CALENDAR 2011

FACULTY OF EDUCATION
SCIENCES
HONOURS AND
POSTGRADUATE PROGRAMMES

HonsBEd, MEd & PhD
Potchefstroom Campus

Address all correspondence to:

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

Tel: 018 299-1111/2222
Fax: 018 299-2799
Website: http://www.nwu.ac.za

PLEASE MENTION YOUR STUDENT NUMBER IN ALL CORRESPONDENCE.

The General Academic Rules of the University, to which all students are to adhere and which apply to all the qualifications offered by the University, appear in a separate publication and are available on the website at: http://www.nwu.ac.za/gov_man/policy/7P-Academic_Rules_e.pdf.

Please note: Although the information in this Calendar has been compiled with the utmost care and accuracy, the Council and the Senate of the University accept no responsibility whatsoever for errors that may occur. Before students make final selection of modules, it is their responsibility to consult the class timetable regarding possible clashes. Should there be a clash in a student's planned selection, the relevant module combination will not be permitted.

Table of Contents

Faculty of Education Sciences: Office Bearers

Dean

Vacant

Directors of Schools / Research Unit

School for Curriculum-based studies (SCS)

Prof BW Richter (BA, BAHons, MA, PhD, UED)

School of Education (SE)

Prof PJ Mentz (BA, HED (postgraduate), BEd, MEd, DEd, Diploma in Tertiary Education)

School of Continuing Teacher Education (SCTE)

Prof EJ Spamer (BA, HED, BAHons, MA, PhD)

Research Focus Area: Teaching-Learning organisations

Prof CD Roux (BA, BAHons, SED, MA, DPhil)

Administrative Manager

Ms AMC Cloete

Management Committee of the Faculty

Chair: Dean

Members:

Prof BW Richter

Prof EJ Spamer

Prof PJ Mentz

Prof CD Roux

Ms JM van Heerden (Financial Officer)

Ms AMC Cloete (*ex officio* – Minute Taker)

Faculty Board

Chair: Dean

Members:

Directors of the schools and Research Focus Area

Faculty representatives in the Campus Senate

Faculty representatives in the Institutional Senate

Research professors of the SCTE, SCS and SE

Programme leaders:

- BEd
  - ➢ Foundation Phase

- Intermediate and Senior Phase
- Senior and Further Education and Training Phase
- Senior and Further Education and Training Phase (Technology)
- NPDE/ACE upgrade to BEd (Open Distance Learning)

- PGCE
- BTD
- BEdHons
- MEd and PhD
- ACE
- NPDE

Subject group chairpersons

Head: Academic (SCTE)

Head: Business and Administration (SCTE, SE and SCS)

Head: Projects and Short Courses (SCTE)

Head: Student Support Division

Coordinator: Quality (SCTE)

Student representatives

Representative of the Faculty of Natural Sciences

Administrative Manager (*ex officio* – Minute Taker)

CONTACT DETAILS FOR THE FACULTY

Telephone number: 018 299 1766

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

OP.1 FACULTY RULES

OP.1.1 AUTHORITY OF THE GENERAL RULES

The faculty rules applicable to the different qualifications, programmes and curricula of this faculty and contained in this faculty calendar are subject to the General Academic Rules of the University, as determined from time to time by the Council of the University on recommendation by the Senate. The faculty rules should therefore be read in conjunction with the General Academic Rules.

OP.1.2 FACULTY-SPECIFIC RULES AND REGULATIONS

Teaching Policy:

The teaching policy of the Faculty of Education Sciences is in accordance with the vision and mission of the North-West University.

Procedures regarding quality assurance in the Faculty (Teaching–Learning Policy, and Assessment and Moderation Policy) are available on our webpage at http://www.puk.ac.za/fakulteite/opvoed/index_e.html.

Research Policy:

The research policy of the Faculty of Education Sciences in accordance with the mission of the North-West University in the development and maintenance of high-quality, relevant and focused research to seek innovative solutions to the challenges faced by education, the academic community, the country, the continent and the world. This mission is realised in the Faculty through research focused on educational technology for effective teaching, learning and facilitation; sustainable support in working environments; and effective teaching and learning strategies and curriculum development.

The web page for the Research Focus Area of the Faculty of Education Sciences: http://www.puk.ac.za/fakulteite/opvoed/nfa/about.html.

OP.1.2.1 Admission requirements

Requirements for admission to the University are stipulated in General Academic Rule A.5.1 Specific requirements are stated in the rules for the different qualifications, programmes and curricula offered in the Faculty of Education Sciences.

OP.1.2.2 Examination opportunities

Examination opportunities and the relevant rules are determined according to the General Academic Rule A.5.4

OP.1.2.3 Calculation of participation marks

a) Participation marks for a module are compiled from tests, assignments, practical and/or research assignments.

b) The ratio between theory and practical work for calculation of the participation mark for a module is explained in the relevant study guide.

OP.1.2.4 **Admission to examinations**

a) Admission to the examination in any module requires proof of participation (General Academic Rule A.5.4.3).

b) Proof of participation, which allows admission to the examination, will only be given after a student has complied with the requirements set out in the study guide for the specific module, to the satisfaction of the school director in consultation with the subject group chairperson/ programme leader. The requirements are also set out in this yearbook.

OP.1.2.5 **Pass requirements for modules, curricula and programmes**

a) The stipulations of General Academic Rule A.5.4.4 and all the sub-paragraphs apply.

b) The module mark is calculated according to the ratio between the participation mark and the examination mark as set out under the module outcomes at the end of the calendar.

c) The module mark required for a pass in a module in which examinations were written is 50% (General Academic Rule A5.4.4.1).

d) The sub-minimum for all modules in which examinations were written is 40% (General Academic Rule A.5.4.4.4), unless stated otherwise in the rules of specific programmes and curricula.

e) Adjusting the module mark of a first semester module in which an examination was written but not passed can be considered according to the stipulations of General Academic Rule A.5.4.4.2.

f) General Academic Rule A.5.4.5 stipulates the requirements for passing a module/curriculum/qualification with distinction.

g) A pass is obtained for a curriculum once all the modules of the programme have been passed individually. (General Academic Rule A.1.16).

OP.1.2.6 **Modules and credits**

a) Subjects are presented according to modules, to which a certain number of credits are allocated.

b) Modules have a code and a descriptive name, e.g. ACCE 121. The meaning of the codes is explained in General Academic Rule A.1.39.

c) Each module has a certain weight, known as a credit (General Academic Rule A.1.15).

d) Each module has to be individually passed.

e) Programme specific: **HonsBEd:** An honours student may only repeat a failed module once, and in the event of the student failing more than 25% of the modules in the relevant curriculum the student's studies will be terminated. (General Academic Rule A.6.6). / Each programme stipulates the number of examination opportunities in a module that must be passed and that may be repeated

OP.1.2.7   **Termination of studies**

A student's studies may be terminated in accordance with the stipulations of the General Academic Rule A.6.6. (HonsBEd degree), A.7.7. (Masters degree) and A.8.7. (Doctoral degree)

OP.1.2.8   **Other rules**

Programme specific:

Compulsory certificates

Students have to be in possession of the required qualifications for admission to study in the HonsBEd programme selected.

OP.1.3   **WARNING AGAINST PLAGIARISM**

Assignments are individual tasks and not group activities (unless explicitly indicated as group activities). With every assignment handed in the prescribed front page and plagiarism form has to be completed and signed to show the students understanding and agreement of the plagiarism policy.For further details see:

http://www.nwu.ac.za/export/sites/default/nwu/gov_man/policy/2P-2.4.3.2-academic_dishonesty_e.pdf

OP.1.4   **CAPACITY STIPULATIONS**

Please take note that, owing to specific capacity constraints, the University reserves the right to select candidates for admission to certain fields of study. This means that prospective students who comply with the minimum requirements may not necessarily be admitted to the courses for which they applied.

OP.1.5   **RECOGNITION OF PRIOR LEARNING**

The process for recognition of prior learning is stipulated in General Academic Rules A.1.54, A.5.1.2.6 and A.6.1.2.

OP.1.6   **INTERPRETATION IN THE FACULTY**

The Language Policy of the NWU is available at the following web page:

http://www.nwu.ac.za/export/sites/default/nwu/nwu/multilang.html

Programme specific: Generally HonsBEd programmes are offered in Afrikaans and English on the Potchefstroom Campus. Examination papers are set in Afrikaans and English, and students may answer in either Afrikaans or English. Following any of the HonsBEd programmes requires a functional level of proficiency in the language (Afrikaans of English) the student chooses to use. The programme in Afrikaanse Taalonderwys is offered in Afrikaans only, and the programmes English Language Education and Educational Training and Development are offered in English only.

OP.1.7   SCHOOLS IN THE FACULTY

School	Subject group
School for Curriculum-based studies	- African Languages for Education - Afrikaans for Education - Arts and Culture for Education - Computer Science for Education - Economics and Business Sciences for Education - English for Education - Geography, History and Social Sciences for Education - Natural Sciences for Education - Mathematics for Education - Technology for Education - Training and Development
School of Education	- Curriculum Studies - Movement Science - Foundation Phase - Life Orientation - Comparative Education and Teaching Theory - Educational Psychology and Learner Support - Education Management and Leadership - Education Law
School of Continuing Teacher Education	- African Languages for Education - Afrikaans for Education - Computer Science for Education - English for Education - Geography, History and Social Sciences for Education - Mathematics for Education - Technology for Education - Curriculum Studies - Movement Science - Foundation Phase - Life Orientation - Comparative Education and Teaching Theory - Educational Psychology and Learner Support - Education Management and Leadership - Education Law

OP.1.8   QUALIFICATIONS, PROGRAMMES AND CURRICULA

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

- Advanced Certificate in Education (ACE)
- National Professional Diploma in Education (NPDE)
- *Baccalaureus Educationis* (BEd)
- Postgraduate Certificate in Education (PGCE)
- *Honores Baccalaureus Educationis* (HonsBEd)
- *Magister Educationis* (MEd)
- *Philosophiae Doctor* (PhD)

HONOURS DEGREE				
Qualification	**Programme and code**	**Curriculum and code**	**Method of delivery**	**NQF level**
Honneurs Baccalaureus Educationis (HonsBEd)	Afrikaanse Taalonderwys 464 138 (Only offered in Afrikaans)	Afrikaanse Taalonderwys: O601P (Only offered in Afrikaans)	Full-time Part-time	7
	Computer Science Education 464 139	Computer Science Education: O602P	Full-time Part-time	7
	Curriculum Studies 464 140	Curriculum Studies: O603P	Full-time Part-time ODL	7
	Education, Management, Law and Systems 464 121	Education, Management, Law and Systems O605P	Full-time Part-time ODL	7
	Educational Training and Development 464 143	Educational training and Development: O606P	Part-time	7
	Educational Psychology 464 122	Educational Psychology O607P	Full-time Part-time	7
	English Language Education 464 145	English Language Education O608P	Full-time Part-time	7
	Geography Education 464 147	Education in Geography Education O610P	Full-time Part-time	7
	Learner Support 464 148	Education in Learner Support O611P	Full-time Part-time ODL	7
	Life Sciences Education 464 149	Life Sciences Education O612P	Full-time Part-time	7
	Mathematics Education 464 150	Mathematics Education O613P	Full-time Part-time	7
	Movement Education 464 151	Movement Education O614P	Full-time Part-time	7
	Physical Sciences Education 464 152	Physical Sciences Education O615P	Full-time Part-time	7
	Technology Education 464 133	Technology Education O617P	Full-time Part-time	7

MASTERS DEGREE				
Qualification	Programme and code	Curriculum and code	Method of delivery	NQF level
Magister Educationis (MEd)	Learning and Teaching 403 120	Learning and Teaching O801P	Full-time Part-time	8
	Natural Sciences Education 403 121	Natural Sciences Education: O802P	Full-time Part-time	8
	Education Management: 403 122	Education Management: O803P	Full-time Part-time	8
	Education Law: 403 123	Education Law: O804P	Full-time Part-time	8
	Educational Psychology: 403 124	Educational Psychology: O805P	Full-time Part-time	8
	Comparative Education: 403 125	Comparative Education: O806P	Full-time Part-time	8
	Mathematics Education: 403 126	Mathematics Education: O807P	Full-time Part-time	8
	Learner Support: 403 127	Learner Support: 0808P	Full-time Part-time	8
	School Counselling and Guidance: 403 128	School Counselling and Guidance: 0809P	Full-time Part-time	8
	Philosophy of Education: 403 129	Philosophy of Education: O810P	Full-time Part-time	8
	Movement Education: 403 130	Movement Education: O811P	Full time Part-time	8
	Computer Science Education: 403 131	Computer Science Education: O812P	Full-time Part-time	8
	Training and Development: 403 134	Training and Development: O813P	Full-time Part-time	8
	Educational Practice: 403 133	Learner Support and Life Orientation: O816P	Part-time	8
		Learning and Teaching: O817P	Part-time	8
		Natural Sciences Education: O818P	Part-time	8
		Education Management and Teaching Organisations: O819P	Part-time	8
		Education Law: O820P	Part-time	8
		Training and Development: O821P	Part-time	8
		Comparative Education: O822P	Part-time	8
		Mathematics Education: O823P	Part-time	8
		Movement Education: O824P	Part-time	8
		Computer Science Education: O825P	Part-time	8
		Traffic Safety Education and Management: O826P	Part-time	8

DOCTORAL DEGREE				
Philosophiae Doctor (PhD)	Learning and Teaching: 404 110	Learning and Teaching: O901P	Full-time Part-time	9
	Natural Sciences Education: 404 111	Natural Sciences Education: O902P	Full-time Part-time	9
	Educational Management: 404 112	Educational Management: O903P	Full-time Part-time	9
	Education Law: 404 113	Education Law: O904P	Full-time Part-time	9
	Educational Psychology: 404 114	Educational Psychology: O905P	Full-time Part-time	9
	Comparative Education: 404 115	Comparative Education: O906P	Full-time Part-time	9
	Mathematics Education: 404 116	Mathematics Education: O907P	Full-time Part-time	9
	Learner Support: 404 117	Learner Support: 0908P	Full-time Part-time	9
	School Counselling and Guidance: 404 118	School Counselling and Guidance: 0909P	Full-time Part-time	9
	Philosophy of Education: 404 119	Philosophy of Education: O910P	Full-time Part-time	9
	Movement Education: 404 120	Movement Education: O911P	Full-time Part-time	9
	Computer Science Teaching: 404 121	Computer Science Teaching: O912P	Full-time Part-time	9
	Training and Development: 404 122	Training and Development: O913P	Full-time Part-time	9

OP. 2 RULES FOR THE DEGREE HONOURS BACCALAUREUS EDUCATIONIS (HONSBED)

METHOD OF PRESENTATION:

Full-time
Part-time
ODL   *(Refer ODL Calendar 2011)*

- This qualification can be obtained in one of the specialisations and programmes described in (OP.2.1. 3) and   can be enrolled for on a full-time or part-time basis.

- A full-time student means a learner for whom study is his / her main activity (according to A.1.31).

- The rules for HonsBEd must be read together with the general academic rules of the university, which are available on the Internet at: **http://www.nwu.ac.za**

OP. 2.1   Duration (minimum and maximum duration)

The minimum duration of the studies for this degree is one (1) year and the maximum duration for completing the degree is three (3) years.

OP. 2.2   **Admission requirements for the qualification**

Admission to this qualification takes place according to the general rules (A.6) of the university. In particular the following admission requirements are valid for the HonsBEd degree.

OP. 2.3   **Programme: HonsBEd**

          PROGRAMME: AFRIKAANS TAALONDERWYS (Programme code: 464 138)

__Note__: This programme is only offered through medium of Afrikaans; hence, full details appear in the Afrikaans Calendar.

Faculty Specific Rules for Programme

Learners who wish to follow the curriculum in Afrikaanse Taalonderwys should see the Afrikaans Calendar for the specific admission requirements for this curriculum.

Programme structure

Full-time: Afrikaanse Taalonderwys (Curriculum code: O601P)

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

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

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

Part-time: Afrikaanse Taalonderwys (Curriculum code: O601P)

Year 1		Year 2	
First semester		**First semester**	
Module code	**Cr**	**Module code**	**Cr**
FOER 611	16	RSPR 671 (*1)	8
AFLG 671 (*2)	12	TOAF 612	16
BAHons-Keusemodule (*2)	12	TOAF 671 (*2)	12
Total 1st semester	**40**	**Total 1st semester**	**36**
Year 1		**Year 2**	
Second semester		**Second semester**	
Module code	**Cr**	**Module code**	**Cr**
AFLG 671 (*2)	12	RSPR 671 (*1)	24
BAHons-Keusemodule (*2)	12	TOAF 671 (*2)	12
Total 2nd semester	**24**	**Total 2nd semester**	**36**
Total year 1	**64**	**Total year 2**	**72**

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

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

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

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

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

Faculty Specific Rules for Programme

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

- a B.Ed. degree with Computer Science or Information Technology or Computer Application Technology at second year undergraduate level or

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

Programme structure

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

Year 1	
First semester	
Module code	**Cr**
FOER 611	16
RSPR 671 (*1)	16
TLAS 612	16
CUDE 611	16
One of:	
CSIE 611 *(Elective)*	16
CSIE 612 *(Elective)*	16
Total 1ˢᵗ semester	**80**
Year 1	
Second semester	
Module code	**Cr**
RSPR 671 (*1)	16
CSIE 621	16
One of:	
CSIE 622 *(Elective)*	16
CSIE 623 *(Elective)*	16
Total 2ⁿᵈ semester	**48**
Total year 1	**128**

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

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

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

Year 1		Year 2	
First semester		**First semester**	
Module code	**Cr**	**Module code**	**Cr**
FOER 611	16	RSPR 671 (*1)	16
TLAS 612	16	CUDE 611	16
One of:			
CSIE 611 (Elective)	16		
CSIE 612 (Elective)	16		
Total 1st semester	**48**	**Total 1st semester**	**32**
Year 1		**Year 2**	
Second semester		**Second semester**	
Module code	**Cr**	**Module code**	**Cr**
RSPR 671 (*1)	16	**One of:**	
CSIE 621	16	CSIE 622 (Elective)	16
		CSIE 623 (Elective)	16
Total 2nd semester	**32**	**Total 2nd semester**	**16**
Total year 1	**80**	**Total year 2**	**48**

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

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

Note: *CSIE 611 is a prerequisite for CSIE 621 and CSIE 622*
CSIE 612 is a prerequisite for CSIE 621 and CSIE 623

PROGRAMME: Curriculum Studies (Programme code: 464 140)

Faculty Specific Rules for Programme

See OP.1.2.1 – Admission Requirements

Programme structure

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

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

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

Part-Time/ ODL: Curriculum Studies (Curriculum code: O603P)

Year 1		Year 2	
First semester		**First semester**	
Module code	**Cr**	**Module code**	**Cr**
FOER 611	16	TLAS 612	16
CUDE 611	16	RSPR 671 (*1)	16
CLIN 611	16	**One of:**	
		ISCS 611 *(Elective)*	8
		ELEA 611 *(Elective)*	8
Total 1st semester	**48**	**Total 1st semester**	**40**
Year 1		**Year 2**	
Second semester		**Second semester**	
Module code	**Cr**	**Module code**	**Cr**
TSCU 621	16	RSPR 671 (*1)	16
One of:			
INME 621 *(Elective)*	8		
SLAD 621 *(Elective)*	8		
Total 2nd semester	**24**	**Total 2nd semester**	**16**
Total year 1	**64**	**Total year 2**	**64**

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

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

Faculty Specific Rules for Programme
See OP.1.2.1 – Admission Requirements

Programme structure

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

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

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

**Part-Time/ODL: Education Management, Law and Systems
(Curriculum code: O605P)**

Year 1		Year 2	
First semester		**First semester**	
Module code	**Cr**	**Module code**	**Cr**
FOER 611	16	RSPR 671 (*1)	16
EMLO 611	16		
ONWR 611	16		
Total 1ˢᵗ semester	**48**	**Total 1ˢᵗ semester**	**16**
Year 1		**Year 2**	
Second semester		**Second semester**	
Module code	**Cr**	**Module code**	**Cr**
VGLO 624	16	RSPR 671 (*1)	16
		Chose two of the following modules in accordance with the RSPR 671 research focus	
		ONWR 624 *(Elective)*	16
		ONWR 625 *(Elective)*	16
		ONWB 624 *(Elective)*	16
		ONWB 625 *(Elective)*	16
		VGLO 622 *(Elective)*	16
		VGLO 623 *(Elective)*	16
Total 2ⁿᵈ semester	**16**	**Total 2ⁿᵈ semester**	**48**
Total year 1	**64**	**Total year 2**	**64**

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

PROGRAMME: Educational Training and Development

(Programme code: 464 143)

Faculty Specific Rules for Programme

The programme in Educational Training and Development is aimed at persons finding themselves in a training, ETD or HRD environment outside the formal school education sector. As such, this curriculum is not accessible to full-time, in-service teacher educators. This programme is NOT accredited for school education purposes.

Programme structure

Part Time: Educational Training and Development
(Curriculum code: O606P)

Year 1		Year 2	
First semester		**First semester**	
Module code	**Cr**	**Module code**	**Cr**
FOER 611	16	RSPR 671 (*1)	16
OPLN 612	16	OPLN 613	16
Total 1ˢᵗ semester	**32**	**Total 1ˢᵗ semester**	**32**
Year 1		Year 2	
Second semester		**Second semester**	
Module code	**Cr**	**Module code**	**Cr**
OPLN 626	16	RSPR 671 (*1)	16
OPLN 627	16	OPLN 628	16
Total 2ⁿᵈ semester	**32**	**Total 2ⁿᵈ semester**	**32**
Total year 1	**64**	**Total year 2**	**64**

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

PROGRAMME: Educational Psychology (Programme code: 464 122)

Faculty Specific Rules for Programme

Learners who wish to follow the curriculum in Educational Psychology

- should already have passed Psychology at third year undergraduate level, and

- are subject to screening.

Programme structure

Full-Time: Educational Psychology (Curriculum code: O607P)

Year 1	
First semester	
Module code	**Cr**
FOER 611	16
RSPR 671 (*1)	8
EPSY 611	16
EPSY 612	20
EPSY 613	16
Total 1st semester	**76**
Year 1	
Second semester	
Module code	**Cr**
RSPR 671 (*1)	24
EPSY 621	16
EPSY 622	16
EPSY 623	20
Total 2nd semester	**76**
Total year 1	**152**

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

Part Time: Educational Psychology (Curriculum code: O607P)

Year 1		Year 2	
First semester		**First semester**	
Module code	**Cr**	**Module code**	**Cr**
FOER 611	16	RSPR 671 (*1)	12
EPSY 611	16	EPSY 612	20
		EPSY 613	16
Total 1ˢᵗ semester	**32**		**48**
Year 1		**Year 2**	
Second semester		**Second semester**	
Module code	**Cr**	**Module code**	**Cr**
RSPR671 (*1)	8	RSPR 671 (*1)	12
EPSY 621	16	EPSY 623	20
EPSY 622	16		
Total 2ⁿᵈ semester	**40**	**Total 2ⁿᵈ semester**	**32**
Total year 1	**72**	**Total year 2**	**80**

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

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

Faculty Specific Rules for Programme

For learners who wish to register for the curriculum in English

Language Teaching

- B.Ed. degree with either English at third year undergraduate level; or

- BA degree with English at third year undergraduate level and a PGCE or equivalent professional qualification;

- All candidates must have an appropriate command of (academic) language skills. Standardised tests may be required for this purpose.

- Mode of delivery: full time and part time on Friday afternoons.

Programme structure

Full Time: English Language Education (Curriculum code: O608P)

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

(*1) 32-credit module presented in the course of both semesters

(*2) 24-credit module presented in the course of both semesters

Part-Time: English Language Education (Curriculum code: O608P)

Year 1		Year 2	
First semester		**First semester**	
Module code	**Cr**	**Module code**	**Cr**
FOER 611	16	RSPR 671 (*1)	16
ENLG 679 (*2)	12	LTLL 611	16
		LTCA 671 (*2)	12
Total 1st semester	**28**	**Total 1st semester**	**44**
Year 1		**Year 2**	
Second semester		**Second semester**	
Module code	**Cr**	**Module code**	**Cr**
ENLG 679 (*2)	12	RSPR 671 (*1)	16
LTFR 621	16	LTCA 671 (*2)	12
Total 2nd semester	**28**	**Total 2nd semester**	**28**
Total year 1	**56**	**Total year 2**	**72**

(*1) 32-credit module presented in the course of both semesters

(*2) 24-credit module presented in the course of both semesters

PROGRAMME: Geography Education (Programme code: 464 147)

FACULTY Specific Rules for Programme

This programme is offered by the Faculty of Education Sciences in combination with the Faculty of Natural Sciences. The modules OMBO 613 and OMBO 623 are offered at the School of Environmenal Sciences and Development of the Faculty of Natural Sciences and students must therefore adhere to timetable needs of both faculties.

Programme structure

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

Year 1	
First semester	
Module code	**Cr**
FOER 611	16
RSPR 671 (*1)	16
EDTM 616	16
OMBO 613 / OMBO 614* or CUDE 611	16
Total 1st semester	**64**
Year 1	
Second semester	
Module code	**Cr**
RSPR 671 (*1)	16
GEOE 621	16
GEOE 622	16
OMBO 622 & OMBO 623 or TSCU 621	16
Total 2nd semester	**64**
Total year 1	**128**

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

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

Year 1		Year 2	
First semester		**First semester**	
Module code	**Cr**	**Module code**	**Cr**
FOER 611	16	RSPR 671 (*1)	16
EDTM 616	16	CUDE 611	16
Total 1ˢᵗ semester	**32**	**Total 1ˢᵗ semester**	**32**
Year 1		**Year 2**	
Second semester		**Second semester**	
Module code	**Cr**	**Module code**	**Cr**
GEOE 621	16	RSPR 671 (*1)	16
TSCU 621	16	GEOE 622	16
Total 2ⁿᵈ semester	**32**	**Total 2ⁿᵈ semester**	**32**
Total year 1	**64**	**Total year 2**	**64**

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

PROGRAMME: Learner Support (Programme code: 464 148)

Important Note: *This programme includes a component of Life Orientation*

Faculty Specific Rules for Programme
See OP.1.2.1 – Admission Requirements

Programme structure

Full Time: Learner Support (Curriculum code: O611P)

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

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

Part Time/ODL : Learner Support (Curriculum code: O611P)

Year 1		Year 2	
First semester		**First semester**	
Module code	**Cr**	**Module code**	**Cr**
FOER 611	16	RSPR 671 (*1)	12
LORE 671	16	CEPS 612	8
		APLS 673	16
Total 1st semester	**32**	**Total 1st semester**	**36**
Year 1		**Year 2**	
Second semester		**Second semester**	
Module code	**Cr**	**Module code**	**Cr**
FLCE 621	8	RSPR 671 (*1)	12
LORE 671	16	APLS 673	16
RSPR 671 (*1)	8		
Total 2nd semester	**32**	**Total 2nd semester**	**28**
Total year 1	**64**	**Total year 2**	**64**

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

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

FACULTY Specific Rules for Programme

Students must have Biology/ Life Sciences as specialisation in a previous degree/ diploma.

Programme structure

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

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

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

Part Time: Life Sciences Education (Curriculum code: O612P)

Year 1		Year 2	
First semester		**First semester**	
Module code	**Cr**	**Module code**	**Cr**
FOER 611	16	RSPR 671 (*1)	8
TLAS 612	16	OMSB 611	16
		CUDE 611	16
Total 1st semester	**32**	**Total 1st semester**	**40**
Year 1		**Year 2**	
Second semester		**Second semester**	
Module code	**Cr**	**Module code**	**Cr**
LIFE 621	16	RSPR 671 (*1)	24
LIFE 622	16		
Total 2nd semester	**32**	**Total 2nd semester**	**24**
Total year 1	**64**	**Total year 2**	**64**

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

PROGRAMME: Mathematics Education (Programme code: 464 150)

Faculty Specific Rules for Programme

- Learners who wish to enroll for the programme in Mathematics Education have to have completed higher education study in Mathematics at least,at first-year university level or second-year teacher college level or;

- have to have completed an ACE qualification, specialising in Mathematics or Mathematical Literacy and have to comply with the above requirement regarding Higher Education study in Mathematics.

Programme structure

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

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

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

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

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

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

PROGRAMME: Movement Education (Programme code: 464 151)

Faculty Specific Rules for Programme

Human Movement Sciences at third year undergraduate level is a strong recommendation for learners who want to register for the programme in Movement Education.

Programme structure

Full-Time: Movement Education (Curriculum code: O614P)

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

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

Part Time: Movement Education (Curriculum code: O614P)

Year 1		Year 2	
First semester		**First semester**	
Module code	**Cr**	**Module code**	**Cr**
FOER 611	16	RSPR 671 (*1)	16
BWOS 611	16	BWOS 612	16
Total 1st semester	**32**	**Total 1st semester**	**32**
Year 1		**Year 2**	
Second semester		**Second semester**	
Module code	**Cr**	**Module code**	**Cr**
RSPR 671 (*1)	16	BWOS 621	16
BWOS 623	16	BWOS 624	16
Total 2nd semester	**32**	**Total 2nd semester**	**32**
Total year 1	**64**	**Total year 2**	**64**

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

30

PROGRAMME: Physical Sciences Education (Programme code: 464 152)

Faculty Specific Rules for Program

Learners who wish to register for the programme in physical sciences education should be in possession of

- a Bachelor of Education (BEd) degree with physical sciences (chemistry and physics) at third year level and an average of at least 60% for all modules included in the degree; or

- a Baccalaureus Scientiae (BSc) degree or equivalent first degree with chemistry and physics – one of which should be at least on second year level. Additionally, learners should have an average of at least 60% for the Postgraduate Certificate in Education (PGCE) or an equivalent education qualification; or

- an Advanced Certificate in Education (ACE) with specialisation in science (physical science) and an average of at least 60% for all modules included in the certificate.

Programme structure

Full-Time: Physical Sciences Education (Curriculum code: O615P)

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

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

Part Time: Physical Sciences Education (Curriculum code: O615P)

Year 1		Year 2	
First semester		**First semester**	
Module code	**Cr**	**Module code**	**Cr**
FOER 611	16	RSPR 671 (*1)	8
TLAS 612	16	CUDE 611	16
PHSE 612	8	PHSE 611	8
Total 1st semester	**40**	**Total 1st semester**	**32**
Year 1		**Year 2**	
Second semester		**Second semester**	
Module code	**Cr**	**Module code**	**Cr**
RSPR 671 (*1)	8	RSPR 671 (*1)	16
PHSE 622	16	PHSE 621	16
Total 2nd semester	**24**	**Total 2nd semester**	**32**
Total year 1	**64**	**Total year 2**	**64**

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

32

PROGRAMME: Technology Education (Programme code: 464 133)

Faculty Specific Rules for Programme

See OP.1.2.1 – Admission Requirements

Programme structure

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

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

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

Part Time: Technology Education (Curriculum code: O617P)

Year 1		Year 2	
First semester		**First semester**	
Module code	**Cr**	**Module code**	**Cr**
FOER 611	16	RSPR 671 (*1)	8
CUDE 611	16	TLAS 612	16
		TECE 611	16
Total 1st semester	**32**	**Total 1st semester**	**40**
Year 1		**Year level 2**	
Second semester		**Second semester**	
Module code	**Cr**	**Module code**	**Cr**
TECE 621	16	RSPR 671 (*1)	24
TECE 622	16		
Total 2nd semester	**32**	**Total 2nd semester**	**24**
Total year 1	**64**	**Total year level 2**	**64**

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

OP. 2.4   **List of modules**

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

- Students follow the module Foundations of Education Research (FOER 611) in their first semester of study.

- Students execute the Research Project (RSPR 671) concurrently with FOER 611 after completion of the latter (as indicated in each programme).

- Students execute their Research Project (RSPR 671) in the field of study they enroled for under supervision of a member of the relevant subject group.

Module code	Descriptive name	Prerequisites	Credits
FUNDAMENT MODULES			
FOER 611	Foundations of Education Research		16
RSPR 671	Research Project		32
CORE MODULES			
AFGG 671	Verpligte module van SKT (see ON. 1.5.1) (Hons. B.A.-keusemodule)		12
APLS 673	Applied Learning Support		32
BWOS 611	Exercise Science		16
BWOS 612	Motor learning and development		16

BWOS 621	Talent identification and talent development		16
BWOS 623	Movement Education and Education Law		16
BWOS 624	Sport and Movement Education management		16
CEPS 612	Community Educational Psychology		8
CLIN 611	Classroom Instruction		16
CSIE 621	Computer Science Theoretical knowledge for teaching		16
CUDE 611	Curriculum Development		16
EDTM 616	Introduction to Environmental Education		16
EMLO 611	Education Management and Organisations		16
ENLG 679	Applied Language Studies		24
EPSY 611	Individual Counselling, Ethics & Law		16
EPSY 612	Psychometry, Assessment and Career Development		20
EPSY 613	Community Educational Psychology for Health Promotion		16
EPSY 621	Psychopathology and Wellness		16
EPSY 622	Applied Learning Support in Counselling		16
EPSY 623	Applied Counselling		20
FLCE 621	Facilitation and Lay Counselling for Educators		8
GEOE 621	Teaching and Learning in Geography Education: Environmental Education		16
GEOE 622	Information & Communication Technology (ICT) in Geography Education		16
LIFE 621	Environmental Education for Life Sciences Teaching		16
LIFE 622	Interdisciplinary perspectives on core aspects in Bioethics		16
LORE 671	Life Orientation		32
LTCA 671	Developing and Implementing Curricula and Assessment in Language Teaching		24
LTFR 621	Foundations of Reading		16
LTLL 611	Language and Literature Studies		16
MATD 621	Mathematics Education in Perspective		16
MATD 622	Mathematics Learning and Teaching		16
MATE 671	Mathematical Knowledge for Teaching		32
OMBO 613	Introduction to GIS		16
OMBO 622 OMBO 623	Hydro Geography		16
OMSB 611	Conservation Ecology		16
ONWR 611	Education Law: Theory and praxis		16

OPLN 612	Research management in Education Training and Development		16
OPLN 613	Adult education in Education Training and Development		16
OPLN 626	Training & Development Perspectives		16
OPLN 627	The Learning Organisation		16
OPLN 628	Human Resource Development in a changing world		16
PHSE 611	Advanced physics for teaching I		8
PHSE 612	Advanced chemistry for teaching I		8
PHSE 621	Advanced chemistry for teaching II		16
PHSE 622	Advanced physics for teaching II		16
TOAF 612	Kurrikulumontwikkeling en assessering in Taalonderwys		16
TOAF 671	Fundamentele boustene van lees, letterkunde onderrig en lees vir taalverwerwing		24
TECE 611	Perspectives in Technology Education		16
TECE 621	Foundations of Technology Education		16
TECE 622	Teaching and Learning in Technology Education		16
TLAS 612	Teaching, Learning and Assessment		16
TSCU 621	The School Curriculum		16
VGLO 624	Education Systems: structure and functions		16
ELECTIVE MODULES			
CSIE 611	Foundations of IT		16
CSIE 612	Foundations of CAT		16
CSIE 622	Information Technology practical knowledge for teaching		16
CSIE 623	Computer Application Technology practical knowledge for teaching		16
ELEA 611	E-learning		8
INME 621	Instructional Media		8
ISCS 611	Issues in curriculum studies		8
ONWB 624	Human resources management and development in education		16
ONWB 625	Financial school management		16
ONWR 624	Labour law and school governance		16
ONWR 625	Human Rights and democracy in education		16
SLAD 621	Strategic Learning and Development		8
VGLO 622	Modern Education systems		16
VGLO 623	Contemporary education issues: comparative perspectives		16

OP. 2.5　　　　MODULE OUTCOMES

FUNDAMENTAL MODULES

Module code: FOER 611	Semester 1	16 Credits	NQF-Level: 7
Title: Foundations of Education Research			

Module outcomes:
After completing this module, students demonstrate that they have acquired:
- a broad understanding of the range of education theories, ideas and concepts that mark the current social science and educational landscape,
- the ability to analyse and evaluate knowledge critically in a variety of educational contexts,
- the ability to analyse and evaluate different methodological approaches so as to apply them in a variety of educational contexts
- a basic level of competence to apply the dialectical relationship between education theory and education praxis
- the ability to contribute to systematic and disciplined thinking about matters educational.

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

Module code: RSPR 671	Semester 1 & 2	32 Credits	NQF-Level: 7
Title: Research Project			

Module outcomes:
After completing this module, students demonstrate that they have acquired the knowledge, skill, disposition and values to:
- identify a research problem in a specific field of specialisation;
- prepare a proposal for a project to investigate the identified problem;
- conduct the proposed project under supervision; and
- write a scientific report on the project.

Method of delivery:	Full-time / Part-time / ODL
Methods of assessment:	Project Report 100 %

ON.1.6.2   CORE MODULES

Module code: AFGG 671	Semester 1	12 Credits	NQF-Level: 7

Title: Verpligte module van Skool in Tale (Hons. B.A.- keusemodule)

Na afloop van hierdie module moet die student in staat wees
- om taalteorie en taalpraktyk te versoen;
- om sekondêre en primêre taalgebruiksbronne te kan identifiseer en gebruik;
- om selfstandig te kan beredeneer oor normering as konsep in die taalkunde;
- om basiese teksredigering te doen;
- om hom/haar te kan verantwoord oor die geldigheid van 'n goed versorgde taalteks al dan nie.

Module offered through medium Afrikaans only

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

Module code: APLS 673	Semester 1 & 2	32 Credits	NQF-Level: 7

Title: Applied Learning Support

Module outcomes:
After completion of the module the student will be equipped with:
- a broad knowledge and understanding of the diverse learning needs (barriers to learning) in a variety of contexts (school, classroom, home, community) which may require learning support, in terms of learning, emotional and social, and contextual support;
- knowledge and skills to analyse and critically evaluate the various learning support approaches and techniques regarding learners' diverse needs in a variety of contexts;
- a high level of competence to apply the various support approaches and techniques in a variety of contexts;
- knowledge of the different phases in the learner support process and its application to the planning of support for learners who experience barriers to learning;
- the skills to apply the process to support learners who experience barriers to learning;
- integrated knowledge and skills to draw up a support programme for a variety of needs or barriers that learners may experience;
- a high level of competence in applying specific support programmes;
- a broad and comprehensive understanding of the range of Inclusive education theoretical perspectives;
- knowledge and skills to analyse and evaluate knowledge critically with regard to different inclusive education theoretical perspectives;
- a high level of competence to apply the different inclusive education theoretical perspectives in a variety of contexts;
- systematic and disciplined thinking about different inclusive education theoretical perspectives;
- an appropriate attitude towards ethical principles which relate to inclusive education theoretical perspectives

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

Module code: BWOS 611	Semester 1	16 Credits	NQF-Level: 7

Title: Exercise Science

Module outcomes:

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

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

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

Module code: BWOS 612	Semester 1	16 Credits	NQF-Level: 7

Title: Motor learning and development

Module outcomes:

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

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

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

Module code: BWOS 621	Semester 2	16 Credits	NQF-Level: 7

Title: Talent Identification and talent development

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

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

Module code: BWOS 623	Semester 2	16 Credits	NQF-Level: 7

Title: Movement Education and Education Law

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

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

Module code: BWOS 624	Semester 2	16 Credits	NQF-Level: 7

Title: Sport and Movement Education management

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

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

Module code: CEPS 612	Semester 1	8 Credits	NQF-Level: 7

Title: Community Educational Psychology

Module outcomes:
After completion of this module, students will be equipped with:
- well-rounded knowledge of the theoretical underpinnings of educational psychology as contained in the eco-systemic perspective as well as the theoretical underpinnings of community psychology;
- well-rounded knowledge concerning the principles of community psychology, including health promotion, and the different role-players participating in the process;
- integrated knowledge and skills in order to apply community educational psychology theory
- applied, integrated knowledge, skills and values in order to execute organisational development interventions for improving the health and well-being in various contexts

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

Module code: CLIN 611	Semester 1	16 Credits	NQF-Level: 7

Title: Classroom Instruction

Module outcomes:
By the end of the module, students should be equipped:
- with comprehensive knowledge, practical skill and dispositions regarding strategic teaching in order to effectively implement teaching-learning opportunities in specific learning areas, subjects and contexts.

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

Module code: CSIE 621	Semester 2	16 Credits	NQF-Level: 7

Title: Computer Science Theoretical knowledge for teaching

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

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

Module code: CUDE 611	Semester 1	16 Credits	NQF-Level: 7

Title: Curriculum Development

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

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

Module code: EDTM 616	Semester 1	16 Credits	NQF-Level: 7

Title: Introduction to Environmental Education

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

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

Module code: EMLO 611	Semester 1	16 Credits	NQF-Level: 7

Title: Education management and organisations

Module outcomes:
After completing this module, students demonstrate that they have acquired:
- an understanding of the structure and functioning of the workplace in which education management activities are executed;
- the necessary knowledge of and insight into the ecology (culture and climate) and the change and development of the educational organisation;
- a profound knowledge of and insight into education management as field of scientific endeavour,
- the ability to distinguish between the management tasks (how to manage) and management areas (what to manage) and be able to apply these tasks in order to ensure an effective education management practice.

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

Module code: ENLG 679	Semester 1 & 2	24 Credits	NQF-Level: 7

Title: Applied Language Studies

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

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

Module code: EPSY 611	Semester 1	16 Credits	NQF-Level: 7

Title: Individual Counselling, Ethics & Law

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

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

Module code: EPSY 612	Semester 1	20 Credits	NQF-Level: 7

Title: Psychometry, Assessment and Career Development

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

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

Module code: EPSY 613	Semester 1	16 Credits	NQF-Level: 7

Title: Community Educational Psychology for Health Promotion

Module outcomes:
After completion of this module, students will be able to:
- demonstrate well-rounded knowledge of the theoretical underpinnings of educational psychology as contained in the ecosystemic perspective as well as the theoretical underpinnings of community psychology;
- demonstrate well-rounded knowledge concerning health and health promotion and the different role-players participating in the process;
- integrate relevant knowledge and concomitant skills in order to apply community educational psychology theory as well as health promotion principles;
- apply the acquired knowledge, skills and values in order to execute organizational development interventions for improving the health and well-being in various contexts.

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

Module code: EPSY 621	Semester 2	16 Credits	NQF-Level: 7

Title: Psychopathology and Wellness

Module outcomes:
On completion of this module the learners will be equipped with:
- basic knowledge, skills and attitudes that will enable them to identify a range of psychological disorders in children, adolescents and adults,
- basic knowledge, skills and attitudes to refer those persons who are in need of specialised counselling or therapy and to provide support for the promotion of wellness.

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

Module code: EPSY 622	Semester 2	16 Credits	NQF-Level: 7

Title: Applied Learning Support in Counselling

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

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

Module code: EPSY 623	Semester 2	20 Credits	NQF-Level: 7

Title: Applied Counselling

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

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

Module code: FLCE 621	Semester 2	8 Credits	NQF-Level: 7

Title: Facilitation and Lay Counselling for Educators

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

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

Module code: GEOE 621	Semester 2	16 Credits	NQF-Level: 7

Title: Teaching and Learning in Geography Education : Environmental Education

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

- an extensive, systematic and deep knowledge with regard to the ontological and epistemological developments in Geography Education/ Environmental Education;
- the ability to implement the principles that emanate from the theories and research upon which the outcomes-based approach to the teaching, learning and assessment of Geography Education/ Environmental Education in the Intermediate, Senior and FET school phases is based;
- the ability to analyse and evaluate both complex and poorly defined problems in teaching, learning and assessment of Geography Education/ Environmental Education with the aid of the most applicable research methods, techniques and technologies both individually and in groups, as well as the ability to suggest solutions based on theory driven proof and research findings;
- the ability to communicate information of an academic professional nature orally and in writing, with the aid of technology that is relevant to that particular context;
- the ability to approach and execute teaching, learning, assessment and research in Geography Education / Environmental Education in an ethical and professional manner.

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

Module code: GEOE 622	Semester 2	16 Credits	NQF-Level: 7

Title: Information & Communication Technology (ICT) in Geography Education

Module outcomes:

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

- a profound and extensive knowledge of ICT (the range of the ICT teaching situations and policies of first world countries) in practice-based Geography teaching;
- the ability to develop the different aids that exist for ICT and to evaluate their applicability for the mode of delivery of particular Geography themes (as reflected in the relevant NCS);
- the ability to apply specific skills in order to reach learning outcomes in the most effective way and to demonstrate appropriate skills as regards the intended integrated applied competence in the professional management and the application of ICT in Geography teaching;
- the ability to make an analysis of the Southern African situation, as third world country, and to compare it with first world conditions (such as the model of Great Britain) in order to plan, develop and implement strategies for the expansion of ICT in the teaching situation locally, in order to evaluate it critically and to define and justify the profile of the Geography teacher in this whole set-up;
- the ability to make a meaningful and effective analysis of the field of Geospatial technologies in Geography education and to investigate the theory and research of Geospatial technologies, as well as the evaluation of the effectiveness of the implementation of Geospatial technologies in practise;
- the ability to justify the learning theories that support ICT teaching and to align it with teaching and learning strategies of the TAF model ("Tasks-Abilities-Features") in Geography teaching by critically analysing it within the framework of geospatial thinking;
- the ability to illustrate the competencies (knowledge, values and skills) in the effective implementation of digital geography and geospatial thinking in Geography teaching and learning in an integrated manner, in the application thereof in the design (and justification) of lessons for first world classrooms with alternatives for third world classrooms.

Method of delivery:	Full-time / Part-time

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

Module code: LIFE 621	Semester 2	16 Credits	NQF-Level: 7

Title: Environmental Education for Life Sciences Teaching

Module outcomes:
By the end of the module, students should be equipped to:
- define and explain the definition of environment and the approach to the concept environmental education as education OF (knowledge), IN (skills) and FOR (attitudes) the environment and to evaluate the implications thereof critically for the teaching of environmental studies as sub-discipline of Life Sciences;
- act as empowered Life Science teachers as school-based curriculum experts;
- apply environmental education to make students aware of the fact that the natural resources available can be utilised in a sustainable manner;
- evaluate the importance of the environmental policy of the school- or classroom and to be able to set an environmental policy for the school;
- develop a comprehensive learner activity in environmental studies, which will create awareness in students about the current debate on the environment and environmental education in a holistic and practical manner;
- realise and appreciate the importance of positive dispositions and attitudes, in order to act as a school-based curriculum expert.

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

Module code: LIFE 622	Semester 2	16 Credits	NQF-Level: 7

Title: Interdisciplinary perspectives on core aspects in bioethics

Module outcomes:
By the end of the module, students should be equipped:
- to demonstrate a well-developed, grounded and systematic knowledge of bioethical questions including the evolution theory as these themes manifest in the Life Sciences NCS, using suitable research methods and philosophical paradigms by finding and organizing available information and evaluating it from an interdisciplinary perspective;
- with the ability to identify and solve problems with regard to bioethical questions and the evolution theory in practice (the Life Sciences classroom) as well as to plan activities that support the comprehensive comprehension of ideas, theories, principles and rules within the themes;
- with the ability to use problem solving skills regarding the planning and presentation of lessons and practical sessions within the context of the theoretical themes mentioned above in order to facilitate the thinking processes of students in the Life Sciences classroom and communication of viewpoints regarding bioethical questions within a democratic environment;
- to investigate critically and creatively, from a personal value system (that displays respect for life and the created reality), bioethical questions and the evolution theory as it manifests in the Life Sciences NCS and to display an appreciation for the contribution that indigenous knowledge systems may make in these themes.

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

Module code: LORE 671	Semester 1 & 2	32 Credits	NQF-Level: 7

Title: Life Orientation

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

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

Module code: LTCA 671	Semester 1 & 2	24 Credits	NQF-Level: 7

Title: Developing and Implementing Curricula and Assessment in Language Teaching

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

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

Module code: LTFR 621	Semester 2	16 Credits	NQF-Level: 7

Title: Foundations of Reading

Module outcomes:
On completion of this module, students demonstrate that they have acquired:
- specialised knowledge of and expertise in theories of reading, evidence-based research in the fundamental cognitive elements of reading and reading instructional practices, as well as of variables affecting reading achievement.

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

Module code: LTLL 611	Semester 1	16 Credits	NQF-Level: 7

Title: Language and Literature Studies

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

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

Module code: MATD 621	Semester 2	16 Credits	NQF-Level: 7

Title: Mathematics Education in Perspective

Module outcomes:
On completion of this module, students demonstrate that they have acquired comprehensive knowledge and understanding, high-level skill, and appropriate dispositions and values with respect to:
- the origin, development and cultural determination of mathematics and mathematics education as human activities and fields of study;
- exemplars of fundamental philosophical, cultural, theoretical and practical perspectives on and in the fields of mathematics and mathematics education;
- an own grounded view of mathematics and mathematics education.

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

Module code: MATD 622	Semester 2	16 Credits	NQF-Level: 7

Title: Mathematics Learning and Teaching

Module outcomes:
On completion of this module, students demonstrate that they have acquired comprehensive knowledge and understanding, high-level skill, and appropriate dispositions and values with respect to:
- a global as well as a South African perspective on various approaches to school mathematics education;
- the identification, critical analysis and evaluation of existing and new teaching-learning approaches with respect to mathematics education;
- theoretical and practical aspects relating to the characteristics of effective mathematics learning and teaching;
- factors that influence or determine the quality of mathematics learning and teaching.

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

Module code: MATE 671	Semester 1 & 2	32 Credits	NQF-Level: 7

Title: Mathematical knowledge for teaching

Module outcomes:
On completion of this module, students demonstrate that they have acquired comprehensive knowledge and understanding, high-level skill, and appropriate dispositions and values with respect to:
- theoretical and empirical underpinnings of the concepts of Mathematical Knowledge for Teaching (MKT) and Mathematical Content Knowledge for Teaching (MCKT);
- the inter-related coherence of MCK, MCKT and other forms of knowledge required for mathematics teaching;
- conceptual areas, and key concepts and processes relating to a chosen level of mathematics education;
- the technologies and tools of the field of mathematics and mathematics education.

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

Module code: OMBO 613	Semester 1	16 Credits	NQF-Level: 7

Title: Introduction to GIS

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

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

Module code: OMBO 622&OMBO 623	Semester 2	16 Credits	NQF-Level: 7

Title: Hydro Geography   (*See Environmental Science Calendar)*

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

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

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

Module code: OMSB 611	Semester 1	16 Credits	NQF-Level: 7

Title: Conservation Ecology

See Calendar of The School Environmental Studies.

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

Module code: ONWR 611	Semester 1	16 Credits	NQF-Level: 7

Title: Education Law: Theory and praxis

Module outcomes:
After completing this module, students demonstrate that they have acquired:
- the ability to contemplate theoretically and define the core nature of Education law;
- a theoretical and conceptual knowledge of the terminology of Education law;
- the ability to describe the sources of Education Law and apply them correctly;
- a theoretical and conceptual knowledge of, as well as an ability to apply common law principles to education practice;
- the ability to apply knowledge and understanding of Education law principles in education related scenarios;
- a theoretical and conceptual knowledge of, as well as an ability to analyse, interpret and apply educational legislation in educational practice;
- the ability to analyse, interpret and apply the Constitution in educational practice;
- a theoretical and conceptual knowledge of relevant court cases as well as an ability to study, analyse and apply court cases to the interpretation of relevant legislation.

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

Module code: OPLN 612	Semester 1	16 Credits	NQF-Level: 7

Title: Research management in Education Training & Development

Module outcomes:

After completing this module, students demonstrate that they have acquired:

- the knowledge and skills to generate, explore and consider applicable research actions in ETD and HRD within the relevant contexts, themes, learner groups, levels of learning and availability of resources;
- an understaning of how to integrate research results by means of ETD and HRD practices;
- the skills to make assessments and evaluations w.r.t different approaches to research in ETD and HRD;
- the skills to co-ordinate planning and selection of funding for research in ETD and HRD;
- the skills to select and apply the applicable basis for occupational ETD and HRD directed research.

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

Module code: OPLN 613	Semester 1	16 Credits	NQF-Level: 7

Title: Adult education in Education Training and Development

Module outcomes:
After completing this module, students demonstrate that they have acquired:
- a solid understanding of knowledge regarding the underpinning philosophies and theories of andragogy;
- the skills and knowledge to identify, compare and contrast andragogy as a philosophy and adult education as a praxis;
- a working knowledge of different teaching and learning methodologies in adult education;
- the knowledge and under-standing of the different theories that play a functional role in the different concepts in adult learning, e.g. memory, self directed learning, critical reflection, experiential learning, cross-culturalism etc;
- specialised knowledge of and practical skills in the grounding, planning, motivation and implementation of teaching and learning opportunities within adult education;
- an understanding of the different areas of and for research in adult education within the ambit of different occupations.
- the skills to do research and the knowledge to explain the role and function of adult education within an OBE and skills development context.

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

Module code: OPLN 626	Semester 2	16 Credits	NQF-Level: 7

Title: Training & Development Perspectives

Module outcomes:
After completing this module, students demonstrate that they have acquired:
- a broad understanding of the influences of education, training and development on the vocationally directed market and development sectors;
- the ability to compare, evaluate and ascertain the value of the different bands and systems in education and training;
- the ability to apply management principles conducive to learning e.g. conduct planning, organise, exercise leadership and control in a micro- or macro- adult education, training and/or development environment.

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

Module code: OPLN 627	Semester 2	16 Credits	NQF-Level: 7

Title: The Learning Organisation

Module outcomes:
After completing this module, students demonstrate that they have acquired:
- the knowledge and understanding of what the characteristics and criteria of and for a learning organisation are;
- the knowledge and skills to evaluate and implement the different models of learning and analyse techniques constituting the fundamental principles of HRD;
- the skills to design and develop active strategies that will ensure that the investment in training will return a good interest (ROI).

Method of delivery:	Part-time

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

Module code: OPLN 628	Semester 2	16 Credits	NQF-Level: 7

Title: Human Resource Development in a changing world

Module outcomes:
After completing this module, students demonstrate that they have acquired:
- the knowledge to analyse the social and economic context of a First World vs the Third World in HRD;
- an understanding of the different challenges facing HRD in relevant work place environments;
- the ability to address the special needs of learners and marginalised communities in HRD critically.

Method of delivery:	Part-time

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

Module code:PHSE 611	Semester 1	8 Credits	NQF-Level: 7

Title: Advanced Physics for Teaching I

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

Method of delivery:	Full-time / Part-time

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

Module code: PHSE 612	Semester 1	8 Credits	NQF-Level: 7

Title: Advanced Chemistry for Teaching I

Module outcomes:
After completion of this module, students should demonstrate

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

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

Module code: PHSE 621	Semester 2	16 Credits	NQF-Level: 7

Title: Advanced Chemistry for Teaching II

Module outcomes:
After completion of this module, students should demonstrate

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

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

Module code: PHSE 622	Semester 2	16 Credits	NQF-Level: 7

Title: Advanced Physics for Teaching ll

Module outcomes:

After completion of this module, students should demonstrate

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

Method of delivery:	Full-time / Part-time

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

Module code: TOAF 612	Semester 1	16 Credits	NQF-Level: 7

Title: Kurrikulumontwikkeling en assessering in taalonderwys

Module outcomes:

Na voltooiing van hierdie module behoort die student

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

* Module offered through medium Afrikaans only

Method of delivery:	Full-time / Part-time

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

Module code:TOAF 671	Semester 1	24 Credits	NQF-Level: 7

Title: Kreatiwiteit in taalonderwys; Afrikaans as addisionele taal in die skool; fundamentele boustene van lees

Module outcomes:
Na voltooiing van hierdie module behoort die student

- bewys te kan lewer van gespesialiseerde kennis van en ekspertise ten opsigte van teorieë oor en beginsels van lees en ten opsigte van bewysgebaseerde navorsing oor die fundamentele kognitiewe elemente van lees en van leesonderrigpraktyke, sowel as van veranderlikes wat leesprestasie affekteer;
- in staat te wees om die analise, interpretasie en evaluering van films op so 'n wyse in die skoolsituasie te kan fasiliteer dat dit tot verruiming van die visuele ervaringswêreld van leerders lei;
- 'n analise van die kreatiewe onderrigmoontlikhede van interaktiewe, lesergerigte teksbenaderings te kan doen om die waarde daarvan in terme van die ontwikkeling van hoërorde kognitiewe en emosionele vaardighede by leerders te benut
- bewys te kan lewer van diepgaande kennis omtrent die teoretiese onderbou van lesergerigte teksbenaderings ten einde onderrigstrategieë te kan ontwerp met behulp waarvan die kwynende leesbelangstelling onder leerders teengewerk kan word en 'n liefde vir Afrikaanse literêre tekste gekweek kan word.
- bewys te kan lewer van 'n sensitiewe instelling teenoor die diverse gemeenskappe in Suid-Afrika en vir die belangrikheid daarvan vir effektiewe kommunikasie binne die leerarea Taal,
- relevante teorieë oor die aanleer van 'n vreemde taal te kan analiseer en te vergelyk met moedertaalteorieë,
- literêre tekste te kan gebruik om onderrigmateriaal te ontwerp word en dit aan leerders te kan ontsluit deur gebruikmaking van verskillende gepaste metodes en strategieë vir die onderrig van 'n addisionele taal.

* Module offered through medium Afrikaans only

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

Module code: TECE 611	Semester 1	16 Credits	NQF-Level: 7

Title: Perspectives in Technology Education

Module outcomes:
Students demonstrate that they have acquired a critical understanding and working knowledge of:

- international (global) and national trends in Technology Education,
- internationally and nationally favoured / privileged pedagogical approaches to Technology Education,
- international and national trends with regard to the design process, including the role of creativity, innovation and different perspectives on indigenous technologies (taking account of IKS).

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

Module code: TECE 621	Semester 2	16 Credits	NQF-Level: 7

Title: Foundation of Technology Education

Module outcomes:
Students demonstrate that they have acquired a critical understanding and working knowledge of:

- the philosophy of Technology Education,
- the historical development of Technology Education,
- the relation between technology and science and
- an epistemological and methodological approach to technology both as a process and as an artefact.

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

Module code: TECE 622	Semester 2	16 Credits	NQF-Level: 7

Title: Teaching and Learning in Technology Education

Module outcomes:
Students demonstrate that they have acquired a critical understanding and comprehensive working knowledge :

- of the teaching and learning of technology as a problem-based academic subject with a practical approach (including concomitant skills),
- of problem-based teaching and learning in the ability to analyse, evaluate and apply it,
- of the development of pedagogic content knowledge in the ability to analyse, evaluate and apply it,
- of assessment approaches in Technology Education, including the creative and effective integration of media in the classroom.

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

Module code: TLAS 612	Semester 1	16 Credits	NQF-Level: 7

Title: Teaching, Learning and Assessment

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

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

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

Module code: TSCU 621	Semester 2	16 Credits	NQF-Level: 7

Title: The School Curriculum

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

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

Module code:VGLO 624	Semester 2	16 Credits	NQF-Level: 7

Title: Education Systems: structure and functions

Module outcomes:
After completing this module, students demonstrate that they have acquired:
- an understanding of the origin, development, nature and purpose of Comparative Education;
- the ability to compare different education systems along cross-national lines;
- the ability to illuminate an educational issue from a comparative perspective.

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

ON.1.6.3 ELECTIVE MODULES

Module code: CSIE 611	Semester 1	16 Credits	NQF-Level: 7

Title: Foundations of IT

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

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

Module code: CSIE 612	Semester 1	16 Credits	NQF-Level: 7

Title: Foundations of CAT

Module outcomes:
By the end of the module, learners should be equipped with:
- profound knowledge of the current research in the field of CAT, locally and globally;
- the knowledge and skills to apply appropriate research methods in this field;
- a thorough knowledge of the current status of CAT on secondary level world-wide;
- the knowledge and skills that will allow them to critically evaluate critically the determinants that are necessary for the teaching and development of the subject;
- thorough knowledge and skills regarding the development of proficiency in CAT, as well as the guidance of CAT learners in terms of the basic principles of CAT as subject field.

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

Module code: CSIE 622	Semester 2	16 Credits	NQF-Level: 7

Title: Information Technology practical knowledge for teaching

Module outcomes:
By the end of the module, learners should be equipped:
- to demonstrate specialised knowledge and skills regarding the influences of learning theories and different learning styles on the implementation of teaching, learning and assessment strategies that is necessary for effective learning of practical content of IT on secondary level;
- with profound knowledge and practical skills in database design and implementation, and advanced object oriented programming principles;
- with knowledge and skills to demonstrate practically the compiling process in the programming language in use, with reference to memory allocation.

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

Module code: CSIE 623	Semester 2	16 Credits	NQF-Level: 7

Title: Computer Application Technology practical knowledge for teaching

Module outcomes:
By the end of the module, learners should be equipped:
- to demonstrate specialised knowledge and skills regarding the influences of learning theories and different learning styles on the implementation of teaching, learning and assessment strategies that are necessary for effective learning of practical content of CAT on secondary level.
- with practical knowledge and skills regarding the design and advanced integration of different application packages

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

Module code: ELEA 611	Semester 1	8 Credits	NQF-Level: 7

Title: E-learning

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

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

Module code: ONWB 624	Semester 2	16 Credits	NQF-Level: 7

Title: Human resources management and development in education

Module outcomes:
After completing this module, students demonstrate that they have acquired:
- a comprehensive and systematic knowledge of major theories, approaches, concepts, contemporary issues, aims, history and challenges relating to human resource development in the work place;
- the ability to interpret and evaluate selected policies, laws and principles applicable to human resource management;
- the ability to explain processes of resourcing and assessing talent at the workplace;
- knowledge of continuous professional development in order to analyse, design and apply training programmes aimed at developing talent among employees;
- the ability to interpret and apply career management principles and models;
- the ability to apply knowledge of human resource development to improve performance in the workplace and to develop themselves as individuals.

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

Module code: ONWB 625	Semester 2	16 Credits	NQF-Level: 7

Title: Financial school management

Module outcomes:
After completing this module, Students demonstrate that they have acquired:
- an understanding of the nature and complexity of the relation between economic and political aspects and the financing of schools;
- the ability to apply and extend education management areas concerned with finances in order to analyse the implications in practice;
- the ability to apply the theory of budgeting and financing of schools in a practical manner;
- a deep understanding of the implications of selected policy documents and laws for the financing of schools.

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

Module code: ONWR 624	Semester 2	16 Credits	NQF-Level: 7

Title: Labour law and school governance

Module outcomes:
After completing this module, students demonstrate that they have acquired:

- a sufficient practically usable knowledge of the applicable labour legislation in education;
- a theoretical and conceptual knowledge of the constitutional and legislative provisions that determine employment rights and obligations of educators;
- the ability to describe, analyse and apply legal principles with regard to the rights and duties of employees and employers in educational practice;
- a theoretical and conceptual knowledge of common law and case law principles that determine the substantive issues of labour law in education;
- the ability to distinguish between labour legislation that applies to educators at public schools and independent schools respectively;
- a theoretical and conceptual knowledge of concepts such as unfair labour practice, substantive and procedural fairness as well as an ability to make correct, informed and fair decisions in matters concerning labour relations;
- a theoretical and conceptual knowledge of the legal principles and case law pertaining to collective labour relations in education;
- a theoretical and conceptual knowledge of the rights and duties of members of school governing bodies;
- a deep understanding of the role and functions of school governing bodies;
- a theoretical and conceptual knowledge of the requirements for as well as an ability to apply the correct disciplinary procedures in instances of seriously ill-disciplined learners.

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

Module code: ONWR 625	Semester 2	16 Credits	NQF-Level: 7

Title: Human Rights and democracy in education

Module outcomes:
After completing this module, students demonstrate that they have acquired:
- a theoretical and conceptual knowledge of the educational determinants of the Constitution of South Africa;
- a theoretical and conceptual knowledge of the constitutional and legislative provisions that determine democracy in education;
- the ability to distinguish between and evaluate the significance of different models of democracy in relation to education;
- the ability to analyse, interpret and apply the constitutional rights to educational practice;
- the ability to distinguish the ways in which rights can be limited;
- a deep understanding of the concepts of democratic school governance, decentralisation, devolution and delegation of power;
- the ability to apply knowledge of the various constitutional rights to case studies in the education setting;
- the ability to act in a constitutionally sound manner as an educational practitioner or manager;
- a deep understanding of as well as an ability to analyse and apply relevant case law pertaining to the Constitution and educational practice;
- the ability to analyse and criticise unconstitutional and undemocratic features and practices in various education settings.

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

Module code: SLAD 621	Semester 2	8 Credits	NQF-Level: 7

Title: Strategic Learning and Development

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

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

Module code:VGLO 622	Semester 2	16 Credits	NQF-Level: 7

Title: Modern Education systems

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

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

Module code:VGLO 623	Semester 2	16 Credits	NQF-Level: 7

Title: Contemporary education issues: comparative perspectives

Module outcomes:
After completing this module, students demonstrate that they have acquired:
- an understanding of policy development in developing countries;
- the ability to make judgement on issues related to education policy in the education setting, and to assess and evaluate the impact that policies may have on educational planning;
- an understanding of different theories of educational planning and the ability to apply them as educational planners;
- the ability to identify and analyse educational problems and issues arising from schooling in a developing country;
- the ability to analyse educational issues from a comparative perspective.

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

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

Method of presentation: Full-time
                               Part-time

All master's programmes fall within the research Focus Area **Teaching-learning Organisations** and must contribute to the development of the projects in the research Focus Area.

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

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

OP.3.1 RESEARCH M.ED. DEGREE

OP.3.1.1 NATURE AND AIMS OF THE QUALIFICATION

OP.3.1.1.1 General aim

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

OP.3.1.1.2 Specific objectives

The specific objectives of the qualification are:

(i) promoting educational expertise and development of students through an advanced and profound knowledge and develop a critical research approach in one of the programmes in OP.3.1.7 to enable them to contribute to the improvement of education research at a local and national level by rendering service (middle and high level) in a responsible and meaningful way; and

(ii) developing critical research abilities and skills of students in such a way that they can conduct original research that will result in writing a dissertation or (a) research article(s).

OP.3.1.2 ADMISSION REQUIREMENTS AND REGISTRATION

OP.3.1.2.1 General admission requirements

(i)   A student intending to enrol for the MEd degree must get permission from the research director/school director to undertake the studies.

(ii)   A student registering for the MEd degree for the first time must do so before the date as stipulated in A.7.4.1

(iii)   A student can only register if a letter of permission, signed by the study leader is provided to the registration office.

<blockquote>
(iv)   Re-registration for subsequent years of study must be done every year before or on the date as stipulated in A.7.4.2.1
</blockquote>

OP.3.1.2.2   **Specific admission requirements**

(i)   A HonsBEd in the direction for which the student wishes to register, plus one of the following:

(ii)   Minimum pass marks of 65% in the HonsBEd are required

(iii)   Any other recognised education qualification that adds up to 600 credits (of which at least 72 are at level 7). If a student is not in possession of an HonsBEd in an applicable field of specialization, enrolment in the additional modules in the particular field of specialisation will be required. This includes formal assessment (e.g. examination). Proof of assessment must be send to the administration officer of the MEd & PhD Programme at the Focus Area.

(iv)   Students must further,

     a)   have a computer at their disposal,

     b)   be computer literate, and

     c)   be competent in accessing Internet sources and other academic data bases.

OP.3.1.3   RECOGNITION OF PRIOR LEARNING

Prior knowledge as recognised by the Faculty Board.

OP.3.1.4   STUDY PROGRAMME

(i)   A student for the MEd degree must, unless the research director decides otherwise, follow an approved programme in the research Focus Area in consultation with the research director (A.7.2.2).

(ii)   A student that has been admitted to the MEd degree must present a research proposal to the MEd & PhD Programme committee for approval ten (10) months after registration as a student (end of January of the next academic year). The process for submission (academic) and cut-of dates (administrative) must be followed.

(iii)   If a student fails in presenting the research proposal for approval within ten (10) months the studies will be terminated.

OP.3.1.5   DURATION OF THE STUDIES

The minimum duration of the studies for this qualification is one (1) year or the acquisition of 240 credits, and the maximum length of time for completing the degree is a period of three (3) years.

OP.3.1.6   EXTENSION OF STUDY PERIOD

(i)   A student that does not complete the studies within the maximum period must apply to the research director for an extension of the study period by one academic year at the end of the third year of the studies (A.7.6).

(ii) The study leader must provide a motivation for the extension of the study period of the student to the research director of the Focus Area.

(iii) An application for the extension of the study period must be in the form of a motivation in which the following are indicated:

a) that the research topic is still relevant;

b) what progress has already been made;

c) what still has to be done to complete the studies; and

d) whether the study leader is still available (A.7.6.5).

(iv) If the study period is extended, it will be granted at a levy determined by the council from time to time (A.7.6.6).

OP.3.1.7   LIST OF PROGRAMMES

PROGRAMME CODE	CURRICULUM CODE	DESCRIPTIVE NAME	CURRICULUM ABBREVIATION	CREDITS
403 121	O802P	Natural Sciences Education	NWOW 871	240
403 122	O803P	Education Management	ONWB 871	240
403 123	O804P	Education Law	ONWR 871	240
403 124	O805P	Educational Psychology	OPSK 871	240
403 125	O806P	Comparative Education	VGLO 871	240
403 126	O807P	Mathematics Education	WISO 871	240
403 127	O808P	Learner Support	OPSL 871	240
403 129	O810P	Philosophy of Education	FOPV 871	240
403 130	O811P	Movement Education	BWOS 871	240
403 131	O812P	Computer Science Education	RWON 871	240
403 132	O813P	Training and Development	OPLN 871	240
403 116	O815P	Curriculum Development	EDTM 871	240

OP.3.1.8   EXAMINATIONS

The examination for the MEd degree consists of a dissertation or (a) published research article(s).

OP.3.1.8.1   Appointment of examiners

(i) The Faculty's MEd & PhD Examination committee appoint the examiners.

(ii) Appointment of examiners is done in accordance with general rule A.7.5.3.

(iii) At least three months before submission of the dissertation students and study leaders must notify the administration officer of MEd & PhD

Examination Committee in writing of their intentions to submit the dissertation for examination.

(iv) No examiner of a dissertation may have been involved in any manner in the supervision of the student or act as a critical reader of the dissertation.

OP.3.1.8.2   Requirements to which the dissertation must conform

(i) A dissertation must be a proof that the student has mastered research paradigms and methodologies (A.7.5.7).

(ii) Regarding the technical requirements a dissertation must comply with the requirements prescribed by the Faculty Board (A.7.5.7) and outlined in the latest Manual for Postgraduate studies.

(iii) If a dissertation is presented in the form of published research articles or (an) unpublished manuscript(s) in article format, and if more than one such article or manuscripts is used, the dissertation must still be presented as a unit, supplemented by an overarching problem statement, a focussed literature analysis and integrated, together with a summarised concluding discussion (A.7.5.7).

OP.3.1.8.3   Submission in the dissertation for examination

(i) A dissertation may be submitted for examination only with the permission of the study leader(s) (A.7.5.4.4).

(ii) A dissertation that has been submitted for examination cannot be withdrawn by the student or study leader(s).

OP.3.1.8.4   Requirements for passing

(i) A dissertation passes if the student obtains marks of at least 50%.

(ii) A dissertation passes with distinction if the student obtains marks of at least 75%.

(iii) A student failing a dissertation may only apply once for re-submission into the same MEd programme whereafter a new study must be registered (A.7.5.2.2). The research director of the Focus Area must be notified before such registration can be approved.

OP.3.1.9   TERMINATION OF STUDIES

The studies of a student can be terminated if he/she exceeds the maximum duration of the study period or in the case of deliver unsatisfactory academic performances.

OP.3.1.10   Articulation

This qualification gives access to the PhD.

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

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

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

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

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

All doctoral programmes fall within the research Focus Area **Teaching-learning Organisations** and must contribute to the development of the projects in the research Focus Area.

OP.4.1　AIMS OF THE DOCTORAL DEGREE PROGRAMME

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

OP.4.2　ADMISSION REQUIREMENTS

OP.4.2.1　General admission requirements

(i) A student intending to enrol for a doctoral degree, must obtain permission from the relevant research director to undertake the studies (A.8.1).

(ii) A student registering for the doctoral degree for the first time must do so before the date stipulated in A.8.4.1.1

(iii) Re-registration for subsequent years of study must be done before or on the date as stipulated in A.8.4.1.1

(iv) The Faculty Board can exempt a student, who has been admitted to the doctoral degree, from half of the study period or credit points at most on the basis of outcomes reached or research work, or both, which the student did at the university or another university or institution recognised by the senate before the student registered for a doctoral degree, if the Faculty Board is convinced that the outcomes reached or research work conducted in this way is of a high quality of education research and standard required for a doctoral degree related to the topic of the studies.

OP.4.2.2　Specific admission requirements

(i) A master's degree (MEd) in the field of specialisation for which the student wishes to register for the Ph.D.

(ii) A pass mark of 65% in the research MEd-degree

(iii) Students must further

    a) have a computer at their disposal,

    b) be computer literate, and

    c) be competent in accessing Internet sources and other academic and specialised data bases.

OP.4.3   RECOGNITION OF PRIOR LEARNING

Prior learning as recognised by the Faculty Board.

OP.4.4   STUDY PROGRAMME

(i) A student for the doctoral degree must follow an approved programme in the research Focus Area in consultation with the research director (A.8.1).

(ii) A student that has been admitted to the doctoral degree must present a research proposal to the MEd & PhD Programme committee for approval ten (10) months after registration as a student (end of January of the next academic year). The process for submission (academic) and cut-of dates (administrative) must be followed.(A.8.1)

(iii) If a student fails in presenting the research proposal for approval within ten (10) months as intended in OP.4.4.ii the studies are terminated (A.8.7).

OP.4.5   DURATION OF THE STUDIES

The minimum duration of the studies for this qualification is a period of two (2) years or the period necessary to acquire the required 360 credits, and the maximum length of time for completing the doctoral degree is a period of four (4) years.

OP.4.6   EXTENSION OF THE STUDY PERIOD

(i) A student that does not complete the studies within the maximum period must apply to the research director for an extension of the study period by one academic year at the end of the fourth year of the studies (A.8.6).

(ii) The promoter must provide a motivation for the extension of the study period of the student.

(iii) An application for the extension of the study period must be in the form of a motivation in which the following are indicated:

    a) that the research topic is still relevant;

    b) what progress has already been made;

    c) what still has to be done to complete the studies; and

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

OP.4.7   LIST OF PROGRAMMES

PROGRAMME CODE	CURRICULUM CODE	DESCRIPTIVE NAME	CURRICULUM ABBREVIATION	CREDITS
404 111	O902P	Natural Sciences Education	NWOW 971	360
404 112	O903P	Education Management	ONWB 971	360
404 113	O904P	Education Law	ONWR 971	360
404 114	O905P	Educational Psychology	OPSK 971	360
404 115	O906P	Comparative Education	VGLO 971	360
404 116	O907P	Mathematics Education	WISO 971	360
404 117	O908P	Learner Support	OPSL 971	360
404 119	O910P	Philosophy of Education	FOPV 971	360
404 120	O911P	Movement Education	BWOS 971	360
404 121	O912P	Computer Science Education	RWON 971	360
404 122	O913P	Training and Development	OPLN 971	360
404 130	O914P	Curriculum Development Innovation and Evaluation	DCDM 971	360

OP.4.8   EXAMINATIONS

OP.4.8.1   Appointment of examiners

(i)   For the examination of a doctoral thesis at least three examiners, including international external examiners, is appointed by the MEd & PhD Examination Committee of the Faculty. The external examiners must be in the majority. No examiner of a thesis may have been involved in any manner in the supervision of the student or a critical reader of the thesis.

(ii) At least three months before submission of the dissertation students and their promoters must notify the MEd &PhD Examination Committee in writing of their intentions to submit the thesis for examination.

OP.4.8.2   Examinations

(i)   Examinations for a doctoral degree comprise at least a doctoral thesis containing the student's original research (A.8.5.1).

(ii) A doctoral thesis must be handed in for an examination to be conducted on it (see A.8.5.4).

(iii) For obtaining the final outcome of the examination for the doctoral degree an oral defence of the thesis required (A.8.5.7).

OP.4.9   REQUIREMENTS FOR A DOCTORAL THESIS

(i) A doctoral thesis must contribute scientific education research, knowledge construction and insight into the research domain, and has to provide proof of originality, either by finding new facts, or by exercising an independent critical research approach (A.8.5.7).

(ii) The editing of a thesis must be satisfactory and comply with the requirements laid down by the Faculty Board (A.8.5.7) and the latest Manual for Postgraduate Studies.

(iii) If a thesis is presented in the form of (a) published research article(s) or (an) unpublished manuscript(s) in article format, and if more than one such article or manuscript is used, the thesis must still be presented as a unit, supplemented by an overarching problem statement, a focussed literature analysis and integrated, together with a summarised concluding discussion.

OP.4.10   TERMINATION OF STUDIES

The studies of a student can be terminated if a student exceeds the maximum duration of the study period or in the case of unsatisfactory academic performances.

* FOR PHASED OUT PROGRAMMES PLEASE CONSULT THE 2010 CALENDER