETTLEMENTS (2 HOURS)**

On completion of this module, learners should be able to demonstrate that they have mastered the necessary knowledge, skills, attitudes and values to describe the reasons for the origin of rural and urban centres that are commonly found; describe the factors that influences the type, location and structure of rural settlements, the land use patterns of rural settlements, reasons for the origin of urban settlements, the growth controls of cities and urbanisation.

*Practical:* The learner should be able to indicate on maps the urban layout and land use patterns in cities.

### **GEOH251 (5)(8) GEOGRAPHY: EKONOMIC GEOGRAPHY (2 HOURS)**

On completion of this module, learners should be able to demonstrate that they have mastered the necessary knowledge, skills, attitudes and values to classify economic activities and economies; wholly describe categories of activities with special reference to primary (agricultural), secondary (industry and manufacturers), tertiary and quaternary activities.

*Practical:* The learner should be able to demonstrate the application of correlation and regression.

## **NUMERACY**

### **GESG111 (5)(8) NUMERACY: FOUNDATION PHASE (2 HOURS)**

On completion of the module learners should have been introduced to the constructivist approach to the teaching of Mathematics. Learners should also have applied knowledge of and be able to demonstrate the stages of children's art found in the Foundation Phase.

### **GESG121 (5)(8) NUMERACY: FOUNDATION PHASE (2 HOURS)**

Learners should be able to demonstrate knowledge of teaching numeracy with regard to the development of counting place value in the Foundation Phase. At the end of the module the learner should be able to demonstrate knowledge of general art subject didactic principles and application possibilities of this in the Foundation phase.

### **GESG 211 (5)(8) NUMERACY: FOUNDATION PHASE (2 HOURS)**

Learners should be able to demonstrate the practical implementation of core calculations and measuring in the foundational phase.

## **HISTORY**

### **GESH131 (5)(8) HISTORY: ANCIENT HISTORY (ANTIQUITY – 1800) (2 HOURS)**

The learners should display knowledge, skills and values with regard to the antique civilisations and their contribution to civilisation development, feudal system, Renaissance, church reformation, voyages of discovery.

### **GESH141 (5)(8) HISTORY: INTER-GROUP RELATIONS AND SOUTH AFRICAN HISTORY (1652 – 1854) (2 HOURS)**

At the end of the module learners should be able to evaluate the distribution and interaction of Khoisan and Bantu-speaking communities and the interaction between whites, blacks and coloureds that determine inter-group relations.

### **GESH151 (5)(8) HISTORY: AFRICA (BEFORE 1870) (2 HOURS)**

At the end of the module learners should describe the development line of man with the aid of discoveries and excavations, how the use of iron has changed the life pattern of people and how this has become integrated into established economic and social life.

### **GESH161 (5)(8) HISTORY: EUROPE (1550 – 1790) (2 HOURS)**

At the end of the module learners should be in a position to demonstrate knowledge, skills and values with regard to Charles V and Philip II of Spain, the Eighty-Year War, Spain and the Netherlands, Henry IV, Louis XIV, the period of enlightened despots, French Revolution, Napoleon Bonaparte, time of revolutions, industrial upheaval and results. The learners should



be able to identify the causes and results of religious wars, causes and results of absolutism, dictatorship of Napoleon, failure of Metternich-system, in what way people's lives were changed by the Industrial Revolution.

**GESH231 (5)(8) HISTORY: BRITISH IMPERIALISM IN THE SOUTH AFRICAN HISTORY (1854 – 1902) (2 HOURS)**

On completion of the module learners should be able to demonstrate knowledge, skills, values with regard to the British governing of the Boer Republics and the reaction to this (1836-1902).

**GESH241 (5)(8) HISTORY: AFRICAN COLONISATION, RESISTANCE, INDEPENDENCE (1870 – 1945) (2 HOURS)**

On completion of the module learners should be able to demonstrate knowledge, skills, values with regard to the division of Africa, period of colonisation, African nationalism, independence.

**GESH251 (5)(8) HISTORY: ASPECTS OF TWENTIETH CENTURY HISTORY (2 HOURS)**

On completion of the module learners should be able to demonstrate knowledge, skills, values with regard to the treaty of Versailles, League of Nations, U.S.A, arrival of totalitarian states, UN, cold war.

**GESH261 (5)(8) HISTORY: WHITE AND BLACK POLITICAL HISTORY (2 HOURS)**

On completion of the module learners should be able to demonstrate knowledge, skills, and values with regard to the black and white political development in South Africa (1910-1948).

**GESH311 (6)(8) HISTORY: ASPECTS OF EUROPEAN AND WORLD HISTORY (2 HOURS)**

On completion of the module learners should be able to demonstrate knowledge, skills, and values with regard to aspects of European and World History, the period of revolution, nationalism and imperialism, collapse of Western intercontinental empires, big industrial nations, birth of world culture, the world at a turning point.

**GESH321 (6)(8) HISTORY: ASPECTS OF SOUTH AFRICAN HISTORY (1948 – 2000) (2 HOURS)**

On completion of the module learners should be able to demonstrate knowledge, skills, and values with regard to victory over imperialism, the struggle against isolation, apartheid at the crossroads, the end of apartheid, resistance against apartheid.

**GESK111 (5)(8) THE FORMATION OF PRE-INDUSTRIAL SOCIETY (2 HOURS)**

The learner should be able to understand sociological development up to the seventeenth century (with particular emphasis on the historical process of social, political and economic development). Various civilisations will be considered and the learner should be able to meaningfully integrate this information in his/her frame of reference.

**GESK121 (5)(8) MODERNISATION AND THE DEVELOPMENT OF SOCIETY (2 HOURS)**

The learner should be able to understand sociological development since the seventeenth century (with particular emphasis on the historical process of social, political and economic development). Various civilisations will be considered and the learner should be able to meaningfully integrate this information in his/her frame of reference.

**GESK122 (5)(8) THE COMING INTO BEING OF CONTEMPORARY SOCIETY (2 HOURS)**

The learner should be able to interpret contemporary social trends (e.g. technological development, globalisation and democratisation) from a historical perspective and meaningfully integrate this into his/her frame of reference.

**GESK212 (5)(16) SOUTH AFRICA AND AFRICA: POLITICAL DEVELOPMENT (3 HOURS)**

The learner should be able to research the historical roots of democracy in the Greek city states and the Roman empire, and identify and analyse the most important trends in the development of democracy in Britain, France, the USA and especially Africa with special reference to South Africa; identify and compare the principal characteristics of the British, German and French colonial systems; to explain and evaluate the decolonisation process in Asia and Africa with particular emphasis on Southern Africa; to explain the period of the Cold War and the struggle between two ideologies/power blocks in a changing world and to indicate its influence on South Africa; to explain the most important characteristics of developments in South Africa since the beginning of the twentieth century.

**GESK222 (5)(24) SOUTH AFRICA AND AFRICA: SOCIO-ECONOMIC DEVELOPMENT (3 HOURS)**

The learner should be able to give a detailed overview of the most important moments of the social and economic history since circa 1800 of Africa and South Africa in particular; to explain important contemporary problems in Africa in the light of historical development; identify relations between social and economic development in South Africa and the rest of Africa; to explain the interaction between socio-economic and political developments in Africa and South Africa.

**GESK312 (6)(24) MAN IN INTERACTION WITH THE ENVIRONMENT (3 HOURS)**

The learner should be able to define the concept of environmental history and be able to describe and indicate how it differs from or overlaps with other sub disciplines; have insight into the historical development of the human-environment interaction from prehistoric times, up to today; have proper knowledge regarding themes within environmental history; further develop his/her scientific approach to history by following a critical approach to historical texts; increase awareness and appreciation for the existence of diverging points of view, and to form and motivate a personal opinion regarding contentious questions; to use scientific techniques and methods to do research for a paper on a subject within environmental history, document the findings and present them orally according to the scientific requirements of history as discipline.

**GESK322 (6)(32) IDEAS AND HISTORY (3 HOURS)****Part 1 Aspects of Intellectual History (16)**

The learner should be able to identify and give a broad description of: the most important schools of thought in the Western world from the Renaissance and their influence on society and culture and to give a critical overview of certain core aspects of these views; critically discuss the most important characteristics of ideologies that have had a great impact on twentieth century history; understand the development of universities since the Middle Ages and discuss their influence on society.

**Part 2 Methodology of History (8)**

The learner should be able to briefly describe the most important steps in a historic research process and also apply them to a project of limited scope; briefly describe the value of certain theories and their usefulness in the study of history; briefly explain the importance of interdisciplinary research for the historian.

**Part 3 Historiography (8)**

The learner should be able to briefly indicate the most important characteristics and give a historical overview of the writing of history in the Western world before 1800; give an overall description and explain how the science of history originated in the nineteenth century; give a broad description of the influence of liberal, Marxist and Annales schools on modern Western writing of history; comparatively treat the main characteristics of Afrikaans, liberal and radical history-writing in twentieth century South Africa ; briefly discuss the influence of views of history, and in particular of a Christian view of history on historical writing.

**GSAN116 (5)(16) HISTORY: THE ANCIENT CIVILIZATIONS AND THEIR CONTRIBUTIONS TO THE DEVELOPMENT OF THE WESTERN CIVILIZATION (3 HOURS)**

On completion of this module learners should demonstrate knowledge, skills and values regarding the discoveries made by the ancient civilisations and their influence on western civilisations, Islam, Christianity, the Middle Ages, the Crusades and the Reformation.

**GSAN126 (5)(16) HISTORY: THE POLICY APPLIED IN THE CAPE BETWEEN 1657 AND 1854 AND HOW THE POLICY INFLUENCED INTER-GROUP RELATIONS (3 HOURS)**

On completion of this module learners should demonstrate knowledge, skills and values regarding the policy applied in the Cape between 1657 and 1854 and how the policy influenced inter-group relations.

**GSAN216 (5)(8) HISTORY: ASPECTS OF THE HISTORY OF EUROPE DURING THE 15<sup>TH</sup> AND THE 17<sup>TH</sup> CENTURIES (2 HOURS)**

On completion of this module learners should demonstrate knowledge, skills and values regarding the major developmental stages of the history in Europe during the 15<sup>th</sup> and the 17<sup>th</sup> centuries. These include the golden age of Spain, the battle between Spain and the Netherlands and in France, Henry IV, Louis XVI, the French Revolution and Napoleon.

**GSAN226 (5)(8) HISTORY: THE MANAGEMENT OF THE CAPE BETWEEN 1806 – 1854, THE GREAT TREK AND NATAL (2 HOURS)**

On completion of this module learners should demonstrate knowledge, skills and values regarding the management of the Cape between 1806-1854, inter-group relations, the Great Trek, Natal in 1839 and 1840, the opening of Africa to settlers, the Trans Atlantic slave trade and the scramble for Africa.

**GSAN316 (5)(8) HISTORY: ASPECTS OF 20<sup>TH</sup> CENTURY HISTORY (2 HOURS)**

On completion of this module learners should demonstrate knowledge, skills and values regarding the peace treaty of Versailles, the League of Nations, the rise of totalitarian states, the cold war and the reaction of the USA and the OAU.

**GSAN326 (5)(8) HISTORY: POLITICAL DEVELOPMENT IN SOUTH AFRICA AND BLACK RESISTANCE 1910 – 1990 (2 HOURS)**

On completion of this module learners should demonstrate knowledge, skills and values regarding the political development in South Africa and Black resistance 1910-1990.

**FOUNDATION STUDIES (EDUCATION)**

**GSTK511 (6)(8) APPLIED: SPECIALISATION (2 HOURS)**

At the end of this module the learners should be able to give a historical overview of the development of teaching in South Africa; formulate principled answers (from a Biblical perspective) to fundamental questions regarding education and teaching; to describe and

reason man in education and teaching from a Biblical perspective; to describe the role played by various societal relations in education and teaching; to evaluate the current practice of education and teaching and to evaluate and formulate suggestions for improvement.

#### **GSTK521 (6)(8) APPLIED FOUNDATION STUDIES: SPECIALISATION (2 HOURS)**

At the end of this course the learner should be able to apply the fundamental principles of education and teaching within the relevant specialist courses in order to formulate own subject philosophical points of view.

### **HEALTH EDUCATION**

#### **GSUN219 (5)(8) HEALTH EDUCATION: AN INTRODUCTION (2 HOURS)**

On completion of this module learners should demonstrate knowledge, skills and values regarding the importance and application of health awareness and safety in the school and home environment. The approach and place of important health themes like adolescence, sound nutrition, body care and hygiene; obesity, physical activity, drugs and sexual transmitted diseases form an essential part of this module. The learners must demonstrate knowledge, skills and sound educational values in relation to the mentioned module themes.

#### **GSUN319 (5)(8) HEALTH EDUCATION (AIDS PREVENTION AND MOTOR DEVELOPMENT) (2 HOURS)**

On completion of this module learners should demonstrate knowledge, skills and values regarding various aspects of this module. This includes selected terminology regarding HIV/AIDS and the impact of the pandemic on the education profession. An introductory view regarding background knowledge, the cause and the nature of the disease as well as its effects on education are studied. Strategies to combat the disease are studied on general national level as well as in education circles. Guidelines for educators in practice are provided.

### **BUSINESS LAW**

#### **HRER141 (5)(8) GENERAL INTRODUCTION TO BUSINESS LAW (2 HOURS)**

On completion of this module learners should be able to demonstrate the ability to apply the general principles of business law, to reach a conclusion and make a recommendation; demonstrate the ability to identify and solve a problem in a given set of facts or a typical commercial problem; logically and systematically formulate, reason and communicate a viewpoint; demonstrate the insight into the inter-relatedness of the different aspects of business law.

### **COMPUTER SCIENCE AND INFORMATION STUDIES**

#### **COMP131 (5)(8) COMPUTER SCIENCE: INTRODUCTION TO COMPUTER SYSTEMS (2 HOURS)**

On completion of this module the learner should be able to demonstrate the required knowledge, skills and understanding of the working of the computer, the development of computer systems and the impact it may have on society, elementary computer architecture and numeric systems.

**COMP141 (5)(8) COMPUTER SCIENCE: INTEGRATED PACKAGES AIMED AT THE SCHOOL (2 HOURS)**

On completion of this module the learner should be able to demonstrate the necessary knowledge, skills and understanding of various computers that can be used in education. The learner should furthermore be capable of evaluating programmes with regard to usefulness in education, ethical and functional considerations, application values and financial considerations. The learner should also demonstrate knowledge and practical knowledge of the internet and e-mail.

**COMP151 (5)(8) COMPUTER SCIENCE: COMPUTER PRINCIPLES AND DATA PRESENTATION (2 HOURS)**

On completion of this module the learner should be able to demonstrate knowledge and understanding of data presentation techniques, data flow and principles of logic. The learner should furthermore demonstrate understanding of various computer languages and operating systems.

**COMP161 (5)(8) COMPUTER SCIENCE: ALGORITHM DESIGN AND PROBLEM SOLVING (2 HOURS)**

On completion of this module the learner should be able to demonstrate knowledge, skills and understanding in the analysis of a problem, problem solving skills as well as the design of an algorithm to solve a problem. The learner should furthermore be able to demonstrate programming skills in a high-level language with regard to variable, the use of loop structure and choice structure. The learner should be able to convey these techniques to pupils.

**COMP231 (5)(8) COMPUTER SCIENCE: INTRODUCTION TO PROGRAMMING (2 HOURS)**

On completion of this module the learner should be able to demonstrate knowledge and understanding of basic programming skills in a high-level programming language, which includes defining vectors, records, procedures and functions.

**COMP241 (5)(8) COMPUTER SCIENCE: FURTHER PROGRAMMING CONCEPTS (2 HOURS)**

On completion of this module the learner should be able to demonstrate knowledge and understanding of the handling of files and the use of units in programming in order to design elementary systems.

**COMP251 (5)(8) COMPUTER SCIENCE: INTRODUCTION TO OBJECT ORIENTATED PROGRAMMING (2 HOURS)**

On completion of this module the learner should be able to execute visual program design with the use of objects. This includes the use of loop, choice and repetition structures, procedures and functions.

**COMP261 (5)(8) COMPUTER SCIENCE: OBJECT ORIENTATED SYSTEM DESIGN (2 HOURS)**

On completion of this module the learner should be able to develop elementary systems and teaching directed applications with the use of object orientated programming concepts.

**COMP311 (5)(8) COMPUTER SCIENCE: SYSTEMS ANALYSIS AND DATABASE DESIGN WITH SCHOOL DIRECTED APPLICATIONS (2 HOURS)**

On completion of this module the learner should be able to demonstrate knowledge and understanding of the design of relation databases, which includes knowledge of data integrity, security and validity, planning the design of a database, normalising of data, creation of tables

and relations and the use of Microsoft Access as relation database programme for the practical design of a database system.

**COMP321 (5)(8) COMPUTER SCIENCE: DATABASE COMMUNICATION AND NETWORKS WITH APPLICATIONS FOR TEACHING (2 HOURS)**

On completion of this module the learner should be able to demonstrate knowledge, understanding and skills in the use of a computer network and the internet. This includes the different types of networks; ways and medium of data communication; network topologies; data handling within a network. The learner should furthermore show an understanding of the short- and long-term implications of the internet in teaching and be able to demonstrate the meaningful use of it in teaching.

**INLH141 (5)(8) INFORMATION MANAGEMENT: TEACHER INFORMATION SOURCES: PERMANENT WORKS OF REFERENCE (2 HOURS)**

On completion of this module learners should be able to show that they have mastered the necessary knowledge, skills, attitudes and values to evaluate permanent works of reference on the basis of specific criteria. Learners should be able to identify and make available works of reference in various formats to the school media centre and information service.

**INLH151 (5)(8) INFORMATION MANAGEMENT: LIBRARY DEVELOPMENT (2 HOURS)**

On completion of this module the learners should be able to demonstrate that they have the necessary knowledge, skills, attitudes and values to place the school media centre in the context of modern Information Technology.

**INLH251 (5)(8) INFORMATION MANAGEMENT: SCHOOL MEDIA CENTRE FACILITIES (2 HOURS)**

On completion of this module the learners should be able to demonstrate that they have the necessary knowledge, skills, attitudes and values to plan a media centre's layout and arrangements and to prepare it for use.

**INLH261 (5)(8) INFORMATION MANAGEMENT: EDUCATIONAL DATABASES (2 HOURS)**

On completion of this module the learners should be able to demonstrate that they have the necessary knowledge, skills, attitudes and values use different educational databases that are available on the Internet, CD Rom and catalogues on the computer and are able to assess the usefulness and functioning thereof.

**INLV211 (5)(8) INFORMATION TECHNOLOGY: INFORMATION SKILLS (2 HOURS)**

On completion of the module the learners should be able to demonstrate that they possess the necessary process abilities to formulate information needs; to find, handle, evaluate, process, and present information effectively, and to be able to evaluate his own end result.

**ITRW111 (5)(8) INTRODUCTION TO PROGRAMMING (2 HOURS)**

On completion of this module the learner should have acquired basic knowledge of and insight into the functioning of the computer, the various components thereof, the storage and manipulation of data and the exploitation and use of spreadsheets. The module serves as Introduction to Programming. The knowledge of spreadsheets includes tables, calculations, transfer of data between various applications and application environments, functions and graphs to process and represent data. On completion of the course the learner should be able prove that he/she can apply the knowledge and insight obtained in computer-aided problem solving.

**ITRW121 (5)(16) GRAPHIC INTERFACE PROGRAMMING I (3 HOURS)**

At the end of the module the learner should have acquired knowledge and skills in the graphic interface environment to develop computerised applications in a visual object directed computer language. The following aspects will have been established: graphic interface design, event-driven programming, procedure and object-driven programming with user-friendly interfaces. The learner should be able to apply theory in certain given practical problems.

**ITRW122 (5)(16) PROGRAMMING I (3 HOURS)**

At the end of the module the learner should have acquired basic knowledge and insight into the basic structures, data types, methods, classes and objects of an object-driven programming language. The learner should be able to programme with specific computer applications, to default, test and execute. The learner will have to develop an algorithm for a defined problem in order to solve it, the algorithm should be able to code, default, test and execute with the aid of the computer. The learner will have to be able to use the general characteristics of the programming language to develop applications that are well structured, user-friendly and readable.

**ITRW211 (5)(8) GRAPHIC INTERFACE PROGRAMMING II (2 HOURS)**

At the end of the module the learner should possess knowledge and skills to develop computerised solutions that can interact with other computer applications in a visual, object-driven programming language and the graphic interface environment. The learner has gained insight into client servers, web and scattered solutions. The theory should be able to be applied practically in given problems.

**ITRW212 (5)(16) PROGRAMMING II (3 HOURS)**

At the end of the module the learner should have acquired basic knowledge and insight into object-driven programming (also for the Web), problem solving including defaulting, testing and execution of applications, file handling, search methods, sort methods, heredity, interfaces and polymorphism and Boolean algebra. The learner should be able to display proof that he/she can apply the knowledge and insight acquired in computer-aided problem solving.

**ITRW213 (5)(16) SYSTEMS ANALYSIS AND DESIGN I (3 HOURS)**

At the end of the module the learner should possess knowledge and insight regarding the functions of the systems analyst and other role-players in the development and analysis of a system, the early phases and activities in the systems analysis life cycle and various modelling techniques for systems analysis. The learner should be able to think and act creatively and in a problem solving way when computerised systems are planned and analysed.

**ITRW214 (5)(16) DECISION SUPPORT SYSTEMS I (3 HOURS)**

At the end of the module the learner should have acquired knowledge and insight regarding decision making, construction of decision support systems, formulation of simple linear models (break-even analysis, linear programming) and the solving of this with the aid of spreadsheets, by conducting the sensitivity analysis, and the solving of specific problems (transportation and allocation problems, and networks). The learner should be able to use these techniques to model and solve simple operating problems.

**ITRW221 (5)(8) PROJECT: SYSTEMS ANALYSIS AND DESIGN (2 HOURS)**

At the end of the module the learner should possess knowledge and insight into the basic application of stages and techniques in the systems development life cycle in team relation when a practical project is being developed, how to apply project management activities during

the development of a system and how to compile a variety of applicable documentation and a system presentation.

#### **ITRW222 (5)(16) DATA STRUCTURES & ALGORITHMS (3 HOURS)**

At the end of the module the learner should have knowledge and insight into the compilation and manipulation of data structures (for example vectors, matrixes, dialled lists, stacks and strings). Object-orientated methods, for example, and polymorphism can be used to create abstract data types for the above data structures. The learner should be able to analyse the complexity of algorithms (running time and memory space) and have knowledge of various data handling problems and the solving and analysis thereof. The learner can apply object theory and data structures in practice.

#### **ITRW223 (5)(8) SYSTEMS ANALYSIS AND DESIGN II (2 HOURS)**

At the end of the module the learner should possess knowledge and insight regarding the functions of the systems analyst and other role-players in the development and analysis of a system, the early phases and activities in the systems analysis life cycle and various modelling techniques for systems analysis. The learner should be able to think and act creatively and in a problem solving way when computerised systems are planned and analysed.

#### **ITRW311 (6)(16) DATABASES I (3 HOURS)**

At the end of the module the learner should have basic knowledge of and insight into the difference between file systems and databases; the relational database model as opposed to the hierarchical and object-orientated database models; entity relationship modelling; normalising of database models; database design; transaction management; the control of simultaneous use; and SQL and Oracle PL/SQL. The learner should be able to prove that he/she can apply the knowledge and insight acquired in problem solving in the subject area and his/her fields of application.

#### **ITRW312 (6)(8) ARTIFICIAL INTELLIGENCE (2 HOURS)**

At the end of the module the learner should have basic knowledge of and insight into the basic concepts within the field of artificial intelligence. The learner should be conscious of the important questions within the subject as well as the historic grounds of the subject. The learner should understand the basic techniques used in the field and be able to apply it to practical problems. The practical implementation of the mastered techniques is done by writing programmes in an artificial intelligence language.

#### **ITRW313 (6)(8) EXPERT SYSTEMS (2 HOURS)**

At the end of the module the learner should have knowledge of and insight into knowledge-based programming techniques in the design and development of expert systems; various strategies with regard to knowledge presentation and inference techniques; expert systems analysis and design, aids and methodologies. The learner should think and act creatively and in a problem solving manner when an expert system is being designed and developed.

#### **ITRW314 (6)(8) DECISION SUPPORT SYSTEMS II (2 HOURS)**

At the end of the module the learner should have knowledge of and insight into the formulation of simple problems with stochastic element (e.g. stock-models), introductory decision making theory, sensitivity analysis, and prediction. The learner should be able to model, solve and implement simple operating problems that contain stochastic elements within a decision support framework.



**ITRW315 (6)(8) COMMUNICATION SKILLS (2 HOURS)**

At the end of the module the learner should have acquired knowledge of and insight into the most important communication skills, including presentation and writing skills. The learner should be aware of the importance of human relations, conflict management and other relevant characteristics of behaviour and be able to do presentations and write correctly structured reports.

**ITRW321 (6)(16) DATABASES II (3 HOURS)**

At the end of the module the learner should have knowledge of and insight into scattered database management systems; object orientated databases; client/server systems; data stores; databases and the Internet and database administration (theory as well as practical applications with Oracle). The learner should be able to show proof that he/she can apply the knowledge and insight acquired in problem solving in the subject area and his field of applications.

**ITRW322 (6)(16) NETWORKPROGRAMMING AND INTERNET (3 HOURS)**

At the end of the module the learner should have knowledge of and insight into the functioning of the OSI, TCP/IP and IEEE (local area network) protocols, as well as protocol independent subjects such as congestion control and routing. The learner should have mastered OSI, TCP/IP and IEEE (local area network) protocols through a low-level implementation of the IEEE protocols in a high level programming language. The learner should also possess knowledge of the Internet, its functioning, services and characteristics and be able to give practical assignments and do the accompanying implementation on the Internet.

**ITRW323 (6)(16) OPERATING SYSTEMS AND E-COMMERCE (3 HOURS)**

At the end of the module the learner should have knowledge of and insight into the principles for the functioning of operating systems. This includes process control in a multiprogramming environment, concurrent processes, import and output handling, memory management, the file system and operating system security and implementation of these aspects in a number of operating systems (e.g. UNIX and DOS/Windows). The learner should possess practical knowledge regarding the installation of operating systems and concurrent programming where problems of interprocess communication, synchronisation and mutual exclusion have to be solved. The learner should have knowledge with regard to the value and application possibilities of e-commerce for an enterprise and be able to do practical inquiries on this.

**ITRW324 (6)(16) IT DEVELOPMENTS (3 HOURS)**

At the end of the module the learner should be *au fait* with the rapid change that takes place on the IT-terrain and related discipline, and have knowledge of development(s) that are the most important at that stage and be able to bring this into relation with the rest of the programmes followed until now. The learner should also have contact with the practice and practical experience acquired on how modern IT developments are integrated and applied in an enterprise to assure the sustainability of competitive advantage.

**RGLO121 (5)(8) COMPUTER LITERACY: COMPUTER SKILLS (2 HOURS)**

On completion of this module the learner should possess knowledge, skills and attitudes to effectively use the computer and standard word processing, spreadsheet and graphics programmes; and to have knowledge of the internet and of the advantages and limitations of this for teaching.

**RIDO422 (6)(8) COMPUTER IN EDUCATION (2 HOURS)**

Cf. RIDO511.

**RIDO511 (6)(8) COMPUTER TECHNOLOGY IN EDUCATION (2 HOURS)**

On completion of this module the learner should possess knowledge of the basic functioning of the computer, skills in the using of an operating system, word processing, spreadsheet and graphics package as well as the Internet and electronic mail. The learner should be able to use it practically in teaching directed applications.

**RIDO525 (6)(8) COMPUTER PRINCIPLES AND EDUCATION (2 HOURS)**

On completion of the module the learner should possess the necessary knowledge, skills, values and attitudes to make a critical evaluation of suitable computer programming and equipment for teaching and the implications of the purchasing of equipment and programming for the school. Knowledge, skills and understanding of the term computer assisted training should be demonstrated as well as testing and the meaningful application of this in teaching.

**JUNIOR PRIMARY STUDIES (EDUCATION)****JPUN116 (5)(16) JUNIOR PRIMARY STUDIES: INTRODUCTION TO CHILD DEVELOPMENT (3 HOURS)**

Learners should be able to demonstrate knowledge, skills and values regarding the developmental characteristics of the pre-school and the foundation phase learner, types of learners as well as learning styles and personalities.

**JPUN126 (5)(16) JUNIOR PRIMARY STUDIES: INTRODUCTION TO OUTCOMES BASED EDUCATION (3 HOURS)**

Learners should be able to demonstrate knowledge, skills and values regarding Outcomes Based Education terminology, planning of learning experiences, the facilitator, group work and resources.

**JPUN216 (5)(8) JUNIOR PRIMARY STUDIES: FOUNDATION PHASE LITERACY (2 HOURS)**

Learners should be able to demonstrate knowledge, skills and values regarding the various literacy skills (listening, speaking, reading and writing) and approaches used in the Foundation Phase.

**JPUN226 (5)(8) JUNIOR PRIMARY STUDIES: FOUNDATION PHASE NUMERACY (2 HOURS)**

Learners should be able to demonstrate knowledge, skills and values regarding all aspects of Numeracy in the Foundation Phase including problem solving and number concept.

**JPUN316 (5)(8) JUNIOR PRIMARY STUDIES: FOUNDATION PHASE LIFE SKILLS (2 HOURS)**

Learners should be able to demonstrate knowledge, skills and values regarding all aspects of Life Skills in the Foundation Phase including multicultural integration and religious viewpoints.

**JPUN326 (5)(8) JUNIOR PRIMARY STUDIES: ASSESSMENT AND INTEGRATION (2 HOURS)**

Learners should be able to demonstrate knowledge, skills and values regarding assessment in the Foundation Phase as well as the integration of all eight learning areas in learning experiences.

## **COMMUNITY AND ENVIRONMENT (EDUCATION)**

### **KEVS311 (5)(8) COMMUNITY AND ENVIRONMENT (2 HOURS)**

The learner should have an understanding and knowledge of the constitution and basic human rights as contained therein. The learner should be able to prepare and present the necessary lessons on a group participation basis to involve learners actively in the subject under discussion. This will equip learners to prepare for responsible citizenship as individual, in the community, and in South Africa. The future teachers will have a basic knowledge of children's rights and responsibilities to prepare them for their task as teachers. They will also acquire basic knowledge of labour law to enable them to understand their own position in the labour market and to bargain. Evaluation takes place by learners developing lesson plans for basic lessons after the class. These lesson plans will then be evaluated for a class mark. As final mark a class presentation will be done for fellow learners that will be evaluated by the facilitators.

## **COMMUNICATION STUDIES**

### **KOMS255 (6)(8) EFFECTIVE COMMUNICATION (2 HOURS)**

The learner should be able to master the basic theoretic principles of effective communication and to apply it within the organisation context, namely: interpersonal communication, interviewing, written principles and oral presentations.

### **KOMS266 (6)(8) APPLIED COMMUNICATION (2 HOURS)**

The learner should be able to practically apply the theoretic knowledge acquired in KOMS 255, during oral presentations and the writing of memoranda and reports.

## **ART DEVELOPMENT (EDUCATION)**

### **KNSG121 (5)(8) CHILDREN'S ART DEVELOPMENT FOR TEACHING-LEARNERS IN THE FOUNDATIONAL PHASE (2 HOURS)**

On completion of this module learners should be able demonstrate applied knowledge in children's art in the following phases: scribble, symbols, and the stage of schematising; identify and assess individual differences and agreements in children's art; deliver inclusive research results regarding diversity in children's art in the foundational phase of our plural society; deliver research results regarding subject specific themes that are given.

## **COMPENSATION TEACHING**

### **KPOK521 (5)(16) STUDY OF PROGRAMMES FOR COMPENSATION TEACHING (3HOURS)**

On completion of this module learners should be able demonstrate knowledge, skills and a value judgement on the terrain of a variety of procedures, programmes and projects for milieu-impaired individuals with the aim of establishing compensation. The learner should also be in a position to apply compensatory measures and make adjustments in a multi-cultural set-up. Skills in accommodation methods are demonstrated.

## **LEARNING AREA MODULES**

### **LAEW121 (5)(8) SPECIAL ECONOMIC SCIENCES: INTRODUCTION TO ECONOMIC ORIENTATION (2 HOURS)**

Learners should develop knowledge, skills and values to establish a culture of productive learning to the advantage of themselves and the community; use and execute analytical evaluation of data from various sources to reach informed decision making; communicate data collected through means of reporting; handling of accounting skills in order to make a contribution to the economic life and development in South Africa.

### **LAKK121 (5)(8) SPECIAL ART AND CULTURE (2 HOURS)**

At the end of the module, learners should be able to prove applied knowledge and skills in: 1. Curriculating the learning area ART and CULTURE. 2. Use and application possibilities of ART and MUSIC as two components of this learning area. 3. Cross-curricular liaison with other learning areas. 4. Entrepreneurial skills within this learning area.

### **LALO111 (5)(8) SPECIAL LIFE ORIENTATION (2 HOURS)**

At the end of this module, the learner should have knowledge of the 8 learning outcomes of the learning area Life Orientation.

### **LAMW111 (5)(8) SPECIAL HUMAN AND SOCIAL SCIENCES: ORIENTATION IN HUMAN AND SOCIAL SCIENCE (2 HOURS)**

Learners should develop knowledge, skills and values to establish a culture of productive learning to the advantage of themselves and the community; use and execute analytical evaluation of data from various sources to reach informed decision making; communicate data collected through means of reporting; handling of accounting skills in order to make a contribution to the economic life and development in South Africa.

### **LANW111 (5)(8) SPECIAL NATURAL SCIENCES: LABORATORY MANAGEMENT AND DIDACTICS, MATTER, LIFE, ENERGY, PLANET EARTH (2 HOURS)**

Learners should develop knowledge, skills and values with regard to the establishing of an effective culture of learning and learning environment in a well-organised laboratory.

### **LATG121 (5)(8) LEARNING AREA TECHNOLOGY (2 HOURS)**

In this module, the learner is introduced to learning area technology. On completion learners should be able to demonstrate in writing that they have the necessary knowledge and skills, attitudes and values to complete and apply Information Technology, Computer Technology and Technological Studies meaningfully across all learning areas.

## **LANGUAGE PRACTICE**

### **LAPR111 (5)(8) INTRODUCTION TO LANGUAGE PRACTICE (2 HOURS)**

The learner should be able to understand and apply the basic principles of Language Practice; to apply the basic skills of translation, text editing and copywriting.

### **LAPR121 (5)(16) LANGUAGE PRACTICE AND PRAGMATICS (3HOURS)**

The learner should be able to understand and apply the basic pragmatic principles within Language Practice; take into account context, register, source and target language audience; master introductory theoretical principles.

**LAPR211 (5)(16) PERSPECTIVES ON LANGUAGE PRACTICE (3HOURS)**

The learner should be able to give an overview of the development of theories within Language Practice; understand translation theoretical points of departure and critically evaluate them; critically discuss the role of equivalence in translation; to distinguish between, analyse and process various text types and genres.

**LAPR221 (5)(8) SKILLS FOR LANGUAGE PRACTICE: TEXT EDITING (2 HOURS)**

The learner should be able to master the principles of text editing; be able to edit texts from various subject areas; understand the difference between text editing and proof-reading; understand and apply translation methods, models and strategies.

**LAPR222 (5)(16) SKILLS FOR LANGUAGE PRACTICE: TRANSLATION AIDS (3 HOURS)**

The learner should be able to use the personal computer as translation aid; to do basic document management and identify other appropriate electronic and other aids; be able to edit electronic documents technically (master advanced word processing skills).

**LAPR311 (6)(8) CONTEMPORARY PERSPECTIVES: THEORY (2 HOURS)**

The learner should be able to understand and critically discuss the translation theory in the 20<sup>th</sup> century; to understand and apply the role of translation theory current Language Practice; to use the concepts manipulation, functional equivalence and invisible translator, critically.

**LAPR312 (6)(16) CONTEMPORARY PERSPECTIVES: CREATIVITY AND CULTURE (3 HOURS)**

The learner should be able to discuss critically and apply the skills required for literary translation; master the skills for advanced copywriting.

**LAPR321 (6)(8) LANGUAGE PRACTICE OUTSIDE: APPLICATIONS (2 HOURS)**

The learner should be able to understand the basic principles of audio-visual translation and distinguish between the requirements for subtitles and synchronised dubbing; understand the basic principles of consecutive and simultaneous interpreting; understand and apply the unique requirements for technical translations; understand the basic principles of Language Practice and the publishing industry.

**LAPR322 (6)(8) LANGUAGE PRACTICE OUTSIDE: THE LANGUAGE PRACTITIONER (2 HOURS)**

The learner should be able to understand the challenges of free-lance work; understand and apply the basic management of a Language Practice; understand and apply the principles of client relations and marketing; understand the principles of entrepreneurship for the Language Practice.

**LAPR323 (6)(16) LANGUAGE PRACTICE OUTSIDE: INTERNSHIP (3 HOURS)**

The learner should be able to complete an internship at a Language Practice, a publisher, a language bureau, a newspaper, or similar industry; and be able to report on the specific requirements for this industry; obtain a favourable report from the industry; and submit a project that was completed during the internship.

## **LIFE-SKILLS (EDUCATION)**

### **LEWG111 (5)(8) LIFE-SKILLS ACADEMIC: FOUNDATION PHASE (2 HOURS)**

Learners should be able to demonstrate the outcomes of Curriculum 2005 as prescribed in Life Orientation, with regard to aspects pertaining to faith, value systems, establishing of relationships and personality development. Learners should master basic music concepts. They should adhere to general orientation and guidelines, as well as informal introduction and explication of music concepts and skills.

### **LEWG121 (5)(8) LIFE-SKILLS: FOUNDATION PHASE (2 HOURS)**

The learner should be able to demonstrate skills and attitudes with regard to Bible Education in the Foundation Phase, guidelines to be followed for the creation of a favourable environment and culture-historic background of the Bible. Learners should master and demonstrate skills and theory in Music in the Foundation Phase. They should show competency in the practical execution and presentation of skills activities with song and movement as point of departure for music education.

### **LEWG211 (5)(8) LIFE-SKILLS: FOUNDATION PHASE MUSIC (2 HOURS)**

The learner should be able to demonstrate components of the outcomes regarding didactic guidelines in music as a learning experience for learners in the foundational phase.

### **LEWG221 (5)(8) LIFE-SKILLS: FOUNDATION PHASE (2 HOURS)**

The learner should be able to demonstrate knowledge regarding facilitating and integrating life-skills in the foundational phase; demonstrate outcomes regarding music skills and theory in the foundational phase.

### **LEWV111 (5)(8) LIFE-SKILLS (2 HOURS)**

The learner should grow and develop to his/her full potential and improvement of quality of life; social well-being and success are advanced, especially for difficult, stressful situations; life skills empowers the learner to handle life challenges in a constructive manner and to handle the demands of his / her studies and future occupation as teacher.

## **LAW SUBJECTS**

### **LLBR224 (5)(16) LABOUR LAW (3 HOURS)**

The learner should be able to apply knowledge of the following: sources and foundation of labour law; distinction between individual and collective labour law; the Constitution and labour law; the relationship between employer and employee; individual service relations; unfair dismissal of individual workers; collective bargaining; strikes and lockouts; dispute mediation; workplace forums; labour law and the public sector.

### **LRVK521 (6)(16) LEARNER RIGHTS AND RESPONSIBILITIES (3 HOURS)**

On completion of this module the learner should be able to indicate what the rights of the learner are; the responsibilities of the learner; the liability of the teacher regarding the safety of the learner.

### **PVRR131 (5)(8) INTRODUCTION TO THE LAW OF CONTRACT (2 HOURS)**

The learner should be able to demonstrate the ability to apply the general principles of the law of contract, to reach a conclusion and make a recommendation; demonstrate the ability to

identify and solve a problem in a given set of facts or a typical commercial problem; logically and systematically formulate, reason and communicate a viewpoint; demonstrate the insight into the inter-relatedness of the different aspects of the law of contract.

#### **RHRP121 (5)(16) COMMERCIAL LAW: BUSINESS LAW (3 HOURS)**

The learner should be able to indicate theoretical and practical knowledge of the law relating to the different forms of business. Display proper knowledge and understanding of the law relating to partnerships, close corporations and certain aspects of the company law. To apply the relevant legal rules of the different forms of business regarding the inception and formation, membership, internal and external relations and other relevant legal aspects in case studies and to provide legal advice to management.

#### **RHRP311 (6)(16) COMMERCIAL LAW: COMPANY LAW – CAPITA SELECTA (3 HOURS)**

The learner should be able to display theoretical and practical knowledge of the law according to the general principles and administration of companies. To apply in case studies the relevant legal rules regarding general aspects of the company law, including capacity and representation; allotment and issuing of shares; transfer of shares; offer of shares; management of company; members and board meetings; re-organisations, arrangements and take-overs; the auditor; liquidation and judicial management; and other legal aspects and provide legal advice to management.

### **MEDIA SCIENCE**

#### **MEDI121 (5)(8) MEDIA SCIENCE (2 HOURS)**

On completion of the module learners should demonstrate that they have mastered the necessary knowledge, skills, attitudes and values to promote the use of the media centre and information sources in Outcomes Based Education (OBE).

### **RESOURCE MANAGEMENT**

#### **MHBV111 (5)(8) INTRODUCTION TO HUMAN RESOURCE MANAGEMENT (2 HOURS)**

The learner should possess knowledge and skills in respect of causality of behaviour; human resource management (post analysis, human resource planning, recruitment, selection, performance management, training); human diversity in work context (an application to management and communication); work motivation; group dynamics; career self management (including CV's, interviews); change management.

### **NATURAL AND PHYSICAL SCIENCES**

#### **NASH131 (5)(8) NATURAL AND PHYSICAL SCIENCES: (ATOMS, MOLECULES, COMBINATIONS) (2 HOURS)**

The learner should be able to demonstrate knowledge, skills, attitudes and values with regard to describing atom and molecular structure, phases of matter and measuring, molecules and combinations, practical relevance of contents.

#### **NASH141 (5)(8) NATURAL AND PHYSICAL SCIENCES: STOIGIOMETRY (2 HOURS)**

The learner should be able to demonstrate knowledge, skills, and values with regard to mathematical calculations and the scientific handling of principles of chemical reactions.

**NASH151 (5)(8) NATURAL AND PHYSICAL SCIENCES: INTRODUCTORY MECHANICS (2 HOURS)**

The learner should be able to demonstrate knowledge, skills, attitudes and values with regard to describing linear movement and movement on a flat surface, the application of Newton's laws of movement in a variety of situations, the scientific use of the terms labour and energy.

**NASH161 (5)(8) NATURAL AND PHYSICAL SCIENCES: THEORY OF HEAT (2 HOURS)**

The learner should be able to demonstrate knowledge, skills, attitudes and values with regard to heat as form of energy; the thermo dilatation of fixed matter and fluids; the conducting of heat and changes in phase, application of the first two laws of thermo dynamics; the scientific use of the term entropy.

**NASH231 (5)(8) NATURAL AND PHYSICAL SCIENCES: ADVANCED MECHANICS (2 HOURS)**

The learner should be able to demonstrate knowledge, skills, attitudes and values with regard to the application of Newton's universal law of gravity, the mathematical handling of momentum and collision; the description of rotary movement and the movement of fluids, the practical relevance of contents.

**NASH241 (5)(8) NATURAL AND PHYSICAL SCIENCES: INTRODUCTORY ELECTROLOGY (2 HOURS)**

The learner should be able to demonstrate knowledge, attitudes and values with regard to the scientific handling of electro-static forces, electrical fields, electrostatic potential, electric current, the law of Ohm and the practical relevance of contents.

**NASH251 (5)(8) NATURAL AND PHYSICAL SCIENCES: ATOM STRUCTURE (2 HOURS)**

The learner should be able to demonstrate knowledge, attitudes and values with regard to the development of the atom structure, as well as the relation between atom structure and chemical characteristics of elements and combinations; electron structure and periodicity; the arrangement of atoms in combinations that play a role in the formation of molecules.

**NASH261 (5)(8) NATURAL AND PHYSICAL SCIENCES: INTERMOLECULAR FORCES (2 HOURS)**

The learner should be able to demonstrate knowledge, attitudes and values with regard to the physical and chemical description of gasses; intermolecular forces in fluids and matter; differentiation between different types of solutions; the handling of concentrations, combination types and molecular structure of different organic entities.

**NEBK511 (6)(16) THE EARTH AND OUTSIDE FOR SCIENCE (3 HOURS)**

On completion of this module the learner should be able to facilitate the development of themes of all essential aspects of Geography and Geology that has bearing on life and living, in the AOO-band.

**NECK521 (6)(16) ENERGY AND CHANGE FOR SCIENCE (3 HOURS)**

On completion of this module the learner should be in a position to develop the themes around energy and change, the essential aspects of Physics and related learning experiences in the AOO band.



**NLLK521 (6)(16) LIFE AND LIFESTYLE FOR SCIENCE (3 HOURS)**

On completion of the module the learner should be equipped to facilitate the development of themes including all aspects of Botany, Zoology and Physiology that has a bearing on life and living in the AOO-band.

**NMMK521 (6)(16) MATTER AND MATERIALS FOR SCIENCE (3 HOURS)**

On completion of the module the learner should be in a position to facilitate the development of themes of all essential aspects of Chemistry regarding matter and material, in the AOO-band.

**PUBLIC MANAGEMENT AND ADMINISTRATION****OBAD111 (5)(8) INTRODUCTION TO PUBLIC MANAGEMENT (2 HOURS)**

The learner should be able to know and understand the multi-disciplinary nature of Public Management and Administration, as well as the differences between the public and private sector. The need to determine effective development, managerial approaches, principles and theories will be addressed and he/she will also learn business ethics and professionalism. The objective is to understand the locus and focus of Public Management and Administration as discipline. To know and understand the theories, principles, and approaches to the study of Public Management and Administration is also essential.

**OBAD121 (5)(8) PUBLIC MANAGEMENT AND SERVICE DELIVERY (2 HOURS)**

The learner should be able to analyse and understand the nature of various environments (political, economic, technological, cultural, social and legal/statutory) that influence the work of the public manager. He/she should be able to demarcate management work in for example protection, wealth, social, cultural, educational as well as environmental matters.

**OBAD122 (5)(8) SUSTAINABLE DEVELOPMENT AND SERVICE DELIVERY (2 HOURS)**

The learner should be able to analyse and interpret the socio-economic context of South and Southern Africa and be able to interpret alternative service delivery mechanisms in terms of their applicability within the socio-economic context.

**OBAD211 (5)(8) POLICY STUDIES AND PLANNING (2 HOURS)**

The learner should be able to understand the policymaking process in South Africa and develop a sensitivity regarding the role of the public manager in the policymaking process, to explain and also evaluate the planning process (aim/missions/goals/strategies/procedures/policy, etc) which enable the manager to manage a changing environment.

**OBAD212 (5)(8) POLICY IMPLEMENTATION FOR PUBLIC SERVICE DELIVERY (2 HOURS)**

The learner should be able to convert public policy into programmes and projects for implementation, to understand project management in the public sector and to apply basic principles to it, the necessity of organisational developments in terms of capacity, resources and infrastructure in order to interpret and implement policy aims; to analyse the impact of policy implementation on society.

**OBAD221 (5)(8) PUBLIC MANAGEMENT PRINCIPLES (2 HOURS)**

The learner should be able to determine and understand the various management functions (leading, planning, co-ordinating, organising and control) and also be able to apply these. To understand and apply relevant organisation structures for service-delivery. To apply individual prioritising, time management and resource analysis (task organising).

**OBAD222 (5)(8) MUNICIPAL MANAGEMENT (2 HOURS)**

The learner should be able to: Give a historical overview of municipal government in South Africa; To explain municipal constitutional and statutory developments in South Africa; To understand key aspects in the management of municipalities; To explain and analyse democracy on local government level; To interpret inter-governmental relations including fiscal arrangements; To identify and interpret municipal structures; To understand municipal financial management; To explain and analyse policymaking on local government level; To identify and suggest solutions for questions regarding municipal management in South Africa; To identify and analyse delivery mechanisms on local government level (PPPs).

**OBAD311 (6)(8) MANAGERIAL SKILLS (2 HOURS)**

The learner should be able to: Understand and apply the various managerial skills (decision making, communication, negotiation, interpersonal relations, and conflict resolution skills) in order to manage effectively.

**OBAD312 (6)(8) SELECTED MANAGERIAL SKILLS (2 HOURS)**

The learner should be able to: understand human resources management in the public sector and to apply the basic principles thereof; to understand financial management in the public sector and to apply the basic principles thereof.

**OBAD321 (6)(8) MANAGEMENT APPLICATION AND TECHNIQUES (2 HOURS)**

The learner should be able to: Determine, evaluate and apply the management uses regarding areas of application such as policy analysis, strategic management, organisation development and goal management; To know the various management techniques that can be applied in the managerial context.

**OBAD322 (6)(8) PUBLIC SERVICE QUESTIONS (2 HOURS)**

The learner should be able to: Interpret the need for strategic public sector management; To analyse and recommend solutions to address public sector questions pertaining to the management of change, resource limitations, insufficient skills and other socio-economic aspects in terms of management solutions and conceive these for scenario-building, future studies and tendency analysis.

**BUSINESS MANAGEMENT****ONBP111 (5)(8) INTRODUCTION TO BUSINESS MANAGEMENT (2 HOURS)**

The learner should be able to understand and apply the fundamental principles of Business Management and to apply it; to understand the economic structure within which the business functions; to explain Business Management as science; to understand the historical development in Business Management; to identify and explain the different business functions; to discuss the management environment on international, macro, market and micro level; to explain the strategic planning and strategy implementation process; to do planning as one of the basic management tasks, identify the elements that have an influence on the planning process and to apply the principles of decision making; to explain co-ordination and productivity; to apply the principles of organisation and delegation; demonstrate knowledge about activating employees through communication, leadership and motivation; to explain how to control business activities.

**ONBP121 (5)(16) ENTREPRENEURSHIP (3 HOURS)**

The learner should be able to demonstrate knowledge and application regarding Entrepreneurship, intrapreneurship and the importance of small, medium and macro enterprises; to explain the problems of the small, medium and macro enterprises, establishment factors, forms of business and legal aspects; demonstrate knowledge regarding the entrepreneurial process, generating ideas and scanning the environment for opportunities; to explain what a feasibility study entails; to explain and demonstrate relevant knowledge regarding a condensed business plan with functional plans; demonstrate knowledge regarding risk and insurance, taxation and franchises.

**ONBP211 (6)(16) INTRODUCTION TO MARKETING MANAGEMENT (3 HOURS)**

The learner should be able to describe the nature of marketing, apply the marketing process in a business, scan the business environment, identify and explain the various factors that influence consumer behaviour, perform market segmenting, to identify market opportunities through marketing research, understand the product concept, identify the elements of the product concept in an actual product, to explain the phases of new product development, to discuss the principles of distribution channels, to explain the concept of physical distribution, identify and explain the elements of the marketing communication mix and discuss the factors that influence price decisions, to discuss and apply the principles of the product life cycle, to perform marketing planning, to carry out a marketing audit, to identify and discuss the various marketing strategies, to explain the uniqueness of international marketing.

**ONBP221 (6)(16) LOGISTICS MANAGEMENT (3 HOURS)**

The learner should be able to describe the nature of logistics management, to explain integrated logistics management, to explain the inbound side of the supply chain, to explain the outbound side of the supply chain, to indicate the role and importance of transport in logistics, to discuss the importance of inventory and to classify inventory items, to describe and calculate the components of total inventory costs, to indicate the nature and importance of warehouses, to discuss global logistics and the relevant participants.

**ONBP311 (6)(16) VIABILITY STUDIES (3 HOURS)**

The learner should be able to apply the product development process for the development of a product or service for a new or existing enterprise, demonstrate the knowledge and skills to conduct a market analysis which includes a competitor and consumer profile, trends in the industry and target market identification, calculate sales estimates, product costs, gross margins, as well as start up and operating expenses, construct a pro forma income statement, balance statement and cash flow statement; conduct a project analysis incorporating the principles of the time-value of money with selected investment criteria.

**ONBP321 (6)(16) BUSINESS PLAN (3 HOURS)**

The learner should be able to compile a balanced management plan for a new business, integrate the pro forma income statement, balance statement and cash flow statement in the business plan, interpret the income statement, balance statement and cash flow statement through making use of ratio analysis, Du Pont analyses and sustainable growth models, compose functional plans as part of the business plan and develop and present a business plan for a new business.

**ONDH131 (5)(8) BUSINESS MANAGEMENT: ORIGIN OF A VENTURE (2 HOURS)**

On completion of this module learners should be able to identify the field of study Business Management; to explain the concept economic action and the driving force behind it; to explain the functional share areas of Business Management; to identify and apply the various founding questions of a new venture and to distinguish between the various types of ventures.

**ONDH141 (5)(8) BUSINESS MANAGEMENT: HUMAN RESOURCE MANAGEMENT (2 HOURS)**

On completion of this module the learners should be able to understand the development of the various management thinking patterns; to identify and practically apply in general management the four basic and six additional management tasks in a venture; and to execute successfully human resources management (recruitment, selection, placement and orientation of personnel).

**ONDH151 (5)(8) BUSINESS MANAGEMENT: PRODUCTION FUNCTIONS (2 HOURS)**

On completion of this module learners should be able to indicate in information management the management information required by the various business functions and to develop a system which manages the supply of the right information at the right time; identify in purchasing management the role of management in the purchasing function; successfully plan and execute the purchasing process, in production and operational management identify the tasks and activities of management to ensure that goods and services are rendered to satisfy needs.

**ONDH161 (5)(8) BUSINESS MANAGEMENT: FINANCIAL MANAGEMENT (2 HOURS)**

On completion of the module learners should be able to indicate in financial management the most important decisions a financial manager should take with regard to investment, financing, operating capital management and income redistribution, in marketing management indicate the important role played by the marketing function in the satisfying of human needs; in managing of external relations of management highlighting the maintenance and improvement of the business image in its groups of interest.

**ONDH231 (5)(8) BUSINESS MANAGEMENT: INTRODUCTION TO MANAGEMENT AND PLANNING (2 HOURS)**

On completion of the module learners should be familiar with the role of management and managers; indicate the development in management decisions; be familiar with the rapid changing management environment; give attention to predictions and environment scenarios; indicate the importance of management ethics and social responsibility; be familiar with planning as basic managerial task including goals, objectives management, strategic planning, strategy implementation; and realise the importance of decision making, coordination and productivity.

**ONDH241 (5)(8) BUSINESS MANAGEMENT: ORGANISATION (2 HOURS)**

On completion of the module learners should understand the principles of organising; be familiar with certain organisation systems that can unite the organisation; realise the importance of some additional managerial tasks such as delegating and disciplining; be familiar with decentralisation, centralisation and time management in order to create constant change and improvement in an organisation.

**ONDH251 (5)(8) BUSINESS MANAGEMENT: ACTIVATION (2 HOURS)**

On completion of the module learners should understand the value of motivation and leadership in order to guide employees to effectively work together as a team; realise the importance of communication; be familiar with conflict and tension to identify, diagnose solving it and to spot innovation and creativity and utilise it constructively to achieve organisational and individual goals.

**ONDH261 (5)(8) BUSINESS MANAGEMENT: CONTROL (2 HOURS)**

On completion of the module learners should be able to apply different forms of control by monitoring all activities on managerial level on an ongoing basis in order to identify digression early so that the necessary adjustments can be made; and to realise the importance of buget control at all times.

**TOURISM****ONTV111 (5)(8) INTRODUCTION TO TOURISM MANAGEMENT (2 HOURS)**

The learner should be able, with the relevant knowledge of the tourism industry, to analyse the effect of tourism on the host community, to analyse tourism scientifically as a science, to determine the economic influence of tourism on the host community, to calculate the multiplier effect of tourism spending.

**TEACHING STUDIES****OPAN119 (5)(8) TEACHING STUDIES: HISTORICAL EDUCATION (2 HOURS)**

Learners should be able to demonstrate knowledge, skills and values regarding educational development in the past and the application of current educational practices.

**OPAN129 (5)(8) TEACHING STUDIES: HISTORICAL EDUCATION (2 HOURS)**

Learners should be able to demonstrate knowledge, skills and values regarding the different roles of the educator (especially as role model) and they should be able to guide learners to develop their own life values and life-skills. They should be able to demonstrate that they can function responsibly as classroom managers and administrators.

**OPAN219 (5)(8) TEACHING STUDIES: PHILOSOPHY OF EDUCATION (2 HOURS)**

Learners should be able to demonstrate knowledge, skills and values regarding the development and application of a personal Christian philosophy, various concepts and norms.

**OPAN319 (5)(8) TEACHING STUDIES: SOCIO-PEDAGOGICS (2 HOURS)**

Learners should be able to demonstrate knowledge, skills and values regarding the identification, counselling or referencing to professional counsellors or psychologists of learners with social problems. They should be able to demonstrate that they can function responsibly as classroom managers and administrators.

**OPVK111 (5)(8) EDUCATION STUDIES (2 HOURS)**

On completion of this module learners should be able to recognise the basic aspects of the formal didactic situation and the curriculum and use it as frame of reference during subject didactical discussions and practical teaching.

**OPVK211 (5)(8) EDUCATION STUDIES: PHILOSOPHY OF EDUCATION (2 HOURS)**

On completion of the module the learners should be able to give a scientific overview of reality, man and the relation of this to the education event as well as a critical appreciation of the opinions of a few life and worldviews and the implications of this for education and teaching from a Christian perspective.

**OPVK321 (6)(8) EDUCATION STUDIES: SOCIO-PEDAGOGICS (2 HOURS)**

On completion of this module learners should display knowledge, skills and insight of what Socio-Pedagogics is, know and be able to explain concepts. Integrate the social role of the family and school into teaching. Finally, the learner should be able to identify various current youth problems (in the child) and assist the child to resume his/her part/place successfully in society.

**EDUCATIONAL LAW****ORAK511 (6)(8) EDUCATION LAW, SYSTEMS AND ADMINISTRATION A (2 HOURS)**

On completion of this module learners should display knowledge, skills and insight with regard to the school as organisation and teaching as profession. The learner should furthermore also be able to analyse the relation of the teacher with his/her employer, especially by focusing on the service conditions of the teacher.

**ORAK521 (6)(8) EDUCATION LAW, SYSTEMS AND ADMINISTRATION B (2 HOURS)**

On completion of this module learners should display knowledge, skills and perspective to be able to act as manager in education. The learner should also demonstrate the necessary knowledge of education law by acting at all times correctly as teacher regarding his/her rights and duties. Furthermore the learner should also be aware of the particular demands put to the new teacher and be able to implement the necessary strategies to make his/her entry to the profession as effectively as possible.

**TEACHING AND LEARNING****ORLK511 (6)(8) TEACHING AND LEARNING A (2 HOURS)**

On completion of this module learners should display knowledge, skills and insight with regard to teaching and learning by respectively describing and comparing the information processing and constructivist approaches to learning; describing and analysing the cognitive, meta cognitive and motivation variables that contribute to effective learning; the contribution of an interactive teaching approach, including the co-operative learning models and appropriate teaching learning methods and media, by describing, analysing and illustrating continued assessment of the teaching learning situation.

**ORLK521 (6)(8) TEACHING AND LEARNING B (2 HOURS)**

On completion of this module learners should display knowledge, understanding and skills with regard to teaching, learning and the curriculum by analysing effective learning with the aid of a model of the effective learner; explain and analyse motivation according to the attribution theory and be able to explain self-efficiency convictions; be able to describe, analyse and illustrate the contribution to effective teaching of effective curriculum, as embodied in the curriculum cycle.

**ORPK511 (5)(16) CORRECTION OF TEACHING QUESTIONS (3 HOURS)**

On completion of this module learners should be able to demonstrate that they have mastered the necessary knowledge, skills and values to identify and place children with particular teaching needs with regard to image and appearance. Methods and specific, specialised programmes are used for correction.

### **ORTK511 (5)(16) CORRECTION OF DISHARMONIOUS EDUCATION ELEMENTS (2 HOURS)**

On completion of this module learners should be able to demonstrate that they have the necessary knowledge and values to identify children with learning problems, taking into consideration the reached and reachable level of each individual. Skills in corrective programmes should also be illustrated.

### **POLITICAL STUDIES**

#### **POLI111 (5)(8) STATE, POLITICS AND GOVERNMENT (2 HOURS)**

On completion of this module learners should be able to describe and explain the origin, development and aim of the state; define politics, power, authority and legitimacy as concepts; do an analysis of the nature, extent, approaches and theories in politics.

#### **POLI121 (5)(8) THE SOUTH AFRICAN POLITICAL SYSTEM (2 HOURS)**

On completion of this module learners should be able to: Describe the structure and various components of the South African political system and the relation between them; Explain what co-operative government is and how this forms part of the governing process in South Africa; Discuss the impact of constitutionalism and the Bill of Human Rights on the functioning of the South African political system.

### **PROFESSIONAL STUDIES**

#### **PRSN319 (5)(8) PROFESSIONAL STUDIES (2 HOURS)**

Learners should be able to: demonstrate knowledge, skills and values regarding the rationale and components of Curriculum 2005. This will serve as basis for the implementation of the following Outcomes Based Education (OBE) principles: the causes for the world wide and local changes in educational perspectives, the National Qualifications Framework as framework for a new perspective in education, the nature and characteristics of OBE, the impact of OBE on the didactical situation, the structure and components of Curriculum 2005 and guidelines for programme development and assessment.

### **PSYCHOLOGY**

#### **PSIG131 (5)(8) INTRODUCTION TO PSYCHOLOGY: PHYSICAL AND COGNITIVE PROCESSES (2 HOURS)**

The learner should be able to identify and describe basic, contextually relevant psychological approaches with regard to human physical and cognitive processes in a culturally diverse environment.

#### **PSIG151 (5)(8) INTRODUCTION TO PSYCHOLOGY: EMOTIONAL AND MOTIVATIONAL PROCESSES (2 HOURS)**

The learner should be able to identify and describe basic, contextually relevant psychological approaches with regard to human physical and cognitive processes in a culturally diverse environment.

**PSIG161 (5)(8) INTERPERSONAL, SOCIAL AND COMMUNITY PSYCHOLOGY (2 HOURS)**

The learner should be able to identify and describe basic, contextually relevant psychological approaches with regard to human physical and cognitive processes in a culturally diverse environment.

**PSIG211 (5)(16) HUMAN DEVELOPMENT IN SOCIO-CULTURAL CONTEXT (3 HOURS)**

The learner should be able to explain psychologically relevant processes and the important influences that consistently play a role in the development of the individual; to describe the basic characteristics of behaviour in every development phase, as well as the influence of various contexts on behaviour; and to discuss how physical, cognitive, personality and social aspects of change is embedded in a context of relations, family, community, culture and circumstances.

**PSIG241 (5)(8) PERSPECTIVES ON HUMANNESS (2 HOURS)**

The learner should be able to give a basic description of, interpret and criticise various perspectives on humanness within a culturally diverse context in order to formulate a personal view of man, in terms of which human and/or organisation development can be facilitated.

**PSIG251 (5)(8) PSYCHOLOGICAL HEALTH: HUMAN STRENGTHS AND ELASTICITY (2 HOURS)**

The learner should be able to conceptualise the origin, manifestations and patterns of psychological strengths and elasticity from different theoretical frameworks; to be able to describe and identify in practice the manifestations of this in humans in various stages of life (childhood, adolescence, adulthood, old age) in various contexts (interpersonal, culturally, work) and on various levels (individual, group) to facilitate the bio-psychosocial well-being of individuals, groups and on community level.

**PSIG252 (5)(8) INTRODUCTION TO AID AND ETHICS (2 HOURS)**

The learner should be able to conceptualise and use a general model and process aiding and facilitating dialogue to assist other people in resolving everyday problems, as well as to discuss ethical questions that may occur in the aid situation.

**PSIG261 (5)(8) LIFE-SKILLS (2 HOURS)**

The learner should be able to facilitate life-skills in individuals, groups, organisations and communities, in order to improve general well being in such culturally diverse contexts through the presentation of life-skills programmes.

**PSIG311 (6)(16) INTRODUCTION TO PSYCHOPATHOLOGY AND FORTOLOGY (3 HOURS)**

The learner should be able to identify risk factors that increase the susceptibility for psychopathology from childhood, adolescence and adulthood; identify and describe the various forms of psychopathology; and lastly to give a basic description of the concept of psychological well-being, as well as suggesting ways in which well-being for these groups can be promoted.

**PSIG341 (6)(8) COMMUNITY PSYCHOLOGY AND PROGRAMMES (2 HOURS)**

The learner should be able to determine the impact of social, environmental and community crises on the health of people through means of action research, and, based on this, to do a needs analysis, compile a programme and to present it to the community.



**PSIG321 (6)(16) HEALTH INSTRUCTION (3 HOURS)**

The learner should be able to describe the bio-psychosocial perspective on physical health and illness, as well as theories of health instruction; to evaluate health and illness behaviour; to perform basic psychological interventions within the medical context; as well as to present programmes appropriate to the South African context that eliminate the risk of illness and promote health.

**PSIG351 (6)(8) HUMAN DIVERSITY (2 HOURS)**

The learner should be able from an eco-systemic model, to demonstrate the necessary knowledge, skills and attitudes to promote the bio-psychosocial well-being of individuals and groups in a culturally diverse society as aid worker/advisor.

**PSIG361 (6)(8) CRISIS INTERVENTION (2 HOURS)**

The learner should be able to describe the general nature and dynamics of various types of crisis situations (imminent suicide, abuse, traumatic losses, etc.), as well as the typical reactions of persons to this, and to apply culturally sensitive, ethically sound interventions and crisis incident stress diffusions against the background of theoretical models and specific evaluation systems, in consciousness of the long-term effect of this work on the aid worker, and means of handling the impact of this.

**ACCOUNTING****RECP111 (5)(16) ACCOUNTING: FRAMEWORK, PRINCIPLES AND APPLICATIONS (3 HOURS)**

The learner should be able to apply the Principles of Accounting, basic theory and concepts in general; record simple transactions and report on a sole proprietor; record elementary transactions regarding non-profit organisations and report on this. Calculation record matters with regard to insurance claims; reconstruct accounting records where information and documentation are incomplete; show a proper understanding of the GAAP (Generally Accepted Accounting Practice) statements AC 000, AC 101, AC 108.

**RECP121 (5)(16) ACCOUNTING: INTRODUCTION CORPORATE ACCOUNTING (3 HOURS)**

The learner should be able to record transactions regarding partnerships, including changes in ownership, report on partnerships; record transactions regarding companies and close corporations, including changes in ownership, and report on elementary companies and close corporations taking appropriate sections of applicable legislation into consideration; apply the GAAP (Generally Acceptable Accounting Practice) statements AC 000 and AC 101 in given elementary situations; Relevant parts of the fourth schedule of the Company's Act, "Act 61 of 1973, as amended" and the Close Corporations Act, "Act 69 of 1984, as amended" are also included in this module.

**RECP211 (6)(16) ACCOUNTING: CORPORATE ACCOUNTING; ANALYSIS AND INTERPRETATION (3 HOURS)**

The learner should be able to display proper knowledge and understanding of the 4<sup>th</sup> schedule of the Company's Act and requirements of the director's report and to be able to apply it in the preparation of financial statements. To apply the above in a given situation. To display proper knowledge with regard to transactions, valuations and disclosure of investments and to apply this in a given situation. Display proper knowledge of transactions and disclosure with regard to debentures and be able to apply this in a given situation. Practically apply the accounting treatment of conversion from different types of business enterprises to close corporation/company. Calculate earnings per share and to disclose this in the financial

statements. To analyse financial statements using ratio analysis, income per share (RE 104) and cash flow (RE 118), to discuss this critically and to interpret it and to make recommendations.

**RECP221 (6)(16) ACCOUNTING: INTRODUCTION TO GAAP AND GROUP STATEMENTS (3 HOURS)**

The learner should be able to display a proper knowledge and understanding of the principles stipulated in AC 103 (Net income/loss in the income statement) and AC 105 (leases) and to apply this to a practical situation. Prepare a basic consolidated income statement, balance sheet and statement of change in equity with regard to inter-company transactions.

**RECP311 (6)(16) ACCOUNTING: GAAP – CAPITA SELECTA (3 HOURS)**

The learner should be able to prepare financial statements according to Generally Accepted Accounting Practice (GAAP). Apply the principles of Generally Acceptable Accounting Practice and discuss it in a practical situation.

**RECP321 (6)(16) ACCOUNTING: GROUP STATEMENTS AND COMPLEX GROUPS (3 HOURS)**

The learner should be able to prepare advanced consolidated financial statements including inter-company transactions, complex groups and change in control. To account for associations and joint ventures according to Generally Acceptable Accounting Practice and to integrate this with consolidated financial statements.

**REKH131 (5)(8) ACCOUNTING: INTRODUCTION TO ACCOUNTING SKILLS (2 HOURS)**

On completion of the module learners should be able to explain the aim and function of accounting, to determine the various information needs of different users, to document transactions, to help create journals and ledgers and to develop an accounting system that adheres to the requirements of the specific entity.

**REKH141 (5)(8) ACCOUNTING: JOURNALS/LEDGERS (2 HOURS)**

On completion of the module learners should be able to record exchange transactions in the accounting records; to create supporting ledgers and control accounts and reconcile balances according to the monthly statements; evaluate internal control over cash and reconcile this with bank statements and to design wage and salary journals and apply this in practice.

**REKH151 (5)(8) ACCOUNTING: SOLE PROPRIETOR (2 HOURS)**

On completion of the module learners should be able to understand the function and restrictions of proof balances and to correct errors in proof balances; to determine the most important types of clearing off and to indicate this; to close the nominal ledger account of the sole proprietor in commercial and service enterprises and to calculate the gross and net profit through means of the periodic and continuous stock system.

**REKH161 (5)(8) ACCOUNTING: SOLE PROPRIETOR (2 HOURS)**

On completion of the module learners should be able to clear off accounts in a proof balance with the aid of a ten-column work statement; prepare the yearly statements of the enterprise and interpret the information in it in relation to a specific information need; do calculations and identify the goal and use it in the analysis of liquidity, profitability and solvency of an enterprise.

**REKH231 (5)(8) ACCOUNTING: ASSET SALES AND PARTNERSHIPS (2 HOURS)**

The learner should be able to handle the sale of any fixed asset and to determine the profit or loss on the sale of a fixed asset, record the daily transactions of a partnership, understand the function of private, capital and withdrawal accounts, record the partnership agreement, draw up the annual financial statements of a partnership, to interpret the content thereof with regard to a specific information need and to calculate and interpret relations.

**REKH241 (5)(8) ACCOUNTING: PERIODICAL STOCK SYSTEM AND DEPARTMENTS (2 HOURS)**

The learner should be able to discuss and differentiate between the periodical and continuing stock systems; record transactions from the relevant documents or given transactions in the books of original entry according to the periodical stock taking system, as well as according to departments; to transfer the data to the general ledger; prepare the annual financial statements (income and balance sheets) and to understand these statements in such a way that the information they contain can be interpreted.

**REKH251 (5)(8) ACCOUNTING: MANUFACTURING ORGANISATIONS AND BUDGETS (2 HOURS)**

The learner should be able to record transactions in the journals of a manufacturing organisation, transfer these to the general ledger; to distinguish between direct and indirect material and labour; prepare the annual financial statements (manufacturing costs statement, income statement and balance sheet) and to interpret the information as needed; be able to discuss the planning of, control over and aim and restrictions of a budget and draw up a cash budget, budget income statement and budget balance sheet.

**REKH261 (5)(8) ACCOUNTING: SPORTS CLUB (2 HOURS)**

The learner should be able to draw up the analysis cash-book of any non commercial organisation; make records in the different ledger accounts and prepare different statements at the end of the financial year (statement of revenue and payments, statement of income and expenditure and a balance sheet) in the format required by the special needs of the organisation.

**RESV111 (5)(16) ACCOUNTING (SPECIAL): BASIC CONCEPTS, ACCOUNTING CYCLES AND ACCOUNTING SYSTEMS (3 HOURS)**

The learner should be able to explain the objective and function of Accounting; record transactions for a sole proprietor and report on the transactions; determine the information needs of various users; draw up journals, ledgers, supporting ledgers and control accounts; design an accounting system that will adhere to the requirements of a specific entity.

**RESV121 (5)(16) ACCOUNTING (SPECIAL): FINANCIAL REPORTING, ANALYSIS AND INTERPRETATION OF FINANCIAL STATEMENTS (3 HOURS)**

The learner should be able to record transactions and to report on the financial state of sole proprietor, partnership and non-profit organisations; calculate and bring to book insurance claims; identify financial ratios and calculate and explain the objective and uses thereof in the analysis of the organisation's liquidity, profitability, and solvability.

**RRTP211 (6)(16) ACCOUNTING & COMPUTERS: COMPUTER APPLICATIONS IN ACCOUNTING (3 HOURS)**

The learner should be able to disclose proper knowledge of Information Technology (IT) concepts regarding information systems and for the management of IT systems adoption; the implementation and use of systems and a familiarity with the general use of IT; development

standards and practices for information systems; and internal control in IT. Be able to practically use word processing, spreadsheet, and accounting computer packages. (NB: A practical and a theoretical examination are sat. A practical two (2) hour examination is sat a day before the commencement of the official test and examination series and a theoretical two (2) hour examination during the official test and examination series).

**RRTP321 (6)(16) ACCOUNTING & COMPUTERS: ACCOUNTING AND AUDIT APPLICATIONS ON COMPUTER (3 HOURS)**

The learner should be able to display and apply a fundamental knowledge of Information Technology (IT) concepts with regard to accounting and auditing; evaluation and auditing of information systems on a basic level; computer security and controls; advanced computer systems and new technology and the influence of this on the auditing, and on controls in the business environment. Practical use of computer applications in databases and for the transfer of data. Identify appropriate opportunities to use the computer as business tool. Apply practical skills in the use of computer applications in the auditing and financial management environment. (NB: **A practical and a theoretical examination are sat.** A practical two (2) hour examination is sat a day before the commencement of the official test and examination series and a theoretical two (2) hour examination during the official test and examination series).

**TAXATION**

**REIP311 (6)(16) INCOME TAX: TAX OF INDIVIDUALS AND BUSINESSES (3 HOURS)**

The learner should be able to interpret the Income Tax Act, rulings and practice notes issued by the South African Revenue Service; calculate the normal Income Tax payable by individuals on taxable income of remuneration, benefits, lump sum receivables and from carrying on a trade or business.

**REIP321 (6)(16) INCOME TAX: COMPANY TAXES, TRUSTS AND OTHER (3 HOURS)**

The learner should be able to calculate the normal Income Tax payable by farmers, companies and trusts; calculate Donation Tax and Estate Duty payable; calculate Value Added Tax (VAT) by interpreting the Value Added Tax Act; calculate Secondary Tax on Companies (STC).

**AUDITING**

**REOP211 (6)(16) AUDITING: THE AUDITOR AND THE AUDIT PROCESS (3 HOURS)**

The learner should be able to describe the historic development of the audit profession, the structure of the profession in South Africa and the responsibilities of the external auditor. Describe the audit process according to relevant statements of South African Auditing Standards. Display a proper knowledge of certain conditions of the Professional Code of Conduct.

**REOP221 (6)(16) AUDITING: APPLICATION AND INTRODUCTORY COMPUTER AUDITING (3 HOURS)**

The learner should be able to demonstrate a proper knowledge of the flow of transactions, internal control systems and control objectives. Examine transaction cycles and evaluate internal controls. Develop tests of control and develop substantive procedures and make conclusions based on the results. Display a clear understanding of the influence of computer technology on the audit process. Prepare audit reports.

**REOP321 (6)(16) AUDITING: COMPANY LAW APPLICATIONS AND COMPUTER AUDITING (3 HOURS)**

The learner should be able to apply the principles of South African Audit Standards in the audit process. Explain the requirements of the Company Act applicable to company audits and to apply it in practical case studies. To identify contraventions of the Company Act and to remedy the situation. To apply certain principles of auditing in a computer environment.

**REMEDIAL EDUCATION****RMPK521 (5)(16) STUDY OF REMEDIAL PROGRAMMES FOR PRACTICE (3 HOURS)**

On completion of this module learners should demonstrate practical insight with regard to remedial programmes and therapies taking into account the implicit and explicit aims. Skills are demonstrated in interviewing, observation, diagnosis and reporting.

**SOCIOLOGY****SGVK111 (5)(8) SOCIOLOGICAL PERSPECTIVES IN A GLOBAL CONTEXT (2 HOURS)**

The learner should be able to demonstrate that he/she understands what Sociology is, and that he/she understands the most important theoretical sociological perspectives and can apply it. The learner is further also expected to have a good basic knowledge of and insight into the nature and functioning of society, with specific reference to culture, the nature and process of socialising, social interaction and the social construction of reality, deviant behaviour, social control and religion.

**SGVK211 (5)(16) RELATIONSHIPS (3 HOURS)**

The learner should be able to have a good, basic insight into and understanding of the nature, functioning, forming and maintenance of marriage and family relations as well as the various forms and benefits and disadvantages related to these relations, with specific reference to courting and the selection of a spouse, singleness, relationship conflict, divorce, re-marriage and step-families.

**SGVK311 (6)(16) CHANGE I (3 HOURS)**

The learner should be able to show increased insight into and understanding in the basic concepts of theoretic perspectives regarding change, as well as with regard to the effect of change on the individual and society within a global, multidimensional perspective. The learner should be able to use this knowledge independently through means of creative thinking to evaluate it, with special focus on the multi-cultural South African community.

**SGVK312 (6)(8) CHANGE II (2 HOURS)**

The learner should be able to show increased insight and understanding of the strategies, impact and costs of change with regard to the individual as well as the society within a global, multi dimensional perspective; apply and evaluate this knowledge independently by means of creative thinking, with special attention to the multi cultured South African society.

**SGVK321 (6)(16) EMPOWERMENT FACILITATION I (3 HOURS)**

The learner should be able to display insight into and understanding with regard to the problem management approach in the aid relationship; and be able to do a wide variety of aid skills (as introduction to counselling) for various types of individual problems and situation, as well as to master practical strategies to facilitate change in the client.

**SGVK322 (6)(16) EMPOWERMENT FACILITATION II (3 HOURS)**

The learner should be able to use a wide range of helping skills in a problem managing approach (as introduction to counselling) for different types of individual problem situations in a certain aide model.

**SPORT AND CULTURE (EDUCATION)****SPEK111 (5)(8) SPORT AND CULTURE: LEARNING OUTCOMES OF THE SPORT MODULE IN THE JOINT COURSE FOR THE SPORT AND CULTURE CERTIFICATE (2 HOURS)**

The learner should be able to display a basic knowledge, practical skills and value system of which the theoretical component exits of sections that include: motory learning, sport physiology, sport philosophy and management, while the practical component entail the compulsory obtaining of an official coaching qualification in a recognised school sport.

**SESOTHO****SSCN118 (5)(8) SOUTH SOTHO COMMUNICATION (M) (2 HOURS)**

Learners should be able to demonstrate knowledge, skills and values regarding spoken South Sotho. They should be able to communicate about various familiar topics and be able to express themselves coherently. They should be able to use reading skills and spoken skills (inside and outside the classroom), taking social and cultural aspects into consideration.

**SSCN128 (5)(8) SOUTH SOTHO COMMUNICATION (M): LANGUAGE PROFICIENCY AND ADVANCED LANGUAGE STRUCTURES (2 HOURS)**

Learners should be able to demonstrate knowledge, skills and values regarding basic language proficiency and grammatical applications on more sophisticated levels. They should be able to use all language skills (inside and outside the classroom), taking social and cultural aspects into consideration on a more sophisticated level.

**SSCN218 (5)(8) SOUTH SOTHO COMMUNICATION (M) (2 HOURS)**

Learners should be able to demonstrate knowledge, skills and values regarding more advanced language structures and should be able to use the four language skills fluently and accurately, write short paragraphs, demonstrate knowledge of an appropriate vocabulary and show respect and appreciation for the South Sotho culture.

**SSCN228 (5)(8) SOUTH SOTHO COMMUNICATION (M) (2 HOURS)**

Learners should be able to demonstrate knowledge, skills and values regarding more advanced language structures and should be able to use the four language skills fluently and accurately, write short paragraphs, demonstrate knowledge of an appropriate vocabulary and show respect and appreciation for the South Sotho culture.

**SSCN318 (5)(8) SOUTH SOTHO COMMUNICATION (M): ADVANCED COMMUNICATION (2 HOURS)**

Learners should be able to demonstrate knowledge, skills and values regarding effective communication inside and outside the classroom for a wide variety of purposes and audiences.

**SSCN328 (5)(8) SOUTH SOTHO COMMUNICATION (M): ADVANCED COMMUNICATION (2 HOURS)**

Learners should be able to demonstrate knowledge, skills and values regarding effective communication inside and outside the classroom for a wide variety of purposes and audiences.

**SSMN119 (5)(16) SOUTH SOTHO: LANGUAGE PROFICIENCY IN VARIOUS SOCIAL CONTEXTS (2 HOURS)**

Learners should be able to demonstrate knowledge, skills and values regarding language proficiency inside and outside the classroom, which bear witness to insight in and appreciation for the cultural aspects and values of Sesotho.

**SSMN129 (5)(16) SOUTH SOTHO: LANGUAGE PROFICIENCY IN VARIOUS SOCIAL CONTEXTS (2 HOURS)**

Learners should be able to demonstrate knowledge, skills and values regarding language proficiency inside and outside the classroom, which bear witness to insight in and appreciation for the cultural aspects and values of Sesotho.

**SSMN219 (5)(8) SOUTH SOTHO: ADVANCED LANGUAGE PROFICIENCY IN VARIOUS SOCIAL CONTEXTS (1½ HOURS)**

Learners should be able to demonstrate advanced knowledge, skills and values regarding language proficiency inside and outside the classroom, which bear witness to and insight in and appreciation for the cultural aspects and values of Sesotho.

**SSMN229 (5)(8) SOUTH SOTHO: ADVANCED LANGUAGE PROFICIENCY, GRAMMATICAL CORRECTNESS AND LITERARY TEXTS (1½ HOURS)**

Learners should be able to demonstrate advanced knowledge, skills and values regarding witness to and insight in and appreciation for more advanced grammatical structures and skills as contextualised in literary texts.

**SSMN319 (5)(8) SOUTH SOTHO: PHONETICS, PHONOLOGICAL ANALYSES, SPELLING AND SEMANTICS (1½ HOURS)**

Learners should be able to demonstrate advanced knowledge, skills and values regarding Sesotho phonetics, phonological analyses, spelling and semantics.

**SSMN329 (5)(8) SOUTH SOTHO: ADVANCED PHONETICS, PHONOLOGICAL ANALYSES, SPELLING, SEMANTICS AND LITERATURE (1½ HOURS)**

Learners should be able to demonstrate advanced knowledge, skills and values regarding Sesotho phonetics, phonological analyses, spelling and semantics and literature, as well as compound sentences, the use of conjunctions, in different modi, selected folktales, idioms and figures of speech in the Sesotho cultural and structural language system.

**SSNK111 (5)(8) SESOTHO COMMUNICATION (NM) (2 HOURS)**

Learners should be able to demonstrate knowledge, ability and skills regarding basic language proficiency and knowledge of grammar, cultural aspects and life attitudes and apply these inside and outside the classroom.

**SSNK211 (5)(8) SESOTHO COMMUNICATION (NM) (2 HOURS)**

Learners should be able to demonstrate knowledge, ability and skills regarding the meaning and structure of nouns, demonstrative verbs (present tense) in the classroom, as well as be able to understand and use general Sesotho cultural knowledge in the teaching situation.

**SSNK321 (6)(8) SESOTHO COMMUNICATION (NM) (2 HOURS)**

Learners should be able to understand Sesotho subjects on a basic level according to different social situations and to react meaningfully to these; react meaningfully to Sesotho as spoken language; utilise different dictionaries.

**SSOL111 (5)(8) LANGUAGE WITHOUT BOUNDARIES (2 HOURS)**

Learners should be able to identify, analyse and describe the nature and development of Sesotho as a language system; be able to identify, analyse and describe Sesotho dialects and levels of language usage e.g. home, local, regional and national; be able to demonstrate communication skills and knowledge of text types.

**SSOL121 (5)(8) TEXT AND CONTEXT: THE LANGUAGE OF TEXTS (2 HOURS)**

Learners should be able to identify, analyse and describe institutionalised language contexts e.g. initiates, women, divining, religious, relationships, etc.; understand and be able to apply pragmatics of language and the language idiom.

**SSOL122 (5)(8) TEXT AND CONTEXT: LITERARY TEXTS AND APPROACHES (2 HOURS)**

Learners should be able to distinguish between, analyse and describe narrative, poetic and dramatic texts; understand the development of Sesotho literature: pre-colonial, missionary/school and contemporary themes e.g. gender and culture.

**SSOL211 (5)(8) INDIVIDUAL AND SOCIETY: SOCIETY AND LANGUAGE (2 HOURS)**

Learners should be able to identify, analyse and describe groups of African languages in SA, the Sotho language family and Sesotho dialects; be able to identify, analyse and describe language dynamics and text linguistics– coherence and cohesion.

**SSOL212 (5)(8) INDIVIDUAL AND SOCIETY: SOCIETY AND LITERATURE (2 HOURS)**

Learners should be able to identify, analyse and describe trends in African literary production: Negritude, Pan Africanism, Black Consciousness, etc.; be able to identify, analyse and describe the role of class and status in Sesotho literature.

**SSOL221 (5)(8) SA PERSPECTIVES: GRAMMATICAL PERSPECTIVES (2 HOURS)**

Learners should be able to identify, analyse and describe language development (planning, use of language and society); be able to identify, analyse and describe language production (value systems, ideology, social factors), cognition and the psychology of language.

**SSOL222 (5)(8) SA PERSPECTIVES: FROM ORAL TO WRITTEN LITERATURE (2 HOURS)**

Learners should understand and be able to discuss the origins and nature of Sesotho oral literature, genres and functions, oral-literature interface, emerging trends in oral literature critically.



**SSOL223 (5)(8) SA PERSPECTIVES: LITERARY DEVELOPMENT (2 HOURS)**

Learners should understand and be able to discuss theoretical arguments on the influence of oral modes on the origins of written African literature; understand and be able to discuss emerging trends such as formal, stylistic, thematic trends critically.

**SSOL311 (5)(8) A MULTITUDE OF VOICES: MACRO-LANGUAGE IN SA (2 HOURS)**

Learners should be able to identify, analyse and describe perspectives on the language problem in SA and Africa (e.g. history of language boards, Pansalb, Asmara declaration, etc.); be able to identify, analyse and describe multilingualism in SA, including the use of languages in education, workplace, media, etc.

**SSOL312 (6)(8) A MULTITUDE OF VOICES: COMPARATIVE LITERATURE (2 HOURS)**

Learners should be able to identify, analyse and describe African literature in indigenous languages and African literature in colonial languages; understand and be able to discuss theoretical perspectives and trends (e.g. Negritude, Pan-Africanism, Black Consciousness, Afrocentricism, etc.) critically.

**SSOL313 (6)(8) A MULTITUDE OF VOICES: POSTCOLONIALISM (2 HOURS)**

Learners should understand and be able to discuss protest literature (e.g. Staffrider series & African Writers series vs. literature in indigenous languages) critically; be able to identify, analyse and describe perspectives on popular genres.

**SSOL321 (6)(8) CONTEMPORARY PERSPECTIVES: FILM AND FICTION (2 HOURS)**

Learners should be able to identify, analyse and describe popular genres, African and African American films, emerging film and visual arts in African languages.

**SSOL322 (6)(8) CONTEMPORARY PERSPECTIVES: TEXTUAL PERSPECTIVES (2 HOURS)**

Learners should be able to identify, analyse and describe comparative language studies and their social contexts (e.g. ideologies).

**SSOL323 (6)(16) CONTEMPORARY PERSPECTIVES: CONTEMPORARY TRENDS (2 HOURS)**

Learners should understand and be able to discuss contemporary developments and trends in African literature (SA and Africa/African American, African drama, etc.).

**STATISTICS****STTK111 (5)(8) INTRODUCTORY DESCRIPTIVE STATISTICS (2 HOURS)**

At the end of the module the learner disposes of a good general background on non-mathematical level regarding the basic statistic principles and methods, as well as basic practical skills to handle and interpret simple data handling and data representation methods. The learner understands the basic principles of Statistics, and can compile and handle simple questionnaires, summarise data, represent it graphically and do simple calculations regarding locality, spreading and correlation. Straight lines can be used by data points and fitment criteria such as residue-inspection.

**STTK121 (5)(8) INTRODUCTORY STATISTICAL INTERFERENCE I (2 HOURS)**

At the end of the module the learner disposes of a wide spectrum of basic statistic subjects on non-mathematical level, which will enable him to plan, apply basic inference methods

meaningfully and meaningfully interpret computer printouts of simple statistical analysis. The learner understands a wide range of ground concepts of practical statistics, as well as the probability studies and is able to do simple calculations regarding the normal and learner t-distribution, the Central Limit Theorem, random sample sizes and do testing of hypotheses.

#### **STTK122 (5)(8) STATISTICS FOR MANAGERIAL SCIENCES (2 HOURS)**

On successful completion of the module the learner will have an overall appreciation of selected statistical subjects, be able to do elementary calculations regarding the normal division, point and interval estimates and determine the size of random samples for simple practical applications. Testing of hypotheses will be done with regard to the locality for one as well as two random sample cases, will be able to do basic regression and time series procedures and will be able to interpret index numbers.

#### **STTK123 (5)(8) INTRODUCTORY STATISTICAL INTERFERENCE II (2 HOURS)**

At the end of this module the learner has studied advanced statistical subjects on non-Mathematical level, which will make it possible for him to plan research projects better, apply basic inference methods appropriately across a wide field and interpret computer printouts of statistical analysis meaningfully. The learner understands a bigger variety of Statistics subjects and can handle problem solving and interpret results which includes multiple regression, factor analysis, variance analysis, verification of conditions, categorical data analysis and division-free methods.

#### **STTK124 (5)(8) PRACTICAL STATISTICS (2 HOURS)**

At the end of this module the learner has an understanding of a variety of statistics subjects and can handle problem solving and interpret results which include multiple regression, factor analysis, variance analysis, verification of conditions, categorical data analysis and division-free methods. The learner has insight into the planning of research projects, the appropriate application of simple inference methods and can interpret computer printouts of statistical analysis meaningfully.

### **TECHNOLOGY**

#### **TEGH151 (5)(8) TECHNOLOGY SPES. (2 HOURS)**

On completion of this module learners should be able to demonstrate in writing and practically that they have mastered the necessary knowledge, skills and values in some of the knowledge fields of the technology learning area.

#### **TEGH241 (5)(8) TECHNOLOGY SPES. (2 HOURS)**

On completion of this module learners should be able to demonstrate in writing and practically that they have mastered the necessary knowledge, skills and values in some of the knowledge fields of the technology learning area.

### **SUBJECT DIDACTICS**

#### **AFDN221 (5)(16) SUBJECT DIDACTICS AFRIKAANS (3 HOURS)**

The learner should obtain knowledge and an understanding of OBE-terms as critical outcomes (COs), specific outcomes (SOs) and assessment criteria (ACs) and be able to use it meaningfully within the learning area Language, Literacy and Communication to accompany learners in the mastering of language skills; obtain knowledge of the various aspects of listening- and reading skills and be able to link these aspects to the relevant SUs; compile

suitable learning material for adhering to the relevant SUs; and be able to assess learner progress according to the assessment criteria of these SUs.

**AFDN321 (5)(16) SUBJECT DIDACTICS AFRIKAANS (3 HOURS)**

The learner should be able to obtain knowledge and an understanding of the various aspects of speaking and writing skills and be able to link these aspects to the relevant SUs; to compile suitable learning material for adhering to particular SUs; and to assess learner progress according to the ACs of the SUs; obtain practical knowledge and skills to design programme organisers and learning experiences with the help of acquired knowledge with regard to Language Proficiency aspects, COs, SUs and ACs to enable the mastery of relevant outcomes within the Intermediate, Senior and CET phase.

**AFRD411 (5)(16) SUBJECT DIDACTICS OF AFRIKAANS: INTRODUCTORY PRACTICE-BASED OBE FOR TEACHING AFRIKAANS (3 HOURS)**

The learner should be able to use the policy document point of departure for facilitating learning within the Language, Literacy and Communication (LLC) - learning area; show an understanding of the meaning of OBE-terms such as critical outcomes (COs), specific outcomes (SOs) and assessment criteria (ACs) and use it meaningfully within the LLC-learning area to accompany learners in the mastery of language skills; relevant assessment skills and plan and structure learning experiences (*inter alia* in view of teaching practice periods).

**AFRD421 (5)(16) SUBJECT DIDACTICS OF AFRIKAANS: OBE-TEACHING WITHIN THE INTERMEDIATE AND SENIOR PHASE (3 HOURS)**

The learner should be able to apply the knowledge and skills acquired during the course of the preceding module within the intermediate and senior phase on accompanying learners in the acquisition of relevant language skills in Afrikaans; to be able to plan and facilitate the acquisition of Afrikaans language skills within the holistic and integrated approach of the OBE-model according to specific phase organisers.

**COMD411 (5)(16) SUBJECT DIDACTICS AND COMPUTER SCIENCE: SUBJECT DIDACTICAL PRINCIPLES OF COMPUTER STUDY AND SCHOOL DIRECTED PROGRAMMING (3 HOURS)**

On completion of this module, the learner should be able to demonstrate competency with regard to the effective teaching of Computer study subject contents. This includes knowledge, comprehension and skills of the current development in the field of teaching, learning and assessment in Computer study in schools; knowledge and understanding of school syllabi, programming in high-level languages prescribed for schools, setting of tests, memorandums, ways of assessment; preparation, lesson planning, class discipline and the practical presentation of a lesson in Computer study.

**COMD421 (5)(16) SUBJECT DIDACTICS AND COMPUTER SCIENCE: COMPUTER CENTRE MANAGEMENT AND COMPUTERISED SCHOOL ADMINISTRATION (3 HOURS)**

On completion of this module the learner should have the knowledge, skills and understanding to demonstrate what is necessary to equip, manage and maintain and evaluate, purchase and install computer programmes and equipment. This includes knowledge, skills and understanding virus handling, faultfinding, financial management of a computer room, network administration, the use of the internet, computer security and crisis handling.

**EDSN221 (5)(16) ENGLISH DIDACTICS: SUBJECT DIDACTICAL ASPECTS OF ENGLISH (3 HOURS)**

On completion of this module learners demonstrate knowledge, skills and values regarding various theoretical and practical aspects of English didactics. This includes theories of second language acquisition, lesson planning, the curriculum process and Outcomes Based Education in the language classroom.

**EDSN321 (5)(16) ENGLISH DIDACTICS: APPLIED SUBJECT DIDACTICAL ASPECTS OF ENGLISH (3 HOURS)**

On completion of this module learners demonstrate applied knowledge, skills and values regarding lesson planning and execution. This includes listening, speaking, reading and writing lessons as well as the planning and execution of various types of lessons such as poetry, dialogue, song, close, literature etc.

**ENGD411 (5)(16) ENGLISH DIDACTICS: ENGLISH SUBJECT DIDACTICAL ASPECTS OF ENGLISH (3 HOURS)**

Learners should demonstrate knowledge, skills and values regarding various theoretical and practical aspects of English didactics. This includes theories on second language acquisition and the language skills of reading, speaking, writing and listening.

**ENGD421 (5)(16) APPLIED SUBJECT DIDACTICAL ASPECTS OF ENGLISH (3 HOURS)**

Learners should demonstrate applied knowledge, skills and values regarding lesson planning and execution. This includes listening, speaking, reading and writing lessons as well as the planning and execution of various types of lessons such as poetry, dialogue, song, close, literature, etc.

**EKND411 (5)(16) SUBJECT DIDACTICS OF ECONOMICS (3 HOURS)**

On completion of this module the learner should be able to present Economics to Grade 12, in the Outcomes Based Education manner; analyse Economics in the curriculum and learning programmes; apply the subject policy of the Department of Education of the Gauteng Province; understand the role of the subject advisor and adhere to requirements set by the subject advisor; understand the role of HIV/AIDS.

**EKND421 (5)(16) SUBJECT DIDACTICS OF ECONOMICS (3 HOURS)**

On completion of the module the learner should be able to compile and execute a lesson, a day and a year programme; initiate assignments and projects in economics; use the library and printed media as relevant to economics; be *au fait* with class discipline; understand assessment and apply it continuously and specifically; set test and examination papers.

**GESD411 (5)(16) SUBJECT DIDACTICS OF HISTORY (3 HOURS)**

On completion of the module the education learner should be able to demonstrate knowledge, skills, values with regard to what history is, the value of history, trends in History teaching, aids, outcomes-based education.

**GESD421 (5)(16) SUBJECT DIDACTICS OF HISTORY (3 HOURS)**

On completion of the module the learner should be able to demonstrate knowledge, skills, values with regard to the role of the History teacher, selection of text books, written work, assessment, outcomes-based approach.

**GSXN221 (5)(16) DIDACTICS OF HISTORY (3 HOURS)**

On completion of this module learners should demonstrate knowledge, skills and values regarding what the value of History is, developments in the teaching of History, skills, media and the lesson structure involved in teaching History according to Outcomes Based Education (OBE).

**GSXN321 (5)(16) DIDACTICS OF HISTORY (3 HOURS)**

On completion of this module learners should demonstrate knowledge, skills and values regarding the roles of the History educator and textbooks, general approaches to the teaching of History, OBE and assessment.

**LATD411 (5)(16) SUBJECT DIDACTICS OF LEARNING AREA LANGUAGES (3 HOURS)**

Cf. AFRD 411

**LATD421 (5)(16) SUBJECT DIDACTICS OF LEARNING AREA LANGUAGES (3 HOURS)**

Cf. AFRD 421

**LEWD411 (5)(16) SUBJECT DIDACTIC OF LEARNING AREA ECONOMIC SCIENCES (3 HOURS)**

Cf. EKND 411

**LEWD421 (5)(16) SUBJECT DIDACTIC OF LEARNING AREA ECONOMIC SCIENCES (3 HOURS)**

Cf. EKND 421

**LTGD411 (5)(16) SUBJECT DIDACTICS OF TECHNOLOGY (3 HOURS)**

On completion of the module the learner should be able to understand the general didactic principles applicable to education and teaching and apply these in the presentation of Technology in the learning areas.

**LTGD421 (5)(16) SUBJECT DIDACTICS OF TECHNOLOGY (3 HOURS)**

On completion of the module the learners should be able to apply practically in the various phases, i.e. Intermediate and Secondary phase, with regard to the presentation and compilation of tests and evaluation and class skills in the subject Technology.

**NAUN111 (5)(8) NATURAL SCIENCES DIDACTICS (3 HOURS)**

After completing this course unit, it will be expected of learners to demonstrate skill in the youth of natural science concept in applications and problem solving, independently conduct the elementary investigations and research and exhibit certain attitudes towards and attach value to the teaching and learning of general science.

**NDSK521 (6)(16) DIDACTICS NATURAL SCIENCES INTERMEDIATE (3 HOURS)**

On completion of the module the learner should be able to demonstrate his knowledge, skills and values in respect of essential aspects of teaching, learning and aids used in the Natural Sciences on intermediate and senior levels. The learner will also be in a position to apply his/her acquired knowledge and skills regarding aids and strategies in the teaching of Natural Science in the AOO-band.

**NDWK522 (6)(16) DIDACTICS OF MATHEMATICS (3 HOURS)**

On completion of the module the learner should be able to demonstrate his knowledge, skills and values in respect of teaching- and learning strategies, as well as to use the technological and learning aids for the teaching of Mathematics on intermediate and senior levels. The learner should also be in a position to apply his/her acquired knowledge and skills regarding aids and strategies in the teaching of Mathematics in the AOO- band.

**SVXN221 (5)(16) SOUTHERN SOTHO DIDACTICS (2½ HOURS)**

On completion of the module the learner should be able to demonstrate knowledge, skills and values in respect of different theoretical and practical aspects of Sesotho, including theories regarding second language acquisition, lesson planning, the curriculum process and OBE in the language class room.

**SVXN321 (6)(16) SOUTHERN SOTHO DIDACTICS (2½ HOURS)**

On completion of the module the learner should be able to demonstrate practical knowledge, skills and values regarding lesson planning and presentation, including presentation of lessons in listening, speaking, reading and writing skills, as well as in poetry, singing, and literature.

**WSXN221 (5)(16) MATHEMATICS: DIDACTICS (3 HOURS)**

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding relevant teaching and learning theories with respect to school algebra and the practical application of these theories; the role of assessment as integral part of the teaching-learning situation, different ways of assessment, and the use of assessment results in mathematics.

**WSXN321 (5)(16) MATHEMATICS: DIDACTICS (3 HOURS)**

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding relevant teaching and learning theories with respect to school geometry and the practical application of these theories, as well as the use of technology in the mathematics classroom.

**COMPULSORY MODULES****AFNV311 (6)(8) SCIENTIFIC WRITING IN AFRIKAANS (2 HOURS)**

The learner should be able to distinguish and produce pieces of scientific writing in Afrikaans; evaluate the quality of pieces of scientific writing; use language aids to solve language problems.

**BETV311 (6)(8) BUSINESS ETHICS (2 HOURS)**

The learner should be able to debate the conflict between profit maximising and protection of the physical environment; deduct reformational principles for the management of the physical environment; debate the basic points of view regarding a healthy tax system; deduct the basic principles for a fair tax system; explain the contradiction of technology; give an evaluation of the right approach to technology; explain the reasons for a self management plan; identify the problems in the insurance industry and provide reformational solutions; discuss the meaning of labour and accompanying reformational solutions.

**BYBI311 (6)(8) BIBLE INTERPRETATION FOR LIFE AND SCIENCE (2 HOURS)**

The learner should be able to formulate and apply the principal points of departure with regard to an understanding of the Bible; formulate a valid point of view regarding current scientific and life questions based on the Bible; at least have an understanding of the following for understanding and using the Bible effectively: the study Bible The Living Bible, the Logos computer programme.

**ENSW311 (6)(8) ENGLISH SCIENTIFIC WRITING (2 HOURS)**

The learner should be able to: deal more competently with English grammar structures; choose and use the correct scientific register; formulate scientific concepts, such as hypotheses and other relevant forms; maintain a coherent argumentative structure in sustained academic writing; present a prepared report orally by using the relevant oral and verbal skills.

**ENTR221 (5)(8) ENTREPRENEURSHIP (2 HOURS)**

On successful completion of the module, the learner should demonstrate an understanding of the process; spot possibilities for creative entrepreneurship and translate it into workable ideas; collect available information and use this in project planning; identify and evaluate environments for the establishing of projects; display an understanding of the entrepreneurial spirit; be capable of implementing creative problem solving techniques; function in a team to generate ideas; continuously demonstrate the creative use of entrepreneurial capital; show the ability to prioritise; be able to analyse case studies and recommend appropriate steps.

**KEUS311 (6)(8) COMPULSORY CHOICE MODULE (2 HOURS)**

(Learners choose one the following possibilities: AFNV311, ENSW311, EKNP312, BYBI311).

**LEER (5)(8) LEARNING AND READING DEVELOPMENT (2 HOURS)**

On completion of this module the learner should possess knowledge of the nature of the University and university study; knowledge of him-/herself as learner; possess knowledge of the various learning strategies that suit him/her and the learning material to master learning contents, integrate, apply and construct own frameworks of knowledge; effectively use contact opportunities with lecturers and learner in the learning process; manage time effectively and efficiently; prepare effectively for the examination and write the examination better; function in a problem solving way as individual and in a group; be better equipped with life-skills; possess a minimum level of reading proficiency.

**RGLN111 (5)(8) COMPUTER LITERACY (2 HOURS)**

Learners should be able to demonstrate knowledge, skills and values regarding computer technology as it is used in education, knowledge of the basic operation of a computer, skill in the utilisation of an operational system, word processing, spreadsheets and graphics package as well as the internet and the use of electronic mail.

**RINL111 (5)(8) COMPUTER AND INFORMATION SKILLS (2 HOURS)**

At the end of this module the learner should possess knowledge, skills and attitudes to effectively use computer and standard word processing, spreadsheet, presentation and web browser programmes (computer skills); furthermore the learner should also possess the knowledge, skills and attitudes to find, evaluate, process and communicate scientific information with the aid of various technologies (such as the Internet and the latest types of databases) from a variety of sources (such as books, magazines, the Web).

## **HEALTH STUDIES (EDUCATION)**

### **VGSG111 (5)(8) HEALTH CARE: FOUNDATIONAL PHASE (2 HOURS)**

On completion of this module the learner should be able to demonstrate knowledge of societal and children's health and apply related knowledge to learning experiences in the foundational phase.

### **VGSO111 (5)(8) SAFETY AND HEALTH EDUCATION (2 HOURS)**

The learner should be able to demonstrate knowledge, skills and value statements regarding the importance and application of safety in the home, school and traffic situation, the approach and place of health instruction as part of the learning programme in the school should be indicate, including the following health themes: adolescence, healthy nutrition, bodily care and hygiene, physical training, obesity, drugs, STD's and AIDS awareness.

## **MATHEMATICS**

### **NWPK511 (6)(16) NUMBER DEVELOPMENT (3 HOURS)**

On completion of this module the learner should be able to develop a sense for numbers and fractions in his learners through facilitation, as well as the four types of calculations in the AOO-band.

### **NWPK512 (6)(16) FOUNDATIONS OF ALGEBRA (3 HOURS)**

On completion of this module the learner should be able to develop a sense for the fundamental principle of Algebra in his learners through means of facilitation in the AOO-band.

### **NWPK521 (6)(16) GEOMETRICAL DEVELOPMENT (3 HOURS)**

On completion of this module the learner should be able to develop geometrical concepts in his learners through means of facilitation in the AOO-level.

### **NWPK522 (6)(16) GRAPHICS AND DATA HANDLING (3 HOURS)**

On completion of this module the learner should be able to convey the acquisition of problem solving techniques of graphics and static data in his learners through means of facilitation in the AOO-band.

### **WAPN111 (5)(8) GENERAL MATHEMATICS: INTRODUCTION TO NUMBER SYSTEMS (2 HOURS)**

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding relevant learning theories with respect to the teaching and learning of mathematics, as well as the practical implementation of these theories; to perform individual investigations and elementary research with respect to the historical development of our number system; properties of the natural numbers, as well as the four main operations; development of the number concept in young learners; the use of other bases than base 10, and the calculator as teaching-learning aid.

### **WAPN121 (5)(8) GENERAL MATHEMATICS: NUMBER SYSTEMS (2 HOURS)**

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding practical investigations of number patterns in the natural numbers; the extension of the natural numbers to the integers, as well as operations with integers; the extension of the integers to the rational numbers (ordinary fractions and decimals)



together with operations, as well as real life applications where rational numbers and the calculation of percentages are playing a role.

**WAPN221 (5)(8) GENERAL MATHEMATICS: ELEMENTARY ALGEBRA (2 HOURS)**

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding algebra as a generalisation of arithmetic by being able to solve routine problems by means of simple algebraic operations; to solve non-routine problems by using various problem solving strategies, to represent functions in various ways, for example by means of formulae, tables, graphs, or verbal; to handle elementary statistics, for example the gathering, processing, graphical representation and interpretation of data; to use elementary probability in problem solving; and to participate in group work as a means to the teaching-learning process.

**WAPN321 (5)(8) GENERAL MATHEMATICS: GEOMETRY (2 HOURS)**

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding learning theories with respect to the geometrical development of the young learner; and using that knowledge to create meaningful learning situations for developing a learner's spatial understanding and skills with respect to elementary geometry: points, lines, angles, triangles, quadrilaterals, polygons and polyhedra, measuring of length, area of regular and irregular plane figures, volume and capacity; as well as assessment as an integral part of teaching and learning, the use of various assessment strategies, and the implementing of the assessment results.

**WIPN111 (5)(16) MATHEMATICS: ELEMENTARY FUNCTIONS AND TRIGONOMETRY (3 HOURS)**

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding specific elementary functions by defining algebraic and trigonometric functions, calculating function values, drawing graphs, performing basic operations with these functions, determining inverses; calculating limits of functions; deducing and applying conditions for continuity. Furthermore, the learner is expected to prove trigonometric identities, solve trigonometric equations, and solve real life problems by means of two and three dimensional figures.

**WIPN121 (5)(16) MATHEMATICS: ALGEBRAIC NUMBER SYSTEMS (3 HOURS)**

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding number systems by using the properties of each number system, performing operations in a specific number system, motivating the extension of one number system to another; defining permutations and combinations, and applying them to real life situations.

**WIPN211 (5)(8) MATHEMATICS: DIFFERENTIATION (2 HOURS)**

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding differentiation by being able to calculate the rate of change of simple events, to determine the derivative in terms of the rate of change, and to determine the derivatives of simple and composite functions by means of different differentiation rules.

**WIPN221 (5)(8) MATHEMATICS: APPLICATION OF DIFFERENTIATION (2 HOURS)**

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding differentiation by drawing polynomial and rational functions, and solving real life problems by using differentiation.

**WIPN311 (5)(8) MATHEMATICS: VECTOR ALGEBRA (2 HOURS)**

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding linear algebra by solving geometry problems by means of geometric vectors; performing various operations by using algebraic vectors; determining linear dependency of vectors; solving systems of linear equations with respect to real life situations; defining algebraic properties of operations with matrixes, and using these properties in real life examples.

**WIPN321 (5)(8) MATHEMATICS: ANALYTIC GEOMETRY (2 HOURS)**

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding analytic geometry by defining parabolas, ellipses and hyperbolas, deducing standard equations as well as equations of the rotated functions, drawing graphs and identifying the use of the mentioned conic sections in real life, drawing simple graphs of parametric equations and by using polar co-ordinates.

**WISK113/123 (5)(8) MATHEMATICAL TECHNIQUES (2 HOURS)**

At the end of this module the learner should have mastered the following subjects on introductory level: the Mathematical function notion, method for solving systems of linear comparisons; matrix algebra; linear programming in more than two variables; analysis of the tempo at which mathematical functions change and the analysis of function characteristics. The learner acquires the skill to define mathematical concepts correctly and to recognise these concepts in practical situations and to apply the concepts in differentiation techniques and linear algebra calculation techniques.

**WISK213 (5)(8) DISCRETE MATHEMATICS (2 HOURS)**

At the end of the module the learner has acquired knowledge and insight into elementary logic, the basic notation and characteristics of collections and Boolean algebra, characteristics of mathematical functions, the box principle, and introductory graph theory. The learner acquires skills in logic argumentation and general proof techniques, calculations with collections and mathematical functions; application of the box principle, graph analysis, determining the existence of graphs with certain specifications; determining the subtending trees in a graph and the application of Ramsey theory colouring problems in graphs.

**WISV111 (5)(8) ANALYSIS I (2 HOURS)**

At the end of the module the learner possesses knowledge of and insight into the function concept and the role of this in modelling; the basic functions like polynomial functions, rational functions, force functions, exponential functions, logarithmic functions and trigonometric functions; calculations on functions, the limit concept; the continuity concept; the deducted concept; differentials; differentiation rules and differentiation techniques; drawing and interpreting graphs. The learner is able to make a representative choice of concepts to define and results to prove.

**WISV112 (5)(8) INTRODUCTORY ALGEBRA (2 HOURS)**

At the end of this module the learner possesses knowledge of and insight into the typical characteristics of real number systems; the complex number system; the relation between first grade factors and roots of polynomials; synthetic division of polynomials; rational functions and factorisation into partial fractions; introductory combinatory concepts; the binomial theorem for natural exponents and the extension of this to binomial series; the Euclidean algorithm; mathematical induction and other basic proof techniques.

**WISV121 (5)(8) ANALYSIS II (2 HOURS)**

At the end of this module the learner possesses knowledge of and insight into the integral notion and applications of integration; the inverse function concept; natural exponential and logarithmic functions; inverse trigonometric functions; hyperbolic functions; undetermined limit forms and L'Hospital's Rule; the first and second main theorems of integral calculation; various integration techniques, the lengths of curves; the surface of orbit surfaces; the volume of orbit bodies; parametric comparisons; pole co-ordinates; cone sections. The learner is able to define a representative choice of concepts and to prove results.

**WISV122 (5)(8) INTRODUCTORY MATHEMATICAL MODELLING (2 HOURS)**

At the end of this module the learner possesses disposes of knowledge of and insight into a mathematical programming language such as Maple and application of this in *inter alia* optimising problems, numeric integration and Newton's method; unending integral; unending rows of numbers; the anti deducted concept, elementary differential comparisons and their fields of direction; Euler's method; divisible comparisons; exponential growth and decay; the logistic comparison; first and second order linear differential comparisons; Lotka-Volterra systems and non-homogeneous linear differential comparisons.

**WISV211 (5)(16) ANALYSIS III (3 HOURS)**

At the end of this module the learner possesses knowledge of and insight into unending rows and series; convergence tests for series; Taylor polynomials; force series; Taylor series and Maclaurin series; vector algebra for geometrical vectors; algebraic comparisons for straight lines, flat surfaces and second degree surfaces in three-dimensional space; cylindrical and spherical co-ordinates; vector functions and space curves; aspects of differential calculation of multi-changeable functions, including direction derivatives and the gradient function; double integrals and triple integrals; line integrals and surface level integrals. The learner is able to define a representative choice of concepts and to prove results.

**WISV221 (5)(16) LINEAR ALGEBRA (3 HOURS)**

At the end of this module the learner possesses knowledge of and insight into vector space conditions for solvability of systems linear comparisons; existence criteria for inverse matrixes; shared spaces of n-dimensional real vector spaces; regular and orthogonal bases for shared spaces; determinants; matrix self values and self vectors and diagonalising of matrixes; the theory of general vector spaces and bases for such spaces; internal products; vector norms; Hessenberg matrixes and a proof for the Cayley-Hamilton-theorem. The learner can execute computer versions of calculation techniques with a programming language (such as Matlab or Maple) and interpret the outcomes of such calculations.

**WSGK121 (5)(8) GENERAL MATHEMATICS – NUMBER SYSTEMS (2 HOURS)**

The learner should be able to display knowledge with regard to the calculator; the historic development of our number systems; bases; extension of the number system; natural numbers to whole numbers and rational numbers (regular fractions, decimal fractions and percentage); number patterns; the investigating work method; money.

**WSGK221 (5)(8) GENERAL MATHEMATICS - ELEMENTARY ALGEBRA (2 HOURS)**

The learner should be able to display knowledge with regard to algebra, problem solving: routine and non-routine problems; functions; graphs; relations; direct and inverse proportionality; elementary statistics, elementary probabilism.

**WSKH131 (5)(8) MATHEMATICS: ELEMENTARY FUNCTIONS (2 HOURS)**

On completion of the module the learners should demonstrate basic knowledge, understanding and insight of elementary functions by defining the various functions, drawing graphs, executing basic calculations with functions and, if possible, determine inverses; determine limits of functions and deduce and apply conditions.

**WSKH141 (5)(8) MATHEMATICS: TRIGONOMETRY (2 HOURS)**

On completion of the module the learners should demonstrate basic knowledge, understanding and insight of trigonometry by calculating function values; proving identities and solving trigonometric comparisons; solving realistic problems through means of two and three dimensional figures.

**WSKH151 (5)(8) MATHEMATICS: ALGEBRAIC NUMBER SYSTEMS (2 HOURS)**

On completion of the module the learners should demonstrate basic knowledge, understanding and insight by using the characteristics of each number system and being able to do calculations within a specific number system; be able to motivate the extension of one system of numbers to the following.

**WSKH161 (5)(8) MATHEMATICS: ELEMENTARY STATISTICS (2 HOURS)**

The learners should demonstrate basic knowledge, understanding and insight of Elementary Statistics by defining permutations and combinations and execute realistic applications of this; predict outcomes and events and define and calculate the probability of dependent and independent events.

**WSKH231 (5)(8) MATHEMATICS: LINEAR ALGEBRA (2 HOURS)**

Learners should demonstrate basic knowledge, understanding and insight of linear algebra by solving geometrical problems by means of geometrical vectors; do various calculations with algebraic vectors; determine linear dependence of vectors; solve systems linear equations related to real situations; define algebraic characteristics of calculations and use them in real situations.

**WSKH241 (5)(8) MATHEMATICS: DIFFERENTIATION (2 HOURS)**

Learners should demonstrate basic knowledge, understanding and insight of differentiation by calculation of derivatives of elementary and complex functions by means of various differential rules; draw polynomial and rational functions and solve maxima and minima problems.

**WSKH251 (5)(8) MATHEMATICS: ANALYTICAL GEOMETRY (2 HOURS)**

Learners should demonstrate basic knowledge, understanding and insight of analytical geometry by defining parabolas, ellipses and hyperboles; deduce standard equations of rotary functions, draw graphs and identify the use of said conic sections in real life, draw elementary graphs in pole coordinates as well as from parametric equations.

**WSKH261 (5)(8) MATHEMATICS: POLYNOMIAL AND RATIONAL FUNCTIONS (2 HOURS)**

Learners should demonstrate basic knowledge, understanding and insight of polynomial and rational functions by defining polynomials in one variable and do calculations with polynomials (except inversion); determine factors of polynomials (if possible) and solve polynomials equations; indicate that rational functions form an algebraic system and that rational functions divide into partial fractions.

## **PHILOSOPHY OF SCIENCE**

### **WLRN311 (5)(8) PHILOSOPHY OF EDUCATION (2 HOURS)**

After completion of the module the learner is expected to demonstrate basic knowledge, skills and values regarding reality, man and his relationship with education, as well as a critical evaluation of various life philosophies and their implications for education in general and education based on Christian principles in particular.

### **WTSL229 (5)(8) INTRODUCTION TO PHILOSOPHY OF SCIENCE (2 HOURS)**

On successful completion of this module the learner should be able to demonstrate that he/she understands the nature of science and the borders and the place of this in human existence and be able to distinguish this from non-scientific and ideological thinking; understand the paradigmatic nature of science and be able to explain with the aid of examples; understand the contours of the Christian cognitive frame work (world view) and be able to explain and evaluate with reference to non-Christian systems of thought; and be able to evaluate current personal and social phenomena and problems from a personal and Christian cognitive frame work.

### **WTSL319 (5)(8) PHILOSOPHY OF SCIENCE (2 HOURS)**

On successful completion of this module the learner should be able to demonstrate that he/she understands the position of his/her science (major) in the broader context of sciences; be able to identify the most important fundamental questions in his/her subject and be able to describe and evaluate the most important points of view regarding this (thought traditions in the subject) from a personal cognitive framework; be able to identify the basic questions in the contemporary discussion on science and faith and to incorporate it into the question of his/her subject; and to understand the ethical consequences of his/her scientific and future professional work and be able to evaluate from an own and a Christian value orientation.