



NORTH-WEST UNIVERSITY[®]
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
VAAL TRIANGLE CAMPUS

CALENDAR 2011

**SCHOOL OF EDUCATIONAL SCIENCES
UNDERGRADUATE PROGRAMMES**

Vaal Triangle Campus

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PLEASE MENTION YOUR UNIVERSITY NUMBER IN ALL CORRESPONDENCE

The General Academic Rules of the University, to which all students have to subject themselves and which apply to all the qualifications offered by the University, appear in a separate publication and are available on the web page.

Please note: Although the information in this Calendar has been compiled with the utmost care and accuracy, the Senate and the Council of the University accept no responsibility whatsoever for errors that may occur. Before students finally decide on the selection of modules, they must consult the class timetable. If a clash occurs in a student's planned selection, this combination of modules is not permitted.

WARNING AGAINST PLAGIARISM: Assignments are individual tasks and not group activities (unless explicitly indicated as group activities). For further details see: <http://www.nwu.ac.za>

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OFFICE BEARERS

FACULTY OF HUMANITIES

Dean: Prof AMC Theron

SCHOOL OF EDUCATIONAL SCIENCES

Director: Prof JE Fourie

Programme Manager:

Prof BJJ Lombard: National Professional Diploma in Education

Dr M Nel: BEd 1st to 4th year

Dr HE Holtzhausen: Honours BEd

Mr MJ Malindi: Advanced Certificate in Education

Faculty Council

Theron AMC (Chairperson)

Coetzee van Rooy AS

De Klerk P

Fourie JE

Kruger J-L

Malindi MJ

Möller PL

Rabali TC

Selepe TJ

Stander MW

Tempelhoff JWN

Van Eeden C

Vermeulen CW

SRC Academic

V.1 INTRODUCTORY FACULTY RULES

V.1.1 AUTHORITY OF THE A-RULES

The faculty rules contained in this faculty calendar with respect to the various curricula offered by this faculty, are subject to the General Academic Rules of the University, as periodically determined by the Council of the University on recommendation of the Senate, and should therefore be read in conjunction with these General Academic Rules.

The General Academic Rules appear on the home page of the University at <http://www.nwu.ac.za/opencms/export/NWU/html/gov-man/policy/index.html>

V.1.2 EVALUATION OF ACADEMIC LITERACY LEVELS

- a) All undergraduate students who register at the University for the first time, must report, at a time and place determined by the University, for compulsory proficiency tests in academic literacy in order to evaluate their ability to function in an academic environment. The purpose of the test is to identify students who, due to insufficient academic skills, run the risk of not completing their study programme successfully within the allowed period.
- b) The test is conducted in the presentation language of the programme that the student has registered for [Afrikaans or English], and with the exception of students who are indicated as marginal cases by the test, each student will receive only one opportunity to write the test. Students considered marginal cases, will receive a second opportunity to write the test.
- c) Students, who are identified as risk cases by the test, must register for the module AGLA 111 [Afrikaans] or AGLE111 [English]. These modules will not be considered for credit purposes of curricula, but the credits awarded in these modules will count as additional credits.
- d) For admission to the exam in AGLA111 / AGLE111, a participation mark of 35% is required. Students who do not receive admission to the exam in AGLA111 / AGLE111, or who fail the exam, and who also fail two or more other modules, will have to have the continuation of their studies in the next semester re-evaluated by the Selection Committee. Lastly, AGLA111 / AGLE111 must be passed by the end of the second historic year of study in order to prevent the termination of studies.
- e) For admission to the module AGLA121 / AGLE121, which is compulsory for all students registering at the University for the first time, a student who first has to complete AGLA111 / AGLE111, must receive a mark of at least 40% in AGLA111 / AGLE111. The modules AGLA121 / AGLE121 carry a weight of 12 credits that form part of the curriculum that the student has registered for.
- f) Students who have failed the module AGLA111 / AGLE111, but who have been admitted to AGLA121 / AGLE 121 and have passed this exam, may have their results for AGLA111 / AGLE111 condoned into a passing grade by the relevant school director.
- g) Students who have already successfully completed a module or modules (course[s]) similar to AGLA111, 121 / AGLE111, 121, at another institution and can provide proof of this, can apply, in writing, to receive recognition for this from the **Director of the School for Languages**.

V.1.3 **WARNING AGAINST PLAGIARISM**

Assignments are individual tasks and not group activities (unless explicitly indicated as group activities). For further details see:

<http://www.nwu.ac.za/opencms/export/NWU/html//gov-man/policy/index.html>

V.1.4 **CAPACITY STIPULATION**

Please take cognisance of the fact 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 relevant courses.

V.1.4.1 **General Admission Requirements**

V.1.4.1.1 **APS-score (Academic Performance Scale) as prerequisite for admission**

(First years in possession of a **National Senior Certificate** issued by Umalusi as of 2009)

Selection Model: Determining the APS-score

Performance level	Results %	Grading
NWU purposes	90-100%	8
Outstanding	80-89%	7
Meritorios	70-79%	6
Substantial	60-69%	5
Adequate	50-59%	4
Moderate	40-49%	3
Elementary	30-39%	2
Not achieved	0-29%	1

- a) The results achieved in 6 subjects are used to determine the APS-score. (Four dedicated subjects and two recognised subjects.) Life Orientation (LO) is not applicable. The language of learning (home language or first additional language subject) must have a achievement rating of at least 50 – 59% (level 4).
- b) A candidate who did not comply to the minimum university admission requirements, but obtained a rating score of 18, may be admitted to the BEd bridging programme that offers degree crediting bearing modules after the candidate has demonstrated, in a selection process approved by the Senate and Matriculation Board, that he/she is suitable for admission to the University

Information is subject to change. Contact the admission department for the latest information and details.

V.1.4.1.2 **M-score as prerequisite for admission**

(Applicants in possession of a **Senior Certificate** issued before 2009)

Taking due cognisance of the General Rules and faculty rules as contained in the relevant calendars, and with specific reference to General Rule A.5, which determines that school-leaving certificates must be endorsed to state that the minimum statutory requirements for admission to B-degree studies at a university in the RSA have been complied with – i.e. **full matriculation exemption/conditional exemption**. The University reserves the right to apply the following selection model, on the basis of which consideration will be given to candidates' applications.

Selection Model: Determining the M-score

Subject symbol	Higher Grade	Standard Grade
A	6	5
B	5	4
C	4	3
D	3	2
E	2	1
F	1	0

A maximum of four subjects are used to determine the M-score. (The language of learning minimum HG E x2 + 3 best subjects).

NB The score of the language of learning (English or Afrikaans) will carry double weight, e.g. for the BEd degree a B-symbol in English on the Higher Grade will count 10 instead of 5.

V.1.5 FACULTY-SPECIFIC RULES

V.1.5.1 Admission to the examination

- a) Admission to the examination in any module takes place by obtaining a proof of participation (general rule A.5.4.3).
- b) A proof of participation that grants admission to the examination will only be issued after a student has, met the satisfaction of the school director in consultation with the subject group chairperson, complied with the requirements of the specific proof of participation as set out in the **study guide** of the relevant module.
- c) Modules for which a participation mark has been built up, a participation mark of 35% for a first year module and 40% for modules at higher levels apply for admission to the examination in the relevant module.

V.1.5.2 Pass requirements of a module and a curriculum

- a) The provisions of general rule A.5.4.4 apply.
- b) The sub minimum for all modules in which examinations are written is 40%. There is also modules from other faculties such as the School of Basic Sciences where the JURI-modules has a sub minimum of 45%.
- c) The pass requirement of a module in which examinations are taken, is a module mark of 50%.
- d) The adjustment of a module mark of a first semester module in which the student has taken an examination but has not passed takes place in terms of general rules A.5.4.4 (b).

- e) Passing all the modules of which the programme is compiled individually passes the programme.
- f) General rules A.5.4.5 stipulate the requirements for a module/ curriculum/qualification to be passed with distinction.

V.1.5.3 Progress in a curriculum based on assumed learning

- a) A module of any subject can only be taken if the student has already complied with prescribed assumed learning as stipulated in general rule A.5.3.3.
- b) General rule A.5.3.5 stipulates the number of credits for which the student may register in a subsequent semester without permission of the Dean.

V.1.5.4 Termination of studies

The studies of a student may be terminated (general rule A.5.7).

- a) When the student exceeds the maximum duration of study;
- b) When a student did not pass at least half of the credits for two consecutive years as prescribed for the two years.

V.1.5.5 Modules to complete a degree

If a student needs at the most five modules to complete his/her degree, these modules can be completed through UNISA under the following conditions

- The degree should be completed within five years. If it takes longer, application for lengthening of study must be done in writing;
- At least half of the core modules must be completed at the NWU.
- The student must be registered at both institutions, the NWU and UNISA.

V.1.6 SCHOOLS IN THE FACULTY OF HUMANITIES

The faculty of Humanities consists of four schools which some comprise a number of subject groups. At the head of each school is a director. The schools are mainly responsible for the teaching of undergraduate and postgraduate curricula. The respective schools and subject groups are as follows:

School	Subject group
School of Educational Sciences	Advanced Certificate in Education (ACE)
	National Professional Diploma in Education (NPDE) No intake in 2010
	Bachelor of Education
School of Basic Sciences	Cf Calendar School of Humanities
School of Behavioural Sciences	Cf Calendar School of Humanities
School of Languages	Cf Calendar School of Humanities

V.1.7

**QUALIFICATIONS, PROGRAMMES AND CURRICULA IN THE
SCHOOL OF EDUCATIONAL SCIENCES**

CERTIFICATE				
Qualification	Programme	Programme and Curriculum code	Method of delivery	HEQF level
Advanced Certificate in Education (ACE)	Geography Education	423 123: O434V	Part-time	5 (6)
	History Education	423 124: O435V	Part-time	5 (6)
	Teaching of Physical Science	423 125: O437V	Part-time	5 (6)
	Professional Educator Development: Life Orientation	423 129: O447V	Part-time	5 (6)
	Professional Educator Development: Mathematical Literacy	423 129: O444V	Part-time	5 (6)
	Programme: Student Support	423 130: O430V	Part-time	5 (6)
	Programme: Mathematics Teaching	423 134: O443V	Part-time	5 (6)
DIPLOMA				
National Professional Diploma in Education (NPDE)	Foundation Phase	469 100: O100V	Part-time	5 (6)
	Intermediate and Senior Phase	469 101: O101V	Part-time	5 (6)
FIRST BACHELOR DEGREES				
Bachelor of Education (BEd)	Foundation Phase	422 100: O171V	Full-time	6 (7)
	Intermediate and Senior Phase	422 101: O172V to O179V	Full-time	6 (7)
	Senior and Further Education and Training Phase	422 102: O180V to O198V	Full-time	6 (7)

OV.1 RULES FOR THE DEGREE BACHELOR OF EDUCATION

This qualification can be obtained in one of the programmes and curriculums found in V.1.7 described in detail below. It can be taken full-time only. During their studies students may change curriculums or bring about changes in the curriculum for which they have enrolled only with the permission of the school director concerned.

OV.1.1 Duration (minimum and maximum duration)

The minimum duration of the studies for this degree is four years and the maximum time for completing a degree is six years.

OV.1.2 Admission requirements for the qualification

OV.1.2.1 General admission requirements

The BEd degree requires a minimum APS-score of 19 or a M-score of 13 and the Language of Tuision (LoT) must be on level 4.

OV.1.2.1.1 M-score as prerequisite for admission

(Applicants in possession of a **Senior Certificate** issued before 2009)

To be admitted to the BEd degree in the School of Educational Sciences you are required to have passed grade 12 (NQF level 4) with matriculation exemption (endorsement) and conform to a M-score of 13.

OV.1.2.2 Specific admission requirements

A student wishing to follow:

- Mathematics for Education, is required to have passed Mathematics with at least 60%, in the matriculation examination.
- Mathematical Literacy, is required to have passed Mathematics with at least 45%, or Mathematical Literacy with 65% in the matriculation examination.
- Learning Area Mathematics, is required to have passed Mathematics with at least 45% in the matriculation examination or Mathematical Literacy in the matriculation examination with at least 60% .
- The FET technology programme is required to have passed Mathematics in the Matriculation examination with at least 50%
- English and/or Afrikaans, is required to have passed the language subject on Home Language level with at least 50% or in First Additional Language level with at least 60%, in the matriculation examination.
- Physical Sciences (NS) or Life Sciences (Biol), is required to have passed that subject with at least 50% in the matriculation examination.
- Accounting, is required to have passed Accounting with at least 50% in the matriculation examination..

OV.1.2.3 Required credits for promotion to final year of study

Students will not be promoted to the final year of study if any credits required for the first three levels are outstanding..

OV.1.3 LIST OF MODULES

MODULE CODE	MODULE NAME	CR	ASSUMED LEARNING
ACCD321	Accounting Methodology: FET Phase	8	
ACCD411	Accounting Methodology: FET Phase	16	
ACCE111	Accounting for Education	16	
ACCE121	Accounting for Education	16	
ACCE211	Accounting for Education	16	
ACCE221	Accounting for Education	16	
ACCE311	Accounting for Education	16	
ACCE321	Accounting for Education	16	
ADSD211	Additional Subject Methodology	8	
ADSD421	Additional Subject Methodology	16	
AFRD212	Afrikaansmetodiek: Snr Phase	8	
AFRD322	Afrikaansmetodiek: Int Phase	8	
AFRD416	Afrikaansmetodiek: Int Phase	16	
AFRD417	Afrikaansmetodiek: Snr Phase / FET	16	
AFRD426	Afrikaansmetodiek: Int Phase	16	
AFRD427	Afrikaansmetodiek: Snr Phase / FET	16	
AFRE111	Onderwysafrikaans	16	
AFRE121	Onderwysafrikaans	16	
AFRE211	Onderwysafrikaans	16	
AFRE221	Onderwysafrikaans	16	
AFRE311	Onderwysafrikaans	16	
AFRE321	Onderwysafrikaans	16	
AFTB421	Afrikaans language proficiency	1	
AFTD411	Subject Didactics African Languages	16	
AFTD421	Subject Didactics African Languages	16	
AGLA111	Inleiding tot Akademiese Geletterdheid	12	
AGLA121	Akademiese Geletterdheid	12	
AGLE111	Introduction to Academic Literacy	12	
AGLE121	Academic Literacy	12	
ARTD321	Art Methodology: FET Phase	8	
ARTD411	Art Methodology: FET Phase	16	
ARTE111	Education art	16	
ARTE121	Education art	16	
ARTE211	Education art	16	
ARTE221	Education art	16	
ARTE311	Education art	16	
ARTE321	Education art	16	
BSTD321	Business Studies Methodology: FET Phase	8	
BSTD411	Business Studies Methodology: FET Phase	16	
BSTE111	Business Studies for Education	16	

MODULE CODE	MODULE NAME	CR	ASSUMED LEARNING
BSTE121	Business Studies for Education	16	
BSTE211	Business Studies for Education	16	
BSTE221	Business Studies for Education	16	
BSTE311	Business Studies for Education	16	
BSTE321	Business Studies for Education	16	
CATD321	Computer Applications Technology Methodology: FET Phase	8	CATE111, CATE121
CATD411	Computer Applications Technology Methodology: FET Phase	16	CATE211, CATE221
CATE111	Computer Applications Technology for Education	16	
CATE121	Computer Applications Technology for Education	16	
CATE211	Computer Applications Technology for Education	16	CATE121 (40%)
CATE221	Computer Applications Technology for Education	16	
CATE311	Computer Applications Technology for Education	16	
CATE321	Computer Applications Technology for Education	16	
CMPF111	Computer Literacy	8	
ECOD321	Economics Methodology: FET Phase	8	
ECOD411	Economics Methodology: FET Phase	16	
ECOE111	Educational Economics	16	
ECOE121	Educational Economics	16	
ECOE211	Educational Economics	16	
ECOE221	Educational Economics	16	
ECOE311	Educational Economics	16	
ECOE321	Educational Economics	16	
EDCC112	Professional Studies	8	
EDCC113	Basic Introduction to Education	8	
EDCC123	Curriculum Development	8	
EDCC124	Practical Teaching	1	
EDCC212	Professional Studies	8	
EDCC213	Educational Psychology	8	
EDCC222	Educational Psychology	8	
EDCC223	Practical Teaching	1	
EDCC312	Professional Studies	8	
EDCC313	Inclusive Education	8	
EDCC321	Education Management	8	
EDCC322	Practical teaching	1	
EDCC411	Education Law	8	
EDCC412	Professional Studies	8	

MODULE CODE	MODULE NAME	CR	ASSUMED LEARNING
EDCC421	Educational Systems	8	
EDCC422	Practical teaching	1	
EGDD211	Engineering Graphics and Design Methodology: Snr Phase	8	
EGDD321	Engineering Graphics and Design Methodology: FET Phase	8	
EGDD411	Engineering Graphics and Design Methodology: FET Phase	16	
EGDD421	Engineering Graphics and Design Methodology: Snr Phase	16	
EGDE111	Engineering Graphics and Design (Engineering)	8	
EGDE112	Engineering Graphics and Design (Vehicle)	8	
EGDE121	Engineering Graphics and Design (Electrical)	8	
EGDE122	Engineering Graphics and Design (Civil)	8	
EGDE211	Engineering Graphics and Design	16	
EGDE221	Engineering Graphics and Design	16	
EGDE311	Engineering Graphics and Design	16	
EGDE321	Engineering Graphics and Design	16	
ENGD212	English Methodology: Int and Snr Phase	8	
ENGD322	English Methodology: Snr and FET Phase	8	
ENGD416	English Methodology: Int and Senior Phase	16	
ENGD417	English Methodology: Snr and FET Phase	16	
ENGD426	English Methodology: Int and Snr Phase	16	
ENGD427	English Methodology: Snr and FET Phase	16	
ENGE111	English for Education	16	
ENGE122	English for Education	16	
ENGE212	English for Education	16	
ENGE221	English for Education	16	
ENGE311	English for Education	16	
ENGE321	English for Education	16	
ENGF121	English Medium of Instruction	8	
ENGF211	English Medium of Instruction	8	
ENTB421	English Language Proficiency	1	
GEOD321	Geography Methodology: FET Phase	8	
GEOD411	Geography FET Phase	16	
GEOE111	Geography for Education	16	
GEOE121	Geography for Education	16	
GEOE211	Geography for Education	16	

MODULE CODE	MODULE NAME	CR	ASSUMED LEARNING
GEOE221	Geography for Education	16	
GEOE311	Geography for Education	16	
GEOE321	Geography for Education	16	
HISD321	History Methodology: FET	8	
HISD411	History Methodology: FET	16	
HISE111	History for Education	16	
HISE121	History for Education	16	
HISE211	History for Education	16	
HISE221	History for Education	16	
HISE311	History for Education	16	
HISE321	History for Education	16	
INSO121	Information skills	8	
INTD321	Information Technology Methodology: FET Phase	8	
INTD411	Information Technology Methodology: FET Phase	16	
INTE111	Information Technology for Education	16	
INTE121	Information Technology for Education	16	
INTE211	Information Technology for Education	16	
INTE221	Information Technology for Education	16	
INTE311	Information Technology for Education	16	
INTE321	Information Technology for Education	16	
LAAC121	Introduction to Learning Area Arts and Culture	8	
LAAD211	Learning Area Arts and Culture Methodology: Snr Phase	8	
LAAD321	Learning Area Arts and Culture Methodology: Int Phase	8	
LAAD411	Learning Area Arts and Culture Methodology: Int Phase	16	
LAAD421	Learning Area Arts and Culture Methodology: Snr Phase	16	
LAAE111	Learning Area Arts and Culture	16	
LAAE121	Learning Area Arts and Culture	16	
LAAE211	Learning Area Arts and Culture	16	
LAAE221	Learning Area Arts and Culture	16	
LABD211	Learning Area Economic Management Science Methodology: Snr Phase	8	
LABD321	Learning Area Economic Management Science Methodology: Int Phase	8	
LABD411	Learning Area Economic Management Science Methodology: Int Phase	16	
LABD421	Learning Area Economic Management Science Methodology: Snr Phase	16	
LAND211	Learning Area Natural Science	8	

MODULE CODE	MODULE NAME	CR	ASSUMED LEARNING
	Methodology: Snr Phase		
LAND321	Learning Area Natural Science Methodology: Int Phase	8	
LAND411	Learning Area Natural Science Methodology: Int Phase	16	
LAND421	Learning Area Natural Science Methodology: Snr Phase	16	
LANE211	Learning Area Natural Sciences	16	
LANE221	Learning Area Natural Sciences	16	
LANE311	Learning Area Natural Sciences	16	
LANE321	Learning Area Natural Sciences	16	
LASD211	Learning Area Social Science Methodology: Snr Phase	8	
LASD321	Learning Area Social Science Methodology: Int Phase	8	
LASD411	Learning Area Social Science Methodology: Int Phase	16	
LASD421	Learning Area Social Science Methodology: Snr Phase	16	
LESE111	Learner Support (Additional subject)	16	
LESE121	Learner Support (Additional subject)	16	
LESE211	Learner Support (Additional subject)	16	
LESE221	Learner Support (Additional subject)	16	
LESE311	Learner Support (Additional subject)	16	
LESE321	Learner Support (Additional subject)	16	
LEWV112	Life Skills	8	
LEWV211	Life Skills	8	
LIFD321	Life Sciences Methodology: FET Phase	8	
LIFD411	Life Sciences Methodology: FET Phase	16	
LIFE111	Life Sciences for Education	16	
LIFE121	Life Sciences for Education	16	
LIFE211	Life Sciences for Education	16	
LIFE221	Life Sciences for Education	16	
LIFE311	Life Sciences for Education	16	
LIFE321	Life Sciences for Education	16	
LIFF121	Life Skills Fundamental	8	
LITA122	Literacy: 1 st Additional Language – Afrikaans	8	
LITA123	Literacy: 1 st Additional Language – English	8	
LITA222	Literacy: 1 st Additional Language - Afrikaans	8	
LITA223	Literacy: 1 st Additional Language – English	8	
LITA312	Literacy: 1 st Additional Language –	8	

MODULE CODE	MODULE NAME	CR	ASSUMED LEARNING
	Afrikaans		
LITA313	Literacy: 1 st Additional Language – English	8	
LITG211	Literacy: Visual Arts	8	
LITG322	Literacy: Academic Afrikaans Home Language	16	
LITG323	Literacy: Academic English Home Language	16	
LITG413	Academic English Foundation Phase	16	
LITH112	Literacy Home Language Afrikaans	8	
LITH113	Literacy Home Language English	8	
LITH222	Literacy Home Language Afrikaans	8	
LITH223	Literacy: Home Language English	8	
LITH312	Literacy: Home Language Afrikaans	8	
LITH313	Literacy: Home Language English	8	
LITH422	Literacy: Home Language Afrikaans	8	
LITH423	Literacy: Home Language English	8	
LLOD211	Learning Area Life Orientation Methodology: GET Phase	8	
LLOD321	Learning Area Life Orientation Methodology: GET Phase	8	
LLOD411	Learning Area Life Orientation Methodology: GET Phase	16	
LLOD421	Learning Area Life Orientation Methodology	16	
LORD321	Life Orientation Methodology: FET Phase	8	
LORD411	Life Orientation Methodology: FET Phase	16	
LORE111	Life Orientation for Education	16	
LORE121	Life Orientation for Education	16	
LORE211	Life Orientation for Education	16	
LORE221	Life Orientation for Education	16	LORE111,121
LORE311	Life Orientation for Education	16	
LORE321	Life Orientation for Education	16	LORE111,121, 211,221
LSFP111	Learner Support Foundation Phase	8	
LSFP121	Learner Support Foundation Phase	8	
LSFP211	Learner Support Foundation Phase	8	
LSFP221	Learner Support Foundation Phase	8	
LSFP311	Learner Support Foundation Phase	8	
LSKA322	Life Skills Art	8	
LSKE321	Life Skills Environmental Studies	8	
LSKH221	Life Skills Health Education	8	
LSKM121	Life Skills Music	8	

MODULE CODE	MODULE NAME	CR	ASSUMED LEARNING
LSKM211	Life Skills Music	8	
LSKN312	Life Skills Nutrition	8	
LSKP311	Life Skills Physical Education	8	
LSKR111	Life Skills Culture and Religion	8	
MALA211	Learning Area Mathematics	16	
MALA221	Learning Area Mathematics	16	
MALA311	Learning Area Mathematics	16	
MALA321	Learning Area Mathematics	16	
MATD211	Mathematics Methodology: Snr Phase	8	
MATD312	Mathematics Methodology: Intermediate Phase	8	
MATD321	Mathematics Methodology: FET	8	
MATD411	Mathematics Methodology: FET Phase	16	
MATD413	Mathematics Methodology: Intermediate Phase	16	
MATD421	Mathematics Methodology: Snr Phase	16	
MATE111	Mathematics for Education: Functions	16	
MATE121	Mathematics for Education: Elementary Statistics	16	
MATE211	Mathematics for Education: Spherical and Euclidean Geometry	16	
MATE221	Mathematics for Education: Introductory Algebra	16	
MATE311	Mathematics for Education: Calculus	16	MATE111, 221
MATE321	Mathematics for Education: Linear Algebra	16	MATE221
MATF221	Mathematics in Practice: Numbers, calculations and data handling	8	
MATF311	Mathematics in Practice: Geometry in action	8	
MATL112	Mathematical Literacy : Numbers in context	16	
MATL121	Mathematical Literacy : Exploring geometry	16	
MATL212	Mathematical Literacy : Exploring numbers and relationships	16	
MATL221	Mathematical Literacy : Statistics in context	16	
MATL311	Mathematical Literacy : Functions in context	16	
MATL321	Mathematical Literacy : Geometry in context	16	
MBLO421	Managing Barriers to Learning	8	
NFPD121	Numeracy Methodology	8	
NFPD211	Numeracy Methodology	8	
NFPD311	Numeracy Methodology	8	

MODULE CODE	MODULE NAME	CR	ASSUMED LEARNING
NFPD421	Numeracy Methodology	16	
NFPF111	Numeracy	8	
NFPF221	Numeracy	8	
NFPF321	Numeracy	16	
NFPF411	Numeracy	8	
PACO411	Introduction to Visual Arts and Culture	8	
PHSD321	Physical Sciences Methodology: FET Phase	8	LAND211, PHSE111, 121
PHSD411	Physical Sciences Methodology: FET Phase	16	PHSE321
PHSE111	Physical Sciences for Education	16	
PHSE121	Physical Sciences for Education	16	
PHSE211	Physical Sciences for Education	16	PHSE121
PHSE221	Physical Sciences for Education	16	PHSE111
PHSE311	Physical Sciences for Education	16	PHSE111
PHSE321	Physical Sciences for Education	16	PHSE111
PPSE211	Pre-Primary School Education: Literacy	8	
PPSE221	Pre-Primary School Education: Mathematics and Science	8	
PPSE411	Pre-Primary School Education: Grade R	8	
PPSE421	Pre-Primary School Education: Organisation and Administration	8	
RESF411	Research In Education	8	
RESF421	Research Project	8	
SESE121	Introduction to Learning Area Economic Sciences	8	
SLOE111	Intro to Learning Area Life Orientation	8	
SNSE111	Introduction to Learning Area Natural Sciences	8	
SOTB421	Sesotho Language Proficiency	1	
SPSO411	Sport Studies	8	
SSSE111	Introduction to Learning Area Social Sciences	8	
STEE121	Introduction to Learning Area Technology	8	
TECD211	Learning Area Technology Methodology	8	
TECD321	Learning Area Technology Methodology	8	TECD211
TECD411	Learning Area Technology Methodology	16	TECD321
TECD421	Learning Area Technology Methodology	16	TECD411
TECE211	Learning Area Technology: For Educators	16	

MODULE CODE	MODULE NAME	CR	ASSUMED LEARNING
TECE221	Learning Area Technology: Communication and Structures	16	
TECE311	Learning Area Technology: Processing	16	
TECE321	Learning Area Technology: Systems and Control	16	
EDTM321	Technological Studies	8	
TFPF321	Technology Literacy for Foundation Phase	8	
WVOS221	Understanding the World	12	
WVOS 311	Introduction to Philosophy of Science	12	

*** The balance of the credits is included in : EDCC112, EDCC212, EDCC312, EDCC412**

OV.1.4 CURRICULUM OUTCOMES

OV.1.4.1 General exit level outcomes

On completing this degree you will possess knowledge, skills and attitudes regarding:

- a) Demonstrate communicative, numerical and technological competence and literacy in ways that facilitate their own academic learning, and to enhance the management of teaching, learning and assessment in their classrooms.
- b) Demonstrate competence in their area of specialization with regard to the integration of knowledge and skills in order to mediate learning according to diverse learner needs.
- c) Demonstrate competence in their area of specialization to strategically select, implement and adjust teaching and learning strategies, teaching and learning support material and assessment practices grounded in education theory to enhance learning progress and the holistic development of all learners.
- d) Demonstrate competency in functioning professionally, ethically and responsibly in different education contexts and the community by creating and maintaining caring, supportive and empowering environments for learners.

OV.1.4.2 Articulation possibilities and exit level marks

The BEd grants admission to Hons BEd It also gives admission to the honours degree in school subject programmes included in the specific curriculum after certain additional studies and instructions have been completed.

OV.1.5 PROGRAMME: BED FOUNDATION PHASE 422 100 : (full-time)

This qualification is directed at training educators for Grade R to Grade 3.

OV.1.5.1 Specific exit level outcomes

After the successful completion of the BEd Foundation phase, programme, the student should:

- **Demonstrate his/her ability to fulfil the role as learning mediator.**

In order to demonstrate the attainment of this outcome the student will be assessed by means of integrated assessment:

- On his/her understanding of key concepts in the particular learning area/areas; subject/subjects; discipline/disciplines and phase.
- On his/her ability to employ appropriate strategies for working with student needs, student styles, developmental stages and cultural, gender, ethnic, language and other differences among students.
- On his/her ability to prepare, plan and develop teaching and learning opportunities thoroughly for teaching in the particular phase by drawing on a variety of resources which enable the optimal level of lesson preparation, learning activities, assessment and support structures.
- On his/her ability to create a learning environment in which critical, creative and reflective thinking is encouraged.
- On his/her ability to provide and maintain a healthy, safe and dynamic learning environment.
- On his/her ability to demonstrate the mastery of applicable problem-solving and communication skills relevant to the phase of teaching.
- On his/her ability to adapt to change and unforeseen circumstances in the teaching and learning environment.

OV.1.5.1.2 Demonstrate his/her ability to fulfil the role as interpreter and designer of learning programmes and materials.

In order to demonstrate the attainment of this outcome the student will be assessed by means of integrated assessment:

- On his/her ability to design original and relevant learning programmes to meet the desired outcomes that are appropriate for the context in which teaching will occur and that will reflect progression and integration of knowledge.
- On his/her ability to adapt and/or select learning resources that are appropriate for the age, language, culture, gender and the various barriers to learning.
- On his/her ability to interpret various approaches to curriculum and learning programme design and their relationship to particular kinds of learning required by the discipline, age, race, culture and gender of the students.
- On his/her ability to design and produce original learning material.
- On his/her ability to design support structures in lesson plans for multi-cultural groups.
- On his/her ability to reflect on changing circumstances and conditions and adapting existing learning programmes and materials accordingly.

OV.1.5.1.3 Demonstrate his/her ability to fulfil the role of leader, administrator and manager.

In order to demonstrate the attainment of this outcome the student will be assessed by means of integrated assessment:

- On his/her ability to manage class room teaching of various kinds (individual, small groups) multi-cultural and multi-lingual in different educational contexts and particularly with large and diverse groups.
- On his/her ability to construct a class room atmosphere which is democratic but disciplined, and which is sensitive to culture, race, gender and disabilities.
- On his/her ability to resolve conflict situations within class rooms in an ethical, sensitive manner.

- On his/her ability to interpret current legislation regarding the management of students and schools.
- On his/her knowledge of educators' unions, The South African Council for Educators and other relevant professional bodies.
- On his/her knowledge and application of the philosophical and ethical foundations that underpin views on teaching and learning during micro teaching and practical teaching.
- On his/her ability to apply knowledge and skills relevant to a value system base on sound ethical principles.
- By means of a portfolio consisting of a compilation of individual and group assignments that prove competence to apply knowledge and skills of all seven the roles of the teacher in accordance with differentiated teaching and learning contexts of a multi-cultural nature.
- On his/her ability to reflect critically on a variety of management options, making choices based on existing and potential conditions and defending these choices.

OV.1.5.1.4 Demonstrate his/her ability to fulfil a community, citizenship and pastoral role.

In order to demonstrate the attainment of this outcome the student will be assessed by means of integrated assessment:

- On his/her understanding and appreciation of the principles and practices of the main religions, customs, values and beliefs of the main cultures of South Africa.
- On his/her understanding of key community problems with particular emphasis on issues of poverty, health, environment degradation, violence and HIV/AIDS.
- On his/her ability to develop life skills, work skills, a critical, ethical and committed attitude and a healthy lifestyle in students.
- On his/her ability to fulfil the role of the parent and counsel and/or tutor students in need of assistance with social or learning problems.
- On his/her ability to adapt and improve curriculum programmes in response to needs and to promote citizenship and human rights principles.

OV.1.5.1.5 Demonstrate his/her ability to fulfil the role of scholar, researcher and lifelong student.

In order to demonstrate the attainment of this outcome the student will be assessed by means of integrated assessment:

- On his/her being numerically, technologically and media literate.
- On his/her ability to interpret academic and professional texts critically.
- On his/her understanding of the reasons and uses for, and various approaches to educational research.
- On his/her understanding of child and adolescent development and theories of learning and behaviour with emphasis on their applicability in a diverse and developing country like South Africa.
- On his/her understanding of the impact of class, race, gender and other identity forming forces on learning.
- On his/her ability to access information for educational purposes and to conduct action research to solve real-world teaching and learning problems and to uphold academic excellence.

- On his/her ability to use, evaluate and interpret primary/secondary and internet sources applicable to the specific course/subject.
- On his/her ability to recognize and judge appropriate intervention strategies to cope with learning and other difficulties.

OV.1.5.1.6 Demonstrate his/her ability to fulfil the role of assessor

In order to demonstrate the attainment of this outcome the student will be assessed by mean of integrated assessment:

- On his/her ability to make appropriate use of different assessment practices in a manner appropriate to the phase/subject/learning area in order to assess knowledge, skills and values relevant to the particular phase.
- On his/her ability to compile an effective assessment plan.
- On his/her ability to assess students' competence and performance in ways that are fair, valid, authentic and reliable.
- On his/her ability to provide feedback to students in sensitive and educationally helpful ways.
- On maintaining efficient recording and reporting evidence of student progress.
- On his/her ability to justify assessment design decisions and choices about assessment tasks and approaches.
- On his/her ability to reflect on whether assessment decisions are appropriate, and adjusting the approaches where necessary.
- On his/her ability to interpret and use assessment results to feed into processes for the improvement of learning programmes.

OV.1.5.1.7 Demonstrate his/her ability to fulfil the role of learning area/subject/discipline/phase specialist.

In order to demonstrate the attainment of this outcome the students will be assessed by means of integrated assessment:

- On his/her ability to select, sequence and pace content in a manner appropriate to the phase/subject/learning area and the needs of the students and the context.
- On his/her ability to teach in a manner which allows students to transfer knowledge and use it in different contexts.
- On his/her ability to demonstrate integrated academic knowledge and teaching and learning skills foundational to the mastery of a core module/modules and/or the learning area/areas for the particular phase.

OV.1.5.2 Presentation of the curriculums

Curriculums following below will only be presented in a specific year if a minimum of ten students register for the specific curriculum.

OV.1.5.3 Curriculum structure

The curriculums are structured from the modules in OV.1.5.4. These modules are spread over four years.

OV.1.5.4 CURRICULUM O171V: FOUNDATION PHASE

FIRST SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules	
CMPF111	8			WVOS 311	12	RESF411	8
						SPSO411 or PACO411	8
Core (Compulsory) modules		Core (Compulsory) modules		Core (Compulsory) modules		Core (Compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	LSFP311	8	EDCC412	8
LSFP111	8	LSFP211	8				
		ENGF 211	8				
Elective modules		Continuation of elective modules		Continuation of elective modules		Continuation of elective modules	
LSKR111	8	LSKM211	8	LSKP311	8		
LITH112(A) OR LITH113(E)	8	LITG211	8	LSKN312	8		
NFPF111	8	NFPD211	8	LITH 312(A) OR LITH313 (E)	8	PPSE411	8
		PPSE211	8	LITA312(A) OR LITA313 (E)	8	LITG413(E)	16
				NFPD311	8	NFPF411	8
Total 1st semester	56	Total 1st semester	64	Total 1st semester	68	Total 1st semester	64

NB: Students who did not pass with endorsement must take LEWV112 and LEWV211

CURRICULUM O171V: FOUNDATION PHASE (CONTINUED)
SECOND SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules	
LIFF121	8			TFPF321	8	RESF421	8
INSO121	8	WVOS221	12			MBLO421	8
ENGF121	8						
AGLA 121 OR AGLE 121	12						
Core (Compulsory) modules		Core (Compulsory) modules		Core (Compulsory) modules		Core (Compulsory) modules	
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
LSFP121	8	LSFP221	8				
Continuation of elective modules		Continuation of elective modules		Continuation of elective modules		Continuation of elective modules	
				LSKE321	8		
		LSKH221	8	LSKA322	8		
LSKM121	8	LITH222 (A) OF LITH223 (E)	8	LITG322(A) OF LITG323(E)	16	LITH422(A) OR LITH423(E)	8
LITA122(A) OR LITA123(E)	8	LITA222 (A) OF LITA223(E)	8				
		PPSE221	8			PPSE421	8
NFPD121	8	NFPF221	8	NFPF321	16	NFPD421	16
						Two of the following AFTB421 ENTB421 SOTB421	2
Total 2nd semester	77	Total 2nd semester	69	Total 2nd semester	65	Total 2nd semester	59
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123
TOTAL FOR THE CURRICULUM							522

*The balance of the Credits is included in EDCC112, EDCC212, EDCC312, EDCC412

OV.1.6 PROGRAMME: BED INTERMEDIATE AND SENIOR PHASE 422 101 : (full-time)

This qualification is directed at the education of educators teaching from Grade 4 up to and including Grade 9.

OV.1.6.1 Programme outcomes

The learners of the Intermediate and Senior phase are expected to:

- demonstrate communicative, numerical and technological competence and literacy in ways that facilitate their own academic learning, and that enhance the management of teaching, learning and assessment in their classrooms;
- demonstrate competence in their area of specialisation with regard to the integration of knowledge and skills in order to mediate learning according to diverse learner needs;
- demonstrate competence in their area of specialisation to strategically select, implement and adjust teaching and learning strategies, teaching and learning support material and assessment practices grounded in education theory to enhance learning progress and the holistic development of all learners;
- demonstrate competency in functioning professionally, ethically and responsibly in different education contexts and the community by creating and maintaining caring, supportive and empowering environments for learners.

OV.1.6.1.1. Demonstrate his/her ability to fulfil the role as learning mediator.

In order to demonstrate the attainment of this outcome the student will be assessed by means of integrated assessment:

- On his/her understanding of key concepts in the particular learning area/areas; subject/subjects; discipline/disciplines and phase.
- On his/her ability to employ appropriate strategies for working with student needs, student styles, developmental stages and cultural, gender, ethnic, language and other differences among students.
- On his/her ability to prepare, plan and develop teaching and learning opportunities thoroughly for teaching in the particular phase by drawing on a variety of resources which enable the optimal level of lesson preparation, learning activities, assessment and support structures.
- On his/her ability to create a learning environment in which critical, creative and reflective thinking is encouraged.
- On his/her ability to provide and maintain a healthy, safe and dynamic learning environment.
- On his/her ability to demonstrate the mastery of applicable problem-solving and communication skills relevant to the phase of teaching.
- On his/her ability to adapt to change and unforeseen circumstances in the teaching and learning environment.

OV.1.6.1.2. Demonstrate his/her ability to fulfil the role as interpreter and designer of learning programmes and materials.

In order to demonstrate the attainment of this outcome the student will be assessed by means of integrated assessment:

- On his/her ability to design original and relevant learning programmes to meet the desired outcomes that are appropriate for the context in which teaching will occur and that will reflect progression and integration of knowledge.

- On his/her ability to adapt and/or select learning resources that are appropriate for the age, language, culture, gender and the various barriers to learning.
- On his/her ability to interpret various approaches to curriculum and learning programme design and their relationship to particular kinds of learning required by the discipline, age, race, culture and gender of the students.
- On his/her ability to design and produce original learning material.
- On his/her ability to design support structures in lesson plans for multi-cultural groups.
- On his/her ability to reflect on changing circumstances and conditions and adapting existing learning programmes and materials accordingly.

OV.1.6.1.3. Demonstrate his/her ability to fulfil the role of leader, administrator and manager.

In order to demonstrate the attainment of this outcome the student will be assessed by means of integrated assessment:

- On his/her ability to manage class room teaching of various kinds (individual, small groups) multi-cultural and multi-lingual in different educational contexts and particularly with large and diverse groups.
- On his/her ability to construct a class room atmosphere which is democratic but disciplined, and which is sensitive to culture, race, gender and disabilities.
- On his/her ability to resolve conflict situations within class rooms in an ethical, sensitive manner.
- On his/her ability to interpret current legislation regarding the management of students and schools.
- On his/her knowledge of educators' unions, The South African Council for Educators and other relevant professional bodies.
- On his/her knowledge and application of the philosophical and ethical foundations that underpin views on teaching and learning during micro teaching and practical teaching.
- On his/her ability to apply knowledge and skills relevant to a value system base on sound ethical principles.
- By means of a portfolio consisting of a compilation of individual and group assignments that prove competence to apply knowledge and skills of all seven the roles of the teacher in accordance with differentiated teaching and learning contexts of a multi-cultural nature.
- On his/her ability to reflect critically on a variety of management options, making choices based on existing and potential conditions and defending these choices.

OV.1.6.1.4. Demonstrate his/her ability to fulfil a community, citizenship and pastoral role.

In order to demonstrate the attainment of this outcome the student will be assessed by means of integrated assessment:

- On his/her understanding and appreciation of the principles and practices of the main religions, customs, values and beliefs of the main cultures of South Africa.
- On his/her understanding of key community problems with particular emphasis on issues of poverty, health, environment degradation, violence and HIV/AIDS.

- On his/her ability to develop life skills, work skills, a critical, ethical and committed attitude and a healthy lifestyle in students.
- On his/her ability to fulfil the role of the parent and counsel and/or tutor students in need of assistance with social or learning problems.
- On his/her ability to adapt and improve curriculum programmes in response to needs and to promote citizenship and human rights principles.

OV1.6.1.5. Demonstrate his/her ability to fulfil the role of scholar, researcher and lifelong student.

In order to demonstrate the attainment of this outcome the student will be assessed by means of integrated assessment:

- On his/her being numerically, technologically and media literate.
- On his/her ability to interpret academic and professional texts critically.
- On his/her understanding of the reasons and uses for, and various approaches to educational research.
- On his/her understanding of child and adolescent development and theories of learning and behaviour with emphasis on their applicability in a diverse and developing country like South Africa.
- On his/her understanding of the impact of class, race, gender and other identity forming forces on learning.
- On his/her ability to access information for educational purposes and to conduct action research to solve real-world teaching and learning problems and to uphold academic excellence.
- On his/her ability to use, evaluate and interpret primary/secondary and internet sources applicable to the specific course/subject.
- On his/her ability to recognize and judge appropriate intervention strategies to cope with learning and other difficulties.

OV1.6.1.6. Demonstrate his/her ability to fulfil the role of assessor

In order to demonstrate the attainment of this outcome the student will be assessed by mean of integrated assessment:

- On his/her ability to make appropriate use of different assessment practices in a manner appropriate to the phase/subject/learning area in order to assess knowledge, skills and values relevant to the particular phase.
- On his/her ability to compile an effective assessment plan.
- On his/her ability to assess students' competence and performance in ways that are fair, valid, authentic and reliable.
- On his/her ability to provide feedback to students in sensitive and educationally helpful ways.
- On maintaining efficient recording and reporting evidence of student progress.
- On his/her ability to justify assessment design decisions and choices about assessment tasks and approaches.
- On his/her ability to reflect on whether assessment decisions are appropriate, and adjusting the approaches where necessary.
- On his/her ability to interpret and use assessment results to feed into processes for the improvement of learning programmes.

OV1.6.1.7. Demonstrate his/her ability to fulfil the role of learning area/subject/discipline/phase specialist.

In order to demonstrate the attainment of this outcome the students will be assessed by means of integrated assessment:

- On his/her ability to select, sequence and pace content in a manner appropriate to the phase/subject/learning area and the needs of the students and the context.
- On his/her ability to teach in a manner which allows students to transfer knowledge and use it in different contexts.
- On his/her ability to demonstrate integrated academic knowledge and teaching and learning skills foundational to the mastery of a core module/modules and/or the learning area/areas for the particular phase.

OV.1.6.2 Presentation of the curriculums

Curriculums following below will only be presented in a specific year if a minimum of ten students register for the specific curriculum.

OV.1.6.3 Curriculum structure

The curriculums are structured from the modules in OV.1.6.4 to OV.1.6.10. These modules are **spread over four years.**

OV.1.6.4
**CURRICULUM O172V: LEARNING AREA NATURAL SCIENCES
FIRST SEMESTER**

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules	
CMPF111	8	LANE211	16	MATF311	8	RESF411	8
SLOE111	8	LAND211	8	LANE311	16	LAND411	16
SSSE111	8			WVOS311	12	SPSO411 or PACO411	8
Core (Compulsory) modules		Core (Compulsory) modules		Core (Compulsory) modules		Core (Compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
		ENGF 211	8				
One of the following electives		Continuation of elective and methodology		Continuation of elective		Elective Methodology	
ACCE111	16	ACCE211 LABD211	16 8	ACCE311	16	LABD411	16
AFRE111	16	AFRE211 AFRD212	16 8	AFRE311	16	AFRD416	16
CATE111	16	CATE211 TECD211	16 8	CATE311	16	TECD411	16
ECOE111	16	ECOE211 LABD211	16 8	ECOE311	16	LABD411	16
ENGE111	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD416	16
HISE111	16	HISE211 LASD211	16 8	HISE311	16	LASD411	16
INTE111	16	INTE211 TECD211	16 8	INTE311	16	TECD411	16
MATE111	16	MATE211 MATD211	16 8	MATE311	16	MATD413	16
LESE111	16	LESE211	16	LESE311	16		
Total 1st semester	56	Total 1st semester	72	Total 1st semester	68	Total semester 1st	64

NB: Students who did not pass with endorsement must take LEVV112 and LEVV211

CURRICULUM O172V: LEARNING AREA NATURAL SCIENCES (CONTINUED)

SECOND SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules	
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8
AGLA 121 OR AGLE 121	12						
INSO121	8	LANE221	16	LANE321 LAND321	16 8	MBLO421	8
ENGF121	8					LAND421	16
STEE121	8						
SESE121	8						
		WVOS221	12				
Core (Compulsory) Modules		Core (Compulsory) Modules		Core (Compulsory) Modules		Core (Compulsory) Modules	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Continuation of elective modules		Continuation of elective modules		Continuation of elective modules and methodology		Elective methodology	
ACCE121	16	ACCE221	16	ACCE321 LABD321	16 8	LABD421	16
AFRE121	16	AFRE221	16	AFRE321 AFRD322	16 8	AFRD426	16
CATE121	16	CATE221	16	CATE321 TECD321	16 8	TECD421	16
ECOE121	16	ECOE221	16	ECOE321 LABD321	16 8	LABD421	16
ENGE122	16	ENGE221	16	ENGE321 ENGD322	16 8	ENGD426	16
HISE121	16	HISE221	16	HISE321 LASD321	16 8	LASD421	16
INTE121	16	INTE221	16	INTE321 TECD321	16 8	TECD421	16
MATE121	16	MATE221	16	MATE321 **MATD312	16 8	MATD421	16
LESE121	16	LESE221	16	LESE321	16		
						Two of the following	
						AFTB421 ENTB421 SOTB421	2
Total 2nd semester	77	Total 2nd semester	61	Total 2nd semester	65	Total 2nd semester	59
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123
TOTAL FOR THE CURRICULUM							522

*The balance of the credits is included in : EDCC112, EDCC212, EDCC312, EDCC412

**Although this module code is a first semester code it is presented in the second semester

**OV.1.6.5 CURRICULUM O173V LEARNING AREA TECHNOLOGY
FIRST SEMESTER**

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules	
CMPF111	8	TECE211	16	MATF311	8	RESF411	8
SNSE111	8	TECD211	8	TECE311	16	SPSO411 or PACO411	8
SSSE111	8			WVOS311	12	TECD411	16
Core (Compulsory) Modules		Core (Compulsory) Modules		Core (Compulsory) Modules		Core (Compulsory) Modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
		ENGF 211	8				
One of the following electives		Continuation of elective		Continuation of elective		Elective Methodology	
ACCE111	16	ACCE211 LABD211	16 8	ACCE311	16	LABD411	16
AFRE111	16	AFRE211 AFRD212	16 8	AFRE311	16	AFRD416	16
BSTE111	16	BSTE211 LABD211	16 8	BSTE311	16	LABD411	16
ECOE111	16	ECOE211 LABD211	16 8	ECOE311	16	LABD411	16
ENGE111	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD416	16
GEOE111	16	GEOE211 LASD211	16 8	GEOE311	16	LASD411	16
HISE111	16	HISE211 LASD211	16 8	HISE311	16	LASD411	16
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LAND411	16
LORE111	16	LORE211 LLOD211	16 8	LORE311	16	LLOD411	16
MATE111	16	MATE211 MATD211	16 8	MATE311	16	MATD413	16
PHSE111	16	PHSE211 LAND211	16 8	PHSE311	16	LAND411	16
LESE111	16	LESE211	16	LESE311	16		
Total 1st semester	56	Total 1st semester	72	Total 1st semester	68	Total 1st semester	64

NB: Students who did not pass with endorsement must take LEWV112 and LEWV211

CURRICULUM O173V: LEARNING AREA TECHNOLOGY (CONTINUED)
SECOND SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules	
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8
AGLA 121 OR AGLE 121	12						
INSO 121	8					MBLO421	8
SESE121	8	WVOS221	12				
LAAC121	8	TECE221	16	TECE321 TECD321	16 8	TECD421	16
ENGF121	8						
Core (Compulsory) Modules		Core (Compulsory) Modules		Core (Compulsory) Modules		Core (Compulsory) Modules	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Continuation of Elective		Continuation of Elective		Continuation of Elective and Methodology		Elective Methodology	
ACCE121	16	ACCE221	16	ACCE321 LABD321	16 8	LABD421	16
AFRE121	16	AFRE221	16	AFRD321 AFRD322	16 8	AFRD426	16
BSTE121	16	BSTE221	16	BSTE321 LABD321	16 8	LABD421	16
ECOE121	16	ECOE221	16	ECOE321 LABD321	16 8	LABD421	16
ENGE122	16	ENGE221	16	ENGE321 ENGD322	16 8	ENGD426	16
LIFE121	16	LIFE221	16	LIFE321 LAND321	16 8	LAND421	16
LORE121	16	LORE221	16	LORE321 LLOD321	16 8	LLOD421	16
GEOE121	16	GEOE221	16	GEOE321 LASD321	16 8	LASD421	16
HISE121	16	HISE221	16	HISE321 LASD321	16 8	LASD421	16
PHSE121	16	PHSE221	16	PHSE321 LAND321	16 8	LAND421	16
MATE121	16	MATE221	16	MATE321 **MATD312	16 8	MATD421	16
LESE121	16	LESE221	16	LESE321	16		
						Two of the following	
						AFTB421 ENTB421 SOTB421	2
Total 2nd semester	77	Total 2nd semester	61	Total 2nd semester	65	Total 2nd semester	59
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123
TOTAL FOR THE CURRICULUM							522

*The balance of the credits is included in: EDCC112, EDCC212, EDCC312, EDCC412

**Although this module code is a first semester code it is presented in the second semester

OV.1.6.6 CURRICULUM O174V: LEARNING AREA LANGUAGES
FIRST SEMESTER

Language subjects must be taken as follows:

AFRE in the first semester, then ENGE in the second semester.

ENGE in the first semester, then AFRE in the second semester

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules	
CMPF111	8			MATF311	8	RESF411	8
SLOE111	8	AFRE111	16	AFRE211 or	16	SPSO411or	8
SSSE111	8	AFRD212 or	8	ENGE212		PACO411	
		ENGE111					
		ENGD212					
				WVOS311	12	AFRD416 or	16
						ENGD416	
Core (Compulsory) modules		Core (Compulsory) modules		Core (Compulsory) modules		Core (Compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
		ENGF211	8				
One of the following electives		Continuation of elective and methodology		Continuation of elective		Elective Methodology	
BSTE111	16	BSTE211	16	BSTE311	16	LABD411	16
		LABD211	8				
CATE111	16	CATE211	16	CATE311	16	TECD411	16
		TECD211	8				
HISE111	16	HISE211	16	HISE311	16	LASD411	16
		LASD211	8				
INTE111	16	INTE211	16	INTE311	16	TECD411	16
		TECD211	8				
LORE111	16	LORE211	16	LORE311	16	LLOD411	16
		LLOD211	8				
MATE111	16	MATE211	16	MATE311	16	MATD413	16
		MATD211	8				
PHSE111	16	PHSE211	16	PHSE311	16	LAND411	16
		LAND211	8				
LESE111	16	LESE211	16	LESE311	16		
Total 1st semester	56	Total 1st semester	72	Total 1st semester	68	Total 1st semester	64

NB: Students who did not pass with endorsement must take LEWV112 and LEWV211

CURRICULUM O174V: LEARNING AREA LANGUAGES (CONTINUED)

SECOND SEMESTER

Language subjects must be taken as follows:

AFRE in the first semester, then ENGE in the second semester.

ENGE in the first semester, then AFRE in the second semester.

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules	
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8
AGLA121 OR AGLE 121	12						
INSO121	8	Select a different language module AFRE121 or ENGE122	16	AFRE221 AFRD322 or ENGE221 ENGD322	16 8	MBLO421	8
ENGF121	8					AFRD426 or ENGD426	16
LAAC121	8						
SESE121	8						
		WVOS221	12				
Core (Compulsory) Modules		Core (Compulsory) Modules		Core (Compulsory) Modules		Core (Compulsory) Modules	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Continuation of elective modules		Continuation of elective modules		Continuation of elective modules and methodology		Elective methodology	
BSTE121	16	BSTE221	16	BSTE321 LABD321	16 8	LABD421	16
CATE121	16	CATE221	16	CATE321 TECD321	16 8	TECD421	16
HISE121	16	HISE221	16	HISE321 LASD321	16 8	LASD421	16
INTE121	16	INTE221	16	INTE321 TECD321	16 8	TECD421	16
LORE121	16	LORE221	16	LORE321 LLOD321	16 8	LLOD421	16
MATE121	16	MATE221	16	MATE321 **MATD312	16 8	MATD421	16
PHSE121	16	PHSE221	16	PHSE321 LAND321	16 8	LAND421	16
LESE121	16	LESE221	16	LESE321	16		
						Two of the following	
						AFTB421 ENTB421 SOTB421	2
Total 2nd semester	77	Total 2nd semester	61	Total 2nd semester	65	Total 2nd semester	59
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123
TOTAL FOR THE CURRICULUM							522

*The balance of the credits is included in: EDCC112, EDCC212, EDCC312, EDCC412

**Although this module code is a first semester code it is presented in the second semester

OV.1.6.7 CURRICULUM O175V: LEARNING AREA SOCIAL SCIENCES
FIRST SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules	
CMPF111	8	GEOE111	16	MATF311	8	RESF411	8
SLOE111	8	LASD211	8	GEOE211	16	LASD411	16
SNSE111	8			WVOS311	12		
						SPSO411or PACO411	8
Core (Compulsory) modules		Core (Compulsory) modules		Core (Compulsory) modules		Core (Compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
		ENGF211	8				
One of the following electives		Continuation of elective and methodology		Continuation of elective		Elective Methodology	
ACCE111	16	ACCE211 LABD211	16 8	ACCE311	16	LABD411	16
AFRE111	16	AFRE211 AFRD212	16 8	AFRE311	16	AFRD416	16
BSTE111	16	BSTE211 LABD211	16 8	BSTE311	16	LABD411	16
CATE111	16	CATE211 TECD211	16 8	CATE311	16	TECD411	16
ECOE111	16	ECOE211 LABD211	16 8	ECOE311	16	LABD411	16
ENGE111	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD416	16
INTE111	16	INTE211 TECD211	16 8	INTE311	16	TECD411	16
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LAND411	16
LORE111	16	LORE211 LLOD211	16 8	LORE311	16	LLOD411	16
MATE111	16	MATE211 MATD211	16 8	MATE311	16	MATD413	16
PHSE 111	16	PHSE211 LAND211	16 8	PHSE311	16	LAND411	16
LESE111	16	LESE211	16	LESE311	16		
Total 1st semester	56	Total 1st semester	72	Total 1st semester	68	Total 1st semester	64

NB: Students who did not pass with endorsement must take LEWV112 and LEWV211

CURRICULUM O175V: LEARNING AREA SOCIAL SCIENCES (CONTINUED)

SECOND SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules	
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8
AGLA121 OR AGLE121	12						
INSO121	8	HISE121	16	HISE221 LASD321	16 8	LASD421	16
ENGF121	8						
LAAC121	8					MBLO421	8
SESE121	8	WVOS221	12				
Core (Compulsory) Modules		Core (Compulsory) Modules		Core (Compulsory) Modules		Core (Compulsory) Modules	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Continuation of elective module		Continuation of elective module		Continuation of elective module and methodology		Elective methodology	
ACCE121	16	ACCE221	16	ACCE321 LABD321	16 8	LABD421	16
AFRE121	16	AFRE221	16	AFRE321 AFRD322	16 8	AFRD426	16
BSTE121	16	BSTE221	16	BSTE321 LABD321	16 8	LABD421	16
CATE121	16	CATE221	16	CATE321 TECD321	16 8	TECD421	16
ECOE121	16	ECOE221	16	ECOE321 LABD321	16 8	LABD421	16
ENGE122	16	ENGE221	16	ENGE321 ENGD322	16 8	ENGD426	16
INTE121	16	INTE221	16	INTE321 TECD321	16 8	TECD421	16
LIFE121	16	LIFE221	16	LIFE321 LAND321	16 8	LAND421	16
LORE121	16	LORE221	16	LORE321 LLOD321	16 8	LLOD421	16
MATE121	16	MATE221	16	MATE321 **MATD312	16 8	MATD421	16
PHSE121	16	PHSE221	16	PHSE321 LAND321	16 8	LAND421	16
LESE121	16	LESE221	16	LESE321	16		
						Two of the following	
						AFTB421 ENTB421 SOTB421	2
Total 2nd semester	77	Total 2nd semester	61	Total 2nd semester	65	Total 2nd semester	59
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123
TOTAL FOR THE CURRICULUM							522

*The balance of the Credits is included in EDCC112, EDCC212, EDCC312, EDCC412

**Although this module code is a first semester code it is presented in the second semester

**OV.1.6.8 CURRICULUM O177V: LEARNING AREA LIFE ORIENTATION
FIRST SEMESTER**

YEAR LEVEL 1 FIRST SEMESTER		YEAR LEVEL 2 FIRST SEMESTER		YEAR LEVEL 3 FIRST SEMESTER		YEAR LEVEL 4 FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules	
CMPF111	8	LORE111	16	MATF311	8	RESF411	8
SSSE111	8	LLOD211	8	LORE211	16	LLOD411	16
SNSE111	8			WVOS311	12	SPSO411or PACO411	8
Core (Compulsory) modules		Core (Compulsory) modules		Core (Compulsory) modules		Core (Compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
		ENGF211	8				
Continuation of elective module		Continuation of elective module and methodology		Continuation of elective module		Elective methodology	
ACCE111	16	ACCE211 LABD211	16 8	ACCE311	16	LABD411	16
AFRE111	16	AFRE211 AFRD212	16 8	AFRE311	16	AFRD416	16
BSTE111	16	BSTE211 LABD211	16 8	BSTE311	16	LABD411	16
CATE111	16	CATE211 TECD211	16 8	CATE311	16	TECD411	16
ECOE111	16	ECOE211 LABD211	16 8	ECOE311	16	ECOD411	16
ENGE111	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD416	16
GEOE111	16	GEOE211 LASD211	16 8	GEOE311	16	LASD411	16
HISE111	16	HISE211 LASD211	16 8	HISE311	16	LASD411	16
INTE111	16	INTE211 TECD211	16 8	INTE311	16	TECD411	16
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LAND411	16
MATE111	16	MATE211 MATD211	16 8	MATE311	16	MATD413	16
PHSE111	16	PHSE211 LAND211	16 8	PHSE311	16	LAND411	16
LESE111	16	LESE211	16	LESE311	16		
Total 1st semester	56	Total 1st semester	72	Total 1st semester	68	Total 1st semester	64

NB: Students who did not pass with endorsement must take LEWV112 and LEWV211

CURRICULUM O177V: LEARNING AREA LIFE ORIENTATION (CONTINUED)
SECOND SEMESTER

YEAR LEVEL 1 SECOND SEMESTER			YEAR LEVEL 2 SECOND SEMESTER			YEAR LEVEL 3 SECOND SEMESTER			YEAR LEVEL 4 SECOND SEMESTER		
Code		Cr	Code		Cr	Code		Cr	Code		Cr
Fundamental (Compulsory) modules			Fundamental (Compulsory) modules			Fundamental (Compulsory) modules			Fundamental (Compulsory) modules		
LIFF121		8	MATF221		8	EDTM321		8	RESF421		8
AGLA121	OR	12									
AGLE121											
INSO121		8	LORE121		16	LORE221		16	MBLO421		8
ENGF121		8				LLOD321		8	LLOD421		16
LAAC121		8									
STEE121		8	WVOS221		12						
Core (Compulsory) modules			Core (Compulsory) modules			Core (Compulsory) modules			Core (Compulsory) modules		
EDCC123		8	EDCC222		8	EDCC321		8	EDCC421		8
*EDCC124		1	*EDCC223		1	*EDCC322		1	*EDCC422		1
Continuation of elective module			Continuation of elective module			Continuation of elective module and methodology			Elective methodology		
ACCE121		16	ACCE221		16	ACCE321		16	LABD421		16
						LABD321		8			
AFRE121		16	AFRE221		16	AFRE321		16	AFRD426		16
						AFRD322		8			
BSTE121		16	BSTE221		16	BSTE321		16	LABD421		16
						LABD321		8			
CATE121		16	CATE221		16	CATE321		16	TECD421		16
						TECD321		8			
ECOE121		16	ECOE221		16	ECOE321		16	LABD421		16
						LABD321		8			
ENGE122		16	ENGE221		16	ENGE321		16	ENGD426		16
						ENGD322		8			
GEOE121		16	GEOE221		16	GEOE321		16	LASD421		16
						LASD321		8			
HISE121		16	HISE221		16	HISE321		16	LASD421		16
						LASD321		8			
INTE121		16	INTE221		16	INTE321		16	TECD421		16
						TECD321		8			
LIFE121		16	LIFE221		16	LIFE321		16	LAND421		16
						LAND321		8			
MATE121		16	MATE221		16	MATE321		16	MATD421		16
						**MATD312		8			
PHSE121		16	PHSE221		16	PHSE321		16	LAND421		16
						LAND321		8			
LESE121		16	LESE221		16	LESE321		16			
									Two of the following		
									AFTB421		
									ENTB421		2
									SOTB421		
Total 2nd semester		77	Total 2nd semester		61	Total 2nd semester		65	Total 2nd semester		59
Total level 1		133	Total level 2		133	Total level 3		133	Total level 4		123
TOTAL FOR THE CURRICULUM											522

***The balance of the Credits is included in EDCC112, EDCC212, EDCC312, EDCC412**

****Although this module code is a first semester code it is presented in the second semester**

**OV.1.6.9 CURRICULUM O178V: LEARNING AREA ARTS AND CULTURE
FIRST SEMESTER**

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules	
CMPF111	8	LAAE111	16	MATF311	8	RESF411	8
SLOE111	8	LAAD211	8	LAAE211	16	LAAD411	16
SSSE111	8			WVOS311	12	SPSO411or PACO411	8
Core (Compulsory) modules		Core (Compulsory) modules		Core (Compulsory) modules		Core (Compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
		ENGF211	8				
One of the following electives		Continuation of elective module and methodology		Continuation of elective module		Elective methodology	
ACCE111	16	ACCE211 LABD211	16 8	ACCE311	16	LABD411	16
AFRE111	16	AFRE211 AFRD212	16 8	AFRE311	16	AFRD416	16
BSTE111	16	BSTE211 LABD211	16 8	BSTE311	16	LABD411	16
CATE111	16	CATE211 TECD211	16 8	CATE311	16	TECD411	16
ENGE111	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD416	16
GEOE111	16	GEOE211 LASD211	16 8	GEOE311	16	LASD411	16
HISE111	16	HISE211 LASD211	16 8	HISE311	16	LASD411	16
INTE111	16	INTE211 TECD211	16 8	INTE311	16	TECD411	16
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LAND411	16
LORE111	16	LORE211 LLOD211	16 8	LORE311	16	LLOD411	16
LESE111	16	LESE211	16	LESE311	16		
PHSE111	16	PHSE211 LAND211	16 8	PHSE311	16	LAND411	16
Total 1st semester	56	Total 1st semester	72	Total 1st semester	68	Total 1st semester	64

NB: Students who did not pass with endorsement must take LEWV112 and LEWV211

CURRICULUM O178V: LEARNING AREA ARTS AND CULTURE (CONTINUED)
SECOND SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules	
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8
AGLA121 OR AGLE121	12						
INSO121	8					MBLO421	8
ENGF121	8	LAAE121	16	LAAE221 LAAD321	16 8	LAAD421	16
STEE121	8						
SESE121	8						
		WVOS221	12				
Core (Compulsory) modules		Core (Compulsory) modules		Core (Compulsory) modules		Core (Compulsory) modules	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Continuation of elective module		Continuation of elective module		Continuation of elective module and methodology		Elective methodology	
ACCE121	16	ACCE221	16	ACCE321 LABD321	16 8	LABD421	16
AFRE121	16	AFRE221	16	AFRE321 AFRD322	16 8	AFRD426	16
BSTE121	16	BSTE221	16	BSTE321 LABD321	16 8	LABD421	16
CATE121	16	CATE221	16	CATE321 TECD321	16 8	TECD421	16
ENGE122	16	ENGE221	16	ENGE321 ENGD322	16 8	ENGD426	16
GEOE121	16	GEOE221	16	GEOE321 LASD321	16 8	LASD421	16
HISE121	16	HISE221	16	HISE321 LASD321	16 8	LASD421	16
INTE121	16	INTE221	16	INTE321 TECD321	16 8	TECD421	16
LIFE121	16	LIFE221	16	LIFE321 LAND321	16 8	LAND421	16
LORE121	16	LORE221	16	LORE321 LLOD321	16 8	LLOD421	16
PHSE121	16	PHSE221	16	PHSE321 LAND321	16 8	LAND421	16
LESE121	16	LESE221	16	LESE321	16		
						Two of the following	
						AFTB421 ENTB421 SOTB421	2
Total 2nd Semester	77	Total 2nd semester	61	Total 2nd semester	65	Total 2nd Semester	59
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123
TOTAL FOR THE CURRICULUM							522

*The balance of the credits is included in : EDCC112, EDCC212, EDCC312, EDCC412

**OV.1.6.10 CURRICULUM O179V: LEARNING AREA MATHEMATICS
FIRST SEMESTER**

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules	
CMPF111	8	MALA211	16	MATF 311	8	RESF411	8
SLOE111	8	MATD211	8	MALA311	16	MATD413	16
SSSE111	8			WVOS311	12	SPSO411or PACO411	8
Core (Compulsory) modules		Core (Compulsory) modules		Core (Compulsory) modules		Core (Compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
		ENGF211	8				
One of the following electives		Continuation of elective module and methodology		Continuation of elective module		Elective methodology	
ACCE111	16	ACCE211 LABD211	16 8	ACCE311	16	LABD411	16
AFRE111	16	AFRE211 AFRD212	16 8	AFRE311	16	AFRD416	16
BSTE111	16	BSTE211 LABD211	16 8	BSTE311	16	LABD411	16
CATE111	16	CATE211 TECD211	16 8	CATE311	16	TECD411	16
ENGE111	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD416	16
GEOE111	16	GEOE211 LASD211	16 8	GEOE311	16	LASD411	16
HISE111	16	HISE211 LASD211	16 8	HISE311	16	LASD411	16
INTE111	16	INTE211 TECD211	16 8	INTE311	16	TECD411	16
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LAND411	16
LORE111	16	LORE211 LLOD211	16 8	LORE311	16	LLOD411	16
LESE111	16	LESE211	16	LESE311	16		
PHSE111	16	PHSE211 LAND211	16 8	PHSE311	16	LAND411	16
Total semester	1st 56	Total semester	1st 72	Total semester	1st 68	Total semester	1st 64

NB: Students who did not pass with endorsement must take LEWV112 and LEWV211

CURRICULUM O179V: LEARNING AREA MATHEMATICS (CONTINUED)

SECOND SEMESTER

YEAR LEVEL 1 SECOND SEMESTER		YEAR LEVEL 2 SECOND SEMESTER		YEAR LEVEL 3 SECOND SEMESTER		YEAR LEVEL 4 SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules	
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8
AGLA121 OR AGLE121	12						
INSO121	8					MBLO421	8
ENGF121	8	MALA221	16	MALA321 **MATD312	16 8	MATD421	16
STEE121	8						
SESE121	8						
		WVOS221	12				
Core (Compulsory) modules		Core (Compulsory) modules		Core (Compulsory) modules		Core (Compulsory) modules	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Continuation of elective module		Continuation of elective module		Continuation of elective module and methodology		Elective methodology	
ACCE121	16	ACCE221	16	ACCE321 LABD321	16 8	LABD421	16
AFRE121	16	AFRE221	16	AFRE321 AFRD322	16 8	AFRD426	16
BSTE121	16	BSTE221	16	BSTE321 LABD321	16 8	LABD421	16
CATE121	16	CATE221	16	CATE321 TECD321	16 8	TECD421	16
ENGE122	16	ENGE221	16	ENGE321 ENGD322	16 8	ENGD426	16
GEOE121	16	GEOE221	16	GEOE321 LASD321	16 8	LASD421	16
HISE121	16	HISE221	16	HISE321 LASD321	16 8	LASD421	16
INTE121	16	INTE221	16	INTE321 TECD321	16 8	TECD421	16
LIFE121	16	LIFE221	16	LIFE321 LAND321	16 8	LAND421	16
LORE121	16	LORE221	16	LORE321 LLOD321	16 8	LLOD421	16
PHSE121	16	PHSE221	16	PHSE321 LAND321	16 8	LAND421	16
LESE121	16	LESE221	16	LESE321	16		
						Two of the following	
						AFTB421 ENTB421 SOTB421	2
Total 2nd Semester	77	Total 2nd Semester	61	Total 2nd Semester	65	Total 2nd Semester	59
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123
TOTAL FOR THE CURRICULUM							522

*The balance of the credits is included in: EDCC112, EDCC212, EDCC312, EDCC412

**ALTHOUGH THIS MODULE CODE IS A FIRST SEMESTER CODE IT IS PRESENTED IN THE SECOND SEMESTER

OV.1.7 PROGRAMME : BED SENIOR AND FURTHER EDUCATION AND TRAINING PHASE 422 102 (full-time)

(Method of presentation: Full-time)

This qualification is directed at the training of educators teaching from Grade 7 to Grade 12.

OV.1.7.1 Programme outcomes

The learners of the Senior and Further education and training phase are expected to:

- demonstrate communicative, numerical and technological competence and literacy in ways that facilitate their own academic learning, and that enhance the management of teaching, learning and assessment in their classrooms;
- demonstrate competence in their area of specialisation with regard to the integration of knowledge and skills in order to mediate learning according to diverse learner needs;
- demonstrate competence in their area of specialisation to strategically select, implement and adjust teaching and learning strategies, teaching and learning support material and assessment practices grounded in education theory to enhance learning progress and the holistic development of all learners;
- demonstrate competency in functioning professionally, ethically and responsibly in different education contexts and the community by creating and maintaining caring, supportive and empowering environments for learners.

Specific exit level outcomes

After the successful completion of the BEd Senior and FET phase programme, the student should:

1. Demonstrate his/her ability to fulfil the role as learning mediator.

In order to demonstrate the attainment of this outcome the student will be assessed by means of integrated assessment:

- On his/her understanding of key concepts in the particular learning area/areas; subject/subjects; discipline/disciplines and phase.
- On his/her ability to employ appropriate strategies for working with student needs, student styles, developmental stages and cultural, gender, ethnic, language and other differences among students.
- On his/her ability to prepare, plan and develop teaching and learning opportunities thoroughly for teaching in the particular phase by drawing on a variety of resources which enable the optimal level of lesson preparation, learning activities, assessment and support structures.
- On his/her ability to create a learning environment in which critical, creative and reflective thinking is encouraged.
- On his/her ability to provide and maintain a healthy, safe and dynamic learning environment.
- On his/her ability to demonstrate the mastery of applicable problem-solving and communication skills relevant to the phase of teaching.
- On his/her ability to adapt to change and unforeseen circumstances in the teaching and learning environment.

2. Demonstrate his/her ability to fulfil the role as interpreter and designer of learning programmes and materials.

In order to demonstrate the attainment of this outcome the student will be assessed by means of integrated assessment:

- On his/her ability to design original and relevant learning programmes to meet the desired outcomes that are appropriate for the context in which teaching will occur and that will reflect progression and integration of knowledge.
- On his/her ability to adapt and/or select learning resources that are appropriate for the age, language, culture, gender and the various barriers to learning.
- On his/her ability to interpret various approaches to curriculum and learning programme design and their relationship to particular kinds of learning required by the discipline, age, race, culture and gender of the students.
- On his/her ability to design and produce original learning material.
- On his/her ability to design support structures in lesson plans for multi-cultural groups.
- On his/her ability to reflect on changing circumstances and conditions and adapting existing learning programmes and materials accordingly.

3. Demonstrate his/her ability to fulfil the role of leader, administrator and manager.

In order to demonstrate the attainment of this outcome the student will be assessed by means of integrated assessment:

- On his/her ability to manage class room teaching of various kinds (individual, small groups) multi-cultural and multi-lingual in different educational contexts and particularly with large and diverse groups.
- On his/her ability to construct a class room atmosphere which is democratic but disciplined, and which is sensitive to culture, race, gender and disabilities.
- On his/her ability to resolve conflict situations within class rooms in an ethical, sensitive manner.
- On his/her ability to interpret current legislation regarding the management of students and schools.
- On his/her knowledge of educators' unions, The South African Council for Educators and other relevant professional bodies.
- On his/her knowledge and application of the philosophical and ethical foundations that underpin views on teaching and learning during micro teaching and practical teaching.
- On his/her ability to apply knowledge and skills relevant to a value system base on sound ethical principles. By means of a portfolio consisting of a compilation of individual and group assignments that prove competence to apply knowledge and skills of all seven the roles of the teacher in accordance with differentiated teaching and learning contexts of a multi-cultural nature.
- On his/her ability to reflect critically on a variety of management options, making choices based on existing and potential conditions and defending these choices.

4. Demonstrate his/her ability to fulfil a community, citizenship and pastoral role.

In order to demonstrate the attainment of this outcome the student will be assessed by means of integrated assessment:

- On his/her understanding and appreciation of the principles and practices of the main religions, customs, values and beliefs of the main cultures of South Africa.
- On his/her understanding of key community problems with particular emphasis on issues of poverty, health, environment degradation, violence and HIV/AIDS.
- On his/her ability to develop life skills, work skills, a critical, ethical and committed attitude and a healthy lifestyle in students.
- On his/her ability to fulfil the role of the parent and counsel and/or tutor students in need of assistance with social or learning problems.
- On his/her ability to adapt and improve curriculum programmes in response to needs and to promote citizenship and human rights principles.

5. Demonstrate his/her ability to fulfil the role of scholar, researcher and lifelong student.

In order to demonstrate the attainment of this outcome the student will be assessed by means of integrated assessment:

- On his/her being numerically, technologically and media literate.
- On his/her ability to interpret academic and professional texts critically.
- On his/her understanding of the reasons and uses for, and various approaches to educational research.
- On his/her understanding of child and adolescent development and theories of learning and behaviour with emphasis on their applicability in a diverse and developing country like South Africa.
- On his/her understanding of the impact of class, race, gender and other identity forming forces on learning.
- On his/her ability to access information for educational purposes and to conduct action research to solve real-world teaching and learning problems and to uphold academic excellence.
- On his/her ability to use, evaluate and interpret primary/secondary and Internet sources applicable to the specific course/subject.
- On his/her ability to recognize and judge appropriate intervention strategies to cope with learning and other difficulties.

6. Demonstrate his/her ability to fulfil the role of assessor

In order to demonstrate the attainment of this outcome the student will be assessed by mean of integrated assessment:

- On his/her ability to make appropriate use of different assessment practices in a manner appropriate to the phase/subject/learning area in order to assess knowledge, skills and values relevant to the particular phase. On his/her ability to compile an effective assessment plan.
- On his/her ability to assess students' competence and performance in ways that are fair, valid, authentic and reliable.
- On his/her ability to provide feedback to students in sensitive and educationally helpful ways.
- On maintaining efficient recording and reporting evidence of student progress.

- On his/her ability to justify assessment design decisions and choices about assessment tasks and approaches.
- On his/her ability to reflect on whether assessment decisions are appropriate, and adjusting the approaches where necessary.
- On his/her ability to interpret and use assessment results to feed into processes for the improvement of learning programmes.

7. Demonstrate his/her ability to fulfil the role of learning area/subject/discipline/phase specialist.

In order to demonstrate the attainment of this outcome the students will be assessed by means of integrated assessment:

- On his/her ability to select, sequence and pace content in a manner appropriate to the phase/subject/learning area and the needs of the students and the context.
- On his/her ability to teach in a manner which allows students to transfer knowledge and use it in different contexts.
- On his/her ability to demonstrate integrated academic knowledge and teaching and learning skills foundational to the mastery of a core module/modules and/or the learning area/areas for the particular phase.

OV.1.7.2 Presentation of curriculums

Curriculums listed below will only be presented in a specific year if a minimum of ten students register for the specific curriculum.

OV.1.7.3 Structure of curriculums

Curriculums are structured from the modules in OV.1.7.4 to OV.1.7.19. These modules are spread over four years.

OV.1.7.4 CURRICULUM O180V: ONDERWYSAFRIKAANS FIRST SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules	
CMPF111	8			MATF311	8	RESF411	8
				WVOS311	12	SPSO411 or PACO411	8
Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
		ENGF211	8				
Elective 1		Continuation of elective 1		Continuation of elective 1		Methodology of elective 1	
AFRE111	16	AFRE211 AFRD212	16 8	AFRE311	16	AFRD417	16
Elective 2 : One of the following		Continuation of elective 2 and methodology		Continuation of elective 2		Methodology of elective 2	
BSTE111	16	BSTE211 LABD211	16 8	BSTE311	16	BSTD411	16
CATE111	16	CATE211 TECD211	16 8	CATE311	16	CATD411	16
ECOE111	16	ECOE211 LABD211	16 8	ECOE311	16	ECOD411	16

ENGE111	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD417	16
GEOE111	16	GEOE211 LASD211	16 8	GEOE311	16	GEOD411	16
INTE111	16	INTE211 TECD211	16 8	INTE311	16	INTD411	16
MATE111	16	MATE211 MATD211	16 8	MATE311	16	MATD411	16
MATL112	16	MATL212 MATD211	16 8	MATL311	16	MATD411	16
PHSE111	16	PHSE211 LAND211	16 8	PHSE311	16	PHSD411	16
LESE111	16	LESE211	16	LESE311	16		
Total 1st semester	56	Total 1st semester	72	Total 1st semester	68	Total 1st semester	64

NB: Students who did not pass with endorsement must take LEWV112 and LEWV211

CURRICULUM O180V: ONDERWYSAFRIKAANS (CONTINUED)

SECOND SEMESTER

YEAR LEVEL 1 SECOND SEMESTER		YEAR LEVEL 2 SECOND SEMESTER		YEAR LEVEL 3 SECOND SEMESTER		YEAR LEVEL 4 SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules	
LIF121	8	MATF221	8	EDTM321	8	RESF421	8
AGLA121 OR AGLE121	12						
ENGF121	8					MBLO421	8
INSO121	8						
		WVOS221	12				
Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Elective 1		Continuation of elective 1		Continuation of elective 1 and methodology		Methodology of elective 1	
AFRE121	16	AFRE221	16	AFRE321 AFRD322	16 8	AFRD427	16
Continuation of elective 2		Continuation of elective 2		Continuation of elective 2 and methodology		Methodology of elective 2	
BSTE121	16	BSTE221	16	BSTE321 BSTD321	16 8	LABD421	16
CATE121	16	CATE221	16	CATE321 CATD321	16 8	TECD421	16
ECOE121	16	ECOE 221	16	ECOE321 ECOD321	16 8	LABD421	16
ENGE122	16	ENGE221	16	ENGE321 ENGD322	16 8	ENGD427	16
GEOE121	16	GEOE221	16	GEOE321 GEOD321	16 8	LASD421	16
INTE121	16	INTE221	16	INTE321 INTD321	16 8	TECD421	16
MATE121	16	MATE221	16	MATE321 MATD321	16 8	MATD421	16
MATL121	16	MATL221	16	MATL321 MATD321	16 8	MATD421	16
PHSE121	16	PHSE221	16	PHSE321 PHSD321	16 8	LAND421	16
LESE121	16	LESE221	16	LESE321	16		
						Two of the following	
						AFTB421 ENTB421 SOTB421	2
Total 2nd semester	77	Total 2nd semester	61	Total 2nd semester	65	Total 2nd semester	59
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123
TOTAL FOR THE CURRICULUM							522

*The balance of the credits is included in: EDCC112, EDCC212, EDCC312, EDCC412

OV.1.7.5 CURRICULUM O181V: EDUCATIONAL LIFE SCIENCES

FIRST SEMESTER

YEAR LEVEL 1 FIRST SEMESTER		YEAR LEVEL 2 FIRST SEMESTER		YEAR LEVEL 3 FIRST SEMESTER		YEAR LEVEL 4 FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules	
CMPF111	8			MATF311	8	RESF411	8
				WVOS311	12	SPSO411or PACO411	8
Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
		ENGF211	8				
Elective 1		Continuation of elective 1		Continuation of elective 1		Methodology of elective 1	
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LIFD411	16
Elective 2 : One of the following		Continuation of elective 2 and methodology		Continuation of elective 2		Methodology of elective 2	
BSTE111	16	BSTE211 LABD211	16 8	BSTE311	16	BSTD411	16
CATE111	16	CATE211 TECD211	16 8	CATE311	16	CATD411	16
ECOE111	16	ECOE211 LABD211	16 8	ECOE311	16	ECOD411	16
ENGE111	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD417	16
GEOE111	16	GEOE211 LASD211	16 8	GEOE311	16	GEOD411	16
INTE111	16	INTE211 TECD211	16 8	INTE311	16	INTD411	16
LORE111	16	LORE211 LLOD211	16 8	LORE311	16	LORD411	16
MATE111	16	MATE211 MATD211	16 8	MATE311	16	MATD411	16
MATL112	16	MATL212 MATD211	16 8	MATL311	16	MATD411	16
PHSE111	16	PHSE211 ADSD211	16 8	PHSE311	16	PHSD411	16
LESE111	16	LESE211	16	LESE311	16		
Total 1st semester	56	Total 1st semester	72	Total 1st semester	68	Total 1st semester	64

NB: Students who did not pass with endorsement must take LEWV112 and LEWV211

CURRICULUM O181V: EDUCATIONAL LIFE SCIENCES (CONTINUED)

SECOND SEMESTER

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
SECOND SEMESTER			SECOND SEMESTER			SECOND SEMESTER			SECOND SEMESTER		
Code		Cr	Code		Cr	Code		Cr	Code		Cr
Fundamental (compulsory) modules			Fundamental (compulsory) modules			Fundamental (compulsory) modules			Fundamental (compulsory) modules		
LIFF121		8	MATF221		8	EDTM321		8	RESF421		8
AGLA121	OR	12									
AGLE121											
ENGF121		8							MBLO421		8
INSO121		8									
			WVOS221		12						
Core (compulsory) modules			Core (compulsory) modules			Core (compulsory) modules			Core (compulsory) modules		
EDCC123		8	EDCC222		8	EDCC321		8	EDCC421		8
*EDCC124		1	*EDCC223		1	*EDCC322		1	*EDCC422		1
Elective 1			Continuation of elective 1			Continuation of elective 1 and methodology			Methodology of elective 1		
LIFE121		16	LIFE221		16	LIFE321		16	LAND421		16
						LIFD321		8			
Continuation of elective 2			Continuation of elective 2			Continuation of elective 2 and methodology			Methodology of elective 2		
BSTE121		16	BSTE221		16	BSTE321		16	LABD421		16
						BSTD321		8			
CATE121		16	CATE221		16	CATE321		16	TECD421		16
						CATD321		8			
ECOE121		16	ECOE221		16	ECOE321		16	LABD421		16
						ECOD321		8			
ENGE122		16	ENGE221		16	ENGE321		16	ENGD427		16
						ENGD322		8			
GEOE121		16	GEOE221		16	GEOE321		16	LASD421		16
						GEOD321		8			
INTE121		16	INTE221		16	INTE321		16	TECD421		16
						INTD321		8			
LORE121		16	LORE221		16	LORE321		16	LLOD421		16
						LORD321		8			
MATE121		16	MATE221		16	MATE321		16	MATD421		16
						MATD321		8			
MATL121		16	MATL221		16	MATL321		16	MATD421		16
						MATD321		8			
PHSE121		16	PHSE221		16	PHSE321		16	ADSD421		16
						PHSD321		8			
LESE121		16	LESE221		16	LESE321		16			
									Two of the following		
									AFTB421		
									ENTB421		2
									SOTB421		
Total 2nd semester		77	Total 2nd semester		61	Total 2nd semester		65	Total 2nd semester		59
Total level 1		133	Total level 2		133	Total level 3		133	Total level 4		123
TOTAL FOR THE CURRICULUM											522

*The balance of the Credits is included in: EDCC112, EDCC212, EDCC312, EDCC412

**OV.1.7.6 CURRICULUM O182V: EDUCATIONAL INFORMATION TECHNOLOGY
FIRST SEMESTER**

YEAR LEVEL 1 FIRST SEMESTER		YEAR LEVEL 2 FIRST SEMESTER		YEAR LEVEL 3 FIRST SEMESTER		YEAR LEVEL 4 FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules	
CMPF111	8			MATF311	8	RESF411	8
				WVOS311	12	SPSO411or PACO411	8
Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411 EDCC412	8 8
EDCC113	8	EDCC212	8	EDCC313	8		
		ENGF211	8				
Elective 1		Continuation of elective 1		Continuation of elective 1		Methodology of elective 1	
INTE111	16	INTE211	16	INTE311	16	INTD411	16
		TECD211	8				
Elective 2 : One of the following		Continuation of elective 2 and methodology		Continuation of elective 2		Methodology of elective 2	
ACCE111	16	ACCE211	16	ACCE311	16	ACCD411	16
		LABD211	8				
AFRE111	16	AFRE211	16	AFRE311	16	AFRD417	16
		AFRD212	8				
BSTE111	16	BSTE211	16	BSTE311	16	BSTD411	16
		LABD211	8				
CATE111	16	CATE211	16	CATE311	16	CATD411	16
		ADSD211	8				
ECOE111	16	ECOE211	16	ECOE311	16	ECOD411	16
		LABD211	8				
EGDE111	8	EGDE211	16	EGDE311	16	EGDD411	16
EGDE112	8	EGDD211	8				
HISE111	16	HISE211	16	HISE311	16	HISD411	16
		LASD211	8				
MATE111	16	MATE211	16	MATE311	16	MATD411	16
		MATD211	8				
MATL112	16	MATL212	16	MATL311	16	MATD411	16
		MATD211	8				
PHSE111	16	PHSE211	16	PHSE311	16	PHSD411	16
		LAND211	8				
LESE111	16	LESE211	16	LESE311	16		
Total 1st semester	56	Total 1st semester	72	Total 1st semester	68	Total 1st semester	64

NB: Students who did not pass with endorsement must take LEVV112 and LEWV211

CURRICULUM O182V: EDUCATIONAL INFORMATION TECHNOLOGY (CONTINUED)
SECOND SEMESTER

YEAR LEVEL 1 SECOND SEMESTER			YEAR LEVEL 2 SECOND SEMESTER			YEAR LEVEL 3 SECOND SEMESTER			YEAR LEVEL 4 SECOND SEMESTER		
Code		Cr	Code		Cr	Code		Cr	Code		Cr
Fundamental (compulsory) modules			Fundamental (compulsory) modules			Fundamental (compulsory) modules			Fundamental (compulsory) modules		
LIFF121		8	MATF221		8	EDTM321		8	RESF421		8
AGLA121	OR	12									
AGLE121											
ENGF121		8							MBLO421		8
INSO121		8									
			WVOS221		12						
Core (compulsory) modules			Core (compulsory) modules			Core (compulsory) modules			Core (compulsory) modules		
EDCC123		8	EDCC222		8	EDCC321		8	EDCC421		8
*EDCC124		1	*EDCC223		1	*EDCC322		1	*EDCC422		1
Elective 1			Continuation of elective 1			Continuation of elective 1 and methodology			Methodology elective		
INTE121		16	INTE221		16	INTE321		16	TECD421		16
						INTD321		8			
Continuation of elective 2			Continuation of elective			Continuation of elective			Methodology elective		
ACCE121		16	ACCE221		16	ACCE321		16	LABD421		16
						ACCD321		8			
AFRE121		16	AFRE221		16	AFRE321		16	AFRD427		16
						AFRD322		8			
BSTE121		16	BSTE221		16	BSTE321		16	LABD421		16
						BSTD321		8			
CATE121		16	CATE221		16	CATE321		16	ADSD421		16
						CATD321		8			
ECOE121		16	ECOE221		16	ECOE321		16	LABD421		16
						ECOD321		8			
EGDE121		8	EGDE221		16	EGDE321		16	EGDD421		16
EGDE122		8				EGDD321		8			
HISE121		16	HISE221		16	HISE321		16	LASD421		16
						HISD321		8			
MATE121		16	MATE221		16	MATE321		16	MATD421		16
						MATD321		8			
MATL121		16	MATL221		16	MATL321		16	MATD421		16
						MATD321		8			
PHSE121		16	PHSE221		16	PHSE321		16	LAND421		16
						PHSD321		8			
LESE121		16	LESE221		16	LESE321		16			
									Two of the following		
									AFTB421		
									ENTB421		2
									SOTB421		
Total 2nd semester		77	Total 2nd semester		61	Total 2nd semester		65	Total 2nd semester		59
Total level 1		133	Total level 2		133	Total level 3		133	Total level 4		123
TOTAL FOR THE CURRICULUM											522

*The balance of the Credits is included in: EDCC112, EDCC212, EDCC312, EDCC412

OV.1.7.7 CURRICULUM O183V ENGLISH FOR EDUCATION

FIRST SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules	
CMPF111	8			MATF311	8	RESF411	8
				WVOS311	12	SPSO411or PACO411	8
Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411 EDCC412	8 8
EDCC113	8	EDCC212	8	EDCC313	8		
		ENGF211	8				
Elective 1		Continuation of elective 1		Continuation of elective 1		Methodology of elective 1	
ENGE111	16	ENGE212	16	ENGE311	16	ENGD417	16
		ENGD212	8				
Elective 2 : One of the following		Continuation of elective 2 and methodology		Continuation of elective 2		Methodology of elective 2	
ACCE111	16	ACCE211	16	ACCE311	16	ACCD411	16
		LABD211	8				
AFRE111	16	AFRE211	16	AFRE311	16	AFRD417	16
		AFRD212	8				
BSTE111	16	BSTE211	16	BSTE311	16	BSTD411	16
		LABD211	8				
CATE111	16	CATE211	16	CATE311	16	CATD411	16
		TECD211	8				
ECOE111	16	ECOE211	16	ECOE311	16	ECOD411	16
		LABD211	8				
EGDE111	8	EGDE211	16	EGDE311	16	EGDD411	16
EGDE112	8	EGDD211	8				
HISE111	16	HISE211	16	HISE311	16	HISD411	16
		LASD211	8				
LIFE111	16	LIFE211	16	LIFE311	16	LIFD411	16
		LAND211	8				
MATE111	16	MATE211	16	MATE311	16	MATD411	16
		MATD211	8				
MATL112	16	MATL212	16	MATL311	16	MATD411	16
		MATD211	8				
PHSE111	16	PHSE211	16	PHSE311	16	PHSD411	16
		LAND211	8				
LESE111	16	LESE211	16	LESE311	16		
Total 1st semester	56	Total 1st semester	72	Total 1st semester	68	Total 1st semester	64

NB: Students who did not pass with endorsement must take LEWV112 and LEWV211

CURRICULUM O183V: ENGLISH FOR EDUCATION (CONTINUED)
SECOND SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules	
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8
AGLA121	OR 12						
AGLE121							
ENGF121	8					MBLO421	8
INSO121	8						
		WVOS221	12				
Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Elective 1		Continuation of elective 1		Continuation of elective 1 and methodology		Methodology elective	
ENGE122	16	ENGE221	16	ENGE321 ENGD322	16 8	ENGD427	16
Continuation of elective 2		Continuation of elective		Continuation of elective		Methodology elective	
ACCE121	16	ACCE221	16	ACCE321 ACCD321	16 8	LABD421	16
AFRE121	16	AFRE221	16	AFRE321 AFRD322	16 8	AFRD427	16
BSTE121	16	BSTE221	16	BSTE321 BSTD321	16 8	LABD421	16
CATE121	16	CATE221	16	CATE321 CATD321	16 8	TECD421	16
ECOE121	16	ECOE221	16	ECOE321 ECOD321	16 8	LABD421	16
EGDE121	8	EGDE221	16	EGDE321 EGDD321	16 8	EGDD421	16
EGDE122	8						
HISE121	16	HISE221	16	HISE321 HISD321	16 8	LASD421	16
LIFE121	16	LIFE221	16	LIFE321 LIFD321	16 8	LAND421	16
MATE121	16	MATE221	16	MATE321 MATD321	16 8	MATD421	16
MATL121	16	MATL221	16	MATL321 MATD321	16 8	MATD421	16
PHSE121	16	PHSE221	16	PHSE321 PHSD321	16 8	LAND421	16
LESE121	16	LESE221	16	LESE321	16		
						Two of the following	
						AFTB421 ENTB421 SOTB421	2
Total 2nd semester	77	Total 2nd semester	61	Total 2nd semester	65	Total 2nd semester	59
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123
TOTAL FOR THE CURRICULUM							522

*The balance of the credits is included in: EDCC112, EDCC212, EDCC312, EDCC412

OV.1.7.8 CURRICULUM O184V: ECONOMICS FOR EDUCATION
FIRST SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules	
CMPF111	8			MATF311	8	RESF411	8
				WVOS311	12	SPSO411or PACO411	8
Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
		ENGF211	8				
Elective 1		Continuation of elective 1 and methodology		Continuation of elective 1		Methodology of elective 1	
EEOE111	16	EEOE211 LABD211	16 8	EEOE311	16	ECOD411	16
Elective 2 One of the following		Continuation of elective 2 and methodology		Continuation of elective 2		Methodology of elective 2	
ACCE111	16	ACCE211 ADSD211	16 8	ACCE311	16	ACCD411	16
AFRE111	16	AFRE211 AFRD212	16 8	AFRE311	16	AFRD417	16
BSTE111	16	BSTE211 ADSD211	16 8	BSTE311	16	BSTD411	16
CATE111	16	CATE211 TECD211	16 8	CATE311	16	CATD411	16
ENGE111	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD417	16
EGDE111	8	EGDE211	16	EGDE311	16	EGDD411	16
EGDE112	8	EGDD211	8				
GEOE111	16	GEOE211 LASD211	16 8	GEOE311	16	GEOD411	16
HISE111	16	HISE211 LASD211	16 8	HISE311	16	HISD411	16
INTE111	16	INTE211 TECD211	16 8	INTE311	16	INTD411	16
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LIFD411	16
LORE111	16	LORE211 LLOD211	16 8	LORE311	16	LORD411	16
PHSE111	16	PHSE211 LAND211	16 8	PHSE311	16	PHSD411	16
LESE111	16	LESE211	16	LESE311	16		
Total 1st semester	56	Total 1st semester	72	Total 1st semester	68	Total 1st semester	64

NB: Students who did not pass with endorsement must take LEWV112 and LEWV211

CURRICULUM O184V: ECONOMICS FOR EDUCATION (CONTINUED)
SECOND SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules	
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8
AGLA121 OR AGLE121	12						
INSO121	8					MBLO421	8
ENGF121	8	WVOS221	12				
Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Elective 1		Continuation of elective 1		Continuation of elective 1 and methodology		Methodology elective 1	
ECOE121	16	ECOE221	16	ECOE321 ECOD321	16 8	LABD421	16
Continuation of elective 2		Continuation of elective 2		Continuation of elective 2 and methodology		Methodology elective 2	
ACCE121	16	ACCE221	16	ACCE321 ACCD321	16 8	ADSD421	16
AFRE121	16	AFRE221	16	AFRE321 AFRD322	16 8	AFRD427	16
BSTE121	16	BSTE221	16	BSTE321 BSTD321	16 8	ADSD421	16
CATE121	16	CATE221	16	CATE321 CATD321	16 8	TECD421	16
ENGE122	16	ENGE221	16	ENGE 321 ENGD322	16 8	ENGD427	16
EGDE121 EGDE122	8 8	EGDE221	16	EGDE321 EGDD321	16 8	EGDD421	16
GEOE121	16	GEOE221	16	GEOE321 GEOD321	16 8	LASD421	16
HISE121	16	HISE221	16	HISE321 HISD321	16 8	LASD421	16
INTE121	16	INTE221	16	INTE321 INTD321	16 8	TECD421	16
LIFE121	16	LIFE221	16	LIFE321 LIFD321	16 8	LAND421	16
LORE121	16	LORE221	16	LORE321 LORD321	16 8	LLOD421	16
PHSE121	16	PHSE221	16	PHSE321 PHSD321	16 8	LAND421	16
LESE121	16	LESE221	16	LESE321	16		
						Two of the following	
						AFTB421 ENTB421 SOTB421	2
Total 2nd Semester	77	Total 2nd semester	61	Total 2nd semester	65	Total 2nd semester	59
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123
TOTAL FOR THE CURRICULUM							522

*The balance of the credits is included in: EDCC112, EDCC212, EDCC312, EDCC412

**OV.1.7.9 CURRICULUM O185V: HISTORY FOR EDUCATION
FIRST SEMESTER**

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules	
CMPF111	8			MATF311	8	RESF411	8
				WVOS311	12	SPSO411or PACO411	8
Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
		ENGF211	8				
Elective 1		Continuation of elective 1		Continuation of elective 1		Methodology of elective 1	
HISE111	16	HISE211 LASD211	16 8	HISE311	16	HISD411	16
Elective 2 : One of the following		Continuation of elective 2 and methodology		Continuation of elective 2		Methodology of elective 2	
BSTE111	16	BSTE211 LABD211	16 8	BSTE311	16	BSTD411	16
CATE111	16	CATE211 TECD211	16 8	CATE311	16	CATD411	16
ECOE111	16	ECOE211 LABD211	16 8	ECOE311	16	ECOD411	16
ENGE111	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD417	16
GEOE111	16	GEOE211 LAND211	16 8	GEOE311	16	GEOD411	16
INTE111	16	INTE211 TECD211	16 8	INTE311	16	INTD411	16
LORE111	16	LORE211 LLOD211	16 8	LORE311	16	LORD411	16
MATE111	16	MATE211 MATD211	16 8	MATE311	16	MATD411	16
MATL112	16	MATL212 MATD211	16 8	MATL311	16	MATD411	16
PHSE111	16	PHSE211 LAND211	16 8	PHSE311	16	PHSD411	16
LESE111	16	LESE211	16	LESE311	16		
Total 1st semester	56	Total 1st semester	72	Total 1st semester	68	Total 1st semester	64

NB: Students who did not pass with endorsement must take LEWV112 and LEWV211

CURRICULUM O185V: HISTORY FOR EDUCATION (CONTINUED)
SECOND SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules	
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8
ENGF121	8					MBLO421	8
AGLA121 OR AGLE121	12						
INSO121	8						
		WVOS221	12				
Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Elective 1		Continuation of elective 1		Continuation of elective 1 and methodology		Methodology of elective 1	
HISE121	16	HISE221	16	HISE321 HISD321	16 8	LASD421	16
Continuation of elective 2		Continuation of elective 2		Continuation of elective 2 and methodology		Methodology of elective 2	
BSTE121	16	BSTE221	16	BSTE321 BSTD321	16 8	LABD421	16
CATE121	16	CATE221	16	CATE321 CATD321	16 8	TECD421	16
ECOE121	16	ECOE221	16	ECOE321 ECOD321	16 8	LABD421	16
ENGE122	16	ENGE221	16	ENGE321 ENGD322	16 8	ENGD427	16
GEOE121	16	GEOE221	16	GEOE321 GEOD321	16 8	LAND421	16
INTE121	16	INTE221	16	INTE321 INTD321	16 8	TECD421	16
LORE121	16	LORE221	16	LORE321 LORD321	16 8	LLOD421	16
MATE121	16	MATE221	16	MATE321 MATD321	16 8	MATD421	16
MATL121	16	MATL221	16	MATL321 MATD321	16 8	MATD421	16
PHSE121	16	PHSE221	16	PHSE321 PHSD321	16 8	LAND421	16
LESE121	16	LESE221	16	LESE321	16		
						Two of the following	
						AFTB421 ENTB421 SOTB421	2
Total 2nd semester	77	Total 2nd semester	61	Total 2nd semester	65	Total 2nd semester	59
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123
TOTAL FOR THE CURRICULUM							522

*The balance of the Credits is included in EDCC112, EDCC212, EDCC312, EDCC412

OV.1.7.10 CURRICULUM O186V: GEOGRAPHY FOR EDUCATION

FIRST SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules	
CMPF111	8			MATF311	8	RESF411	8
				WVOS311	12	SPSO411or PACO411	8
Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411 EDCC412	8 8
EDCC113	8	EDCC212	8	EDCC313	8		
		ENGF211	8				
Elective 1		Continuation of elective 1		Continuation of elective 1		Methodology of elective 1	
GEOE111	16	GEOE211	16	GEOE311	16	GEOD411	16
		LASD211	8				
Elective 2 : One of the following		Continuation of elective 2 and methodology		Continuation of elective 2		Methodology of elective 2	
ACCE111	16	ACCE211	16	ACCE311	16	ACCD411	16
		LABD211	8				
AFRE111	16	AFRE211	16	AFRE311	16	AFRD417	16
		AFRD212	8				
BSTE111	16	BSTE211	16	BSTE311	16	BSTD411	16
		LABD211	8				
CATE111	16	CATE211	16	CATE311	16	CATD411	16
		TECD211	8				
ECOE111	16	ECOE211	16	ECOE311	16	ECOD411	16
		LABD211	8				
EGDE111	8	EGDE211	16	EGDE311	16	EGDD411	16
EGDE112	8	EGDD211	8				
HISE111	16	HISE211	16	HISE311	16	HISD411	16
		ADSD211	8				
LIFE111	16	LIFE211	16	LIFE311	16	LIFD411	
		LAND211	8				
LORE111	16	LORE211	16	LORE311	16	LORD411	16
		LLOD211	8				
MATE111	16	MATE211	16	MATE311	16	MATD411	16
		MATD211	8				
MATL112	16	MATL212	16	MATL311	16	MATD411	16
		MATD211	8				
PHSE111	16	PHSE211	16	PHSE311	16	PHSD411	16
		LAND211	8				
LESE111	16	LESE211	16	LESE311	16		
Total 1st semester	56	Total 1st semester	72	Total 1st semester	68	Total 1st semester	64

NB: Students who did not pass with endorsement must take LEWV112 and LEWV211

CURRICULUM O186V: GEOGRAPHY FOR EDUCATION (CONTINUED)

SECOND SEMESTER

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
SECOND SEMESTER			SECOND SEMESTER			SECOND SEMESTER			SECOND SEMESTER		
Code		Cr	Code		Cr	Code		Cr	Code		Cr
Fundamental (compulsory) modules			Fundamental (compulsory) modules			Fundamental (compulsory) modules			Fundamental (compulsory) modules		
LIFF121	OR	8	MATF221		8	EDTM321		8	RESF421		8
AGLA121		12									
ALGE121											
INSO121		8							MBLO421		8
ENGF121		8									
			WVOS221		12						
Core (compulsory) modules			Core (compulsory) modules			Core (compulsory) modules			Core (compulsory) modules		
EDCC123		8	EDCC222		8	EDCC321		8	EDCC421		8
*EDCC124		1	*EDCC223		1	*EDCC322		1	*EDCC422		1
Elective 1			Continuation of elective 1			Continuation of elective 1 and methodology			Methodology elective		
GEOE121		16	GEOE221		16	GEOE321		16	LASD421or		16
						GEOD321		8	LAND421		
Continuation of elective 2			Continuation of elective			Continuation of elective			Methodology elective		
ACCE121		16	ACCE221		16	ACCE321		16	LABD421		16
						ACCD321		8			
AFRE121		16	AFRE221		16	AFRE321		16	AFRD427		16
						AFRD322		8			
BSTE121		16	BSTE221		16	BSTE321		16	LABD421		16
						BSTD321		8			
CATE121		16	CATE221		16	CATE321		16	TECD421		16
						CATD321		8			
ECOE121		16	ECOE221		16	ECOE321		16	LABD421		16
						ECOD321		8			
EGDE121		8	EGDE221		16	EGDE321		16	EGDD421		16
EGDE122		8				EGDD321		8			
LIFE121		16	LIFE221		16	LIFE321		16	LAND421	or	16
						LIFD321		8	ADSD421		
HISE121		16	HISE221		16	HISE321		16	ADSD421		16
						HISD321		8			
LORE121		16	LORE221		16	LORE321		16	LLOD421		16
						LORD321		8			
MATE121		16	MATE221		16	MATE321		16	MATD421		16
						MATD321		8			
MATL121		16	MATL221		16	MATL321		16	MATD421		16
						MATD321		8			
PHSE121		16	PHSE221		16	PHSE321		16	LAND421	or	16
						PHSD321		8	ADSD421		
LESE121		16	LESE221		16	LESE321		16			
									Two of the following		
									AFTB421		
									ENTB421		2
									SOTB521		
Total 2nd semester		77	Total 2nd semester		61	Total 1st semester		65	Total 2nd semester		59
Total level 1		133	Total level 2		133	Total level 3		133	Total level 4		123
TOTAL FOR THE CURRICULUM											522

*The balance of the credits is included in: EDCC112, EDCC212, EDCC312, EDCC412

**OV.1.7.11 CURRICULUM O187V: LIFE ORIENTATION FOR EDUCATION
FIRST SEMESTER**

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules	
CMPF111	8			MATF311	8	RESF411	8
				WVOS311	12	SPSO411or PACO411	8
Core (Compulsory) modules		Core (Compulsory) modules		Core (Compulsory) modules		Core (Compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
		ENGF211	8				
Elective Module 1		Continuation of elective 1 and methodology		Continuation of elective 1		Methodology of elective 1	
LORE111	16	LORE211	16	LORE311	16	LORD411	16
		LLOD211	8				
Elective 2 One of the following		Continuation of elective 2 and methodology		Continuation of elective 2		Methodology of elective 2	
ACCE111	16	ACCE211	16	ACCE311	16	ACCD411	16
		LABD211	8				
AFRE111	16	AFRE211	16	AFRE311	16	AFRD417	16
		AFRD212	8				
ECOE111	16	ECOE211	16	ECOE311	16	ECOD411	16
		LABD211	8				
ENGE111	16	ENGE212	16	ENGE311	16	ENGD417	16
		ENGD212	8				
EGDE111	8	EGDE211	16	EGDE311	16	EGDD411	16
EGDE112	8	EGDD211	8				
GEOE111	16	GEOE211	16	GEOE311	16	GEOD411	16
		LAND211	8				
HISE111	16	HISE211	16	HISE311	16	LASD411	16
		LASD211	8				
INTE111	16	INTE211	16	INTE311	16	INTD411	16
		TECD211	8				
LIFE111	16	LIFE211	16	LIFE311	16	LIFD411	16
		LAND211	8				
MATE111	16	MATE211	16	MATE311	16	MATD411	16
		MATD211	8				
MATL112	16	MATL212	16	MATL311	16	MATD411	16
		MATD211	8				
LESE111	16	LESE211	16	LESE311	16		
Total 1st semester	56	Total 1st semester	72	Total 1st semester	68	Total 1st semester	64

NB: Students who did not pass with endorsement must take LEWV112 and LEWV211

CURRICULUM O187V: LIFE ORIENTATION FOR EDUCATION (CONTINUED)

SECOND SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules	
LIF121	8	MATF221	8	EDTM321	8	RESF421	8
AGLA121 OR AGLE121	12						
ENGF121	8						
INSO121	8					MBLO421	8
		WVOS221	12				
Core (Compulsory) modules		Core (Compulsory) modules		Core (Compulsory) modules		Core (Compulsory) modules	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Continuation of elective 1		Continuation of elective 1		Continuation of elective 1 and methodology		Methodology of elective 1	
LORE121	16	LORE221	16	LORE321 LORD321	16 8	LLOD421	16
Continuation of elective 2		Continuation of elective 2		Continuation of elective 2 and methodology		Methodology of elective 1	
ACCE121	16	ACCE221	16	ACCE321 ACCD321	16 8	LABD421	16
AFRE121	16	AFRE221	16	AFRE321 AFRD322	16 8	AFRD427	16
ENGE122	16	ENGE 221	16	ENGE321 ENGD322	16 8	ENGD427	16
ECOE121	16	ECOE221	16	ECOE321 ECOD321	16 8	LABD421	16
EGDE121 EGDE122	8 8	EGDE221	16	EGDE321 EGDD321	16 8	EGDD421	16
GEOE121	16	GEOE221	16	GEOE321 GEOD321	16 8	LASD421	16
HISE121	16	HISE221	16	HISE321 HISD321	16 8	LASD421	16
INTE121	16	INTE221	16	INTE321 TECD321	16 8	TECD421	16
LIFE121	16	LIFE221	16	LIFE321 LAND321	16 8	LAND421	16
MATE121	16	MATE221	16	MATE321 MATD321	16 8	MATD421	16
MATL121	16	MATL221	16	MATL321 MATD321	16 8	MATD421	16
LESE121	16	LESE221	16	LESE321	16		
						Two of the following	
						AFTB421 ENTB421 SOTB421	2
Total 2nd semester	77	Total 2nd semester	61	Total 2nd semester	65	Total 2nd semester	59
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123
TOTAL FOR THE CURRICULUM							522

*The balance of the credits is included in: EDCC112, EDCC212, EDCC312, EDCC412

**OV.1.7.12 CURRICULUM O190V: PHYSICAL SCIENCES FOR EDUCATION
FIRST SEMESTER**

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules	
CMPF111	8			MATF311	8	RESF411	8
				WVOS311	12	SPSO411or PACO411	8
Core (Compulsory) modules		Core (Compulsory) modules		Core (Compulsory) modules		Core (Compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
		ENGF211	8				
Elective Module 1		Continuation of elective 1 and methodology		Continuation of elective 1		Methodology of elective 1	
PHSE111	16	PHSE211 LAND211	16 8	PHSE311	16	PHSD411	16
Elective 2 One of the following		Continuation of elective 2 and methodology		Continuation of elective 2		Methodology of elective 2	
ACCE111	16	ACCE211 LABD211	16 8	ACCE311	16	ACCD411	16
AFRE111	16	AFRE211 AFRD212	16 8	AFRE311	16	AFRD417	16
ECOE111	16	ECOE211 LABD211	16 8	ECOE311	16	ECOD411	16
ENGE111	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD417	16
EGDE111	8	EGDE211	16	EGDE311	16	EGDD411	16
EGDE112	8	EGDD211	8				
GEOE111	16	GEOE211 LASD211	16 8	GEOE311	16	GEOD411	16
HISE111	16	HISE211 LASD211	16 8	HISE311	16	LASD411	16
INTE111	16	INTE211 TECD211	16 8	INTE311	16	INTD411	16
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LIFD411	16
MATE111	16	MATE211 MATD211	16 8	MATE311	16	MATD411	16
MATL112	16	MATL212 MATD211	16 8	MATL311	16	MATD411	16
LESE111	16	LESE211	16	LESE311	16		
Total 1st semester	56	Total 1st semester	72	Total 1st semester	68	Total 1st semester	64

NB: Students who did not pass with endorsement must take LEWV112 and LEWV211

CURRICULUM O190V: PHYSICAL SCIENCES FOR EDUCATION (CONTINUED)

SECOND SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules	
LIF121	8	MATF221	8	EDTM321	8	RESF421	8
AGLA121 OR AGLE121	12						
ENGF121	8						
INSO121	8					MBLO421	8
		WVOS221	12				
Core (Compulsory) modules		Core (Compulsory) modules		Core (Compulsory) modules		Core (Compulsory) modules	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Continuation of elective 1		Continuation of elective 1		Continuation of elective 1 and methodology		Methodology of elective 1	
PHSE121	16	PHSE221	16	PHSE321 PHSD321	16 8	LAND421	16
Continuation of elective 2		Continuation of elective 2		Continuation of elective 2 and methodology		Methodology of elective 1	
ACCE121	16	ACCE221	16	ACCE321 ACCD321	16 8	LABD421	16
AFRE121	16	AFRE221	16	AFRE321 AFRD322	16 8	AFRD427	16
ECOE121	16	ECOE221	16	ECOE321 ECOD321	16 8	LABD421	16
ENGE122	16	ENGE221	16	ENGE321 ENGD322	16 8	ENGD427	16
EGDE121 EGDE122	8 8	EGDE221	16	EGDE321 EGDD321	16 8	EGDD421	16
GEOE121	16	GEOE221	16	GEOE321 GEOD321	16 8	LASD421	16
HISE121	16	HISE221	16	HISE321 HISD321	16 8	LASD421	16
INTE121	16	INTE221	16	INTE321 INTD321	16 8	TECD421	16
LIFE121	16	LIFE221	16	LIFE321 LAND321	16 8	LAND421	16
MATE121	16	MATE221	16	MATE321 MATD321	16 8	MATD421	16
MATL121	16	MATL221	16	MATL321 MATD321	16 8	MATD421	16
LESE121	16	LESE221	16	LESE321	16		
						Two of the following	
						AFTB421 ENTB421 SOTB421	2
Total 2nd semester	77	Total 2nd semester	61	Total 2nd semester	65	Total 2nd semester	59
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123
TOTAL FOR THE CURRICULUM							522

*The balance of the credits is included in: EDCC112, EDCC212, EDCC312, EDCC412

**OP.1.7.13 CURRICULUM O191V: BUSINESS STUDIES FOR EDUCATION
FIRST SEMESTER**

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules	
CMPF111	8			MATF311	8	RESF411	8
				WVOS311	12	SPSO411or PACO411	8
Core (Compulsory) modules		Core (Compulsory) modules		Core (Compulsory) modules		Core (Compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
		ENGF211	8				
Elective Module 1		Continuation of elective 1 and methodology		Continuation of elective 1		Methodology of elective 1	
BSTE111	16	BSTE211 LABD211	16 8	BSTE311	16	BSTD411	16
Elective 2 One of the following		Continuation of elective 2 and methodology		Continuation of elective 2		Methodology of elective 2	
ACCE111	16	ACCE211 ADSD211	16 8	ACCE311	16	ACCD411	16
AFRE111	16	AFRE211 AFRD212	16 8	AFRE311	16	AFRD417	16
ECOE111	16	ECOE211 ADSD211	16 8	ECOE311	16	ECOD411	16
ENGE111	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD417	16
EGDE111 EGDE112	8 8	EGDE211 EGDD211	16 8	EGDE311	16	EGDD411	16
GEOE111	16	GEOE211 LAND211	16 8	GEOE311	16	GEOD411	16
HISE111	16	HISE211 LASD211	16 8	HISE311	16	LASD411	16
INTE111	16	INTE211 TECD211	16 8	INTE311	16	INTD411	16
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LIFD411	16
MATE111	16	MATE211 MATD211	16 8	MATE311	16	MATD411	16
MATL112	16	MATL212 MATD211	16 8	MATL311	16	MATD411	16
LESE111	16	LESE211	16	LESE311	16		
Total 1st semester	56	Total 1st semester	72	Total 1st semester	68	Total 1st semester	64

NB: Students who did not pass with endorsement must take LEWV112 and LEWV211

CURRICULUM O191V: BUSINESS STUDIES FOR EDUCATION (CONTINUED)

SECOND SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules	
LIF121	8	MATF221	8	EDTM321	8	RESF421	8
AGLA121 OR AGLE121	12						
ENGF121	8						
INSO121	8					MBLO421	8
		WVOS221	12				
Core (Compulsory) modules		Core (Compulsory) modules		Core (Compulsory) modules		Core (Compulsory) modules	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Continuation of elective 1		Continuation of elective 1		Continuation of elective 1 and methodology		Methodology of elective 1	
BSTE121	16	BSTE221	16	BSTE321 BSTD321	16 8	LABD421	16
Continuation of elective 2		Continuation of elective 2		Continuation of elective 2 and methodology		Methodology of elective 1	
ACCE121	16	ACCE221	16	ACCE321 ACCD321	16 8	ADSD421	16
AFRE121	16	AFRE221	16	AFRE321 AFRD322	16 8	AFRD427	16
ECOE121	16	ECOE221	16	ECOE321 ECOD321	16 8	LABD421	16
ENGE122	16	ENGE221	16	ENGE321 ENGD322	16 8	ENGD427	16
EGDE121 EGDE122	8 8	EGDE221	16	EGDE321 EGDD321	16 8	EGDD421	16
GEOE121	16	GEOE221	16	GEOE321 GEOD321	16 8	LASD421	16
HISE121	16	HISE221	16	HISE321 HISD321	16 8	LASD421	16
INTE121	16	INTE221	16	INTE321 TECD321	16 8	TECD421	16
LIFE121	16	LIFE221	16	LIFE321 LIFD321	16 8	LAND421	16
MATE121	16	MATE221	16	MATE321 MATD321	16 8	MATD421	16
MATL121	16	MATL221	16	MATL321 MATD321	16 8	MATD421	16
LESE121	16	LESE221	16	LESE321	16		
						Two of the following	
						AFTB421 ENTB421 SOTB421	2
Total 2nd semester	77	Total 2nd semester	61	Total 65 semester	65	Total 2nd semester	59
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123
TOTAL FOR THE CURRICULUM							522

*The balance of the credits is included in: EDCC112, EDCC212, EDCC312, EDCC412

**OP.1.7.14 CURRICULUM O192V: ACCOUNTING FOR EDUCATION
FIRST SEMESTER**

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules	
CMPF111	8			MATF311	8	RESF411	8
				WVOS311	12	SPSO411or PACO411	8
Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
		ENGF211	8				
Elective 1		Continuation of elective 1		Continuation of elective 1		Methodology of elective 1	
ACCE111	16	ACCE211 LABD211	16 8	ACCE311	16	ACCD411	16
Elective 2 : One of the following		Continuation of elective 2 and methodology		Continuation of elective 2		Methodology of elective 2	
BSTE111	16	BSTE211 ADSD211	16 8	BSTE311	16	BSTD411	16
CATE111	16	CATE211 TECD211	16 8	CATE311	16	CATD411	16
ECOE111	16	ECOE211 ADSD211	16 8	ECOE311	16	ECOD411	16
ENGE111	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD417	16
GEOE111	16	GEOE211 LASD211	16 8	GEOE311	16	GEOD411	16
INTE111	16	INTE211 TECD211	16 8	INTE311	16	INTD411	16
MATE111	16	MATE211 MATD211	16 8	MATE311	16	MATD411	16
MATL112	16	MATL212 MATD211	16 8	MATL311	16	MATD411	16
PHSE111	16	PHSE211 LAND211	16 8	PHSE311	16	PHSD411	16
LESE111	16	LESE211	16	LESE311	16		
Total 1st semester	56	Total 1st semester	72	Total 1st semester	68	Total 1st semester	64

NB: Students who did not pass with endorsement must take LEWV112 and LEWV211

CURRICULUM O192V: ACCOUNTING FOR EDUCATION (CONTINUED)

SECOND SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules	
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8
AGLA121 OR AGLE121 ENGF121	12 8						
INSO121	8					MBLO421	8
		WVOS221	12				
Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Elective 1		Continuation of elective 1		Continuation of elective 1 and methodology		Methodology of elective 1	
ACCE121	16	ACCE221	16	ACCE321 ACCD321	16 8	LABD421	16
Continuation of elective 2		Continuation of elective 2		Continuation of elective 2 and methodology		Methodology of elective 2	
BSTE121	16	BSTE221	16	BSTE321 BSTD321	16 8	ADSD421	16
CATE121	16	CATE221	16	CATE321 CATD321	16 8	TECD421	16
ECOE121	16	ECOE221	16	ECOE321 ECOD321	16 8	ADSD421	16
ENGE122	16	ENGE221	16	ENGE321 ENGD322	16 8	ENGD427	16
GEOE121	16	GEOE221	16	GEOE321 GEOD321	16 8	LASD421	16
INTE121	16	INTE221	16	INTE321 INTD321	16 8	TECD421	16
MATE121	16	MATE221	16	MATE321 MATD321	16 8	MATD421	16
MATL121	16	MATL221	16	MATL321 MATD321	16 8	MATD421	16
PHSE121	16	PHSE221	16	PHSE321 PHSD321	16 8	LAND421	16
LESE121	16	LESE221	16	LESE321	16		
						Two of the following	
						AFTB421 ENTB421 SOTB421	2
Total 2nd semester	77	Total 2nd semester	61	Total 2nd semester	65	Total 2nd semester	59
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123
TOTAL FOR THE CURRICULUM							522

*The balance of the credits is included in: EDCC112, EDCC212, EDCC312, EDCC412

**OP.1.7.15 CURRICULUM O193V: EDUCATIONAL COMPUTER APPLICATIONS TECHNOLOGY
FIRST SEMESTER**

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules	
CMPF111	8			MATF311	8	RESF411	8
				WVOS311	12	SPSO411or PACO411	8
Core (Compulsory) modules		Core (Compulsory) modules		Core (Compulsory) modules		Core (Compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
		ENGF211	8				
Elective Module 1		Continuation of elective 1 and methodology		Continuation of elective 1		Methodology of elective 1	
CATE111	16	CATE211 TECD211	16 8	CATE311	16	CATD411	16
Elective 2 One of the following		Continuation of elective 2 and methodology		Continuation of elective 2		Methodology of elective 2	
ACCE111	16	ACCE211 LABD211	16 8	ACCE311	16	ACCD411	16
AFRE111	16	AFRE211 AFRD212	16 8	AFRE311	16	AFRD417	16
ECOE111	16	ECOE211 LABD211	16 8	ECOE311	16	ECOD411	16
EGDE111 EGDE112	8 8	EGDE211 EGDD211	16 8	EGDE311	16	EGDD411	16
ENGE111	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD417	16
GEOE111	16	GEOE211 LAND211	16 8	GEOE311	16	GEOD411	16
INTE111	16	INTE211 ADSD211	16 8	INTE311	16	INTD411	16
HISE111	16	HISE211 LASD211	16 8	HISE311	16	LASD411	16
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LIFD411	16
MATE111	16	MATE211 MATD211	16 8	MATE311	16	MATD411	16
MATL112	16	MATL212 MATD211	16 8	MATL311	16	MATD411	16
LESE111	16	LESE211	16	LESE311	16		
Total 1st semester	56	Total 1st semester	72	Total 1st semester	68	Total 1st semester	64

NB: Students who did not pass with endorsement must take LEWV112 and LEWV211

**CURRICULUM O193V: EDUCATIONAL COMPUTER APPLICATIONS TECHNOLOGY
(CONTINUED)
SECOND SEMESTER**

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules	
LIFF 121	8	MATF221	8	EDTM321	8	RESF421	8
AGLA121 OR AGLE121	12						
ENGF121	8						
INSO121	8					MBLO421	8
		WVOS221	12				
Core (Compulsory) modules		Core (Compulsory) modules		Core (Compulsory) modules		Core (Compulsory) modules	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Continuation of elective 1		Continuation of elective 1		Continuation of elective 1 and methodology		Methodology of elective 1	
CATE121	16	CATE221	16	CATE321 CATD321	16 8	TECD421	16
Continuation of elective 2		Continuation of elective 2		Continuation of elective 2 and methodology		Methodology of elective 1	
ACCE121	16	ACCE221	16	ACCE321 ACCD321	16 8	LABD421	16
AFRE121	16	AFRE221	16	AFRE321 AFRD322	16 8	AFRD427	16
EEOE121	16	EEOE221	16	EEOE321 EEOD321	16 8	LABD421	16
ENGE122	16	ENGE221	16	ENGE321 ENGD322	16 8	ENGD427	16
EGDE121 EGDE122	8 8	EGDE221	16	EGDE321 EGDD321	16 8	EGDD421	16
GEOE121	16	GEOE221	16	GEOE321 GEOD321	16 8	LASD421	16
HISE121	16	HISE221	16	HISE321 HISD321	16 8	LASD421	16
LIFE121	16	LIFE221	16	LIFE321 LAND321	16 8	LAND421	16
INTE121	16	INTE221	16	INTE321 TECD321	16 8	ADSD421	16
MATE121	16	MATE221	16	MATE321 MATD312	16 8	MATD421	16
MATL121	16	MATL221	16	MATL321 MATD312	16 8	MATD421	16
LESE121	16	LESE221	16	LESE321	16		
						Two of the following	
						AFTB421 ENTB421 SOTB421	2
Total 2nd semester	77	Total 2nd semester	61	Total 2nd semester	65	Total 2nd semester	59
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123
TOTAL FOR THE CURRICULUM							522

*The balance of the credits is included in: EDCC112, EDCC212, EDCC312, EDCC412

**OV.1.7.16 CURRICULUM O194V: MATHEMATICS FOR EDUCATION
FIRST SEMESTER**

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules	
CMPF111	8			MATF311	8	RESF411	8
				WVOS311	12	SPSO411or PACO411	8
Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
		ENGF211	8				
Elective 1		Continuation of elective 1 and methodology		Continuation of elective 1		Methodology of elective 1	
MATE111	16	MATE211 MATD211	16 8	MATE311	16	MATD411	16
Elective 2 One of the following		Continuation of elective 2 and methodology		Continuation of elective 2		Methodology of elective 2	
ACCE111	16	ACCE211 LABD211	16 8	ACCE311	16	ACCD411	16
AFRE111	16	AFRE211 AFRD212	16 8	AFRE311	16	AFRD417	16
BSTE111	16	BSTE211 LABD211	16 8	BSTE311	16	BSTD411	16
CATE111	16	CATE211 TECD211	16 8	CATE311	16	CATD411	16
ENGE111	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD417	16
EGDE111	8	EGDE211	16	EGDE311	16	EGDD411	16
EGDE112	8	EGDD211	8				
GEOE111	16	GEOE211 LASD211	16 8	GEOE311	16	GEOD411	16
HISE111	16	HISE211 LASD211	16 8	HISE311	16	HISD411	16
INTE111	16	INTE211 TECD211	16 8	INTE311	16	INTD411	16
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LIFD411	16
LORE111	16	LORE211 LLOD211	16 8	LORE311	16	LORD411	16
PHSE111	16	PHSE211 LAND211	16 8	PHSE311	16	PHSD411	16
LESE111	16	LESE211	16	LESE311	16		
Total 1st semester	56	Total 1st semester	72	Total 1st semester	68	Total 1st semester	64

NB: Students who did not pass with endorsement must take LEWV112 and LEWV211

CURRICULUM O194V: MATHEMATICS FOR EDUCATION (CONTINUED)

SECOND SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules	
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8
ENGF121	8						
AGLA121 OR AGLE121	12	WVOS221	12				
INSO121	8					MBLO421	8
Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Elective 1		Continuation of elective 1		Continuation of elective 1 and methodology		Methodology elective 1	
MATE121	16	MATE221	16	MATE321 MATD321	16 8	MATD421	16
Continuation of elective 2		Continuation of elective 2		Continuation of elective 2 and methodology		Methodology elective 2	
ACCE121	16	ACCE221	16	ACCE321 ACCD321	16 8	LABD421	16
AFRE121	16	AFRE221	16	AFRE321 AFRD322	16 8	AFRD427	16
BSTE121	16	BSTE221	16	BSTE321 BSTD321	16 8	LABD421	16
CATE121	16	CATE221	16	CATE321 CATD321	16 8	TECD421	16
ENGE122	16	ENGE221	16	ENGE 321 ENGD322	16 8	ENGD427	16
EGDE121 EGDE122	8 8	EGDE221	16	EGDE321 EGDD321	16 8	EGDD421	16
GEOE121	16	GEOE221	16	GEOE321 GEOD321	16 8	LASD421	16
HISE121	16	HISE221	16	HISE321 HISD321	16 8	LASD421	16
INTE121	16	INTE221	16	INTE321 INTD321	16 8	TECD421	16
LIFE121	16	LIFE221	16	LIFE321 LIFD321	16 8	LAND421	16
LORE121	16	LORE221	16	LORE321 LORD321	16 8	LLOD421	16
PHSE121	16	PHSE221	16	PHSE321 PHSD321	16 8	LAND421	16
LESE121	16	LESE221	16	LESE321	16	Two of the following	
						AFTB421 ENTB421 SOTB421	2
Total 2nd Semester	77	Total 2nd semester	61	Total 2nd semester	65	Total 2nd semester	59
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123
TOTAL FOR THE CURRICULUM							522

*The balance of the credits is included in: EDCC112, EDCC212, EDCC312, EDCC412

**OV.1.7.17 CURRICULUM O195V: MATHEMATICAL LITERACY
FIRST SEMESTER**

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules	
CMPF111	8			MATF311	8	RESF411	8
				WVOS311	12	SPSO411or PACO411	8
Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
		ENGF211	8				
Elective 1		Continuation of elective 1 and methodology		Continuation of elective 1		Methodology of elective 1	
MATL112	16	MATL212	16	MATL311	16	MATD411	16
		MATD211	8				
Elective 2 One of the following		Continuation of elective 2 and methodology		Continuation of elective 2		Methodology of elective 2	
ACCE111	16	ACCE211	16	ACCE311	16	ACCD411	16
		LABD211	8				
AFRE111	16	AFRE211	16	AFRE311	16	AFRD417	16
		AFRD212	8				
BSTE111	16	BSTE211	16	BSTE311	16	BSTD411	16
		LABD211	8				
CATE111	16	CATE211	16	CATE311	16	CATD411	16
		TECD211	8				
EGDE111	8	EGDE211	16	EGDE311	16	EGDD411	16
EGDE112	8	EGDD211	8				
ENGE111	16	ENGE212	16	ENGE311	16	ENGD417	16
		ENGD212	8				
GEOE111	16	GEOE211	16	GEOE311	16	GEOD411	16
		LASD211	8				
HISE111	16	HISE211	16	HISE311	16	HISD411	16
		LASD211	8				
INTE111	16	INTE211	16	INTE311	16	INTD411	16
		TECD211	8				
LIFE111	16	LIFE211	16	LIFE311	16	LIFD411	16
		LAND211	8				
LORE111	16	LORE211	16	LORE311	16	LORD411	16
		LLOD211	8				
PHSE111	16	PHSE211	16	PHSE311	16	PHSD411	16
		LAND211	8				
LESE111	16	LESE211	16	LESE311	16		
Total 1st semester	56	Total 1st semester	72	Total 1st semester	68	Total 1st semester	64

NB: Students who did not pass with endorsement must take LEWV112 and LEWV211

**CURRICULUM O195V: MATHEMATICAL LITERACY
(CONTINUED)
SECOND SEMESTER**

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules	
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8
ENGF121	8						
AGLA121 OR AGLE121	12					MBLO421	8
INSO121	8	WVOS221	12				
Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Elective 1		Continuation of elective 1		Continuation of elective 1 and methodology		Methodology elective 1	
MATL121	16	MATL221	16	MATL321 MATD321	16 8	MATD421	16
Continuation of elective 2		Continuation of elective 2		Continuation of elective 2 and methodology		Methodology elective 2	
ACCE121	16	ACCE221	16	ACCE321 ACCD321	16 8	LABD421	16
AFRE121	16	AFRE221	16	AFRE321 AFRD322	16 8	AFRD427	16
BSTE121	16	BSTE221	16	BSTE321 BSTD321	16 8	LABD421	16
CATE121	16	CATE221	16	CATE321 CATD321	16 8	TECD421	16
EGDE121 EGDE122	8 8	EGDE221	16	EGDE321 EGDD321	16 8	EGDD421	16
ENGE122	16	ENGE221	16	ENGE 321 ENGD322	16 8	ENGD427	16
GEOE121	16	GEOE221	16	GEOE321 GEOD321	16 8	LASD421	16
HISE121	16	HISE221	16	HISE321 HISD321	16 8	LASD421	16
INTE121	16	INTE221	8	INTE321 INTD321	16 8	TECD421	16
LIFE121	16	LIFE221	16	LIFE321 LIFD321	16 8	LAND421	16
LORE121	16	LORE221	16	LORE321 LORD321	16 8	LLOD421	16
PHSE121	16	PHSE221	16	PHSE321 PHSD321	16 8	LAND421	16
LESE121	16	LESE221	16	LESE321	16	Two of the following	
						AFTB421 ENTB421 SOTB421	2
Total 2nd Semester	77	Total 2nd semester	61	Total 2nd semester	65	Total 2nd semester	59
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123
TOTAL FOR THE CURRICULUM							522

*The balance of the credits is included in: EDCC112, EDCC212, EDCC312, EDCC412

**OV.1.7.18 CURRICULUM O198V: ENGINEERING GRAPHICS AND DESIGN
FIRST SEMESTER**

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules	
CMPF111	8			MATF311	8	RESF411	8
				WVOS311	12	SPSO411or PACO411	8
Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
		ENGF211	8				
Elective 1		Continuation of elective 1		Continuation of elective 1		Methodology of elective 1	
EGDE111	8	EGDE211	16	EGDE311	16	EGDD411	16
EGDE112	8	EGDD211	8				
Elective 2 : One of the following		Continuation of elective 2 and methodology		Continuation of elective 2		Methodology of elective 2	
BSTE111	16	BSTE211	16	BSTE311	16	BSTD411	16
		LABD211	8				
CATE111	16	CATE211	16	CATE311	16	CATD411	16
		TECD211	8				
ECOE111	16	ECOE211	16	ECOE311	16	ECOD411	16
		LABD211	8				
ENGE111	16	ENGE212	16	ENGE311	16	ENGD417	16
		ENGD212	8				
GEOE111	16	GEOE211	16	GEOE311	16	GEOD411	16
		LASD211	8				
INTE111	16	INTE211	16	INTE311	16	INTD411	16
		TECD211	8				
MATE111	16	MATE211	16	MATE311	16	MATD411	16
		MATD211	8				
MATL112	16	MATL212	16	MATL311	16	MATD411	16
		MATD211	8				
PHSE111	16	PHSE211	16	PHSE311	16	PHSD411	16
		LAND211	8				
LESE111	16	LESE211	16	LESE311	16		
Total 1st semester	56	Total 1st semester	72	Total 1st semester	68	Total 1st semester	64

NB: Students who did not pass with endorsement must take LEWV112 and LEWV211

CURRICULUM O198V: ENGINEERING GRAPHICS AND DESIGN (CONTINUED)

SECOND SEMESTER

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
SECOND SEMESTER			SECOND SEMESTER			SECOND SEMESTER			SECOND SEMESTER		
Code		Cr	Code		Cr	Code		Cr	Code		Cr
Fundamental (compulsory) modules			Fundamental (compulsory) modules			Fundamental (compulsory) modules			Fundamental (compulsory) modules		
LIFF121		8	MATF221		8	EDTM321		8	RESF421		8
AGLA121	OR	12									
AGLE121											
ENGF121		8									
INSO121		8							MBLO421		8
			WVOS221		12						
Core (compulsory) modules			Core (compulsory) modules			Core (compulsory) modules			Core (compulsory) modules		
EDCC123		8	EDCC222		8	EDCC321		8	EDCC421		8
*EDCC124		1	*EDCC223		1	*EDCC322		1	*EDCC422		1
Elective 1			Continuation of elective 1			Continuation of elective 1 and methodology			Methodology of elective 1		
EGDE121		8	EGDE221		16	EGDE321		16	EGDD421		16
EGDE122		8				EGDD321		8			
Continuation of elective 2			Continuation of elective 2			Continuation of elective 2 and methodology			Methodology of elective 2		
BSTE121		16	BSTE221		16	BSTE321		16	LABD421		16
						BSTD321		8			
CATE121		16	CATE221		16	CATE321		16	TECD421		16
						CATD321		8			
ECOE121		16	ECOE221		16	ECOE321		16	LABD421		16
						ECOD321		8			
ENGE122		16	ENGE221		16	ENGE321		16	ENGD427		16
						ENGD322		8			
GEOE121		16	GEOE221		16	GEOE321		16	LASD421		16
						GEOD321		8			
INTE121		16	INTE221		16	INTE321		16	TECD421		16
						INTD321		8			
MATE121		16	MATE221		16	MATE321		16	MATD421		16
						MATD321		8			
MATL121		16	MATL221		16	MATL321		16	MATD421		16
						MATD321		8			
PHSE121		16	PHSE221		16	PHSE321		16	LAND421		16
						PHSD321		8			
LESE121		16	LESE221		16	LESE321		16			
									Two of the following		
									AFTB421		
									ENTB421		2
									SOTB421		
Total 2nd semester		77	Total 2nd semester		61	Total 2nd semester		65	Total 2nd semester		59
Total level 1		133	Total level 2		133	Total level 3		133	Total level 4		123
TOTAL FOR THE CURRICULUM											522

*The balance of the credits is included in: EDCC112, EDCC212, EDCC312, EDCC412

OV1.8 OTHER RULES

OV.1.8.1 Language competency

All students must obtain two language endorsements. Students (non-mother tongue speakers) automatically obtain an a, e and any other official language on the grounds that they have passed matric. Non-mother tongue speakers wishing to qualify for an A, E or T must report for a language competency test for which an additional payment must be made. Mother tongue speakers must report for the conferment of an A, E or T.

An annual date will be set for language competency tests, as well as reporting for the awarding of AET etcetera.

OV.1.8.2 Compulsory certificates

- a) Obtaining an accredited first aid certificate is compulsory for the following module: EDCC321.
- b) A certificate related to a sport (e.g. athletics official, rugby coach, etc.) as well as a certificate related to culture (e.g. Voortrekkers, choir training, etc.) must be obtained.

OV.1.8.3 Practical Teaching

In as much as the BEd qualification is vocational directed, student must acquire field experience during each year of study. For the first to third year student this period of practice teaching amounts to 3 weeks per semester (6 weeks per year) and for the fourth year student it amounts to 6 weeks per semester (13 weeks per years).

OV.2 RULES FOR THE ADVANCED CERTIFICATE IN EDUCATION (ACE)

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

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

OV.2.1 MINIMUM AND MAXIMUM DURATION

The minimum duration of study is **one** year, on having obtained 128 credits. The maximum duration is equal to the minimum duration of study plus one year. An application may be lodged to extend the period. The study can only be undertaken part-time.

OV.2.2 ADMISSION REQUIREMENTS

To be admitted to the Advanced Certificate in Education the student must be in possession of at least an approved after school teaching qualification of three years, evaluated at REQV 13 (M +3) level (Relative Education Qualification Value).

OV.2.3 LIST OF MODULES

Module code	Descriptive name	Ct
GBGK511	Population Geography and Urban Geography	16
GGGK521	Subject Didactics of Geography B	16
GKLK521	Climatology en Geo-morphology	16
GSGK511	Subject Didactics of Geography A	16
FSET511	Foundation studies in Education	8
LSED518	Emotional and other Difficulties in Education	16
LSDL528	Disabilities and Learning Difficulties in Education	16
LSIE518	Inclusive Education: A Policy Perspective	16
LSSH528	Social and Health Issues in Education	16
NDWK522	Didactics of Mathematics (GET-band)	16
NEBK511	The Earth and Beyond for Science	16
NECK521	Energy and Change for Science	16
NLLK511	Life and Lifestyle for Science	16
NMMK521	Matter and Materials for Science	16
NDSK521	Didactics of Natural Science (intermediate)	16
NVMI521	Research Methodologies	8
NWPK511	Number Development	16
NWPK512	Foundations for Algebra	16
NWPK521	Geometrical Development	16
NWPK522	Graphics and Data-handling	16

Module code	Descriptive name	Ct
ORAK511	Educational Law, Systems and Administration A	8
ORAK521	Educational Law, Systems and Administration B	8
ORLK511	Teaching and Learning A	8
ORLK521	Teaching and Learning B	8
EUCE571	Computer usage for Educators	8
HIVA521	HIV/AIDS: Legislation, Counselling and Support	8
AGSK512	Africa History	16
VGAK511	Subject Didactics of History A	16
VGBK512	Subject Didactics of History B	16
SSGK521	South African History (1910-1999)	16
MLED575	Mathematics in context 1	32
MLED572	Didactics of mathematical Literacy	32
MLED576	Mathematics in context 2	32
MLED574	Mathematical Literacy in context	32
LOHA571	Personal Well-being: Health and Aids	32
LOCK571	Personal Well-being: Physical Health and Recreation	32
LOBO571	Citizenship Education	32

OV.2.4 PROGRAMME 423 125 TEACHING OF PHYSICAL SCIENCE (GET-BAND)

This curriculum is presented part-time over one or two years on a flexi-teaching basis.

OV.2.4.1 Outcomes

On completion of this curriculum students should:

- a) possess scientific knowledge and insight regarding Physical Science teaching (GET-band);
- b) demonstrate certain skills and competencies (*inter alia* critical problem-solving, group functioning, the effective integration of knowledge obtained in the teaching situation) in Physical Science teaching (GET-band);
- c) strive for certain values (*inter alia* the achievement of excellence in teaching, the quest for integrity in the teaching situation) on the basis of their study in Physical Science teaching (GET-band).

OV.2.4.2. Composition of curriculum: O437V

YEAR LEVEL 4			
First-semester modules (Year 1)		Second-semester modules (Year 2)	
Code	Ct	Code	Ct
FSET511	8	NVM521	8
NEBK511	16	NDSK521	16
NLLK511	16	NECK521	16
ORLK511	8	ORLK521	8
EUCE511	8	HIVA521	8
		NMMK521	16
Total 1st sem.	56	Total 2nd sem.	72
Total credits for the curriculum			128

OV.2.5 PROGRAMME 423 134 MATHEMATICS TEACHING (GET-BAND)

This curriculum is presented part-time over one or two years on a flexi-teaching basis.

OV.2.5.1 Outcomes

On completion of this curriculum students should:

- possess scientific knowledge and insight regarding Mathematics teaching (GET-band);
- demonstrate certain skills and competencies (*inter alia* critical problem-solving, group functioning, the effective integration of knowledge obtained in the teaching situation) in Mathematics teaching (GET-band);
- strive for certain values (*inter alia* the achievement of excellence in teaching, the quest for integrity in the teaching situation) on the basis of their study in Mathematics teaching (GET-band).

OV.2.5.2 Composition of curriculum: O443V

YEAR LEVEL 4			
First-semester modules (Year 1)		Second-semester modules (Year 2)	
Code	Ct	Code	Ct
FSET511	8	NVM521	8
NWPK511	16	NDWK522	16
NWPK512	16	NWPK521	16
ORLK511	8	NWPK522	16
EUCE511	8	ORLK521	8
		HIVA521	8
Total 1st sem.	56	Total 2nd sem.	72
Total credits for the curriculum			128

OV.2.6 PROGRAMME 423 123 GEOGRAPHY TEACHING

This curriculum is presented part-time over one or two years on a flexi-teaching basis.

V.2.6.1 Outcomes

On completion of this curriculum students should:

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

V.2.6.2 Composition of curriculum: O434V

YEAR LEVEL 4			
First-semester modules (Year 1)		Second-semester modules (Year 2)	
Code	Ct	Code	Ct
ORAK511	8	ORAK521	8
FSET511	8	NVM521	8
GSGK511	16	GGGK521	16
ORLK511	8	ORLK521	8
EUCE511	8	HIVA521	8
GBGK511	16	GCLK521	16
Total 1st sem.	64	Total 2nd sem.	64
Total credits for the curriculum			128

OV.2.7 PROGRAMME 423 129 PROFESSIONAL EDUCATOR DEVELOPMENT (LIFE ORIENTATION)

This curriculum is presented part-time over one or two years on a flexi-teaching basis.

OV.2.7.1 Outcomes

On completion of this curriculum students should:

- c) possess scientific knowledge and insight regarding Life Orientation for professional educator development;
- d) demonstrate certain skills and competencies (*inter alia* critical problem-solving, group functioning, the effective integration of knowledge obtained in the teaching situation) in Life Orientation for professional educator development;
- c) strive for certain values (*inter alia* the achievement of excellence in teaching, the quest for integrity in the teaching situation) on the basis of their study in Life Orientation for professional educator development.

OV.2.7.2 Composition of curriculum: O447V

Compulsory modules	Ct
ORAK511	8
ORLK511	8
FSET511	8
EUCE511	8
LOHA571	32
LOCK571	32
LOBO571	32
Total credits for curriculum	128

OV.2.8 PROGRAMME 423 129 PROFESSIONAL EDUCATOR DEVELOPMENT (MATHEMATICAL LITERACY)

OV.2.8.1 Outcomes

On completion of this curriculum students should:

- a) possess scientific knowledge and insight regarding Mathematical Literacy for professional educator development;
- b) demonstrate certain skills and competencies (*inter alia* critical problem-solving, group functioning, the effective integration of knowledge obtained in the teaching situation) in Mathematical Literacy for professional educator development;
- c) strive for certain values (*inter alia* the achievement of excellence in teaching, the quest for integrity in the teaching situation) on the basis of their study in Mathematical Literacy for professional educator development.

OV.2.8.2 Additional requirements

A four-year teaching qualification and Mathematics for Grade 12 is a prerequisite for this ACE-curriculum.

- a) If the student is not in possession of a 4-year teaching qualification, 32 credits of the generic modules (as prescribed for the Professional Educator Development programme for students with 360 previously attained credits) must be taken.
- b) If the student does not have Mathematics Grade 12 HG/SG, an admission course of 20 credits must first be completed in order to comply with the expected level of mathematical competency.

OV.2.8.3 Duration of curriculum

Two years.

OV.2.8.4 Composition of curriculum: O444V

OV.2.8.4.1 Curriculum for students with 480 credits

Modules for year 1	Ct	Modules for year 2	Ct
MLED575	32	MLED576	32
MLED572	32	MLED574	32
Total credits for year 1	64	Total credits for year 2	64
Total credits for curriculum			128

OV.2.8.4.2 Curriculum for students with 360 credits

Modules for year 1	Ct	Modules for year 2	Ct
ORAK511	8	MLED576	32
ORLK511	8	MLED574	32
FSET511	8		
EUCE511	8		
MLED575	32		
MLED572	32		
Total credits for year 1	96	Total credits for year 2	64
Total credits for curriculum			160

OV.2.9 PROGRAMME: 423 124 History Education**OV.2.9.1 Programme outcomes**

After completing the Advanced Certificate in Education in History Education the student will:

- possess scientific knowledge of and insight into history education;
- demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in history education;
- strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in history education.

OV.2.9.2 Curriculum structure: O435V

Semester 1	Cr	Semester 2	Cr
ORAK 511	8	ORAK 521	8
FSET511	8	NVMI521	8
AGSK512	16	SSGK521	16
ORLK 511	8	ORLK 521	8
VGAK 511	16	VGBK 521	16

EUCE511	8	HIVA521	8
<i>Total credits first semester: 64</i>		<i>Total credits second semester: 64</i>	
Total credits for curriculum 128			

OV.3 RULES FOR THE NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION (NPDE)

FOUNDATION PHASE

Qualification code: 469 100

Curriculum code: 0100V

INTERMEDIATE AND SENIOR PHASE

Qualification code: 469 101

Curriculum code: 0101V

This qualification is on NQF-level 5, and can be obtained in one of the curricula set out below. This qualification is aimed at enabling **under-qualified practising teachers** to improve their qualifications, and to enable students to continue with an NQF-level 6 qualification. It addresses topical needs and issues by means of practice-based content and activities. The medium of instruction for the qualification is English. On the Vaal Triangle Campus, it is offered only on Monday afternoons (first, second and third year). Teachers can specialise in either the Foundation Phase (Grade R-3) or the Intermediate and Senior Phases (Grade 4-9).

OV.3.1 MINIMUM EN MAXIMUM DURATION

The minimum study period for the qualification, depending on the entry level, is three years. The maximum study period is equal to the minimum study period plus one year. A student may lodge an application for this period to be extended.

OV.3.2 GENERAL ADMISSION REQUIREMENTS

- A National Senior Certificate (Grade 12, REQV 10), with relevant teaching experience (three to five years) to get entry to the first year of studies.
- A letter from a school principal to confirm that the candidate has relevant teaching experience and confirmation that he/she is currently working as an assistant teacher. A salary slip to indicate the candidate's appointment as "teacher" should also accompany the application. An indication that the candidate is suitable for the teaching profession will add value to the application.
- A National Senior Certificate plus relevant training at an institution of higher learning may provide access to the second or third year of study.
- Recognition of prior learning in accordance with the rules of the facultyboard.

OV.3.3 LIST OF MODULES

An asterisk (*) indicates that the module is only for the Foundation Phase.

OV.3.3.1 Compulsory modules

Module code	Descriptive name	Ct
AKPN125	Afrikaans: Mother-tongue Communication	8
AKPN315	Afrikaans: Mother-tongue Communication	8
AKPN325	Afrikaans: Mother-tongue Communication	8
CLFE115	Computer Literacy for Educators	8
EDMN315	Education Management and Development	8
EDVN125	Anti-racism, Education Law and Values	8
ESPN125	English: Communication	8
ESPN315	English: Communication	8
ESPN325	English: Communication	8
OPAN315	Teaching Studies	8
RPLL111	Recognition of Prior Learning	48
RPLL271	Recognition of Prior Learning	128
SSCN125	Sesotho: Communication (mt)	8
SSCN315	Sesotho: Communication (mt)	8
SSCN325	Sesotho: Communication (mt)	8
WAPN125	General Mathematics	8
WAPN325	General Mathematics	8

Learning Areas: a choice of 3 of the following 4 Learning Areas		
HSCN319	Social Sciences: Learning Area	8
LOCN319	Life Orientation: Learning Area	8
NWCN319	Natural Sciences: Learning Area	8
TECK315	Technology: Learning Area	8

OV3.3.2 Core modules

Module code	Descriptive name	Ct
AFDN125	Subject Didactics: Afrikaans	16
AFDN325	Subject Didactics: Afrikaans	16
AFRN125	Afrikaans	8
AFRN315	Afrikaans	8
AFRN325	Afrikaans	8
AGDN125*	School readiness and Perceptual skills in the Foundation Phase	16
AGDN325*	Foundation Phase studies	16
EDSN125	Subject Didactics: English	16
EDSN325	Subject Didactics: English	16
EGPN125	English	8
EGPN315	English	8
EGPN325	English	8
FPUN125*	Foundation Phase studies: Literacy	8
FPUN315*	Foundation Phase studies: Numeracy	8
FPUN325*	Foundation Phase: Life skills for Foundation Phase Learners	8
GSAN125	History	8
GSAN315	History	8
GSAN325	History	8
GSXN125	Subject Didactics: History	16
GSXN325	Subject Didactics: History	16
SSMN125	Sesotho	8
SSMN315	Sesotho	8
SSMN325	Sesotho	8
SVXN125	Subject Didactics: Sesotho	16
SVXN325	Subject Didactics: Sesotho	16
WIPN125	Mathematics	8
WIPN315	Mathematics	8
WIPN325	Mathematics	8
WSXN125	Subject Didactics: Mathematics	16
WSXN325	Subject Didactics: Mathematics	16

OV.3.4 CURRICULA O100V AND O101V: FOUNDATION PHASE (O100V) AND INTERMEDIATE AND SENIOR PHASES (O101V)

OV.3.4.1 Curriculum outcomes

On completion of this curriculum, students should possess knowledge, skills and attitudes with regard to:

- a) problem identification, problem-solving and the use of critical and creative thinking with regard to all educational matters;
- b) group collaboration within the educational context, collaboration with the community and the Department of Education by means of, *inter alia*, practical teaching;
- c) the organisation and management of themselves and their activities;
- d) the acquisition, analysis, organisation and critical evaluation of knowledge in the respective subject areas, as well as general teaching-directed knowledge;
- e) communication by means of various language media and in various situations;
- f) the effective application of technological and scientific information, showing respect for the environment and the health of others;
- g) the holistic nature of the world as integrated systems, which implies that problem-solving does not occur in isolation;
- h) the roles of the teacher, i.e. as facilitator, mediator of learning, life-long student, curriculum designer, leader, administrator and manager, assessor, specialist in his/her chosen subject/learning area/field/phase, and member of the narrower and broader community;
- i) the specialised nature of teaching, learning and development in the Foundation, Intermediate, Senior and Further Education and Training Phase.

OV.3.4.2 Articulation possibilities and exit point

- a) A student who has completed the curriculum, after having registered for it with a Grade 12 qualification, receives the NPDE (360 credits) on NQF-level 5.
- b) The NPDE provides entry to the Advanced Certificate in Education (ACE).

OV.3.4.3 Other rules

- a) The curriculum consists of compulsory fundamental and core modules set out above. From the list of core modules, students should choose TWO majors plus the relevant didactics.
- b) The language of communication chosen in the second semester of year level 1, is automatically continued as the language of communication in the second semester of year level 3. A different language of communication must be chosen for the first semester of year level 3.
- c) CLFE115 is compulsory for all first-year students, unless proof of prior learning can be provided.
- d) RPLL111 is compulsory for all first-year students, and RPLL271 is compulsory for all second-year students.

OV.3.4.4 Composition of curriculum

YEAR LEVEL 1 (RKW 10)		YEAR LEVEL 2 (RKW 11)		YEAR LEVEL 3 (RKW 12)	
First semester (** Foundation Phase only)					
CODE	CT	CODE	CT	CODE	CT
CLFE115	8	RPLL271	128	EDMN315	8
				OPAN315	8
RPLL111	48			Choose one: AKPN315	8
				SSCN315	8
				ESPN315	8
				Choose three: HSCN319	8
				LOCN319	8
				NWCN319	8
				TECK315	8
				Choose two: FPUN315 **	8
				AFRN315	8
				SSMN315	8
				EGPN315	8
				WIPN315	8
				GSAN315	8
CREDITS SEMESTER 1	56	CREDITS SEMESTER 1	128	CREDITS SEMESTER 1	64

Second semester (** Foundation Phase only)					
WAPN125	8			WAPN325	8
EDVN125	8			Choose one:	
Choose one:				AKPN325	8
AKPN125	8			SSCN325	8
SSCN125	8			ESPN325	8
ESPN125	8				
Choose two groups:				Choose two groups:	
FPUN125 **	8			FPUN325 **	8
AGDN125 **	16			AGDN325 **	16
AFRN125	8			AFRN325	8
AFDN125	16			AFDN325	16
SSMN125	8			SSMN325	8
SVXN125	16			SVXN325	16
WIPN125	8			WIPN325	8
WSXN125	16			WSXN325	16
GSAN125	8			GSAN325	8
GSXN125	16			GSXN325	16
EGPN125	8			EGPN325	8
EDSN125	16			EDSN325	16
CREDITS SEMESTER 2	72	CREDITS SEMESTER 2	0	CREDITS SEMESTER 2	64
TOTAL CREDITS YEAR LEVEL 1	128	TOTAL CREDITS YEAR LEVEL 2	128	TOTAL CREDITS YEAR LEVEL 3	128

OV 3.5 EXAMINATIONS AND PASS REQUIREMENTS

OV 3.5.1 Admission to examinations and pass requirements

The University's A rules are applicable.

In calculating module marks for the NPDE, the participation mark carries a weight of 40% and the examination a weight of 60%.

OV.4 MODULE OUTCOMES

OV.4.1 MODULE OUTCOMES FOR THE DEGREE BACHELOR OF EDUCATION (BED)

AGLE111INTRODUCTION TO ACADEMIC LITERACY

On completion of this module, the student should be able to:

- demonstrate basic knowledge of learning strategies, academic vocabulary and register as well as the ability to read and write academic texts to function effectively in the academic environment;
- communicate effectively both orally and in writing in an appropriate manner in an academic environment;
- understand, interpret, and evaluate basic academic texts and write appropriate academic genres in a coherent manner by making use of accurate and appropriate academic conventions; and
- listen, speak, read and write accurately, fluently and appropriately in an ethical framework.

AGLE121ACADEMIC LITERACY

On completion of this module, the student should be able to:

- demonstrate fundamental knowledge of appropriate computer programs, as well as apply learning, listening, reading and writing strategies, use academic language register and read and write academic texts, in order to function effectively in the academic environment;
- as an individual and a member of a group communicate effectively orally and in writing in an ethically responsible and acceptable manner in an academic environment;
- as an individual and a member of a group find and collect scientific knowledge in a variety of study fields, analyse, interpret, and evaluate texts,
- and in a coherent manner synthesise and propose solutions in appropriate academic genres by making use of linguistic conventions used in formal language registers

ACCD321

After completion of this module, the student should be able to:

- have a well-rounded and systematic knowledge base regarding lesson planning, student programme development, teaching aids and teaching management of the subject didactics of Accounting;
- informed base of understanding of key terms, rules, concepts, established principles and theories regarding the presentation of Accounting with reference to the National Curriculum Statement;
- to ability to utilise unknown and abstract information in theoretical driven arguments, IT skills to effectively gather, organize, make a critical analysis and interpret information regarding related concepts; and
- to communicate information coherently and reliably, individually or as part of a group according to general accepted accounting practices (GAAP)

ACCD411 ACCOUNTING METHODOLOGY

3 hours 1:1

After completion of this module, the student should be able to:

- have a well-rounded and systematic knowledge base regarding lesson planning, student programme development, teaching aids and teaching management of the subject didactics of Accounting,
- informed base of understanding of key terms, rules, concepts, established principles and theories regarding the presentation of Accounting
- to gather, organize, make a critical analysis and interpret information, to communicate information coherently and reliably, individually or as part of a group
- to select information and develop the necessary presentation skills using appropriate technologies according to general accepted accounting practice (GAAP).

ACCE111 ACCOUNTING FOR EDUCATION: APPLICATION OF ACCOUNTING SYSTEMS

3 hours 1:1

Upon completion of the module students should:

- display a fundamental knowledge of the purpose and function of accounting by designing an accounting system as desired by need for a specific application/approach to an accounting practice;
- analyse, identify, define and indicate the functions of the linked elements of an accounting system/practice such as the documentation of transactions, various books (journal, ledgers), exchange transactions, internal control and reconciliation, wages and salary journals, support ledgers and control accounts as theoretical basis for the use of procedures and processes, conventions and formats in practically related examples/situations;
- deal with elementary problems by means of research and information acquisition skills, obtain information and integrate as a whole to form part of a solution and deliver it to both a lay and professional audience by making use of the appropriate technology;
- behave ethically motivated and value-driven in all operational circumstances and forms of communication, written and verbal.

ACCE121 ACCOUNTING FOR EDUCATION: FINANCIAL REPORTING – SOLE PROPRIETOR

3 hours 1:1

Upon completion of the module students should:

- display a fundamental knowledge of financial reporting by designing an accounting system as desired by need for a specific application/approach to an accounting practice;
- collect, analyse, present, decipher, report and interpret the linked elements of an accounting system/practice such as the trial balances, *settlements*, *final accounts*, *ten column work sheets*, *financial statements and ratios* in principle with theoretical basis, the use of procedures and processes in practice related examples/situations;
- deal with elementary problems by means of research and information acquisition skills, to obtain information and integrate as a whole to form part of a solution and to deliver it to both a lay and professional audience by making use of the appropriate technology;
- behave ethically correct and value-driven in all operational circumstances and forms of communication, written and verbal.

ACCE211 ACCOUNTING FOR EDUCATION: ASSET DISPOSAL, PARTNERSHIP AND DEPARTMENTS

3 hours 1:1

Upon completion of the module students should:

- display a fundamental knowledge of asset purchasing, partnerships and departments by designing an accounting system as desired by need for a specific application/approach to an accounting practice;
- critically analyse, note and interpret the linked elements of an accounting system/practice such as the sale of any property, plant or equipment, daily transactions of a partnership admission, withdrawal of partner and dissolution of a partnership, transactions according to departments and annual financial statements in principle with theoretical basis, the use of procedures and processes in practically related examples/situations;
- deal with well formulated yet unknown problems by means of research and information acquisition skills, to obtain information and integrate as a whole to form part of a solution and to deliver it to both a lay and professional audience by making use of the appropriate technology;
- behave ethically correct and value-driven in all operational circumstances and forms of communication, written and verbal.

ACCE221 ACCOUNTING FOR EDUCATION: MANUFACTURING, NON-TRADING ENTERPRISES AND BUDGETS

3 hours 1:1

Upon completion of the module students should:

- display a fundamental knowledge of manufacturing, non-profit organisations and budgets by designing an accounting system as desired by need for a specific application/approach to an accounting practice;
- critically analyse, evaluate, control, note and interpret the linked elements of an accounting system/practice such as the manufacturing and non-trading businesses, financial data for budgets and the tracing and correction of errors with theoretical basis, the use of correct procedures and formats in practically related examples/situations;
- deal with well-formulated but unknown problems by means of research and information acquisition skills, to obtain information and integrate as a whole to form part of a solution and to deliver it to both a lay and professional audience by making use of the appropriate technology;
- behave ethically correct and value-driven in all operational circumstances and forms of communication, written and verbal.

ACCE311 ACCOUNTING FOR EDUCATION: CLOSE CORPORATIONS AND COMPANIES

3 hours 1:1

Upon completion of the module students should:

- display basic and systematic knowledge of closed corporations and companies by designing an accounting system as desired by need for a specific application/approach to an accounting practice;
- analyse, interpret and translate the linked elements of an accounting system/practice such as accounting entries in the various books (journal, ledgers) regarding closed corporations and companies as business forms, closed accounts and financial end year

statements in principle with theoretical basis, the use of procedures and processes in practically related examples/situations;

- deal with unknown concrete and abstract problems by means of research and information acquisition skills, to obtain information and integrate as a whole to form part of a solution and to deliver it to both a lay and professional audience by making use of the appropriate technology;
- behave ethically correct and value-driven in all operational circumstances and forms of communication, written and verbal.

ACCE321 ACCOUNTING FOR EDUCATION: FINANCIAL STATEMENT, BRANCHES AND INCOMPLETE RECORDS

3 hours 1:1

Upon completion of the module students should:

- display a fundamental and systematic knowledge of the financial statements, branch accounts and conversion of incomplete records by designing an accounting system as desired by need for a specific application/approach to an accounting practice;
- analyse, interpret, define as well as indicate and interpret the functions of the final statements from the linked elements of an accounting system/practice such as preparation of accounting books and statements from incomplete information and incomplete records, cash flow statement and cash budgeting, account records for head office and branches in principle with theoretical basis, the use of procedures and processes, conventions and format in practically related examples/situations;
- deal with unknown concrete and abstract problems by means of research and information acquisition skills, to obtain information and integrate as a whole to form part of a solution and to deliver it to a lay and professional audience by making use of the appropriate technology;
- behave ethically correct and value-driven in all operational circumstances and forms of communication, written and verbal.

ADSD211 ADDITIONAL SUBJECT METHODOLOGY

2 hours 2:1

After completion of this module the students should be able to:

- have a solid knowledge base of general creativity, creative teachers, creative students, creative classrooms and creative problem solving, with an informed notion of key terms, rules, concepts, principles and theories in this regard;
- identify themes relevant to creativity and plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules; use unknown and abstract information in this regard by using graphs and theory driven arguments; effectively use IT skills to collect, organise, critically analyse and to interpret;
- demonstrate problem solving abilities to plan and present lessons, using appropriate technologies, unknown and abstract information, graphs and theory driven arguments and IT skills to collect, organise, critically analyse and to interpret giving evidence of theoretical underpinning;
- effectively communicate creativity ethically, coherently and reliable to students in the classroom situation by using individual or group methods.

ADSD421 ADDITIONAL SUBJECT METHODOLOGY

3 hours 1:1

After completion of this module the student should:

- have a comprehensive, in-depth and systematic knowledge base of general creativity, creative teachers, creative students, creative classrooms and creative problem solving, with an informed notion of key terms, rules, concepts, principles and theories in this regard;
- identify themes relevant to creativity and plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules; use unknown and abstract information in this regard by using graphs and theory driven arguments and effectively use IT skills to collect, organise, critically analyse and interpret;
- demonstrate problem solving abilities to plan and present lessons, using appropriate technologies, unknown and abstract information, graphs and theory driven arguments and IT skills to collect, organise, critically analyse and to interpret giving evidence of theoretical underpinning; and
- effectively communicate creativity ethically, coherently and reliably to students in the classroom situation by using individual or group methods.

AFRD212 AFRIKAANSMETODIEK

2 uur 1:1

Na voltooiing van die module behoort die leerders:

- die Nasionale Kurrikulumverklaring in die praktyk van Afrikaansonderwys te kan toepas;
- tipiese eienskappe van suksesvolle Afrikaansonderwysers prakties te kan demonstreer;
- werkbare tekste vir toepaslike grade en groepe te kan identifiseer;
- 'n sinvolle les te kan beplan en die bepaalde rolle van die onderwyser in die onderrig van Afrikaans kan vervul;
- kennis van die leeruitkomste praat, luister, lees en kyk, dink en redeneer van die leerarea Tale: Afrikaans te demonstreer deur die assesseringstandaarde van hierdie uitkomste te kan interpreteer;
- probleemoplossingsvaardighede te demonstreer in die beplanning en ontwikkeling van toepaslike leeraktiwiteit waaraan gemeet kan word of leerders aan die assesseringstandaarde van die leeruitkomste praat, luister, lees en kyk, dink en redeneer voldoen, die vermoë om bepaalde rolle van die onderwyser met betrekking tot die onderrig van Afrikaans in 'n multikulturele onderwyskonteks te vertolk, te demonstreer;
- professioneel-etiese waardes te demonstreer in die onderrig van Afrikaans;
- leeraktiwiteite binne gegewe (geïntegreerde) leerervarings aan toepaslike as assesseringstandaarde van bepaalde leeruitkomste (praat, luister, lees, dink en redeneer) te kan koppel en toepaslike leeraktiwiteite te kan ontwikkel waaraan leerders se voldoening aan bepaalde assesseringstandaarde gemeet kan word.

AFRD322 AFRIKAANSMETODIEK

2 uur 1:1

Na afhandeling van hierdie module behoort die student:

- 'n afgeronde en sistematiese kennis te demonstreer ten opsigte van die onderskeid tussen die onderrig van 'n huistaal en 'n addisionele taal
- 'n koherente en kritiese begrip te toon van die beginsels wat ten opsigte van relevante benaderings en metodes by die onderrig van 'n addisionele taal geld;
- effektiewe leer materiaal te kan selekteer en in die beplanning van leerervarings te kan toepas;
- leeraktiwiteite te kan ontwikkel wat aan leerders die moontlikheid bied om bepaalde taal- en skryfuitkomste te bereik en waaraan die mate waarin 'n leerder aan bepaalde taal- en skryfassesseringstandaarde voldoen, gemeet kan word:

- skoolhandboeke vir die onderrig van Afrikaans as huis en as addisionele taal krities te kan evalueer ten opsigte van die voldoening daarvan aan die vereistes van die Nasionale Kurrikulum, en ten opsigte van die geslaagdeheid van die begeleiding wat hulle vir uitkomsbereiking ooreenkomstig die gestelde assesseringstandaarde aan onderwysers en leerders bied.

AFRD416 AFRIKAANSMETODIEK

3 uur 1:1

Na voltooiing van die module behoort die leerders:

- bewys te lewer van geïntegreerde akademiese kennis, maar veral toegepaste kennis, van departementele beleidgewende dokumentasie;
- insig te toon in begrippe, modelle, teorieë en beginsels van Afrikaansvakdidaktiek volgens die NKV en dit sinvol binne die leerarea te gebruik om leerders te begelei;
- leer suksesvol binne die leerarea Tale, Afrikaans, te kan fasiliteer deur onder andere aan die sewe rolle van die onderwyser te voldoen;
- bewys te lewer van toepaslike assesseringsvaardighede binne die leerarea;
- suksesvolle tematies georganiseerde kreatiewe leerervarings te kan beplan en te struktureer volgens die vereistes deur die NKV daaraan gestel; en
- bewys te kan lewer van verantwoordelike selfbestuur van leer- en studie-aktiwiteite.

AFRD417AFRIKAANSMETODIEK

3 uur 1:1

Na voltooiing van hierdie module behoort die student:

- bewys te kan lewer van grondige en sistematiese kennis van die NKV vir gr. 7-12 en van ander departementele en nasionale dokumentasie rakende assesseringsriglyne, leerprogramme en vakraamwerke;
- in staat te wees om die bg. dokumente te interpreteer en effektief vir die samestelling van geskikte leermateriaal en leerderaktiwiteite vir huistaal- en addisionele taalleerders van 'n bepaalde graad (gr. 7-12) om hul tot die bereiking van bepaalde leeruitkomste (praat, luister en taal in konteks) te kan begelei;
- gepaste assesseringsmetodes te kan implementeer deur middel waarvan leerders in graad 7 tot 12 se voldoening aan bepaalde assesseringstandaarde gemeet kan word;
- verworwe kennis oor die interpretasie en vereiste implementering van die NKV's en ander departementele dokumentasie te kan gebruik om kreatiewe geïntegreerde lesse waarbinne die klem op bepaalde leeruitkomste (praat, luister, taal in konteks) geplaas word, saam te stel;
- in staat te wees om leer op so 'n wyse te fasiliteer dat skoolleerders bemaagtig word om as verantwoordelike landsburgers te funksioneer.

AFRD426AFRIKAANSMETODIEK

3 uur 1:1

Na voltooiing van die module behoort die leerders;

- bewys te lewer van geïntegreerde akademiese kennis (veral toegepaste kennis) en insig wat in die voorafgaande module verkry is;
- te kan demonstreeer dat hy/sy in staat is om leerders te begelei tot die suksesvolle verwerwing van toepaslike taalvaardighede in die Leerarea Tale: Afrikaans;
- in ooreenstemming met die holistiese, tematies georganiseerde geïntegreerde benaderingswyse van die NKV, te kan demonstreeer dat leer aan die hand van leerervarings suksesvol in die intermediêre en senior fase plaasvind;

- leerders in die skoolsituasie te kan begelei tot die suksesvolle verwerwing van Afrikaanse taalvaardighede binne die leerarea Tale, Afrikaans, in die intermediêre en senior fase;
- kreatiewe en suksesvolle leerervarings te kan beplan en te struktureer volgens die vereistes deur die NKV gestel;
- bewys te kan lewer van verantwoordelike selfbestuur van leer- en studie-aktiwiteite.

AFRD427AFRIKAANSMETODIEK

3 uur 1:1

Na voltooiing van hierdie module behoort die student:

- bewys te kan lewer van grondige en sistematiese kennis van die NKV vir gr. 7-12 en van ander departementele en nasionale dokumentasie rakende assesseringsriglyne, leerprogramme en vakraamwerke;
- in staat te wees om die bg. dokumente te interpreteer en effektief vir die samestelling van geskikte leermateriaal en leerderaktiwiteite vir huistaal- en addisioneletaallearers van 'n bepaalde graad (gr. 7-12) om hul tot die bereiking van bepaalde leeruitkomste (lees, skryf, dink en redeneer) te kan begelei;
- gepaste assesseringsmetodes te kan implementeer deur middel waarvan leerders in graad 7 tot 12 se voldoening aan bepaalde assesseringstandaarde gemeet kan word;
- verworwe kennis oor die interpretasie en vereiste implementering van die NKV's en ander departementele dokumentasie te kan gebruik om kreatiewe geïntegreerde lesse waarbinne die klem op bepaalde leeruitkomste (lees, skryf, dink en redeneer) geplaas word, saam te stel;
- in staat te wees om leer op so 'n wyse te fasiliteer dat skoolleerders bemaagtig word om as verantwoordelike landsburgers te funksioneer.

AFRE111 ONDERWYSAFRIKAANS

3 uur 1:1

Na voltooiing van hierdie module behoort die student:

- bewys te kan lewer van die kennis en insig wat hy/sy van die Afrikaanse literêre wêreld asook van vakterme en -begrippe oor die Afrikaanse letterkunde bekom het as onderbou vir die fasilitering van die leerarea Tale: Afrikaans binne konteks van die Nasionale Kurrikulumverklaring;
- bewys van sy/haar literêr-teoretiese kennis te demonstreer deur literêre tekste as produkte van bepaalde strominge of tydvakke te beskou en motiveer;
- etiese en religieuse beginsels by die beoordeling van literêre werke te kan toepas en die leerders te kan begelei in die toepassing van hierdie beginsels;
- die oorsigtelike kennis wat hy/sy van die Afrikaanse literatuur bekom het te kan benut in die saamstel van geskikte leermateriaal vir letterkunde-onderrig op skool wat sal lei tot die waardering van die ryke verskeidenheid binne die Afrikaanse literêre wêreld.

AFRE121 ONDERWYSAFRIKAANS

3 hours 1:1

Na afhandeling van die module behoort die student:

- binne die konteks van die Nasionale Kurrikulum'n fundamentele kennis van die Afrikaanse taalkunde, rakende spelling en interpunksie, norme, semantiek en woordeboekgebruik te kan demonstreer;
- bewys te kan lewer van kennis van en insig toon in die gebruiksfunksies van Standaardafrikaans, veral binne die skoolsituasie, maar ook binne die gemeenskap;

- probleemoplossend verslag te kan doen oor Afrikaans as kommunikasiemedium en hoe dit by leerders binne 'n multikulturele en multitalige konteks gestimuleer en bevorder kan word;
- as vakspecialis wetenskaplik te kan redeneer oor die waarde van die korrekte gebruik van die Afrikaanse taalsisteem.

AFRE211 ONDERWYSAFRIKAANS

3 uur 1:1

Na voltooiing van hierdie module behoort die student:

- bewys te kan lewer van grondige kennis van die verskillende periodecodes binne die Afrikaanse poësie (1900-1960) en die eieaard van die poësie van individuele verteenwoordigers van bepaalde periodecodes, sowel as van sleutel terme en -konsepte binne die veld van die poësie;
- bewys te kan lewer van grondige kennis van en toepassingsvaardighede ten opsigte van skoolprogramrelevante aspekte van die Afrikaanse fonetiek, fonologie, morfologie, semantiek, sintaksis en tekslinguistiek, sowel as van sleutel terme binne elkeen van hierdie subwetenskappe;
- oor die vaardigheid te beskik om 'n vergelykende sintese te maak van die verskillende periodecodes binne die Afrikaanse poësie (1900-1960), en om die kenmerke van bepaalde periodes binne die Afrikaanse poësie in individuele gedigte te identifiseer, te vergelyk en te beskryf;
- op wetenskaplik-verantwoordbare wyse verslag te kan lewer van selfstandige studie oor 'n bepaalde periodekode, oor die oewre en die idiosinkrasieë van die poëtiese werkswyse van 'n bepaalde digter;
- in staat te wees om leer in verband met periodecodes binne die Afrikaanse poësie, oor die eieaard van die poësie van individuele digters en oor skoolprogramrelevante aspekte van die Afrikaanse fonetiek, fonologie, morfologie, semantiek, sintaksis en tekslinguistiek in die skoolsituasie te fasiliteer;
- die waarde van kennis van die genoemde subdissiplines van die taalkunde vir taalonderwysers te kan insien en respek te toon vir die ryke verskeidenheid in die gehalte van die Afrikaanse poësie;
- bewys kan lewer van eerlikheid en verantwoordelike bestuur van leeraktiwiteite en studie.

AFRE221 ONDERWYSAFRIKAANS

3 uur 1:1

Na voltooiing van die module behoort die leerder:

- bewys te lewer van geïntegreerde akademiese kennis en insig in die verskeidenheid van literêre vergestaltungsvorme van die multikulturele werklikheid in die Afrikaanse letterkunde;
- kennis van en waardering vir Afrikaanse tekste vanuit en oor verskillende subkulture binne die Afrikaanse taalgemeenskap te kan illustreer;
- bewys te lewer van vaardighede om geselekteerde (veral skoolprogram verwante) Afrikaanse tekste van verskillende genres (insluitend jeugliteratuur) as literêre tekste in die onderrig daarvan te kan ontsluit;
- die teksanalitiese vaardighede wat bekom is, toe te pas deur leerders in die skoolsituasie te kan lei tot begrip van en waardering vir literêre tekste; en
- bewys te kan lewer van verantwoordelike selfbestuur van leer- en studie-aktiwiteite.

AFRE311 ONDERWYSAFRIKAANS

3 uur 1:1

Na afhandeling van hierdie module behoort die student:

- bewys te kan lewer van die kennis en insig wat hy/sy van literêr-teoretiese aspekte bekom het vir die fasilitering van letterkunde in die leerarea Tale: Afrikaans binne konteks van die Nasionale Kurrikulumverklaring;
- kennis van en insig in vakterme- en begrippe in die Afrikaanse letterkunde te demonstreer met behulp waarvan skoolleerders tot begrip en genot van 'n poësie-prosa- of dramateks begelei kan word;
- kennis van die Afrikaanse literêre wêreld en literêr-teoretiese aspekte toe te pas om geselekteerde (veral skoolprogramverwante) Afrikaanse tekste van verskillende genres as literêre tekste te kan ontsluit;
- literêre werke vanuit 'n religieuse perspektief te kan beoordeel om leerders te kan begelei in die toepassing van religieuse beginsels tydens die ontsluiting van literêre tekste;
- 'n waarde-beoordeling van literêre tekste te kan doen, ook ten opsigte van die teenwoordigheid van bepaalde aktualiteite daarin, ter voorbereiding vir die saamstel van geskikte leermateriaal vir letterkunde-onderrig op skool.

AFRE321 ONDERWYSAFRIKAANS

3 uur 1:1

Na voltooiing van hierdie module behoort die student:

- bewys te kan lewer van volronde en sistematiese kennis van sosiaal-geïnspireerde variasie binne Afrikaans en van die eksterne en interne ontwikkelingsgeskiedenis van Afrikaans, sowel as van relevante vakterme, konsepte en teorieë binne die veld van die sosiolinguistiek en die diachroniese taalkunde;
- in staat te wees om sosiolinguistiese konsepte en vakterme te gebruik om aspekte van sosiale kommunikasiesituasies te analiseer, beskryf en krities te beoordeel;
- navorsingsresultate en teorieë oor skoolverwante aspekte van die sosiolinguistiek te interpreteer en krities te beoordeel;
- verskillende aspekte van en teorieë oor die ontwikkelingsgeskiedenis van Afrikaans te analiseer ten einde tot 'n samehangende sintese en eie standpunt daaroor te kom;
- die gepastheid van Standaard- en Niestandaardafrikaanse registerspesifieke taalgebruiksvorme binne multi-kulturele skool-situasies met behulp van konsepte en teorieë uit die veld van die sosiolinguistiek, en op grond van verworwe sistematiese kennis van verskillende opvattinge oor die ontwikkelingsgeskiedenis van Afrikaans, krities te kan beoordeel;
- ten opsigte van die sosiolinguistiek en diachroniese taalkunde oor goedontwikkelde inligtingontsluitingsvaardighede en wetenskaplik verantwoorde aanbiedingsvaardighede te beskik;
- binne verskillende skoolkontekste 'n ingeligte en simpatieke waardebeoordeling van bepaalde sosiaal-geïnspireerde taalgebruiks- en taalgebruikersvorme kan doen, en met inagneming van relevante taalpolitieke kwessies en van sy/haar hoorders, te kan verwoed;
- bewys kan lewer van sy/haar respek vir alle variëteite van Afrikaans as die hartstale van die sprekers daarvan, sowel as van die sy/haar kundigheid oor die sterk verband tussen sosiale en taaloordele.

BSTD321 BUSINESS STUDIES FOR EDUCATION METHODOLOGY

2 hours 1:1

After completion of this module the student should be able to:

- have a well-rounded finishing and systematic knowledge base of basic Business Studies didactical aspects including lesson planning and learning programme development, with an informed notion of key terms, rules, concepts, principles and theories in this regard;
- identify themes relevant to Business Studies and plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules; use unknown and abstract information in this regard by using graphs and theory driven arguments; effectively use IT skills to collect, organise, critically analyse and to interpret;
- demonstrate problem solving abilities to plan and present lessons and learning programme development for specific application to Business Studies, using appropriate technologies, unknown and abstract information, graphs and theory driven arguments and IT skills to collect, organise, critically analyse and to interpret giving evidence of theoretical underpinning; and
- effectively communicate Business Studies didactical aspects ethically, coherently and reliably to students in the classroom situation by using individual or group methods.

BSTD411 BUSINESS STUDIES METHODOLOGY

3 hours 1:1

After completion of this module the student should be able to:

- have a comprehensive, in-depth and systematic knowledge base of the National Curriculum Statement applicable to Business Studies in the FET phase, teacher portfolios, learning programmes and assessment, with an informed notion of key terms, rules, concepts, principles and theories in this regard;
- identify themes relevant to the national curriculum statement applicable to Business Studies in the FET phase and plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules; use unknown and abstract information in this regard by using graphs and theory driven arguments; effectively use IT skills to collect, organise, critically analyse and to interpret;
- demonstrate problem solving abilities to plan and present lessons for specific application to Business Studies, using appropriate technologies, unknown and abstract information, graphs and theory driven arguments and IT skills to collect, organise, critically analyse and to interpret giving evidence of theoretical underpinning; and
- effectively communicate Business Studies didactical aspects ethically, coherently and reliably to students in the classroom situation by using individual or group methods.

BSTE111 BUSINESS STUDIES FOR EDUCATION

3 hours 1:1

After completion of this module, the student should be able to:

- have a comprehensive fundamental knowledge base of important terms, principles and theories with reference to the concept of entrepreneurship and the development of business plans;
- gather, organise, interpret and present information related to concepts of marketing and financing;
- demonstrate an informed understanding of the business environment and business studies as well as the operating of a business enterprise in the South African economy; and

- present related information coherently and reliably, and effectively execute assignments individually or as part of a group and creatively solve problems in future orientated business fields in accordance with business ethics.

BSTE121 BUSINESS STUDIES FOR EDUCATION

3 hours 1:1

After completion of this module, the student should be able to:

- have a comprehensive fundamental knowledge base of important terms, principles and theories with reference to entering the formal business sector, the concept of management and the development of management styles;
- gather, organise, interpret and present information related to international business plan and the concepts of management;
- demonstrate an informed understanding of the e-business and the business environment to be able to address theoretical issues surrounding Business studies, but also to use this to solve practical scenarios; and
- to present related information coherently and reliably, and effectively execute assignments individually or as part of a group and creatively solve problems in future orientated business fields in accordance with business ethics.

BSTE211 BUSINESS STUDIES FOR EDUCATION

3 hours 1:1

After completion of this module, the student should be able to:

- have a sound understanding of key terms, rules, concepts, established principles and theories with reference to the business environment and business management with a solid knowledge base regarding entry strategies of a business;
- gather, organise, make a critical analysis and also interpret information about forms of ownership;
- communicate information coherently and reliably, individually or as part of a group; and
- select information and develop the necessary presentation skills using appropriate technologies according to the social environment he/she operates in as well as comply with business ethics.

BSTE221 BUSINESS STUDIES FOR EDUCATION

3 hours 1:1

After completion of this module you should be able to:

- have a sound understanding of key terms, rules, concepts, established principles and theories with reference to general management;
- have a solid knowledge base regarding basic planning principles and organizing;
- gather, organize, make a critical analysis and interpret information
- communicate information coherently and reliably, individually or as part of a group;
- select information and develop the necessary presentation skills using appropriate technologies.

BSTE311 BUSINESS STUDIES FOR EDUCATION

3 hours 1:1

After completion of this module the student should be able to:

- have a well-rounded finishing and systematic knowledge base of the marketing function, marketing instruments, the integrated marketing strategy, external relations, the financial

function and management and asset management, with an informed notion of key terms, rules, concepts, principles and theories with regard to functional management;

- identify themes relevant to Business Studies and plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules; use unknown and abstract information in this regard by using graphs and theory driven arguments; effectively use IT skills to collect, organise, critically analyse and to interpret;
- demonstrate problem solving abilities to plan and present lessons for specific application to Business Studies, using appropriate technologies, unknown and abstract information, graphs and theory driven arguments and IT skills to collect, organise, critically analyse and to interpret giving evidence of theoretical underpinning; and
- effectively communicate Business Studies ethically, coherently and reliably to students in the classroom situation by using individual or group methods.

BSTE 321 BUSINESS STUDIES FOR EDUCATION

3 hours 1:1

After completion of this module the student should be able to:

- have a well-rounded finishing and systematic knowledge base of financial decisions, the operational function and management, procurement management and activities and the challenges in business management, with an informed notion of key terms, rules, concepts, principles and theories with regard to functional management;
- identify themes relevant to Business Studies and plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules; use unknown and abstract information in this regard by using graphs and theory driven arguments; effectively use IT skills to collect, organise, critically analyse and to interpret;
- demonstrate problem solving abilities to plan and present lessons for specific application to Business Studies, using appropriate technologies, unknown and abstract information, graphs and theory driven arguments and IT skills to collect, organise, critically analyse and to interpret giving evidence of theoretical underpinning; and
- effectively communicate Business Studies ethically, coherently and reliably to students in the classroom situation by using individual or group methods.

CATD321 EDUCATIONAL COMPUTER APPLICATIONS METHODOLOGY: FET PHASE

2 hours 1:1

Upon completion of this module, the student should:

- demonstrate well-rounded and systematic knowledge of Computer Application Technology policy documents in the FET phase;
- demonstrate practical skills in the planning, presentation and assessment of both theoretical and practical CAT lessons;
- demonstrate the ability to facilitate teaching and learning of CAT in the FET phase; and
- demonstrate and evaluate the basic principles of teaching in CAT.

CATD411 COMPUTER APPLICATIONS METHODOLOGY: FET PHASE

3 hours 1:1

Upon completion of this module, the student should:

- demonstrate comprehensive and systematic knowledge of appropriate policy documents of Computer Application Technology in the FET phase;

- demonstrate profound practical skills in the planning, presentation and assessment of both theoretical and practical CAT lessons;
- demonstrate the ability to facilitate teaching and learning OBE Computer Application Technology in the FET phase; and
- demonstrate and evaluate the ethical use of different learning material for CAT.

**CATE111 EDUCATIONAL COMPUTER APPLICATIONS TECHNOLOGY: BASIC
COMPUTER CONCEPTS**

3 hours 1:1

Upon completion of this module, the student should:

- demonstrate fundamental knowledge and understanding of the general concepts of information technology, different computer systems and the components, characteristics and basic operation of a computer;
- demonstrate skills in doing trouble shooting of simple end-user computer-related hardware and software problems;
- demonstrate the ability to facilitate teaching and learning of the relevant topics addressed in this module in the applicable grade; and
- demonstrate understanding of issues related to the impact of information and communication technologies on the environment and society in a global context.

**CATE121 COMPUTER APPLICATIONS TECHNOLOGY FOR EDUCATION:
ELEMENTARY WORD PROCESSING**

3 hours 1:1

Upon completion of this module, the student should:

- demonstrate fundamental knowledge of the use of input devices and a word processing programme;
- demonstrate touch typing skills and practical skills in elementary word processing functions by using relevant case studies;
- demonstrate the ability to facilitate teaching and learning of the relevant topics addressed in this module in the applicable grade; and
- demonstrate understanding of issues regarding the ethical use of e-documents.

**CATE 211 COMPUTER APPLICATIONS TECHNOLOGY FOR EDUCATION:
ADVANCED WORD PROCESSING**

3 hours 1:1

Upon completion of this module, the student should:

- demonstrate solid knowledge of the use of input devices, a word processing programme and the didactical aspects of the unique teaching methods of CAT with special reference to inclusive education;
- demonstrate advanced word processing functions by using relevant case studies;
- demonstrate the ability to facilitate teaching and learning of the relevant topics addressed in this module in the applicable grade; and
- demonstrate an understanding of the ethical use of a word processing programme in the teaching and learning environment.

**CATE 221 COMPUTER APPLICATIONS TECHNOLOGY FOR EDUCATION:
SPREADSHEETS**

3 hours 1:1

Upon completion of this module, the student should:

- demonstrate solid knowledge and understanding of the general concepts of a spreadsheet programme in teaching-related examples;
- demonstrate profound skills in designing, editing, formatting and managing spreadsheets and charts, as well as applicable problem solving abilities with the aid of a spreadsheet package;
- demonstrate the ability to facilitate teaching and learning of the relevant topics with regard to spreadsheets in the applicable grade; and
- demonstrate an understanding of the ethical use of a spreadsheet programme in the teaching and learning environment.

**CATE 311 COMPUTER APPLICATIONS TECHNOLOGY FOR EDUCATION:
PRESENTATIONS, DESKTOP PUBLISHING AND WEB DESIGN**

3 hours 1:1

Upon completion of this module, the student should:

- demonstrate well-rounded and systematic knowledge of the use of software suitable for presentations, desktop publishing and Web design;
- demonstrate profound practical skills and good designing principals in using of presentations, desktop publishing and Web design and the ability to integrate these applications with other application software;
- demonstrate the ability to facilitate teaching and learning of the relevant topics with regard to presentations, desktop publishing and Web design in the applicable grade; and
- demonstrate the ability to evaluate various sources in order to acquire information to use in presentations, desktop publishing and Web design.

**CATE 321 COMPUTER APPLICATIONS TECHNOLOGY FOR EDUCATION:
DATABASES AND DATA COMMUNICATION**

3 hours 1:1

Upon completion of this module, the student should:

- demonstrate well-rounded and systematic knowledge of designing and managing a database, different types of networks, communication media and protocols, as well as handling data in a network;
- demonstrate profound practical skills in the design and management of a database and the ability to compare and evaluate the different network topologies and network media;
- demonstrate the ability to facilitate the teaching-learning of the relevant knowledge and skills with regard to computer networks and databases in the applicable grade in schools; and
- critically evaluate data communication and transmission technologies currently in use.

CMPF111 EDUCATIONAL COMPUTER LITERACY

2 hours 1:1

Upon completion of this module, the student should:

- demonstrate fundamental knowledge of personal computer systems, application programs and information and communication skills;
- demonstrate practical skills regarding the use of a word processing programme, spreadsheet programme and presentation programme as it is applied in education and teaching;
- demonstrate problem solving abilities to plan and apply the practical use of the application programs in the teaching-learning environment; and
- demonstrate and evaluate ethical aspects regarding the use of computers in the teaching-learning environment.

ECOD321 ECONOMICS METHODOLOGY

2 hours 1:1

After completion of this module the student should be able to:

- have a well-rounded and systematic knowledge base of lesson planning, student programme development, teaching aids and teaching management of the subject didactics of Economics and have a sound understanding of key terms, rules, concepts, established principles and theories regarding the presentation of Economics according to the National Curriculum Statement;
- gather, organise, make a critical analysis and interpret information regarding Economics didactics concepts and have the ability to deal with unfamiliar concrete and abstract information using theory-driven arguments and IT skills appropriately;
- communicate coherently and reliably in individual or group context about the steps in the economic development through the ages and to present information effectively with the aid of IT skills; and
- use the knowledge and skills that you have mastered in this module effectively to teach it in future to students according to ethically established norms and values.

ECOD411 ECONOMICS METHODOLOGY

3 hours 1:1

After completion of this module the student should be able to:

- illustrate and apply comprehensive and systematic knowledge of the National Curriculum Statement and other related educational policy documents for grades 10-12 and display an informed and critical understanding of the principles and theories with regard to classroom management, creative teaching and active learning in the economics classroom;
- execute critical analyses, syntheses and evaluations of quantitative- and qualitative information with regard to classroom administration, classroom organisation and record-keeping;
- effectively present academically-professional information with regard to assessment of Economics teaching as well as planning and preparation of Economics lessons using IT-skills and coherently and validly communicate as an individual or as part of a group; and
- use the knowledge and skills mastered in this module effectively to present the subject Economics to grade 10-12 students using the Outcomes-Based Educational approach and implement norms and values prescribed by the Education Department.

**ECOE111 ECONOMICS FOR EDUCATION: INTRODUCTION TO ECONOMICS
(PART 1)**

3 hours 1:1

After completion of this module student should be able to:

- have a comprehensive fundamental knowledge base of important terms, principles and theories with reference to the concept of economics, the economic problem and the measuring of the performance of the economy and demonstrate an informed understanding of the consumer and the producer, the production- and distribution issue, as well as the mutual dependence between the important sectors, markets and flows in a mixed economy and the development and performance of the South African economy;
- gather, organise, interpret and present information related to this and related concepts of scarcity, choice, opportunity costs, micro- and macro economics, positive- and normative economics, national income, determining national income, the uses of national income figures and the methods of increasing national income;
- effectively execute assignments with regard to the mentioned learning content individually or as part of a group and creatively solve problems in relevant economic fields with the aid of appropriate technology; and
- present related information coherently and reliably in order to, in the future, use the knowledge and skills you mastered in this module to effectively and according to ethical established values, instruct your future students.

**ECOE121 ECONOMICS FOR EDUCATION: INTRODUCTION TO ECONOMICS
(PART 2)**

3 hours 1:1

After completion of this module the student should be able to:

- have a comprehensive fundamental knowledge base of important terms, principles and theories with reference to recent economic related topics and problems such as privatisation, deregulation, nationalisation, division of labour, mass production, the population and labour force of the RSA, price formation, elasticity and economic stability and demonstrate an informed understanding of the reading and interpretation of graphs and the concepts of business cycles and inflation;
- gather, organise, interpret and present information related to this and strategical resources in South Africa and the related concepts wants (needs), utility, value, demand, supply and market equilibrium;
- effectively execute assignments individually or as part of a group and creatively solve problems in relevant economic fields with the aid of appropriate technology; and
- present related information coherently and reliably, and to use the knowledge and skills gained in this module to teach Economics effectively and according to established ethical norms and values to students.

ECOE211 ECONOMICS FOR EDUCATION: MICRO-ECONOMICS

3 hours 1:1

After completion of this module the student should be able to:

- have a sound understanding and a solid knowledge base of key terms, rules, concepts, established principles and theories with reference to demand and supply in action, interference from government, perfect and imperfect competitive markets and also be able to indicate changes in demand and supply, the theory of consumer choice and economic- and regional development;

- gather, organise, make a critical analysis and also interpret information regarding utility, consumer equilibrium, the monopoly, monopolistic competition, the oligopoly and market equilibrium;
- communicate information regarding the theory of production, cost, urbanisation and the informal sector coherently and reliably individually or as part of a group and to select information regarding basic cost and profit concepts and production and cost on both the short and long term and develop the necessary presentation skills using appropriate technologies; and
- use the knowledge and skills you have mastered in this module in future to teach it effectively and according to ethically established norms and values to students.

ECO221 ECONOMICS FOR EDUCATION: FROM MICRO-TO MACRO-ECONOMICS

3 hours 1:1

After completion of this module the student should be able to:

- have a sound understanding and a solid knowledge base of key terms, rules, concepts, established principles and theories with reference to the labour market, labour as a production factor, perfect- and imperfect competitive labour markets, wage differences, macroeconomic aspects of the labour market, the public sector, taxation and fiscal policy, labour relations, market- and government failure, public- and private ownership and functions of the state;
- to gather, organise, make a critical analysis and interpret information regarding the labour problem, trade unions in the RSA, the role of the state in production, government expenditure and the financing of government expenditure;
- communicate information with reference to the monetary sector, the concepts of tax, requirements of a good tax system and types of tax coherently and reliably individually or as part of a group and to select information with reference to money and money-associated instruments, the South African Reserve Bank, the monetary policy framework in South Africa and the budget and develop the necessary presentation skills using appropriate technologies; and
- use the knowledge and skills gained in this module to teach Economics effectively and according to established ethical norms and values to students.

ECO311 ECONOMICS FOR EDUCATION: MACRO-ECONOMIC PROBLEMS (PART 1)

3 hours 1:1

After completion of this module the student should be able to:

- Show an informed understanding of key terms, rules, concepts, principles and theories with reference to international trade, poverty, economic integration and productivity and dispose of a finished and systematic knowledge basis of economically related questions, elementary Keynesian macro-economic models and macro-economic theory and policy;
- to gather, organise, critically analyse and interpret information with reference to economic integration, international trade, poverty, productivity and the economic policy of the state and possess the ability to deal with unfamiliar and abstract information in connection with elementary Keynesian macro-economic models by making use of graphs and theory-driven arguments;
- Communicate coherently and reliably in the above-mentioned regard in individual or group context and to present information effectively with the aid of IT skills;
- use the knowledge and skills that you mastered in this module in the future to effectively teach it to your students according to ethically established norms and values.

**ECOE321 ECONOMICS FOR EDUCATION: MACRO-ECONOMIC PROBLEMS
(PART 2)**

3 hours 1:1

After completion of this module the student should be able to:

- have a well-rounded and systematic knowledge base of unemployment and economic growth and development and demonstrate an informed understanding of key terms, rules, concepts, principles and theories with regard to the causes, effects and measurement of inflation;
- interact with unfamiliar and abstract information in respect of the nature and calculation of price indices by using unfamiliar calculation methods and theory-driven arguments and to collect, organise, critically analyse and interpret information with regard to the importance of tourism in a country's economy;
- communicate coherently and reliably in individual or group context about the steps in the economic development through the ages and to present information effectively with the aid of IT skills; and
- use the knowledge and skills that you have mastered in this module effectively to teach it in future to students according to ethically established norms and values.

EDCC112 PROFESSIONAL STUDIES

2 hours 1:1

Upon completion of this module, the student should be able to:

- Demonstrate a fundamental knowledge of the relationship between education, teaching and learning as it manifests itself in classroom activities (instructional planning and implementation)Use pre-prepared observational instruments to identify major school and routine administrative activities and communicate observational findings on selected aspects in a written report, as well as in oral presentation
- Demonstrate knowledge and understanding of teaching as a profession
- Design and implement educational media/technologies for this level of study

EDCC 113: BASIC INTRODUCTION TO EDUCATION

Upon completion of this module, the student should be able to:

- demonstrate fundamental knowledge of what philosophy/ philosophy of education is by identifying the essential questions to be considered when developing a philosophy of education and describing the purposes of a philosophy of education;
- identify and explain the perennial categories of philosophy, namely ontology, cosmology, anthropology and epistemology;
- demonstrate fundamental knowledge of the philosophical foundations of outcomes-based education;
- formulate an own philosophy of life/education;
- describe the historical framework of the South African education system and to write down lessons learned;
- demonstrate the ability of problem solving through dialogue to clarify own values and beliefs and analyze moral and spiritual issues and dilemmas in education.

EDCC123 EDUCATIONAL CURRICULUM DEVELOPMENT

2 hours 1:1

Upon completion of this module, the student should be able to:

- To motivate the necessity of curriculum change against the South-African background
- To demonstrate fundamental knowledge with regard to the philosophical underpinnings and principles of the outcomes based curriculum
- to identify and explain the components of an outcomes based curriculum
- to discuss the interdependence and interaction between the components of the curriculum developmental process
- to interpret the outcomes based National Curriculum Statement and other curricula
- to demonstrate the skills of developing learning programmes, work schedules and lesson plans
- to describe the role of the educator as dynamic agent of curriculum development

EDCC124 PRACTICAL TEACHING

Upon completion of this module, the student should be able to:

- apply the theoretical knowledge they have obtained in the different professional studies modules in work-related training
- describe an awareness of the complexity of the teacher's roles in enabling learning in a complex educational environment
- demonstrate the ability to form professional relationships
- develop and use observational skills, analyse observation data and reflect on the work-related training experience
- demonstrate the ability to be a professional teacher in SA
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EDCC212 PROFESSIONAL STUDIES

2 hours 1:1

Upon completion of this module, the student should be able to demonstrate:

- a solid knowledge base in teaching and learning within a structured and formal outcomes-based environment, with reference to different learning facilitation skills and strategies, as well as assessment;
- a sound understanding of the behaviourist and information processing theories in particular, and ensuing principles underpinning teaching, learning and assessment processes, procedures, methods, strategies and skills in general;
- individually and in group work, the ability to present a theoretical-based motivation for teaching and assessment strategies suitable to a specific learning environment and school phase;
- the ability to reinforce the principles and practice of lesson planning with a five format and assessment criteria, and using the most effective instructional skills for a specific teaching-learning environment; and
- the integration of a personal value system in lesson-planning, assessment strategies and instructional skills.

EDCC213 EDUCATIONAL PSYCHOLOGY

Upon completion of this module, the student should be able to:

- demonstrate a fundamental knowledge of global perspectives in Community educational psychology;
- demonstrate a fundamental knowledge of theoretical underpinnings of Community educational psychology;
- understand the practical applications of Community educational psychology in South African school and classroom contexts with specific reference to Inclusive Education and Health promoting schools;
- demonstrate fundamental knowledge and understanding of human development from birth to late adolescence;
- demonstrate fundamental knowledge of physical, neurological and intellectual barriers to learning;
- demonstrate the competence to apply the knowledge to identify physical, neurological and intellectual barriers to learning.

EDCC 222: EDUCATIONAL PSYCHOLOGY

Upon completion of this module, the student should be able to:

- demonstrate solid knowledge of the theoretical underpinnings for the development of health promoting schools;
- demonstrate a solid knowledge and understanding of the psycho-social dynamics of a classroom;
- demonstrate the competencies to apply knowledge, skills and attitudes for the development of supportive classroom environments;
- demonstrate fundamental knowledge of emotional, behavioural and social barriers to learning; and
- demonstrate competencies to identify emotional, behavioural and social barriers; and demonstrate solid knowledge and understanding of serious learner misconduct and legal implications of dealing with such misconduct.

EDCC223 PRACTICAL TEACHING

- Upon completion of this module, the student should be able to:
- apply the theoretical knowledge they have obtained in the different professional studies modules in work-related training
- describe an awareness of the complexity of the teacher's roles in enabling learning in a complex educational environment
- demonstrate the ability to form professional relationships
- develop and use observational skills, analyse observation data and reflect on the work-related training experience
- demonstrate the ability to be a professional teacher in SA

EDCC312 PROFESSIONAL STUDIES

2 hours 1:1

Upon completion of this module, the student should:

- demonstrate a well-rounded and systematic knowledge of the social cognitive and constructivist learning theories and ensuing principles, underpinning teaching, learning and assessment processes, procedures, methods, strategies and skills;
- demonstrate a well-rounded knowledge of and ability to take into consideration, the variables that influence student performance such as prior knowledge, environmental variables, motivational variables, cognitive and meta-cognitive reflection, behavioral variables and task variables (M);
- demonstrate a well-rounded knowledge and ensuing skills in the choice, planning and implementation of indirect teaching strategies (P, VTC, M);
- plan and conduct outcomes-based assessment strategies (M, P, VTC);
- develop outcomes-based learning materials (M).

EDCC 313: INCLUSIVE EDUCATION

Upon completion of this module, the student should be able to:

- demonstrate well-rounded knowledge of the practical implications of the implementation of inclusive education and of strategies for the accommodation of learners with specific barriers to learning in different classroom contexts;
- to implement the SIAS-process; to collaborate with parents and other support professional role players in the support process; to integrate and apply well-rounded knowledge and basic skills to accommodate attitudes developed through reflective and creative thinking to support learners with specific barriers in different classroom contexts;
- understand the value of inclusive education for the enhancement of an inclusive society and the provision of quality education for all and demonstrate an appropriate attitude and understanding towards learners, educators and parents involved in the support process.

EDCC321 EDUCATIONAL MANAGEMENT

2 hours 1:1

Upon completion of this module, the student should be able to:

- provide insight regarding the concept and relevance of education management;
- analyse and discuss the various management tasks of an educator.
- demonstrate an understanding of the nature and practice of classroom management;
- display expertise concerning the concept and related themes of leadership in education.

EDCC322 PRACTICAL TEACHING

Upon completion of this module, the student should be able to:

- apply the theoretical knowledge they have obtained in the different professional studies modules in work-related training
- describe an awareness of the complexity of the teacher's roles in enabling learning in a complex educational environment
- demonstrate the ability to form professional relationships
- develop and use observational skills, analyse observation data and reflect on the work-related training experience
- demonstrate the ability to be a professional teacher in SA
- display thorough knowledge of and appropriate skills with regard to administrative and management requirements

KNOW THE BASIC PRINCIPLES OF SCHOOL ORGANISATION AND ADMINISTRATION

EDCC411 EDUCATION LAW

2 hours 1:1

Upon completion of this module, the student should be able to:

- be acquainted with legislation as a source of Education Law and be able to act in accordance with legal specifications;
- be acquainted with specifications of the Professional Code of ethics (SACE) and be able to act professionally;
- be able to interpret and apply the rights as explicated in the Bill of Rights of the South African Constitution correctly, protect and promote children's rights in schools, as well as to teach students a positive attitude towards their own rights and obligations, and respect the rights of others;
- be able to maintain discipline in accordance with the principles and prescriptions of Education Law;
- be able to understand and correctly apply the educator's duty of care.
- be acquainted with relevant aspects of labour law in education.

EDCC412 PROFESSIONAL STUDIES

2 hours 1:1

Upon completion of this module, the student should be able to:

- demonstrate the competence of effective recording and recordkeeping.
- demonstrate the competence to provide effective feedback on assessments
- review Assessments
- demonstrate effective and advanced strategies as mediator of authentic learning situations and reflect on own teaching (M).

- develop his/her own strategic teaching-learning approach (P, VTC).
- design, plan, select and interpret relevant learning materials (M).

EDCC421 EDUCATIONAL SYSTEMS

2 hours 1:1

Upon completion of this module, the student should be able to:

- define and analyse the nature and aims of the education system;
- outline the historical development of the South African education system;
- explain the structure of the education system by distinguishing the four components;
- demonstrate the influence and implications of various determinants on the education system;
- describe and critically analyse relevant debates and controversies in contemporary education systems.

EDCC422 PRACTICAL TEACHING

Upon completion of this module, the student should be able to:

- apply the theoretical knowledge they have obtained in the different professional studies modules in work related training
- describe an awareness of the complexity of the teacher's roles in enabling learning in a complex educational environment
- demonstrate the ability to form professional relationships
- develop and use observational skills, analyse observation data and reflect on the work-related training experience
- demonstrate the ability to be a professional teacher in SA
- identify problems related to discipline and take appropriate steps to solve these problems
- display thorough knowledge of and appropriate skills with regard to administrative and management requirements

HAVE BASIC KNOWLEDGE OF MENTORING AND BE ABLE TO DEMONSTRATE IT

EDTM321 ENVIRONMENTAL EDUCATION: INTRODUCTION TO ENVIRONMENTAL EDUCATION

2 hours 1:1

Upon completion of this module a student will be able to:

- demonstrate a well-developed and systematic knowledge of environmental education within the context of the National Curriculum;
- through the use of well-structured arguments, present their ideas and opinions regarding specific problems in the context of sustainable development, using evidence-based solutions and theory-driven arguments;
- conduct themselves in an ethically correct and value-driven manner in all operational circumstances and forms of communication, whether written or verbal; and
- integrate the principles and dimensions of environmental education in various learning areas/levels

EGDD211 ENGINEERING GRAPHICS AND DESIGN

2 hours 1:1

Upon completion of this module, the student should be able to:

- explain the rationale of Engineering Graphics and Design as a subject;
- demonstrate a basic knowledge of the relevant curriculum; and
- demonstrate the ability to plan lessons according to the unique methodology of Technology.

EGDD321 ENGINEERING GRAPHICS AND DESIGN METHODOLOGY

2 hours 1:1

Upon completion of this module, the student should be able to:

- Demonstrate competence regarding curriculum development in the Engineering Graphics and Design field.
- Apply and discuss suitable types of assessment strategies in the different task types of an Engineering Graphics and Design lesson.
- Design and compile portfolios for both students and educators.

EGDD411 ENGINEERING GRAPHICS AND DESIGN METHODOLOGY

3 hours 1:1

Upon completion of this module, the student should:

- have sound knowledge of the Turbo Computer Aided Drawing programme;
- be able to create two dimensional drawings and three dimensional wire frame models and solids; and
- be able to use newly acquired skills concerning Turbo CAD and his/her knowledge of Engineering Graphics and Design to plan lessons and to do selected preparatory work for classroom activities.

EGDD421 ENGINEERING GRAPHICS AND DESIGN METHODOLOGY

3 hours 1:1

Upon completion of this module, the student should:

- have sound knowledge of the Solid Works Computer Aided Drawing programme;
- be able to create parts, assemblies and drawings;
- be able to use newly acquired skills and his/her knowledge of Engineering Graphics and Design to plan lessons and to do selected preparatory work for classroom activities; and
- be able to compare a CAD programme with a parametric CAD programme.

EGDE111 ENGINEERING GRAPHICS AND DESIGN (ENGINEERING)

2 hours 1:1

Upon completion of this module the student should be able to:

- demonstrate a basic knowledge, concept and insight regarding the field of knowledge of mechanical technology, which is relevant to the engineering industry with regard to safety;
- explain and evaluate the necessity to implement safety in the work place to create a safe working environment;

- demonstrate a basic knowledge and understanding of the manufacturing of iron and steel as engineering materials;
- identify and select the correct material for a specific application and motivate the reason for his/her choice;
- demonstrate a basic knowledge of hand and precision measuring tools (outside and inside micrometer), equipment and machines (drilling machines, grinders and the lathe) and communicate it in writing; and
- describe and motivate the essence of the above mentioned on technological processes from conceptual design through to the process of practical problem solving to produce or improve on products which can enhance our quality of life.

EGDE112 ENGINEERING GRAPHICS AND DESIGN (VEHICLE)

2 hours 1:1

Upon completion of this module you should be able to:

- demonstrate a basic knowledge, concept and insight in the field of knowledge of mechanical technology which is relevant for the engineering industry with regard to safety;
- explain and evaluate the necessity to implement safety in the work place to create a safe working environment;
- demonstrate a basic knowledge and understanding of the manufacturing of iron and steel as engineering materials;
- identify and select the correct material for a specific application and motivate the reason for your choice;
- demonstrate a basic knowledge of hand- and precision measuring tools (outside- and inside micrometer), equipment and machines (drilling machines, grinders and the lathe) and communicate it in writing; and
- describe and motivate the essence of the above mentioned on technological processes from conceptual design through to the process of practical problem solving to produce or improve on products which can enhance our quality of life.

EGDE121 ENGINEERING GRAPHICS AND DESIGN (ELECTRICAL)

2 hours 1:1

Upon completion of this module, the student should:

- be able to demonstrate knowledge and understanding of the principles and concepts of indigenous and global graphical communications within the context of Electrical Technology for Education; and
- demonstrate skills of drawing Electrical Technology for Education circuitry and symbols.

EGDE122 ENGINEERING GRAPHICS AND DESIGN (CIVIL)

2 hours 1:1

After completion of this module, the student should be able to:

- demonstrate basic knowledge of the Occupational Health and Safety Act and Regulations as applicable to this workshop and the civil study field;
- demonstrate adequate knowledge to identify all the hand tools, electrical hand tools and machine tools used in this field of study and be able to describe the maintenance and uses of these machines;
- demonstrate adequate knowledge of legitimate construction methods and techniques; and

- demonstrate profound knowledge to design and plan a simple project.

EGDE211 ENGINEERING GRAPHICS AND DESIGN

3 hours 1:1

Upon completion of this module, the student should:

- have sound theoretical knowledge of Descriptive Geometry, Intersections and Developments; and
- be able to apply theoretical knowledge and drawing skill in order to solve relevant problems.

EGDE221 ENGINEERING GRAPHICS AND DESIGN

3 hours 1:1

Upon completion of this module, the student should:

- have sound theoretical knowledge of Descriptive Geometry, Intersections and Developments; and
- be able to apply theoretical knowledge and drawing skill in order to solve relevant problems.

EGDE311 ENGINEERING GRAPHICS AND DESIGN

3 hours 1:1

Upon completion of this module, the student should:

- have sound theoretical knowledge of Machine Drawing I, Oblique Projection, Axonometric Projection, Perspective Projection and Civil Drawings; and
- be able to apply theoretical knowledge in order to solve relevant problems.

EGDE321 ENGINEERING GRAPHICS AND DESIGN

3 hours 1:1

After completion of this module, the student should:

- have sound theoretical knowledge of Machine Drawing II, Assembly Drawings and Electrical Drawings; and
- be able to apply theoretical knowledge in order to solve relevant problems.

ENGD212 ENGLISH METHODOLOGY

2 hours 1:1

After completion of this module the students should be able to:

- identify and have a fundamental knowledge on the theories and variables of second language acquisition
- understand various theories and methodology regarding teaching of ESL;
- identify the criteria to select and apply effective teaching strategies in SLA;
- name and describe OBE principles in design and selection of learning material;
- name and describe the seven roles of the educator –especially those applicable in ESL teaching;
- discuss the learning outcomes and assessment standards from the NCS for First Additional Language;
- critically discuss and describe theories of SLA in teaching of ESL;

- select most appropriate methods, theories and various teaching strategies in teaching ESL;
- apply OBE principles in design;
- perform the applicable roles in teaching of ESL;
- interpret and select learning outcomes and assessment standards for effective teaching and learning;
- describe and apply effective planning and design in teaching ESL;
- motivate use of OBE principles and employ principles for effective teaching;
- to show enthusiasm in developing into competent, knowledgeable and professional educator.

ENGD322 ENGLISH METHODOLOGY

2 hours 1:1

After completion of this module the students should be able to:

- identify and name the teaching components and didactical principles for instruction of ESL;
- name the requirements of selecting sources and support material for lesson design;
- understand and select appropriate outcomes and assessment standards from NCS for First Additional Language as well as Home Language.
- identify and discuss the seven roles of the teacher within teaching of ESL.
- apply didactical principles and teaching strategies in lesson planning and assessment;
- select and use appropriate resource and teaching support material in planning learning experience;
- enact the applicable roles of the educator in teaching ESL;
- understand and select appropriate outcomes and assessment standards from the NCS;
- plan lesson according to OBE principles with all necessary requirements and support;
- realise contribution to student's achievement of outcomes and act with responsibility and diligence in qualifying as educator.

ENGD416 ENGLISH METHODOLOGY

3 hours 1:1

After completion of this module the students should be able to:

- describe the different phases at school level for teaching English;
- identify and discuss the Learning Outcomes for each phase and grade to note progression of outcomes;
- explain the development of the skills - as addressed in outcomes – e.g. speaking, reading, etc. – in children
- analyse and interpret Learning Outcomes and Assessment Standards for Intersen Phase;
- know specifically what is required of Intermediate- and Senior phase in ESL;
- select and assess suitable learning material for this phase;
- name and discuss the assessment to be done in line with Learning Outcomes for this phase.
- plan a Learning Programme Framework; Work Schedule and Lesson Plans for each phase, driven by different SLA teaching strategies;
- interpret the NCS to plan lessons with clustering of Learning Outcomes and Assessment Standards; as well as integration with other Learning Areas and Subjects and to apply sound OBE principles to Intermediate and Senior Phases.
- act as learning mediator, scholar and assessor with confidence, knowledge and practical expertise in the phases Intermediate and Senior;

- select and use study methods and material for their own needs as well as the demand of ESL in these phases
- take on the responsibility as a **interpreter** and **designer** of Learning Programmes with responsibility and knowledge;
- realise their own importance as a **mediator of learning** and teaching experiences of excellence in order for each student to achieve the set outcomes;
- act as guide for students to advance to next phase.

ENGD417 ENGLISH METHODOLOGY: SENIOR AND FET PHASE

3 hours 1:1

After completion of this module the students should be able to:

- describe the different phases at school level for teaching English;
- identify and discuss the Learning Outcomes for each phase and grade to note progression of outcomes;
- explain the development of the skills - as addressed in outcomes – e.g. speaking, reading, etc. – in children
- analyse and interpret Learning Outcomes and Assessment Standards for Senior- and Further Education and Training Phase;
- know specifically what is required of Senior – and FET phase in ESL;
- select and assess suitable learning material for these phases;
- name and discuss the assessment to be done in line with Learning Outcomes for these phases.
- plan a Learning Programme Framework; Work Schedule and Lesson Plans for each phase, driven by different SLA teaching strategies;
- interpret the NCS to plan lessons with clustering of Learning Outcomes and Assessment Standards; as well as integration with other Learning Areas and Subjects and to apply sound OBE principles to Senior and FET Phases;
- act as learning mediator, scholar and assessor with confidence, knowledge and practical expertise in the phases Senior and FET;
- select and use study methods and material for their own needs as well as the demand of ESL in these phases
- take on the responsibility as a **interpreter** and **designer** of Learning Programmes with responsibility and knowledge;
- realise their own importance as a **mediator of learning** and teaching experiences of excellence in order for each student to achieve the set outcomes;
- act as guide for students to advance to next phase.

ENGD426 ENGLISH METHODOLOGY: INT AND SNR PHASE

3 hours 1:1

Upon completion of this module the student should be able to:

- demonstrate comprehensive knowledge of OBE principles; the different phases at school level for teaching English: outcomes for each phase; language development in children; suitable learning material for the Intermediate- and Senior Phase; methods for assessment in this phase;
- demonstrate systematic and comprehensive skills in the planning and execution of English lessons; programmes; integration with other learning areas; interpretation of the NCS;
- demonstrate sophisticated competence as educator and the selection of appropriate learning material and teaching strategies for the Intermediate - and Senior Phase;
- demonstrate refined and cultivated values regarding the English language teaching profession; responsibility towards students and the community;

ENGD427**ENGLISH METHODOLOGY: SENIOR AND FET PHASE**

3 hours 1:1

Upon completion of this module the students should be able to:

- describe the different phases at school level for teaching English;
- identify and discuss the Learning Outcomes for each phase and grade to note progression of outcomes;
- explain the development of the skills - as addressed in outcomes – e.g. speaking, reading, etc. – in children;
- analyse and interpret Learning Outcomes and Assessment Standards for Senior- and Further Education and Training Phase;
- know specifically what is required of Senior – and FET phases in ESL;
- select and assess suitable learning material for these phases;
- name and discuss the assessment to be done in line with Learning Outcomes for these phases;
- plan a Learning Programme Framework; Work Schedule and Lesson Plans for each phase, driven by different SLA teaching strategies;
- interpret the NCS to plan lessons with clustering of Learning Outcomes and Assessment Standards; as well as integration with other Learning Areas and Subjects and to apply sound OBE principles to Senior- and FET Phases;
- to competently take control of a class and teach ESL with success;
- act as learning mediator, scholar and assessor with confidence, knowledge and practical expertise in the phases Senior and FET;
- select and use study methods and material for their own needs as well as the demand of ESL in these phases;
- take on the responsibility as a interpreter and designer of Learning Programmes with responsibility and knowledge;
- realise their own importance as a mediator of learning and teaching experiences of excellence in order for each student to achieve the set outcomes;
- act as guide for students to advance to next phase.

ENGE111**ENGLISH FOR EDUCATION**

3 hours 1:1

Upon completion of this module the students should be able to:

- demonstrate a solid knowledge and understanding of the literary genres of film, drama and novel;
- demonstrate the necessary skills to analyse and critically evaluate literary texts;
- have the knowledge and skills needed to identify and evaluate the values explored in literary texts;
- have the knowledge and skills needed to identify literary themes for a multicultural society related to the real life experiences of students and focus on the role literature study can play in advancing recognition of and respect for all people in a democratic society;
- demonstrate the solid knowledge and necessary skills to communicate effectively, both individually and in groups, in English in general and specifically regarding all aspects of the teaching-learning situation;
- demonstrate solid knowledge of stylistic aspects of literary texts in order to use literature for the teaching of language and grammar skills;
- demonstrate fundamental knowledge and understanding of didactic skills and approaches and apply this to the teaching of language and literature.
- demonstrate basic competence in the four language skills and their application in the

- content classroom;
- match the profile of an ideal, second language medium of instruction, content teacher to successfully create and maintain a learning environment that is conducive to effective learning;
- use medium of instruction to convey content of area of specialisation by employing holistic language skills and successfully apply principles of language across the curriculum;
- demonstrate a solid knowledge of the methodology of effective second language medium of instruction, e.g. to employ communication technology to enhance his/her own learning and the learning of others;
- demonstrate a fundamental knowledge of the principles of second language acquisition; and
- demonstrate ability to monitor and evaluate own and students' progress.

ENGE122 ENGLISH FOR EDUCATION: LINGUISTICS FOR LANGUAGE TEACHERS

3 hours 1:1

Upon completion of this module, the student should be able to:

- demonstrate solid knowledge and understanding of the literary genres of poetry, short stories and young adult literature in a variety of Afrocentric texts;
- demonstrate the necessary knowledge and skills in identifying, tracing and interpreting themes in literary genre;
- demonstrate the necessary skills to analyse and critically evaluate Afrocentric literary texts in a multicultural environment;
- demonstrate the knowledge and skills needed to identify and evaluate the values explored in Afrocentric literary texts;
- demonstrate the solid knowledge and necessary skills to communicate effectively, both individually and in groups, in English in general and specifically regarding all aspects of the teaching-learning situation;
- demonstrate solid knowledge of stylistic aspects of literary texts in order to use literature for the teaching of language and grammar skills;
- demonstrate fundamental knowledge and understanding of didactic skills and approaches and apply this to the teaching of language and literature;
- demonstrate fundamental knowledge, skills and values regarding literature, language and didactics of English as a first and second language throughout the different educational phases.

ENGE212 ENGLISH: LINGUISTICS FOR THE TEACHER OF ENGLISH

3 hours 1:1

Upon completion of this module the student should be able to:

- demonstrate a solid knowledge and understanding of the field of linguistics and its application in the language classroom;
- critically analyse the knowledge-base of the four language skills as they pertain to the English classroom;
- demonstrate substantial competence in the four language skills and their application in the language classroom;
- successfully access, evaluate and apply technological information in the classroom;
- successfully create and maintain a learning environment that is conducive to effective learning;
- successfully select, create and evaluate suitable learning resources;

- demonstrate a firm respect for and commitment to the language teaching profession; and
- monitor and evaluate his/her own and his/her students' progress.

ENGE221 ENGLISH FOR EDUCATION: LITERARY TEXT

Upon completion of this module the student should be able to:

3 hours 1:1

- Students are expected to demonstrate academic knowledge regarding the genres of film, drama, novel and poetry.
- They should be able to analyse and critically evaluate literature from various genres and contexts.
- They should be able to synthesise didactic and academic knowledge in order to formulate an individual approach to the teaching of English as a first and second language throughout the different educational phases.
- Students should demonstrate the ability to integrate literary and other texts for the teaching of language and grammar skills and apply didactic skills and approaches to the teaching of language and literature.
- They should be able to communicate effectively in English in general and specifically regarding all aspects of the teaching-learning situation.

ENGE311 ENGLISH: ADVANCED THEMATIC STUDIES FOR ENGLISH IN EDUCATION

3 hours 1:1

Upon completion of this module the student should be able to:

- demonstrate profound knowledge and insight regarding the literary genres of drama novel and poetry in a variety of texts;
- identify, trace interpret and critically comment on themes in a literary genre;
- demonstrate the skills and knowledge required to analyse and critically evaluate literary texts;
- demonstrate fundamental knowledge of stylistic aspects of literary texts in order to use literature for the teaching of language and grammar skills;
- demonstrate the profound knowledge and skills needed to identify and evaluate the values explored in literary texts and films;
- demonstrate the fundamental knowledge required to access and apply technological information in the language classroom;
- demonstrate substantial knowledge to select and/or create suitable learning resources;
- demonstrate a fundamental understanding of didactic skills and approaches and apply this to the teaching of language and literature;
- demonstrate a profound knowledge of the cognitive academic language skills required for teaching English; and
- demonstrate an ample ability to identify themes and situations which students can identify and learn from, thus aiding them in dealing with similar situations in their personal lives.

ENGE321 ENGLISH: CONSTRUCTION AND DECONSTRUCTION AS EDUCATIONAL TOOL

3 hours 1:1

Upon completion of this module the student should be able to:

- demonstrate profound knowledge and insight of the deconstructive view of literature;

- demonstrate judicious ability for deconstructive reading pertaining to the multiple meanings of words, exclusions, substitutions, intertextuality, filiations among meanings and signs, the play of meaning, and repetition;
- identify, trace interpret and critically comment on writing as a complex historical, cultural process;
- demonstrate the skills and knowledge required to analyse and critically evaluate relations of texts to each other;
- demonstrate fundamental knowledge of the construction, communication, and reception of texts within a cultural and educational context;
- demonstrate judicious knowledge of stylistic aspects of literary texts in order to use literature for the teaching of language and grammar skills;
- demonstrate the basic knowledge and skills required for the construction of meaning in cinema and the development of film language and the understanding of the major structural components of the narrative film text, such as narrative structure, *mise-en-scene*, the camera eye, editing and sound;
- demonstrate the profound knowledge and skills needed to identify and evaluate the values explored in literary texts and films
- demonstrate the fundamental knowledge required to access and apply technological information in the language classroom;
- demonstrate substantial knowledge to select and/or create suitable learning resources;
- demonstrate a fundamental understanding of didactic skills and approaches and apply this to the teaching of language and literature;
- demonstrate a profound knowledge of the cognitive academic language skills required for teaching English;
- demonstrate an ample ability to identify themes and situations to which students can identify and learn from, thus aiding them in dealing with similar situations in their personal lives.

ENGF121 ENGLISH MEDIUM OF INSTRUCTION

2 hours 1:1

Upon completion of this module, the student should be able to:

- demonstrate a solid knowledge of the methodology of effective second language medium of instruction, e.g. to employ communication technology to enhance his/her own learning and the learning of others;
- demonstrate a fundamental knowledge of the principles of second language acquisition;
- demonstrate basic competence in the four language skills and their application in the content classroom;
- use medium of instruction to convey content of area of specialisation by employing holistic language skills and successfully apply principles of language across the curriculum;
- demonstrate ability to monitor and evaluate own and students' progress;
- match the profile of an ideal, second language medium of instruction, content teacher to successfully create and maintain a learning environment that is conducive to effective learning;
- demonstrate firm respect for and commitment to the language teaching profession.

ENGF211 ENGLISH MEDIUM OF INSTRUCTION

2 hours 1:1

Upon completion of this module, the student should be able to:

- demonstrate advanced competence in the four macro language skills (listening, speaking, reading and writing) of Classroom English (this is underpinned by profound

knowledge of and skills in the Interpersonal, Pedagogical and General aspects of the medium of instruction);

- demonstrate fundamental knowledge of and competence in presentational skills such as loudness of voice, rate of delivery, variation in tone and pitch, articulation and fluency, as well as appropriate gestures and body language (presentational skills also entail the use of contextual cues that will help students to link background content, language, and cultural knowledge to new knowledge); and
- demonstrate profound knowledge of the principles underpinning competence in the methodological skills that teacher-trainees require for effective L2MI. These include the ability to plan both content and language objectives for each learning task, design suitable and appropriate materials, design and introduce contextual clues, encourage purposeful interaction, create a classroom atmosphere and attitudes that promote language acquisition and conceptual development, and employ fair and appropriate assessment strategies.

GEOD321 GEOGRAPHY METHODOLOGY

2 hours 1:1

Upon completion of this module, the student should be able to:

- demonstrate a well-rounded and systematic knowledge in Geography education with special reference to the design and implementation of a Geography lesson, assessment methods, teaching and learning styles, methods and techniques and types as well as relevant resources;
- a coherent and critical understanding of Geography Education's terms, rules, concepts, principles and theories as well as indicating an ability to map new knowledge onto a given body of theory;
- an ability to deal with unfamiliar concrete and abstract problems and issues in Geography Education using evidence-based solutions and theory-driven arguments in the planning of a Geography lesson as well as be able to present and communicate information and their own ideas and opinions on themes related to Geography Education in the FET phase;
- act in an ethically correct and value driven manner in all operational circumstances and forms of communication, written and verbal.

GEOD411 GEOGRAPHY METHODOLOGY

3 hours 1:1

On the successful completion of this module you should:

- demonstrate a comprehensive and systematic knowledge of Geography Education with special reference to different teaching and learning styles, strategies, methods, techniques as well as curriculum development, design and effectively implementation of learning experiences;
- demonstrate the skills to evaluate which of these elements are the most effective concerning specific learning content in Geography, subsequently implementing these in a creative, logical and systematic manner;
- demonstrate an ability to deal with unfamiliar concrete and abstract problems and issues in Geography Education using evidence-based solutions and theory-driven arguments, as well as demonstrating an ability to engage with journal articles, scholar reviews and primary resources and be able to present and communicate information and their own ideas and opinions on themes related to Geography Education in a well structured argument;
- act in an ethically correct and value-driven manner in all operational circumstances and all forms of communication, both written and verbal.

GEOE111 GEOGRAPHY EDUCATION: PHYSICAL ECONOMICAL AND POPULATION BACKGROUND OF AFRICA AND THE RSA

3 hours 1:1

Upon completion of this module, the student should:

- demonstrate a fundamental knowledge regarding the location, political distribution, physical features and economical trends of Africa and South Africa within a global context;
- make correct geographical interpretations, analyses, evaluations and deductions regarding physical, economical and population aspects of the RSA and Africa;
- demonstrate sound and extensive knowledge and understanding regarding the general concepts in Population Geography and make correct analyses and meaningful interpretations in this regard, as well as recognise, explain and evaluate the interrelationship between topographic, climatologic and manmade phenomena in the RSA;
- evaluate the developing economies in Africa, show insight and understanding concerning the problems in African countries and also evaluate these within the framework of his/her own view of life and the world as well as demonstrate the ability to apply acquired knowledge in such a way as to display an ethically responsible attitude toward Africa/South Africa and its people; and
- *Practical: Map Skills, Cartography and representation techniques* demonstrate a fundamental knowledge, skills, understanding and insight of Map Skills, Cartography and representation techniques and be able to apply it in practice.

GEOE121 GEOGRAPHY EDUCATION: PLANETARY GEOGRAPHY, CLIMATOLOGY AND OCEANOGRAPHY

3 hours 1:1

On the successful completion of this module you should:

- demonstrate a fundamental knowledge of Planetary Geography, Climatology and Oceanography in context of the National Curriculum;
- identify themes relevant to Planetary Geography, Climatology and oceanography that support the coherent understanding of concepts, ideas, theories, principles and rules;
- demonstrate an ability to use their knowledge to solve common problems within a familiar context and be able to teach it to students at school using appropriate technology;
- act in an ethically correct and value driven manner in all operational circumstances and forms of communication, written and verbal;
- practical section: Students must demonstrate a fundamental knowledge, skills, understanding and insight of map projections as well as synoptic weather maps and be able to apply it in practice.

GEOE211 GEOGRAPHY EDUCATION: URBAN AND ECONOMIC GEOGRAPHY

3 hours 1:1

Upon completion of this module, students should:

- demonstrate a solid knowledge base of Urban and Economic Geography in context of the National Curriculum;
- identify themes relevant for a diverse society related to personal, community and economic areas and plan activities supporting coherent understanding of concepts, ideas, theories, principles and rules;

- demonstrate an ability to solve well-defined but unfamiliar problems in Urban and Economic Geography using correct procedures and appropriate evidence as well as the use of basic information technology to present information;
- eties-korrek en waardegedrewe op te tree in alle operasionele omstandighede en vorms van kommunikasie, skriftelik en mondeling.
- practical section: Students must demonstrate a solid knowledge, skills, understanding and insight on land usage in cities as well as quantitative calculations and be able to apply these in practice.

GEOE221 GEOGRAPHY EDUCATION: GEOMORFOLOGY AND ENVIRONMENTAL GEOGRAPHY

3 hours 1:1

Upon completion of this module, students should:

- demonstrate a solid knowledge base of Urban and Economic Geography in context of the National Curriculum;
- identify themes relevant for a diverse society related to personal, community and economic areas and plan activities supporting coherent understanding of concepts, ideas, theories, principles and rules;
- demonstrate an ability to solve well-defined but unfamiliar problems in Urban and Economic Geography using correct procedures and appropriate evidence as well as the use of basic information technology to present information;
- act in an ethically correct and value driven manner in all operational circumstances and forms of communication, both written and verbal.
- practical section: Students must demonstrate a solid knowledge, skills, understanding and insight on land usage in cities as well as quantitative calculations and be able to apply these in practice.

GEOE311 GEOGRAPHY EDUCATION: ADVANCED POPULATION AND URBAN GEOGRAPHY

3 hours 1:1

Upon completion of this module, students should demonstrate

- a well-rounded and systematic knowledge of Population and Urban Geography in context of the National Curriculum;
- a coherent and critical understanding of Population and Urban Geography's terms, rules, concepts, principles and theories as well as indicating an ability to map new knowledge onto a given body of theory;
- an ability to deal with unfamiliar concrete and abstract problems and issues in Population and Urban Geography using evidence-based solutions and theory-driven arguments as well as be able to present and communicate information and their own ideas and opinions on themes related to Population and Urban Geography in a well structured argument;
- act in an ethically correct and value driven manner in all operational circumstances and forms of communication, both written and verbal.
- practical section: Students must demonstrate a well-rounded, systematic knowledge, skills, understanding and insight of quantitative map techniques to present data visually as well as the functioning of a Global Positioning System (GPS) and be able to apply these in practice.

GEOE321 GEOGRAPHY EDUCATION: ADVANCED GEOMORFOLOGY AND CLIMATOLOGY

3 hours 1:1

Upon completion of this module, the student should

- demonstrate a comprehensive knowledge and insight regarding concepts and the application possibilities of South Africa's Geological History and resulting landscapes, soils and hydrology. The student should also display a systematic knowledge of advanced climatological phenomena on a global and South African context.
- analyse land forms, landscapes and climatic phenomena, which reflect the environmental conditions over time during their origin, and evaluate these within the geological time context.
- discuss and critically evaluate the conditions which lead to the global geologic and climatic phenomena,
- be able to work with other individuals in group context in an ethically accountable and responsible manner during the solving of problems characteristic of the learning contents of this module, and should undertake small scale research regarding relevant subjects as expressed in the module;
- *practical: GIS and GIS in teaching*; Students must demonstrate a fundamental knowledge, skills, understanding and insight of GIS and be able to apply it in practice.

HISD321 HISTORY METHODOLOGY

2 hours 1:1

Upon completion of this module, students should:

- demonstrate a well rounded and coherent and sound knowledge of History methodology in context of the National Curriculum Statement;
- demonstrate skills of planning teaching strategies, assessment and learning and teaching support material;
- demonstrate the competency to plan and design teaching strategies, assessment and learning and teaching support material;
- demonstrate values of an ethical-professional nature with regard to the interpretation of historical facts to always be true and within context as in compliance with the Manifesto on Values, Education and Democracy.

HISD411 HISTORY METHODOLOGY

3 hours 1:1

Upon completion of this module, students should:

- demonstrate a comprehensive and coherent knowledge of History methodology in context of the National Curriculum Statement;
- demonstrate comprehensive skills in analysing and synthesising sources, plan, design and implement different assessment strategies, compile tests, examination papers and memorandums as well as to conduct year planning (learning programmes and work schedules) ;
- demonstrate the competency to analyse and synthesise sources and practically plan, design and implement different assessment strategies, compile tests, examination papers and memorandums as well as year planning (learning programmes and work schedule,
- demonstrate values of an ethical-professional nature with regard to the interpretation of historical facts to always be true and within context as in compliance with the Manifesto on Values, Education and Democracy.

HISE111 HISTORY EDUCATION: ASPECTS OF ANCIENT AND MODERN WORLD HISTORY (ANTIQUITY TO 2000)

3 hours 1:1

On completion of this module you should:

- demonstrate fundamental knowledge and a good understanding of ancient and modern World History from antiquity to 2000 in the context of the National Curriculum Statement;
- demonstrate the skill of scrutinising primary and secondary sources by differentiating between, tracing and effectively interpreting different historical sources in order to communicate these verbally or in writing;
- demonstrate the competency of problem solving abilities to address political, social and economic issues within the context of ancient and modern World History from antiquity to 2000; and
- demonstrate values of an ethical-professional nature with regard to the interpretation of historical facts to always be true and within context as in compliance with The Manifesto on Values, Education and Democracy.

HISE121 HISTORY EDUCATION: ASPECTS OF AFRICAN AND SOUTH AFRICAN HISTORY (ANTIQUITY TO 1870)

3 hours 1:1

Upon completion of the module, the students should:

- demonstrate fundamental knowledge and a good understanding of African and South African History from antiquity to 1870 in the context of the National Curriculum Statement;
- demonstrate the skill of scrutinising primary and secondary sources by differentiating between, tracing and effectively interpreting different historical sources in order to communicate these verbally or in writing;
- demonstrate the competency of problem solving abilities to address political, social and economic issues within the context of African and South African History from antiquity to 1870; and
- demonstrate values of an ethical-professional nature with regard to the interpretation of historical facts to always be true and within context as in compliance with The Manifesto on Values, Education and Democracy.

HISE211 HISTORY EDUCATION: ASPECTS OF SOUTH AFRICAN HISTORY (1836 -1948)

3 hours 1:1

Upon completion of the module, the students should:

- demonstrate a solid knowledge and a good understanding of aspects of the South African History, 1836 - 1948 in context of the National Curriculum Statement;
- demonstrate the skill of scrutinising primary and secondary sources by identifying, analyzing, interpreting and synthesising different historical sources in order to communicate these verbally or in writing;
- demonstrate the competency of problem solving abilities to address political, social and economic issues within a South African context, 1836-1948;
- demonstrate values of an ethical-professional nature with regard to the interpretation of historical facts to always be true and within context as in compliance with the Manifesto on Values, Education and Democracy.

**HISE 221 HISTORY EDUCATION: ASPECTS OF AFRICA AND 20TH CENTURY
WORLD HISTORY (1870 – 1990)**

3 hours 1:1

Upon completion of the module, the students should:

- demonstrate a solid knowledge and good understanding of aspects of African and 20th century World History (1870-1990) in the context of the National Curriculum Statement;
- demonstrate the skill of scrutinising primary and secondary sources by identifying, analysing, interpreting and synthesising different historical sources in order to communicate these verbally or in writing;
- demonstrate the competence of problem solving abilities to address political, social and economic issues within the context of African and 20th century World History (1870-1990); and
- demonstrate values of an ethical-professional nature with regard to the interpretation of historical facts to always be true and within context as in compliance with The Manifesto on Values, Education and Democracy.

**HISE 311 HISTORY EDUCATION: ASPECTS OF EUROPEAN AND WORLD
HISTORY (1914 – 2000)**

3 hours 1:1

Upon completion of this module, students should:

- demonstrate a well rounded and coherent understanding of aspects of European and World History (1914-2000) in context of the National Curriculum Statement;
- demonstrate the skill of scrutinising primary and secondary sources by identifying, analysing, interpreting and synthesising different historical sources in order to communicate these verbally or in writing;
- demonstrate the competence of problem solving abilities to address political, social and economic issues within the context of European and World History; and
- demonstrate values of an ethical-professional nature with regard to the interpretation of historical facts to always be true and within context as in compliance with the Manifesto on Values, Education and Democracy.

**HISE 321 HISTORY EDUCATION: ASPECTS OF SOUTH AFRICAN HISTORY
(1948 – 2000)**

3 hours 1:1

Upon completion of this module, students should:

- demonstrate a well rounded and coherent understanding of aspects of South African History (1948-2000) in context of the National Curriculum Statement;
- demonstrate the skill of scrutinising primary and secondary sources by identifying, analysing, interpreting and synthesising different historical sources in order to communicate these verbally or in writing;
- demonstrate the competence of problem solving abilities to address political, social and economic issues within the context of the South African History (1948-2000); and
- demonstrate values of an ethical-professional nature with regard to the interpretation of historical facts to always be true and within context as in compliance with the Manifesto on Values, Education and Democracy.

INSO 121 INFORMATION SKILLS

2 hours 1:1

The student should possess the knowledge, skills and attitudes to find, evaluate, process and communicate scientific information in the education situation with the aid of various technologies (e.g. Internet and databases) from a variety of sources (e.g. Internet, books, magazines).

INTD321 INFORMATION TECHNOLOGY METHODOLOGY: FET PHASE

2 hours 1:1

Upon completion of this module, the student should:

- demonstrate well-rounded knowledge of departmental policy documents on Information Technology in the FET phase, learning programmes and work schedules in applicable learning contexts, and a variety of assessment techniques, methods and instruments applicable to Information Technology;
- demonstrate profound skills in evaluating existing examples of learning programmes and work schedules, the planning and presentation of both theoretical and practical lessons and the planning and implementation of the principles of assessment in IT;
- demonstrate the ability to implement and apply learning contexts and learning programmes to inform meaningful learning in Information Technology possible; and
- demonstrate the ability to evaluate and debate the purpose of Information Technology as a subject at school level.

INTD411 INFORMATION TECHNOLOGY METHODOLOGY: FET PHASE

3 hours 1:1

Upon completion of this module, the student should:

- demonstrate comprehensive knowledge of departmental policy documents on Information Technology in the FET phase, learning programmes and work schedules in applicable learning contexts, a variety of assessment techniques, methods and instruments applicable to Information Technology, as well as learning material for Information Technology and organisation and administration of the computer centre;
- demonstrate profound skills in analysing, interpreting and applying departmental policy documents to Information Technology in the FET phase, the planning, presentation and evaluation of both theoretical and practical lessons and the planning, implementation and evaluation of the principles of assessment in IT;
- demonstrate the ability to implement and apply learning contexts and learning programmes to enhance effective learning in Information Technology and to develop applicable learning activities to measure students' attainment of specific assessment standards; and
- demonstrate the ability to evaluate and debate the profile of the ideal Information Technology facilitator.

INTE111 INFORMATION TECHNOLOGY EDUCATIO : INTRODUCTION TO COMPUTER SYSTEMS

3 hours 1:1

Upon completion of this module, the student should:

- demonstrate fundamental knowledge of computer systems and environments, system software, different number systems and binary logic;

- demonstrate practical skills in software development, operations in different number systems and data representation;
- demonstrate the ability to solve basic well-defined, yet unknown, problems regarding the topics in this module, and to facilitate teaching and learning regarding these topics; and
- demonstrate understanding of the ethical aspects concerning the use of computers.

INTE121 INFORMATION TECHNOLOGY EDUCATION: DATABASES

3 hours 1:1

Upon completion of this module, the student should:

- demonstrate fundamental knowledge of the design of a database, which includes knowledge of data integrity, security and validity;
- demonstrate advanced skills in the normalisation of data, creation of tables, relations, queries, forms, reports and macro's;
- demonstrate the ability to solve basic well-defined, yet unknown, but applicable school-aimed problems by using Microsoft Access, as well as to facilitate the teaching and learning of databases; and
- demonstrate the ability to evaluate the ethical aspects regarding the use of databases.

INTE211 INFORMATION TECHNOLOGY EDUCATION : COMPUTER NETWORKS AND WEB PAGE DESIGN

3 hours 1:1

Upon completion of this module, the student should:

- demonstrate sound knowledge of computer networks, data transmission in networks, the Internet and software suitable for web page design;
- be able to compare different networks, media used in data communication and network topologies, and demonstrate practical skills and good design principles in web page design;
- demonstrate the ability to solve well-defined novel practical problems regarding computer networks and web page design, and the ability to facilitate teaching and learning of the relevant topics regarding computer networks and web page design in the applicable grade; and
- demonstrate the ability to critically evaluate the long and short term implications of the Internet and the use thereof in education.

INTE221 INFORMATION TECHNOLOGY EDUCATION : INTRODUCTORY DELPHI PROGRAMMING

3 hours 1:1

Upon completion of this module the student should:

- demonstrate sound knowledge of visual programme development and object orientated programming;
- demonstrate practical skills in algorithms and the writing of elementary Delphi programmes;
- demonstrate problem solving abilities to solve problems by using Delphi programming and be able to facilitate these abilities and skills within the teaching situation; and
- demonstrate the ability to evaluate the ethical aspects regarding programming.

INTE311 INFORMATION TECHNOLOGY EDUCATION: INTERMEDIATE DELPHI PROGRAMMING

3 hours 1:1

Upon completion of this module, the student should:

- demonstrate well-rounded knowledge of visual programme development, object orientated programming and the integration of databases in Delphi;
- demonstrate profound practical skills in the use of procedures, functions, databases, and SQL in Delphi programming;
- demonstrate advanced problem solving abilities to solve problems by using Delphi programming and be able to facilitate these abilities and skills within the teaching situation; and
- demonstrate the ability to evaluate the ethical aspects regarding programming.

INTE321 INFORMATION TECHNOLOGY EDUCATION: ADVANCED DELPHI PROGRAMMING

3 hours 1:1

Upon completion of this module, the student should

- demonstrate well-rounded knowledge of visual programme development, object orientated programming and the integration of databases in Delphi;
- demonstrate profound and systematic skills in the use of databases, data modules, multiple forms, reports, objects, classes and methods in Delphi programming;
- demonstrate advanced problem solving skills to solve unfamiliar, but real world problems by using Delphi programming and be able to facilitate these abilities and skills within the teaching situation; and
- demonstrate the ability to evaluate the ethical aspects regarding programming.

ITEE211 MECHANICAL TECHNOLOGY FOR EDUCATION (ENGINEERING)

2 hours 1:1

Upon completion of this module the student should be able to:

- demonstrate a thorough knowledge and practical skills with regard to the safe use and care of precision measuring instruments and special tools and equipment;
- communicate in writing and via sketches precision measuring instrument readings and identify and evaluate special tools and equipment applicable to Mechanical technology and the Fitting and Turning workshop;
- identify a variety of engineering materials (also composite materials) concerning their type (ferrous and non ferrous, alloys, plastics, etc.) and process of manufacturing;
- discuss and evaluate the properties and application of tests (e.g. Brinell, etc.) done on engineering materials;
- demonstrate a thorough knowledge of heat treatment processes on steels and evaluate the properties and results that are obtained; and
- facilitate the above mentioned outcomes to school students in a didactic situation.

LAAC121

INTRODUCTION TO LEARNING AREA ARTS AND CULTURE

2 hours 1:1

Upon completion of this module, students should:

- demonstrate **fundamental knowledge** and an **informed understanding** of Dance, Drama, Music and Visual Arts in the Learning Area Arts and Culture in context of the National Curriculum;
- **apply**, understand, define, identify, classify and communicate information about the main concepts and elements of Dance, Drama, Music and Visual Arts in context of the National Curriculum;
- be able to **solve well-defined problems** in facilitating learning through the application of knowledge of the elements of the Arts in the Intermediate and Senior Phases according to learning outcomes and assessment standards of the Learning Area Arts and Culture in the National Curriculum Statement; and
- be capable of demonstrating **ethic responsible behaviour** and fulfilling the various roles of the teacher within the Learning Area Arts and Culture.

LAAD211 ARTS AND CULTURE METHODOLOGY

2 hours 1:1

On the successful completion of this module you should:

- demonstrate a solid knowledge base and sound understanding of how to plan: lessons, work schedules and learning programmes in Dance, Drama, Music and Visual Arts in the Senior Phase;
- critically analyse and synthesise and evaluate information on various teaching methods specific to Arts and Culture education;
- demonstrate an ability to solve well defined but unfamiliar problems in applying practical skills while facilitating learning in practical activities in Dance, Drama and Music in the Senior Phase; and
- compare different world views with your own, reflecting on various teaching methods and applying knowledge in practical teaching.

LAAD321 ARTS AND CULTURE METHODOLOGY

2 hours 1:1

On the successful completion of this module the student should be able to:

- demonstrate a well-rounded and systematic knowledge base and a coherent and a critical understanding of how to plan lessons, work schedules and learning programmes in Dance, Drama, Music and Visual Arts in the Intermediate Phase;
- critically analyse, synthesise, evaluate and present information on various assessment practices specific to Arts and Culture education using IT skills appropriately;
- demonstrate an ability to solve concrete and abstract problems and issues in applying practical skills while facilitating learning in practical activities in Dance, Drama and Music in the Intermediate Phase; and
- express his/her own view of the world pertaining Arts and Culture, while applying various assessment practices and applying knowledge in practical teaching.

LAAD411 LEARNING AREA ARTS AND CULTURE

3 hours 1:1

On the successful completion of this module the student should be able to:

- demonstrate a comprehensive and systematic knowledge base of didactic principles in teaching African Dance, African Drama, African Music and African Visual Arts in the Intermediate Phase;
- independently evaluate the value of play in the learning Area Arts and Culture and apply Dance, Drama, Music and Visual Arts games in the learning area Arts and Culture in the Intermediate Phase;
- demonstrate an ability to identify, analyse and deal with complex and/or real world problems in applying practical teaching skills during micro-lessons and practical teaching in the Learning Area Arts and Culture in the Intermediate Phase; and
- evaluate all opinions from your own well-established world view while teaching Dance, Drama, Music and Visual Arts in the Learning Area Arts and Culture during micro-lessons and in practical teaching and be aware of social and ethical implications of applying knowledge in a certain context.

LAAD421 LEARNING AREA ARTS AND CULTURE

3 hours 1:1

On the successful completion of this module the student should be able to:

- demonstrate a comprehensive and systematic knowledge base and a coherent and critical understanding of integrated arts education, multicultural arts education and inclusive arts education;
- critically analyse, synthesise and independently evaluate different models for integrating the Arts in the Learning Area Arts and Culture in the Senior Phase;
- demonstrate an ability to identify, analyse and deal with complex and/or real world problems in applying genres, which are inherently integrated, such as theatre and musical storytelling; and
- evaluate all opinions from your own well-established world view while teaching inclusive arts education in the Learning Area Arts and Culture during micro-lessons and in practical teaching and be aware of social and ethical implications of applying knowledge in a certain context.

LAAE111 LEARNING AREA ARTS AND CULTURE

3 hours 1:1

On the successful completion of this module you should:

- demonstrate fundamental and informed understanding on how to create, interpret and present works in all the art forms and be aware of the relations between the different art forms in the apply techniques to create, interpret and present works of art which support, explore and emphasise cultural diversity, human rights, environmental concerns, nation-building, heritage and power relations between global and local cultures;
- demonstrate an ability to solve well-defined problems in creating and planning appropriate activities and lessons in the Intermediate and Senior Phases which will guide school students to create, interpret and present works of art;
- demonstrate ethically responsible behaviour in creating, interpreting and presenting works of art.

LAAE121 LEARNING AREA ARTS AND CULTURE

3 hours 1:1

On the successful completion of this module you should:

- demonstrate fundamental knowledge and informed understanding on how to read and use nuances of cultural expression to convey meaning through the Arts; analyse and use multiple forms of communication and expression in Arts and Culture and be aware of the relations between the different art forms;
- analyse and apply multiple forms of communication and expression in all the art forms on topics such as natural and found resources, environmental issues, rituals, heritage, issues of stereotyping, discrimination and prejudice, mass media and technology;
- demonstrate an ability to solve well-defined problems in planning appropriate activities and lessons in the Intermediate and Senior Phases which will guide school students to communicate and express themselves through Dance, Drama, Music and Visual Art;
- demonstrate ethically responsible behaviour in expressing and communicating through the Arts.

LAAE211 LEARNING AREA ARTS AND CULTURE

3 hours 1:1

On the successful completion of this module you should:

- demonstrate a solid knowledge base and sound understanding of history of the Arts, concepts, aesthetics, culture and heritage as well as the different ways social and cultural groups engage in and convey meaning through the Arts and be aware of how the Arts relate to cognate areas;
- critically analyse and synthesise information on artistic and cultural processes, products and styles in past and present contexts.
- demonstrate an ability to solve well-defined but unfamiliar problems in planning appropriate activities and lessons in the Intermediate and Senior Phases which will guide school students to reflect critically and creatively on artistic and cultural processes, products and styles;
- compare different world views with you own, reflecting on artistic and cultural processes, products and styles;

LAAE221 LEARNING AREA ARTS AND CULTURE

3 hours 1:1

On the successful completion of this module you should:

- demonstrate a solid knowledge base and sound understanding on the importance of personal and social development and the development of the ability to work individually and collaboratively in activities in the Arts towards fostering healing and nation-building and be aware of how the Arts relate to cognate areas;
- apply personal and interpersonal skills in Dance, Drama, Music and Visual Arts activities pertaining to issues such as using a wide variety of resources, developing various literacies, being adoptable to new ideas and new situations, develop good social relations, promoting nation-building, sharing information about careers in the Arts and using group activities to explore and share experiences of power relations and critically analyse and synthesise information;
- demonstrate an ability to solve well-defined but unfamiliar problems in planning appropriate activities and lessons in the Intermediate and Senior Phases which will guide school students to develop the ability to work individually and collaboratively in Arts activities; and

- compare different world views with your own while working individually and collaboratively in activities in the Arts.

LABD211 ECONOMIC MANAGEMENT SCIENCE METHODOLOGY

2 hours 1:1

After completion of this module the students should be able to:

- have a solid knowledge base of the learning outcomes and assessment standards applicable to EMS in the senior phase, and assessment, with an informed notion of key terms, rules, concepts, principles and theories in this regard;
- identify themes relevant to the national curriculum statement applicable to EMS in the senior phase and plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules; use unknown and abstract information in this regard by using graphs and theory driven arguments; effectively use IT skills to collect, organise, critically analyse and to interpret;
- demonstrate problem solving abilities to plan and present lessons for specific application to EMS, using appropriate technologies, unknown and abstract information, graphs and theory driven arguments and IT skills to collect, organise, critically analyse and to interpret giving evidence of theoretical underpinning;
- effectively communicate EMS didactical aspects ethically, coherently and reliable to students in the classroom situation by using individual or group methods.

LABD321 ECONOMIC MANAGEMENT SCIENCE METHODOLOGY

2 hours 1:1

After completion of this module the students should be able to:

- have a finishing and systematic knowledge base of the national curriculum statement of the Economic and Management Science in the intermediate phase (grades 4-6);
- show an informed notion of key terms, rules, concepts, principles and theories with regard to assessment, teaching aids in and outside the classroom and lesson planning;
- use unknown and abstract information in this regard by using graphs and theory driven arguments;
- effectively use IT skills to collect, organise, critically analyse and to interpret;
- effectively communicate the Economic and Management Science didactical aspects coherently and reliable to students in the classroom situation by using individual or group methods.

LABD411 ECONOMIC MANAGEMENT SCIENCE METHODOLOGY

3 hours 1:1

After completion of this module, the students should be able to:

- have a solid knowledge base of the learning outcomes and assessment standards applicable to EMS in the Senior Phase, and assessment, with an informed notion of key terms, rules, concepts, principles and theories in this regard;
- identify themes relevant to the national curriculum statement applicable to EMS in the Senior Phase and plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules, use unknown and abstract information in this regard by using graphs and theory driven arguments and effectively use IT skills to collect, organise, critically analyse and to interpret;
- demonstrate problem solving abilities to plan and present lessons for specific application to EMS, using appropriate technologies, unknown and abstract information, graphs and theory driven arguments and IT skills to collect, organise, critically analyse and to interpret giving evidence of theoretical underpinning; and

- effectively communicate EMS didactical aspects ethically, coherently and reliably to students in the classroom situation by using individual or group methods.

LABD421 ECONOMIC MANGEMENT SCIENCE METHODOLOGY

3 hours 1:1

After completion of this module, the students should be able to:

- have a comprehensive, in-depth and systematic knowledge base of the National Curriculum Statement applicable to EMS in the Senior Phase and assessment, with an informed notion of key terms, rules, concepts, principles and theories in this regard;
- identify themes relevant to the national curriculum statement applicable to EMS in the Senior Phase and plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules,
- use unknown and abstract information in this regard by using graphs and theory driven arguments, effectively use IT skills to collect, organise, critically analyse and to interpret;
- demonstrate problem solving abilities to plan and present lessons for specific application to EMS, using appropriate technologies, unknown and abstract information, graphs and theory driven arguments and IT skills to collect, organise, critically analyse and to interpret giving evidence of theoretical underpinning; and
- effectively communicate EMS didactical aspects ethically, coherently and reliably to students in the classroom situation by using individual or group methods.

LAND211 NATURAL SCIENCES (SENIOR) METHODOLOGY

2 hours 1:1

Upon completion of this module, the student should be able to:

- demonstrate a comprehensive and systematic knowledge of the Learning Area natural Science in context of OBE concerning the following: the nature and structure of natural Science, Outcomes for natural Science and the Natural Science lesson plan;
- identify and solve problems within the themes mentioned above, and plan activities which support a comprehensive understanding of ideas, theories, principles and rules within these themes;
- act in a problem solving manner, concerning the planning and presentation of lessons and practical sessions in context of the abovementioned theoretical themes by using applicable technological resources; and
- demonstrate an appreciation of the contribution made by indigenous knowledge systems to educational issues concerning the abovementioned content as well as demonstrate an ethical professional attitude and behaviour towards the content of Natural Science.

LAND321 NATURAL SCIENCES (INTERMEDIATE) METHODOLOGY

2 hours 1:1

Upon completion of this module, the student should be able to:

- demonstrate a comprehensive and systematic knowledge of the Learning Area natural Science in context of OBE concerning the following: facilitating in the Intermediate Phase, didactic principles of Natural Science education and the Learning Area Natural Sciences laboratory;
- identify and solve problems within the themes mentioned above, and plan activities which support a comprehensive understanding of ideas, theories, principles and rules within these themes;
- act in a problem solving manner, concerning the planning and presentation of lessons and practical sessions in context of the abovementioned theoretical themes by using applicable technological resources; and

- demonstrate an appreciation of the contribution made by indigenous knowledge systems to educational issues concerning the abovementioned content as well as demonstrate an ethical professional attitude and behaviour towards the content of Natural Science.

LAND411 NATURAL SCIENCES (INTERMEDIATE) METHODOLOGY

3 hours 1:1

Upon completion of this module, the student should be able to:

- demonstrate a comprehensive and systematic knowledge of the Learning Area natural Science concerning the following: planning (subject framework, work schedule and lesson plan); assessment and laboratory techniques;
- identify and solve problems within the themes mentioned above, and plan activities which support a comprehensive understanding of ideas, theories, principles and rules within these themes;
- act in a problem solving manner, concerning the planning and presentation of lessons and practical sessions in context of the abovementioned theoretical themes by using applicable technological resources; and
- demonstrate an appreciation of the contribution made by indigenous knowledge systems to educational issues concerning the abovementioned content as well as demonstrate an ethical professional attitude and behaviour towards the content of Natural Science.

LAND421 NATURAL SCIENCES (SENIOR) METHODOLOGY

3 hours 1:1

Upon completion of this module, the student should be able to:

- demonstrate a comprehensive and systematic knowledge of the Learning Area natural Science in context of OBE concerning the following: facilitation in the Senior Phase, Didactic principles of Natural Science education and the Learning Area Natural Sciences laboratory;
- identify and solve problems within the themes mentioned above, and plan activities which support a comprehensive understanding of ideas, theories, principles and rules within these themes;
- act in a problem solving manner, concerning the planning and presentation of lessons and practical sessions in context of the abovementioned theoretical themes by using applicable technological resources; and
- demonstrate an appreciation of the contribution made by indigenous knowledge systems to educational issues concerning the abovementioned content as well as demonstrate an ethical professional attitude and behaviour towards the content of Natural Science.

LANE211 LEARNING AREA NATURAL SCIENCE

3 hours 1:1

Upon completion of this module the students should:

- have a fundamental knowledge of the following themes in the learning area Natural Sciences: structure of matter, classification of matter, materials and chemical changes;
- be able to identify and solve problems within these themes as well as plan activities that support the comprehensive understanding of ideas, theories, principles and rules within these themes;
- acquire problem solving skills concerning the planning and presentation of lessons and practical sessions within context of the above theoretical themes by employing applicable technological resources; and

- demonstrate appreciation of the contribution of indigenous knowledge systems in the pharmacological, bio-ethical issues relating to the abovementioned content and should demonstrate and ethically accountable attitude towards the content of the learning area Natural Sciences.

LANE221 LEARNING AREA NATURAL SCIENCE

3 hours 1:1

Upon completion of the module, the students should:

- demonstrate fundamental knowledge and a good understanding of the place of Geography in Natural Sciences as Learning Area in the context of the National Curriculum Statement;
- demonstrate the skill of scrutinising themes relevant to Planetary Geography, Climatology, Geomorphology, Oceanography and Cartography and plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules;
- demonstrate the competency of problem solving abilities to plan and present tasks for specific application to Geography within the Learning Area Natural Sciences using appropriate technologies and giving evidence of theoretical underpinning;
- demonstrate values of an ethical-professional nature with regard to interrelationships between the environment on earth, beyond earth and humankind in compliance with The Manifesto on Values, Education and Democracy; and
- Practical section: demonstrate fundamental knowledge, understanding, insight into the types of map as well as apply skills to calculate direction, scale, distance and area using maps so as to be able to apply these in practice.

LANE 311 LEARNING AREA NATURAL SCIENCE

3 hours 1:1

Upon completion of the module, the students should:

- have a profound knowledge of the following themes in the learning area Natural Sciences : certain life processes, eco systems and energy flow through eco systems, biodiversity, change and continuity;
- be able to identify and solve problems within these themes as well as plan activities that support the comprehensive understanding of ideas, theories, principles and rules within these themes;
- acquire problem solving skills concerning the planning and presentation of lessons and practical sessions within context of the above theoretical themes by employing applicable technological resources; and
- demonstrate appreciation of the contribution of indigenous knowledge systems in the pharmacological, bio-ethical issues relating to the abovementioned content and should demonstrate and ethically accountable attitude towards the content of the learning area Natural Sciences.

LANE321 LEARNING AREA NATURAL SCIENCE

3 hours 1:1

Upon completion of this module the students should:

- have a well-rounded and profound knowledge of the following themes in the learning area Natural Sciences: energy and labour, transportation of energy by means of particles, transportation of energy by means of waves and electricity;
- be able to identify and solve problems within these themes as well as plan activities that support the comprehensive understanding of ideas, theories, principles and rules within these themes;

- acquire problem solving skills concerning the planning and presentation of lessons and practical sessions within context of the above theoretical themes by employing applicable technological resources; and
- demonstrate appreciation of the contribution of indigenous knowledge systems in the pharmacological, bio-ethical issues relating to the abovementioned content and should demonstrate an ethically accountable attitude towards the content of the learning area Natural Sciences.

LASD211 SOCIAL SCIENCES METHODOLOGY

2 hours 1:1

Upon completion of this module, students should:

- demonstrate a solid and sound knowledge of Social Sciences as a Learning Area in context of the National Curriculum Statement;
- demonstrate basic skills of planning and designing an elementary lesson;
- demonstrate the competency to plan, design and present lessons utilizing all kind sources;
- demonstrate values of an ethical-professional nature with regard to human and environmental rights which are in compliance with the Manifesto on Values, Education and Democracy.

LASD321 SOCIAL SCIENCES METHODOLOGY

2 hours 1:1

Upon completion of this module, the student should be able to:

- demonstrate a well rounded knowledge to implement and demonstrate a Geography and History lesson as well as to understand and be able to evaluate the different teaching approaches in the Social Sciences in order to utilise the most appropriate approach along with using the most appropriate teaching aides creatively and effectively;
- demonstrate suitable skills to design, implement and demonstrate a Geography and History lesson, as sub disciplines of the Social Sciences, as well as incorporating other learning areas creatively and knowledgeably;
- demonstrate competency on initiating, studying and assessing an applicable environmental project according to the correct OBE principles and regulations as part of your environmental project as well as evaluate the different teaching approaches in the social sciences, using the most appropriate teaching aids effectively;
- become knowledgeable in ethical-professional values in lesson design and practical teaching.

LASD411 SOCIAL SCIENCES METHODOLOGY

3 hours 1:1

Upon completion of this module, students should:

- demonstrate a comprehensive and coherent knowledge of Social Sciences as a Learning Area in context of the National Curriculum Statement;
- demonstrate comprehensive skills of planning and designing and presenting a lesson;
- demonstrate the competency to plan, design and present lessons utilizing all available teaching strategies, methods, strategies, instruments and learning and teaching support material;
- demonstrate values of an ethical-professional nature in the design of learning experiences and practical teaching with regard to human and environmental rights which are in compliance with the Manifesto on Values, Education and Democracy.

LASD421 SOCIAL SCIENCES METHODOLOGY

3 hours 1:1

Upon completion of this module, the student should be able to:

- Employ refined, systematic knowledge in the creative and systematic design of Geography and History learning experiences and the subsequent implementation and demonstration of these areas as sub-disciplines of Social Sciences. This includes the employment of an expansive array of teaching techniques such as information and communication technology;
- Demonstrate exhaustive knowledge and applicable skills employed in the design, implementation and demonstration of advanced Geography and History lessons, whilst expertly and creatively integrating other Learning Areas. In addition, the student should demonstrate an understanding of the various teaching approaches concerning the Social Sciences and subsequently evaluate these for the purpose of implementing the correct approach to learning experiences and to creatively and effectively employ and elucidate appropriate teaching aids in practice;
- Demonstrate the competency to design appropriate learning experiences, worksheets, assessment rubrics, tests/exams and memoranda pertaining to synoptic weather charts, graphs and diagrams, topographic charts and aerial photographs in accordance with OBE and geographical-didactic principles;
- Apply ethical-professional values in learning experience design and practical teaching.

LESE 111 LEARNER SUPPORT

3 hours 1:1

After completion of the module the student should be able to:

- Demonstrate a fundamental knowledge and understanding of different approaches, policy aspects, processes, terminology and concepts regarding inclusion and student support;
- Explain the implementation of inclusion in South Africa as well as the implication thereof to demonstrate a clear understanding of the different approaches, policy aspects, terminology and concepts;
- Demonstrate critical, creative as well as problem solving thinking regarding a variety of practical inclusion situations in schools in South Africa; and
- Demonstrate an appropriate attitude with regard to basic and ethical principles which relate to inclusion and student support.

LESE 121 LEARNER SUPPORT

3 hours 1:1

After completion of the module the student should:

- Demonstrate a fundamental knowledge and understanding of different categories of barriers to learning;
- Demonstrate skills to identify the different categories of barriers to learning based on the knowledge obtained;
- Demonstrate critical, creative as well as problem solving thinking regarding the student support process of the different categories of barriers to learning; and
- Demonstrate an appropriate attitude with regard to the ethics and correct use of terms of barriers to learning.

LESE 211 LEARNER SUPPORT

3hours 1:1

After completion of the module the student should be able to:

- Demonstrate a well rounded and systematic knowledge of different physical and neural impairments as well as intellectual impairments;
- Demonstrate skills to identify and explain the different physical and neural impairments as well as intellectual impairments based on the knowledge obtained;
- Demonstrate critical, creative as well as problem solving thinking regarding the student support process for the differend physical and neural impairments as well as intellectual impairments; and
- Demonstrate an appropriate attitude and understanding towards the student experiencing differend physical and neural impairments as well as intellectual impairments.

LESE 221 LEARNER SUPPORT

3 hours 1:1

Ater completion of the module the student should:

- Demonstrate a well-rounded and systematic knowledge of different serious multiple impairments as well as chronic illnesses;
- Demonstrate skills to identify and explain the different serious multiple impairments as well as chronic illnesses based on the knowledge obtained;
- Demonstrate critical, creative as well as problem solving thinking regarding the student support process for the differend serious multiple impairments as well as chronic illnesses (in assignments, class discussions, case studies, scenarios, tests and exams); and
- By means of class discussions, case studies and the setting of scenarios, illustrate a positive attitude and understanding with regard to the student experiencing different serious multiple impairments as well as chronic illnesses.

LESE311 LEARNER SUPPORT

3 hours 1:1

After completion of the module the student should be able to:

- Demonstrate a comprehensive and systematic knowledge of different sensory impairments as well as learning impairments;
- Demonstrate skills to identify and explain in detail the different sensory impairments as well as learning impairments base on the knowledge obtained;
- Demonstrate critical, creative as well as problem solving thinking regarding the student support process for the different sensory impairments as well as learning impairments; and
- Demonstrate an appropriate attitude toward and understanding of the student experiencing different sensory impairments as well as learning impairments.

LESE 321 LEARNER SUPPORT

3 hours 1:1

After the completion of the module the student should be able to:

- Demonstrate a comprehensive and systematic knowledge of different psychological, emotional and behaviour problems

- Demonstrate skills to identify and explain in detail the different psychological, emotional and behaviour problems based on the knowledge obtained.
- Demonstrate critical, creative as well as problem solving thinking regarding the student support process for the different psychological, emotional and behaviour problems
- Demonstrate an appropriate attitude and understanding towards the student experiencing different psychological, emotional and behaviour problems

LEWV112 LIFE SKILLS

2 hours 1:1

The aim of this module is to facilitate the development of life-skills. In teaching life-skills focus is placed on stimulating the growth and development of the student to reach full potential and to improve the student's quality of life. Social well-being and success are stimulated and dysfunctional behaviour is prevented especially in difficult, stressful situations. Life-skills empower the student to face life's problems and challenges in a constructive way and to address the demands of his/her studies and prospective vocation as an educator.

LEWV211 LIFE SKILLS

2 hours 1:1

This module is a continuation of LEWV112. The aim is the facilitating of necessary life skills to enable students to meet the demands of a rapidly changing society. In teaching life skills the focus is on empowering students to take personal responsibility for their education, to develop self-management skills and to improve their thinking skills. The aim is to enable students to make appropriate decisions, to establish healthy relationships, set goals in life and be proficient in their careers.

LIFD321 LIFE SCIENCES METHODOLOGY

2 hours 1:1

Upon completion of this module, the student should be able to:

- critically evaluate the characteristics, values and skills required from a Life Sciences educator;
- apply the content of the policy documents and OBE in Life Sciences (movement from theory to practice, delivering the curriculum and the learning process);
- select and practically apply didactic methods, specifically aimed at teaching LS;
- evaluate the necessity of proper classroom management in the LS classroom as necessary element of effective teaching;
- act as effective facilitator of LS in order for students to master the subject (learning culture, discipline, study methods, study programme and techniques); and
- apply the scientific method with emphasis on hypothesising.

LIFD411 LIFE SCIENCES METHODOLOGY

3 hours 1:1

Upon completion of this module, student should be able to:

Plan a subject framework, work schedule and lesson.

- Assessment:
 - Assessment cycle.
 - Portfolios.
 - Compilation of assessment instruments such as tests, etc.
 - Recording and reporting.
 - Calculation of CASS.

- Subject Assessment Guidelines for gr 10-12.
- Techniques in the LS laboratory:
 - Proper lab practice.
 - General techniques such as bending of glass tubes.
 - Safety.
 - Preparation of solutions.
 - Handling of biological material.
 - Ethical issues.
- Environmental education case studies.
- Research project.

LIFE111 LIFE SCIENCES

3 hours 1:1

Upon completion of the module the students should:

- demonstrate a well-developed and systematic knowledge of the following themes:
- the scientific method, basic chemistry and bio-chemistry, the cell and the cell activities (cell division, nuclei acids, photosynthesis and cell respiration);
- be able to identify and solve problems within the above themes as well as plan activities that support the comprehensive comprehension of ideas, theories and principles and rules within the themes;
- be able to use problem solving abilities regarding the planning and presentation of lessons and practical sessions within the context of the theoretical themes mentioned above by amongst others the use of suitable technological aids;
- display an appreciation for the contribution indigenous knowledge systems play in pharmacology, bio-ethical issues in the above content and the ethical accountability towards the content of the Life Sciences.

LIFE121 LIFE SCIENCES

3 hours 1:1

Upon completion of the module the students should:

- have a finished and systematic knowledge in the following themes:
Life sciences: the classification of living things characteristics of viruses and organisms in the domains: Bacteria and Archaea, the evolutionary development of the domain: Eukarya (including the animal kingdom), to compare various plant phyla, the morphology and anatomy of Angiospermatophyta, physiology w.r.t. water- and nutrient absorption in plants and the analysis and comparison of the reproduction, growth and development of plants;
- be able to identify and solve problems within the above themes as well as plan activities that support the comprehensive comprehension of ideas, theories and principles and rules within the themes;
- be able to use problem solving abilities regarding the planning and presentation of lessons and practical sessions within the context of the theoretical themes mentioned above by amongst others the use of suitable technological aids;
- display an appreciation for the contribution indigenous knowledge systems play in pharmacology and bio-ethical issues in the above content and the ethical accountability towards the content of the Life Sciences.

LIFE211 LIFE SCIENCES

3 hours 1:1

Upon completion of the module the students should have:

- a basic knowledge of the following themes to demonstrate: Domain Eucarya (Ryke Protista en Animalia), digotome keys, Histology (mammal tissue), Anatomy and Physiology of man (terminology, cardio-vascular- lymph and immune systems);
- be able to identify and solve problems within the above themes as well as plan activities that support the comprehensive comprehension of ideas, theories and principles and rules within the themes;
- be able to use problem solving abilities regarding the planning and presentation of lessons and practical sessions within the context of the theoretical themes mentioned above by amongst others the use of suitable technological aids;
- display an appreciation for the contribution indigenous knowledge systems play in pharmacology and bio-ethical issues in the above content and the ethical accountability towards the content of the Life Sciences.

LIFE221 LIFE SCIENCES

3 hours 1:1

Upon completion of the module the students should:

- have a well-founded knowledge of the following systems of the Human Anatomy and Physiology to demonstrate: locomotion-, muscle-, nutrition-, gas exchange-, excretion-en osmo-regulation-, co-ordination and thermo-regulatory systems;
- be able to identify and solve problems within the above themes as well as plan activities that support the comprehensive comprehension of ideas, theories and principles and rules within the themes.
- be able to use problem solving abilities regarding the planning and presentation of lessons and practical sessions within the context of the theoretical themes mentioned above by amongst others the use of suitable technological aids;
- display an appreciation for the contribution indigenous knowledge systems play in pharmacology and bio-ethical issues in the above content and the ethical accountability towards the content of the Life Sciences.

LIFE311 LIFE SCIENCES

3 hours 1:1

Upon completion of the module the students should:

- have a finished and systematic knowledge in the following themes: Life Sciences: eco-systems, population dynamics and the human impact on eco-forms and quantitative ecology;
- be able to identify and solve problems within the above themes as well as plan activities that support the comprehensive comprehension of ideas, theories and principles and rules within the themes;
- be able to use problem solving abilities regarding the planning and presentation of lessons and practical sessions within the context of the theoretical themes mentioned above by amongst others the use of suitable technological aids;
- display an appreciation for the contribution indigenous knowledge systems play in pharmacology and bio-ethical issues in the above content and the ethical accountability towards the content of the Life Sciences.

LIFE321 LIFE SCIENCES

3 hours 1:1

Upon completion of the module the students should:

- have a finished and systematic knowledge in the following themes: Life sciences: reproduction of mankind, genetics and the evolution theory;
- be able to identify and solve problems within the above themes as well as plan activities that support the comprehensive comprehension of ideas, theories and principles and rules within the themes;
- be able to use problem solving abilities regarding the planning and presentation of lessons and practical sessions within the context of the theoretical themes mentioned above by amongst others the use of suitable technological aids;
- display an appreciation for the contribution indigenous knowledge systems play in pharmacology and bio-ethical issues in the above content and the ethical accountability towards the content of the Life Sciences.

LIFF121 LIFE SKILLS FUNDAMENTAL

2 hours 1:1

Upon completion of this module, the student should be able to:

- demonstrate a fundamental knowledge base of the terminology, rules, concepts, principles, and theories of Life Skills for educators pertaining to self-concept, self-management, setting of personal goals, HIV/AIDS awareness and national HIV/ AIDS policy.
- demonstrate an ability to interpret, convert, evaluate and apply essential theories and text pertaining to the value and meaning of teaching Life Skills, regard him/herself and others in a positive light, function as an unique individual within his/her own environment, regard barriers in one's life in a new light, promote HIV/AIDS awareness as well as the national HIV/ AIDS policy.
- demonstrate the ability to use the attained knowledge to solve common problems within a familiar context of Life Skills for educators pertaining to self-concept, self-management, setting of personal goals, HIV/AIDS awareness as well as the national HIV/ AIDS policy, using appropriate technological skills and giving evidence of theoretical underpinning;
- act ethically responsible and value-driven in all circumstances and forms of communication, written as well as orally, related to the value and meaning of teaching Life Skills as well as the concepts of "ubuntu", HIV/AIDS and the national HIV/ AIDS policy.

LITA122

GELETTERDHEID EERSTE ADDISIONELE TAAL: AFRIKAANS NA AFLOOP VAN HIERDIE MODULE BEHOORT DIE STUDENT:

- demonstreer 'n fundamentele kennis rakende die onderrig van 'n addisionele taal (Afrikaans) in die Grondslagfase wat die onderrig van beginsels en uitkomste soos gespesifiseer deur die Nasionale Kurrikulumverklaring die Totale Geletterdheidsmodel en beginsels gebaseer op die ontwikkeling en uitbreiding van woordeskat en die ontwerp van lesplanne wat gebaseer is op uitkomsgerigte beginsels, insluit;
- probleme te kan identifiseer en oplos met betrekking tot bogenoemde temas en beplande aktiwiteite wat gebaseer is op die verstaan van temas en die gepaardgaande teoretiese beginsels;
- 'n fundamentele kennis van die beplanning en aanbieding van 'n les volgens 'n gegewe formaat en assesseringskriteria, asook die gebruik van die mees effektiewe onderrigvaardighede en assesseringstrategieë binne spesifieke onderrigleer omgewing te demonstreer;

- die basiese beginsels van geletterdheid op etiesverantwoordbare wyse gedurende groepwerk, in die klaskamer en ook die gemeenskap kan demonstreer.

LITA123 : LITERACY 1ST ADDITIONAL LANGUAGE (ENGLISH)

After you have completed this module, you should:

- demonstrate a fundamental knowledge of various aspects relating to the teaching of Literacy, specifically English as a first additional language in the Foundation Phase including: the principles and outcomes as specified by the RNCS; specifications regarding first additional language acquisition; the Total Literacy Model and principles on which to build language learning activities; aspects of cooperative learning; the development and extension of vocabulary and designing lesson plans based on OBE principles;
- identify and solve common problems within a familiar context of the above mentioned themes and plan activities based on the understanding of ideas and theoretical principles of the themes;
- demonstrate a fundamental knowledge of planning and presenting a lesson in accordance with a given format and assessment criteria, and use the most effective instructional skills and assessment strategies for a specific teaching-learning environment; and
- demonstrate the basic principles of literacy in an ethically responsible manner during group work, in the classroom and in the community.

LITA222 GELETERDHEID EERSTE ADDISIONELE TAAL: AFRIKAANS

Na afloop van hierdie module behoort die student:

- 'n stewige kennisbasis met goeie begrip van geletterheidspesifiek Afrikaans as eerste addisionele taal in die Grondslagfase te demonstreer wat die verskillende onderrigstrategieë, metodes en tegniek en die korrekte aanwending daarvan, die ontwikkeling van luister- en praatvaardighede en die gebruik daarvan, insluit;
- kennis te gebruik vir die oplossing van spesifieke probleme binne die konteks van bogenoemde temas en die beplanning van aktiwiteite wat gebaseer is op die verstaan van idees en teoretiese beginsels van die temas;
- 'n fundamentele kennis van die beplanning en aanbieding van 'n les volgens 'n gegewe formaat en assesseringskriteria, asook die gebruik van die mees effektiewe onderrigvaardighede en assesseringstrategieë binne 'n spesifieke onderrigleer omgewing te demonstreer;
- die basiese beginsels van geletterdheid op 'n etiesverantwoordbare wyse gedurende groepwerk, in die klaskamer en ook die gemeenskap te demonstreer.

LITA223 LITERACY FIRST ADDITIONAL LANGUAGE – ENGLISH

2 hours 1:1

Upon completion of the module, the students should:

- demonstrate a solid knowledge base and an informed understanding of Literacy, specifically English as a first additional language in the Foundation Phase including various language teaching strategies, methods and techniques and the correct application thereof; the development of listening and speaking skills and the application thereof; the creation of barriers to effective listening and how these can be avoided and assessment standards for listening and speaking and the application thereof;
- use their knowledge to solve well-defined problems that are both routine and unfamiliar within the context of the above mentioned themes and plan activities based on the understanding of ideas and theoretical principles of the themes;

- demonstrate the ability to plan and present a lesson in accordance with a given format and assessment criteria, and use the most effective instructional skills for selected teaching and assessment strategies for a specific teaching-learning environment;
- demonstrate the basic values of literacy in an ethically responsible manner during group work, in the classroom and in the community.

LITA312 GELETTERDHEID EERSTE ADDISIONELE TAAL: AFRIKAANS

Na afloop van hierdie module behoort die student:

- 'n volronde en sistematiese kennis met goeie begrip van geletterdheid, spesifiek Afrikaans as eerste addisionele taal in die Grondslagfase te demonstreeer, wat die assesseringstandaarde van lees en skryf en die toepaslike assessering daarvan, fonetiek, die onderrig van spelling en woordeboek gebruik, die ontwikkeling van lees- en skryfvaardighede en die gebruik van geskikte metodes; en die aanvangsituasie tot lees in die eerste addisionele taal en die skryfproses en die aanwending daarvan insluit.
- om kennis te gebruik vir die oplossing van spesifieke probleme binne die konteks van bogenoemde temas en die beplanning van aktiwiteite wat gebaseer is op die verstaan van idees en teoretiese beginsels van die temas;
- 'n fundamentele kennis van die beplanning en aanbieding van lesse en praktiese sessies binne die konteks van bogenoemde teorie en gebruik van tegnologie te demonstreeer;
- eie idees en opinies in goed gestruktureerde argumente op professionele wyse te demonstreeer.

LITA313 LITERACY FIRST ADDITIONAL LANGUAGE – ENGLISH

2 hours 1:1

Upon completion of this module, the students should:

- demonstrate a well-rounded knowledge base and sound understanding of Literacy, specifically English as a first additional language in the Foundation Phase including: the assessment standards for reading and writing and the application thereof; phonics and the teaching of spelling and dictionary use; the development of reading and writing skills and the application of suitable methods; identify students' entry situation to reading in the first additional language and the writing process and the application thereof;
- demonstrate an ability to solve well-defined but unfamiliar problems using correct procedures and appropriate evidence based on the above mentioned themes and plan activities based on the understanding of ideas and theoretical principles of the themes;
- demonstrate the ability to solve problems in relation to the planning and presentation of lessons and practical sessions within the context of the above mentioned theory by using basic information technology;
- demonstrate own ideas and opinions in well-structured arguments in a professional manner.

LITG211 LITERACY: VISUAL ARTS

2 hours 1:1

On the successful completion of this module the student should:

- demonstrate a solid knowledge base and sound understanding of visual literacy to describe art concept, principles, styles, content, materials and techniques; demonstrating an understanding of the process of critical analysis and providing reasons for aesthetic judgements;

- critically analyze and synthesize information on visual literacy; in the fine arts as applicable to EDUCATIONAL ART, exploring writing and research skills in the study of educational art in the foundation phase;
- demonstrate an ability to solve well-defined but unfamiliar problems in planning appropriate teaching and learning activities in the Foundation Phase using the informal approach to lesson presentation in art;
- demonstrate ethically responsible behaviour while reflecting on the diversity of children's art in the Foundation Phase, within the context of a multi-cultural society.

LITG322 AKADEMIES HUISTAAL: ONDERBOU VIR GRONDSLAGFASE

3 hours 1:1

Na voltooiing van hierdie module behoort die student;

- bewys te kan lewer van grondige kennis van die eie aard van kinder-, jeug- en volwassenerliteratuur en van die verskille daartussen en in staat te wees om sy/haar kennis kan gebruik vir die identifisering van geskikte tekste vir aanwending as leermateriaal in die grondslagfase
- 'n vir-grondslagfase-opvoeders-relevante prosawerk as literêre teks te kan analiseer en evalueer
- die funksies van verskillende taal- en konsepsionele elemente van gedigte te kan vasstel en die bydrae daarvan tot die artistieke betekenisgeheel te kan beskryf en waardeer.
- kennis van literêr-teoretiese aspekte en insig in die hantering van vakterme en -begrippe in die poësie te demonstreer deur Afrikaanse gedigte selfstandig te kan ontsluit
- skoolprogramrelevante aspekte van die Afrikaanse fonetiek, morfologie, sintaksis en tekslinguistiek te kan gebruik om sy haar eie (voorbeeld)skryfwerk te verbeter en om leer ten opsigte van klanke, letters, woorde, sinne en teksstrukturering in die grondslagfase met kundigheid te kan fasiliteer.

LITG413 ACADEMIC ENGLISH

3 hours 1:1

Upon completion of this module, the student should be able to:

- demonstrate advanced competence in the four macro language skills (listening, speaking, reading and writing) of Classroom English. This is underpinned by profound knowledge of and skills in the Interpersonal, Pedagogical and General aspects of the medium of instruction
- demonstrate extensive knowledge of and competence in presentational skills such as loudness of voice, rate of delivery, variation in tone and pitch, articulation and fluency, as well as appropriate gestures and body language. Presentational skills also entail the use of contextual cues that will help students to link background content, language, and cultural knowledge to new knowledge;
- demonstrate profound knowledge of the principles underpinning competence in the methodological skills that teacher-trainees require for effective L2MI. These include the ability to:
 - plan both content and language objectives for each learning task;
 - design suitable and appropriate materials;
 - design and introduce contextual clues;
 - encourage purposeful interaction;
 - create a classroom atmosphere and attitudes that promote language acquisition and conceptual development, and
 - employ fair and appropriate assessment strategies

LITH112 GELETTERDHEID IN DIE HUISTAAL: AFRIKAANS

Na afloop van hierdie module behoort die student:

- 'n fundamentele kennis rakende uitkomsgebaseerde onderwys, sowel as gepaste onderrig- en leerstrategieë in Afrikaans Huistaal in die konteks van die leerarea Tale te kan demonstreeer, soos dit voorkom in die Nasionale Kurrikulumverklaring;
- die vaardighede te demonstreeer om gepaste metodes, prosedures en tegnieke toe te pas en te fasiliteer in die onderrig van Luister (Leeruitkoms 1), Praat (Leeruitkoms 2), sowel as Taalstruktuur en –gebruik (Leeruitkoms 6);
- probleemoplossingsvaardighede te demonstreeer deur die beplanning en aanbieding van lesse tydens die onderrig van Luister (Leeruitkoms 1), Praat (Leeruitkoms 2), sowel as Taalstruktuur en –gebruik (Leeruitkoms 6);
- waardering te toon vir die bydrae wat uitkomsgebaseerde onderwys en die Nasionale Kurrikulumverklaring lewer in die strewe om kwaliteit onderwys aan al die leerders van Suid-Afrika te voorsien.

LITH113 LITERACY IN THE HOME LANGUAGE: ENGLISH

After you have completed this module, you should:

- be able to demonstrate a fundamental knowledge of outcomes based education, as well as relevant teaching and learning strategies in English Home Language within the context of the learning area Languages, as prescribed by the National Curriculum Statement;
- be able to demonstrate facilitation skills of methods, procedures and techniques relating to the teaching of Listening (Learning Outcome 1), Speaking (Learning Outcome 2), as well as Language Structure and Use (Learning Outcome 6);
- be able to demonstrate problem solving skills by means of planning and presenting lessons during the teaching of Listening (Learning Outcome 1), Speaking (Learning Outcome 2), as well as Language Structure and Use (Learning Outcome 6);
- be able to show appreciation for the contribution that outcomes based education and the National Curriculum Statement makes in order to strive to provide quality education to all learners in South Africa.

LITH222 LITERACY HOME LANGUAGE: AFRIKAANS

2 hours 1:1

Na voltooiing van die module behoort die leerders:

- 'n stewige kennisbasis met goeie begrip van handskrif en skriftelike kommunikasie in die praktyk as Huistaal (Afrikaans) sowel as denke en redenering in die Grondslagfase, kan demonstreeer binne die konteks van die leerarea Tale soos dit voorkom in die Nasionale Kurrikulumverklaring;
- sleutelaspekte, teorieë en beginsels met betrekking tot Handskrif en skriftelike kommunikasie (Leeruitkoms 4) sowel as Dink- en Redeneer (Leeruitkoms 5) in die praktyk kan demonstreeer;
- essensiële metodes, prosedures en tegnieke te kies en toe te pas ten einde probleemoplossingsvaardighede aan te spreek in die beplanning en aanbieding van lesse tydens die onderrig van handskrif, skriftelike kommunikasie en dink- en redeneeraktiwiteite;
- kennis, vaardighede en bevoegdhede effektief in groepsverband te kommunikeer.

LITH223 LITERACY IN THE HOME LANGUAGE: ENGLISH

After you have completed this module, you should:

- be able to demonstrate a well-rounded and systematic knowledge, with a good understanding of perceptual development, reading readiness and emergent literacy in the Home language (English);
- be able to demonstrate essential and practical procedures and processes concerning perceptual development, reading readiness and emergent literacy in the Home Language (English);
- be able to demonstrate effective choices and application of essential methods, procedures and techniques to ensure the effective teaching of perceptual development, reading readiness and emergent literacy in the Home Language (English);
- be able to demonstrate sensitivity towards the child as a unique human being through expression of an ethical justifiable moral system.

LITH312 LITERACY HOME LANGUAGE: AFRIKAANS

2 hours 1:1

Na voltooiing van die module behoort die leerders:

- 'n volronde en sistematiese kennis met goeie begrip van Perseptuele ontwikkeling, Leesgereedheid en Aanvangslees in die Huistaal (Afrikaans) kan demonstreer;
- essensiële en praktykgerigte prosedures en prosesse met betrekking tot Perseptuele ontwikkeling, Leesgereedheid en Aanvangslees in die Huistaal (Afrikaans) kan demonstreer;
- effektiewe keuse en aanwending van essensiële metodes, prosedures en tegnieke te kies en toe te pas ten einde effektiewe onderrig van Perseptuele ontwikkeling, Leesgereedheid en Aanvangslees in die Huistaal (Afrikaans) te kan demonstreer;
- sensitiviteit teenoor die kind as unieke wese te demonstreer deur uitdrukking te gee aan 'n eties-verantwoordbare waardesisteem.

LITH313 LITERACY IN THE HOME LANGUAGE: ENGLISH

After you have completed this module, you should:

- be able to demonstrate a well-rounded and systematic knowledge, with good insight, of perceptual development, emergent literacy, reading readiness and reading theory in English Home language;
- be able to demonstrate essential and practice orientated procedures and processes in relation to perceptual development, emergent literacy, reading readiness and reading theory in English Home language;
- be able to demonstrate effective choices and the application of essential methods, procedures and techniques in order to teach perceptual development, emergent literacy, reading readiness and reading theory in English Home language;
- be able to demonstrate sensitivity towards the child as a unique human being by taking ethics and the value system into consideration.

LITH422 LITERACY HOME LANGUAGE: AFRIKAANS

2 hours 1:1

Na voltooiing van die module behoort die leerders:

- 'n volronde en sistematiese kennis met goeie begrip van Leeruitkoms 3, Lees en Kyk in die Huistaal (Afrikaans) asook assessering in die geleetherheidsklaskamer in die Grondslagfase kan demonstreer binne die konteks van die leerarea Tale soos dit voorkom in die Nasionale Kurrikulumverklaring;

- effektiewe keuses en aanwending van essensiële prosedures en tegnieke tydens leesonderrig (Leeruitkoms 3: Lees en Kyk) en assessering in die praktyk kan demonstreer;
- die vermoë demonstreer om onbekende konkrete en abstrakte probleme en kwessies rakende leesonderrig (Leeruitkoms 3: Lees en Kyk) en assessering op te kan los;
- eties-korrekte houdings en gedrag te demonstreer ten opsigte van die belangrikheid van goeie lees- en spelvermoëns by die leerder as lewenslange leerder.

LITH423 LITERACY IN THE HOME LANGUAGE: ENGLISH

After you have completed this module, you should:

- be able to demonstrate a well-rounded and systematic knowledge with thorough understanding of Reading and viewing (Learning Outcome 3) in English Home language as well as assessment thereof, within the context of the learning area Languages as prescribed by the National Curriculum Statement;
- be able to demonstrate effective choices and the application of essential procedures and techniques during the teaching of reading (Learning Outcome 3: Reading and viewing) and the assessment thereof;
- be able to demonstrate ethically concrete relations and behaviour in relation to the importance of good reading and spelling ability by the learner as a life long learner.

LLOD211 LIFE ORIENTATION METHODOLOGY: GET PHASE

2 hours 1:1

Upon completion of this module, the student should be able to:

- demonstrate a solid knowledge base of the terminology, rules, concepts, principles, and theories of Life Orientation as Learning Area in context of the National Curriculum for students in the Senior phase;
- demonstrate an ability to interpret, convert, evaluate and apply essential theories and text pertaining to the presentation of the five main focus areas of Life Orientation to students in the Senior phase;
- demonstrate the ability to use the attained knowledge to solve well-defined problems within a familiar context pertaining to the presentation of the five main focus areas of Life orientation, and present creative lessons for specific application for students in the Senior phase, using appropriate technological skills and giving evidence of theoretical underpinning;
- act ethically responsible and value-driven in all circumstances and forms of communication, written as well as orally, related to the presentation of the five main focus areas of Life Orientation to students in the Senior phase.

LLOD321 LIFE ORIENTATION METHODOLOGY: INT PHASE

2 hours 1:1

Upon completion of this module, the student should be able to:

- demonstrate a well-rounded and systematic knowledge base of the terminology, rules, concepts, principles, and theories of the presentation of Life Orientation as learning area in context of the National Curriculum to students in the Intermediate phase;
- demonstrate an ability to interpret, convert, evaluate and apply essential theories and text pertaining to the presentation of the four main focus areas of Life Orientation to students in the Intermediate phase;
- demonstrate the ability to use the attained knowledge to solve well-defined but unfamiliar problems pertaining to the four main focus areas of Life orientation and present creative lessons for specific application for students in the Intermediate phase, using appropriate technological skills and giving evidence of theoretical underpinning;

- act ethically responsible and value-driven in all circumstances and forms of communication, written as well as orally, related to the presentation of the four main focus areas of Life Orientation in the Intermediate phase.

LLOD411 LIFE ORIENTATION METHODOLOGY: INT PHASE

3 hours 1:1

Upon completion of this module, the student should be able to:

- demonstrate a comprehensive and systematic knowledge base of the terminology, rules, concepts, principles, theories, methods and strategies pertaining to the presentation of the four focus areas of Life Orientation in the Intermediate phase.
- demonstrate an ability to interpret, convert, evaluate and apply essential theories, text, methods and strategies pertaining to the presentation of Life Orientation in the Intermediate phase.
- demonstrate the ability to use the attained knowledge to solve unfamiliar, concrete and abstract problems pertaining to the planning and implementation of Life Orientation learning programmes for the Intermediate phase, using appropriate technological skills and giving evidence of theoretical underpinning;
- act ethically responsible and value-driven in all circumstances and forms of communication, written as well as orally, related to the planning and presentation of Life Orientation in the Intermediate phase.

LLOD421 LIFE ORIENTATION METHODOLOGY: SNR PHASE

3 hours 1:1

Upon completion of this module, the student should be able to:

- demonstrate a comprehensive and systematic knowledge base of the terminology, rules, concepts, principles, theories, methods and strategies pertaining to the presentation of the five focus areas of Life Orientation in the Senior phase.
- demonstrate an ability to interpret, convert, evaluate and apply essential theories, text, methods and strategies pertaining to the presentation of Life Orientation in the Senior phase.
- demonstrate the ability to use the attained knowledge to solve unfamiliar, concrete and abstract problems pertaining to the planning and implementation of Life Orientation learning programmes for the Senior phase, using appropriate technological skills and giving evidence of theoretical underpinning;
- act ethically responsible and value-driven in all circumstances and forms of communication, written as well as orally, related to the planning and presentation of Life Orientation in the Senior phase.

LORD321 LIFE ORIENTATION METHODOLOGY : FET PHASE

2 hours 1:1

Upon completion of this module, the student should be able to:

- demonstrate a well-rounded and systematic knowledge base of the terminology, rules, concepts, principles, and theories of Life Orientation as Learning Area in context of the National Curriculum for students in the FET phase;
- demonstrate an ability to interpret, convert, evaluate and apply essential theories and text pertaining to the four main focus areas of Life Orientation namely personal development, citizenship, physical development and recreation as well as orientation to the world of work for students in the FET phase;
- demonstrate the ability to use the attained knowledge to solve well-defined, but unfamiliar problems, within a familiar context pertaining to the four main focus areas of

Life Orientation and present creative lessons for specific application for students in the FET phase, using appropriate technological skills and giving evidence of theoretical underpinning;

- act ethically responsible and value-driven in all circumstances and forms of communication, written as well as orally, related to the four main focus areas of Life Orientation for students in the FET phase.

LORD411 LIFE ORIENTATION METHODOLOGY

3 hours 1:1

Upon completion of this module, the student should be able to:

- demonstrate a comprehensive and systematic knowledge base of the terminology, rules, concepts, principles, and theories pertaining to the presentation of the four focus areas of Life Orientation in the FET phase;
- demonstrate an ability to interpret, convert, evaluate and apply essential theories and text pertaining to the presentation of Life Orientation in the FET phase.;
- demonstrate the ability to use the attained knowledge to solve unfamiliar, concrete and abstract problems pertaining to the planning and implementation of Life Orientation learning programmes, work schedules, lessons, resources and assessment strategies for the FET phase, using appropriate technological skills and giving evidence of theoretical underpinning;
- act ethically responsible and value-driven in all circumstances and forms of communication, written as well as orally, related to the planning and presentation of Life Orientation in the FET phase.

LORE111 LIFE ORIENTATION: HEALTH PROMOTION, PERSONAL DEVELOPMENT AND WELL-BEING AND CAREER AND CAREER CHOICES

3 hours 1:1

Upon completion of this module, the student should be able to:

- demonstrate a fundamental knowledge base of several approaches, terminology and concepts with regards to the Life Orientation learning outcomes of health promotion, personal development and well-being, and career and career choices;
- identify various themes related to health promotion, personal development and well-being, and career and career choices, based on specific assessment standards of these focus areas in the different phases, and effectively plan activities accordingly to demonstrate a clear understanding of the different approaches, terminology and concepts within the context of Life Orientation;
- demonstrate the ability to use the attained knowledge to solve common problems pertaining to lesson planning to apply a variety of themes related to health promotion, personal development and well-being, and career and career choices as indicated in the specific assessment standards of these learning outcomes in the different phases;
- act ethically responsibly and value-driven in all circumstances and forms of communication, written as well as orally, with regard to the teaching and learning of health promotion, personal development and well-being, and career and career choices in the different phases.

LORE121LIFE ORIENTATION

3 hours 1:1

Upon completion of this module, the student should be able to:

- demonstrate a fundamental knowledge base of the terminology, approaches, concepts, principles, and theories pertaining to specific aspects of the Life Orientation learning outcomes of physical development, social development and citizenship;
- identify various physical development and citizenship themes related to specific assessment standards of these focus areas, and effectively plan activities accordingly to demonstrate a clear understanding of the different approaches, terminology and concepts within the context of Life Orientation;
- demonstrate the ability to use the attained knowledge to solve common problems pertaining to lesson planning to apply a variety of physical development, social development and citizenship themes as indicated in the assessment standards of these learning outcomes;
- act ethically responsible and value-driven in all circumstances and forms of communication, written as well as orally, with regard to the teaching and learning of physical development, social development and citizenship activities.

LORE211 LIFE ORIENTATION: HEALTH PROMOTION, PERSONAL DEVELOPMENT AND WELL-BEING AND CAREER AND CAREER CHOICES

3 hours 1:1

Upon completion of this module, the student should be able to:

- demonstrate a solid knowledge base of the terminology, approaches, concepts, principles, and theories pertaining to specific aspects of the Life Orientation learning outcomes of health promotion, personal development and well-being, and career and career choices;
- identify various themes related to health promotion, personal development and well-being, and career and career choices, based on specific assessment standards of these focus areas in the different phases, and effectively plan activities accordingly to demonstrate a clear understanding of the different approaches, terminology and concepts within the context of Life Orientation;
- demonstrate the ability to use the attained knowledge to solve well-defined problems pertaining to lesson planning to apply a variety of themes related to health promotion, personal development and well-being, and career and career choices as indicated in the specific assessment standards of these learning outcomes in the different phases;
- act ethically responsible and value-driven in all circumstances and forms of communication, written as well as orally, with regard to the teaching and learning of health promotion, personal development and well-being, and career and career choices in the different phases.

LORE221 LIFE ORIENTATION: LIFE ORIENTATION: PHYSICAL DEVELOPMENT, SOCIAL DEVELOPMENT AND CITIZENSHIP

3 hours 1:1

Upon completion of this module, the student should be able to:

- demonstrate a solid knowledge base of the terminology, approaches, concepts, principles, and theories pertaining to specific aspects of the Life Orientation learning outcomes of physical development, social development and citizenship;
- identify various physical development, social development and citizenship themes related to specific assessment standards of these focus areas in the different phases, and effectively plan activities accordingly to demonstrate a clear understanding of the different approaches, terminology and concepts within the context of Life Orientation;
- demonstrate the ability to use the attained knowledge to solve well-defined problems pertaining to lesson planning to apply a variety of physical development, social development and citizenship themes as indicated in specific assessment standards of these learning outcomes in the different phases;
- act ethically responsible and value-driven in all circumstances and forms of communication, written as well as orally, with regard to the teaching and learning of physical development, social development and citizenship theme activities in the different phases.

LORE311 LIFE ORIENTATION

3 hours 1:1

Upon completion of this module, the student should be able to:

- demonstrate a sound academic knowledge and understanding of career and career choices in order to communicate, facilitate, critically analyse and guide students in order to enter the world of work, relevant employment legislation, how to access it, and dealing with unemployment;
- apply a range of skills, evaluate own ability to prevent and manage stress, and adapt to change as part of an ongoing healthy lifestyle choice;
- discuss the importance of initiating, building and sustaining positive relationships with family and peers as well as in the workplace and the broader social context;
- investigate the human and environmental factors that cause ill health, accidents, crisis and disasters, and explore appropriate to deal with them;
- investigate how unequal power relations between sexes are constructed and how they influence health and well-being, and apply this understanding to work, cultural and social contexts.

LORE321 LIFE ORIENTATION

3 hours 1:1

Upon completion of this module, the student should be able to:

- demonstrate a well-rounded and systematic knowledge base of the terminology, approaches, concepts, principles, and theories pertaining to specific aspects of the two Life Orientation learning outcomes of physical development and citizenship in the FET phase;
- identify various physical development and citizenship themes related to specific assessment standards of these focus areas in the FET phase, and effectively plan activities accordingly to demonstrate a clear understanding of the different approaches, terminology and concepts within the context of Life Orientation;

- demonstrate the ability to use the attained knowledge to solve well-defined but unfamiliar problems pertaining to lesson planning to apply a variety of physical development and citizenship themes as indicated in the specific assessment standards of these learning outcomes in the FET phase;
- act ethically responsible and value-driven in all circumstances and forms of communication, written as well as orally, with regard to the teaching and learning of physical development and citizenship theme activities in the FET phase.

LSFP111 LEARNER SUPPORT: THE IDENTIFICATION OF BARRIERS TO LEARNING (FOUNDATION PHASE)

2 hours 1:1

Upon completion of this module, the student should be able to:

- demonstrate fundamental knowledge of the theory and practice of learning support in local and *global contexts*.
- demonstrate fundamental knowledge of the barriers to learning from an ecological perspective / ecosystemic perspective.
- demonstrate the competencies to identify individual and social barriers to learning.

LSFP121 LEARNER SUPPORT: SUPPORTING BARRIERS TO LEARNING IN THE CLASSROOM CONTEXTS (FOUNDATION PHASE)

2 hours 1:1

Upon completion of this module, the student should be able to:

- demonstrate fundamental knowledge of the challenges in the inclusive education classroom
- demonstrate fundamental knowledge of strategies to support barriers to learning in classroom contexts
- apply fundamental knowledge, basic skills and attitudes to develop a classroom support plan for
- specific barriers to learning.

LSFP211 LEARNER SUPPORT: ASSESSMENT FOR LEARNING SUPPORT (FOUNDATION PHASE)

2 hours 1:1

Upon completion of this module, the student should be able to:

- Demonstrate solid knowledge of different approaches to assessment.
- Demonstrate solid knowledge of individual and systemic assessments for learning support.
- Demonstrate solid knowledge of assessment strategies and techniques in assessing for learning support.
- Demonstrate the competency to apply knowledge, basic skills and appropriate attitudes in the development of an assessment plan for specific barriers to learning.

LSFP221 LEARNER SUPPORT: INDIVIDUAL SUPPORT FOR BARRIERS TO LEARNING

(FOUNDATION PHASE)

2 hours 1:1

Upon completion of this module, the student should be able to

- demonstrate solid knowledge of different approaches to individual support for barriers to learning.
- demonstrate solid knowledge, skills and attitudes to develop Individual Educational Plans and provide individual support to learners with specific barriers to learning, within the educators' scope of practice.
- demonstrate competence to identify individual support for learners who experience barriers to learning within the macro context.

LSFP 311: Learner Support Foundation phase:

After completion of this module, the student should:

- demonstrate the ability to integrate knowledge skills and attitudes to develop Individual Educational plans for learner who experience specific barriers to learning within a support team.
- demonstrate well-rounded knowledge of the functions of the institutional support teams and the skills and attitudes to collaborate in such a team.
- critically evaluate learning support processes and strategies in a school and classroom

LSKA322LIFE SKILLS ART

2 hours 1:1

After completion of this module, the student should be able to:

- demonstrate a well-rounded and systematic knowledge base of the visual language in art as applicable to the facilitation of creative art activities in the Foundation Phase; and of the National Curriculum Statement for the Learning Area Arts and Culture in the Foundation Phase;
- identify age-appropriate activities and techniques relevant for child art development and the connection with the facilitation of creative art activities in the Foundation Phase; and plan practical activities supporting the coherent and critical understanding of the subject didactics of art, with regard to the practice of art-teaching in the Foundation Phase;
- demonstrate applied knowledge in curriculum in the Learning Area Arts and Culture in the Foundation Phase to present and communicate information, ideas and opinions in well-structured arguments, giving evidence of visual research results directed at the facilitation of students through the integration of information technologies and the informal approach to lesson presentation in art;
- demonstrate ethically responsible behaviour while reflecting on the diversity within the National Curriculum for Arts and Culture in the Foundation Phase, through communication and behaviour.

LSKE321 LIFE SKILLS ENVIRONMENTAL STUDIES

2 hours 1:1

Upon completion of this module, the student should be able to:

- demonstrate well rounded and systematic knowledge base of the environment and detail knowledge of areas of the environment;
- explain and apply essential procedures and processes with regard to the nature and field of environmental studies;
- demonstrate teaching learning principles applicable to environmental studies and the application thereof in the planning and facilitation of learning experiences for Foundation Phase students;
- demonstrate sensitivity towards nature and a sense of responsibility for the important role people play in the conservation of the environment by expressing your own value system.

LSKH221 LIFE SKILLS HEALTH EDUCATION

2 hours 1:1

Upon completion of this module, the student should be able to:

- demonstrate well rounded and systematic knowledge base of the environment and detail knowledge of areas of the environment;
- explain and apply essential procedures and processes with regard to the nature and field of environmental studies;
- demonstrate teaching learning principles applicable to environmental studies and the application thereof in the planning and facilitation of learning experiences for Foundation Phase students;
- demonstrate sensitivity towards nature and a sense of responsibility for the important role people play in the conservation of the environment by expressing your own value system.

LSKM121 LIFE SKILLS MUSIC

2 hours 1:1

On the successful completion of this module you should:

- demonstrate fundamental knowledge and informed understanding of some of the music concepts, such as rhythm, melody, form, texture, tempo, timbre and dynamics;
- analyse and apply some music activities and skills in which young students can be involved such as singing, movement, listening, instrumental play, improvisation and reading and writing music and accompany school students on the guitar or African percussion instruments;
- demonstrate an ability to solve well-defined problems in planning appropriate music activities and lessons in the Foundation Phase;
- demonstrate ethically responsible behaviour while constantly developing your role as a Foundation Phase music teacher.

LSKM211 LIFE SKILLS MUSIC

2 hours 1:1

On the successful completion of this module the student should:

- demonstrate a solid knowledge base and sound understanding of music, dance and drama concepts and activities for the Foundation Phase and apply the grouping and clustering of assessment standards in Foundation Phase lessons to demonstrate a

- better understanding of the application of the NCS;
- critically analyse and synthesise information on the implications of the development of the young student for music training, apply various didactic principles in music, read and write music, apply these skills creatively in various suitable music activities, play recorder or melodica and accompany more advanced Foundation Phase songs on the guitar or African percussion instruments;
- demonstrate an ability to solve well-defined but unfamiliar problems in planning appropriate music, dance and drama activities and lessons in the Foundation Phase; and
- compare world views and demonstrate own world view while continuously developing his/her role as Foundation Phase music teacher.

LSKN312LIFE SKILLS: NUTRITION

2 hours 1:1

Upon completion of this module, the students should:

- demonstrate a well-rounded knowledge base and sound understanding of nutrition for children as a component of Life Skills including: various aspects of nutrition, foods, under-nutrition, over-nutrition, malnutrition and special diets for young students; various problems regarding aspects of nutrition in the South African context; the impact that nutrition has on the development of the child and an awareness of correct nutrition and a healthy lifestyle;
- demonstrate an ability to solve well-defined but unfamiliar problems using correct procedures and appropriate evidence based on the above mentioned themes and plan activities based on the understanding of ideas and theoretical principles of the themes;
- demonstrate the ability to solve problems in relation to the planning and presentation of lessons and practical sessions within the context of the above mentioned theory by using basic information technology demonstrate own ideas and opinions in well-structured arguments in a professional manner.

LSKP311 LIFE SKILLS PHYSICAL EDUCATION

2 hours 1:1

Upon completion of this module, the student should be able to:

- demonstrate a well-rounded and systematic knowledge of the perceptual and gross motor development of the Foundation Phase student;
- identify and plan a variety of movement activities supporting the coherent understanding of concepts, ideas, theories, principles and rules of movement development;
- demonstrate the ability to solve well-defined but unfamiliar problem to plan and present scientific and creative movement development lessons for specific application to different age and developmental groups in the Foundation Phase, and to identify and address perceptual and gross motor problems and other medical conditions related to movement;
- act ethically responsible and value-driven in all circumstances and forms of communication, written as well as orally, related to movement development in the Foundation phase.

LSKR111 LIFE SKILLS CULTURE AND RELIGION

2 hours 1:1

Upon completion of this module, the student should be able to:

- demonstrate fundamental knowledge of Life Orientation as Learning Area of the Foundation Phase;

- demonstrate the ability to apply life skills methods, procedures and techniques to facilitate personal and social skills;
- apply knowledge of different and diverse religious groups to solve problems within a familiar context;
- demonstrate ethic-professional conduct and values of tolerance towards the cultural and religious diversity in our society.

MALA211 LEARNING AREA MATHEMATICS: DEVELOPMENT OF NUMBER SYSTEMS

3 hours 3:2

Upon completion of this module students should:

- demonstrate basic knowledge, understanding and insight into the history of the denary number system, other bases, the extension of operations and computational procedures with natural numbers, whole numbers to integers ;
- demonstrate skills to facilitate learning with understanding through the solution of real life situations (problems), implementing various computational procedures;
- be able to understand mathematical concepts, procedures and processes so that the learner may make connections, communicate, solve problems, reason in a mathematical manner, estimate, do mental calculations and depict these in a number of ways;
- as subject specialist, understand, explain, compare, demonstrate and implement the specialised nature of teaching Mathematics, conduct problem-solving, use calculators, and finally diagnose the mistakes and problems learners have and solve these, as prescribed by the National Curriculum Statement, learning outcome 1: Number and number operations;
- be competent to interpret and remediate solutions, models and representations when necessary; and

evaluate the validity of the mathematical representations, models and solutions to problems.

MALA221 LEARNING AREA MATHEMATICS: NUMBER SYSTEMS AND ALGEBRA

3 hours 3:2

Upon completion of this module students should:

- demonstrate basic knowledge, understanding and insight regarding the extension of operations and computational procedures, as well as advanced mental strategies (integers to rational and real numbers);
- understand mathematical concepts, procedures and processes in order to explain to the learners how to draw relations, communicate, solve problems, reason mathematically (knowledge of the technical vocabulary in Mathematics), estimate, do mental arithmetic and represent it in various ways (symbols, graphs, diagrams);
- as subject specialist, understand, explain, compare, demonstrate and implement, solve problems, use calculators and diagnose learner errors and problems as determined by the National Curriculum Statement, Learning Outcome 1, Numbers;
- demonstrate skills to facilitate learning with understanding through the solution of real life situations (problems), in context, implementing various computational procedures;
- be competent to interpret and remediate solutions, models and representations when necessary;

evaluate the validity of the mathematical representations, models and solutions to problems.

MALA311 LEARNING AREA MATHEMATICS: DATA HANDLING AND FUNCTIONAL RELATIONSHIPS

3 hours 3:2

Upon completion of this module students should:

- demonstrate basic knowledge, understanding and insight regarding advanced number patterns (including sequences and series), elementary functional relationships as well as data handling and the implementing of appropriate technology;
- as subject specialist, understand, explain, compare, demonstrate and implement, solve problems, use calculators, as determined by the National Curriculum Statement, Learning outcome 2 (Number patterns) and Learning outcome 5 (data handling)
- demonstrate skills to facilitate learning with understanding through the solution of real life situations (problems), implementing various computational procedures;
- be competent to interpret and remediate solutions, models and representations, when necessary;

evaluate the validity of the mathematical representations, models and solutions to problems.

MALA321 LEARNING AREA MATHEMATICS: GEOMETRY - AN INVESTIGATIVE APPROACH

3 hours 3:2

Upon completion of this module students should:

- demonstrate basic knowledge, understanding and insight regarding Euclidean geometry, (Learning outcome 3: Measurement; and Learning outcome 4: Shape and space) including the discovering and investigations to geometry using 3-D real life objects and 2-D forms;
- demonstrate skills to facilitate learning of geometry with understanding, through the solution of real life situations (problems), implementing appropriate technology;
- demonstrate an understanding of the Van Hiele levels of geometrical thought and to be able to apply these effectively;
- be competent to interpret and remediate geometrical solutions, models and representations, when necessary;
- evaluate the validity of the geometrical representations, models and solutions to problems..

MATD211 MATHEMATICS METHODOLOGY: SENIOR PHASE

2 hours 3:2

Upon completion of this module, the students should:

- demonstrate a solid knowledge of teaching-learning approaches in mathematics;
- identify and motivate the role of assessment of and for mathematics learning;
- apply different teaching strategies to plan and present mathematics lessons for senior phase students;
- illustrate an appreciation for the value of mathematics in real life.

MATD312 MATHEMATICS METHODOLOGY: INTERMEDIATE PHASE

On completion of this module you should be able to

- demonstrate a complete and systematic knowledge of the structure and content of the school Mathematics curriculum with regard to the Intermediate Phase Learning Outcome 1 (Numerical operations and relationships);
- understand and apply learning theories and aspects thereof that are relevant to the teaching and learning of Mathematics in the planning and compilation of a lesson plan for a specific grade (4-6) of this school phase (Part 1);

- use suitable technology, with evidence of theoretical grounding, to plan and present Mathematics lessons for the Intermediate Phase; and
- through communication and action, demonstrate an appreciation of the value of Mathematics in the world of work.

MATD321 MATHEMATICS METHODOLOGY:/ FET PHASE

2 hours 3:2

Upon completion of this module, the students should:

- demonstrate a well-rounded and systematic knowledge of the structure and content of the school mathematics curriculum with respect to the specific school phase;
- apply key concepts and procedures learnt and taught in school mathematics to plan and compile a work schedule for a specific grade of this school phase;
- use appropriate technologies to plan and present mathematics lessons for the specific phase students, giving evidence of theoretical underpinning;
- demonstrate an appreciation for the value of mathematics in real life through communication and behaviour.

MATD413 MATHEMATICS METHODOLOGY: INTERMEDIATE PHASE

3 hours 3:2

Upon completion of this module you should be able to:

- Demonstrate rounded and systematic knowledge of the structure and content of the school mathematics curriculum with regard to the Intermediate Phase learning outcome 3 (Space and Shape) and learning outcome 4 (Measurement) by means of lesson plans and reflection on presentation of lessons (*Reflection on Teaching*);
- know the correct fundamental vocabulary in Mathematics that is required by the NCS for learning outcomes 3 and 4 and use it correctly and with ease;
- plan, analyse, test, reflect, adapt and improve lesson plans regarding learning outcomes 3 and 4 (including integration with learning outcomes in other learning areas; suitable use of technology to plan and present mathematics lessons for the Intermediate Phase while proving theoretical underpinning); and
- demonstrate an appreciation for the value of mathematics in the world of work through communication and action

MATD411 MATHEMATICS METHODOLOGY: FET

Outcomes for FET:

Upon completion of this module, students should:

- demonstrate a comprehensive and systematic knowledge of the structure and content of the Mathematical Literacy Curriculum;
- demonstrate the abilities to plan and compile a portfolio for Mathematical Literacy, including a work schedule for a specific grade, lesson plans, and self-developed learning materials;

- apply knowledge of mathematical literacy to plan and present mathematical literacy lessons;
- demonstrate an appreciation for the value of mathematics in real life through communication and behaviour in the class situation.

MATD421 MATHEMATICS METHODOLOGY: SENIOR PHASE

3 hours 3:2

Upon completion of this module, the students should;

- demonstrate a comprehensive and systematic knowledge of the structure and content of the school mathematics curriculum applicable to this school phase(s);
- demonstrate the effective use of technology (calculators, graphic calculators, computer programmes) and plan and present mathematics lessons;
- demonstrate an appreciation for the value of mathematics in the world of work in communication and behaviour in the class situation.

MATE111 MATHEMATICS FOR EDUCATION: FUNCTIONS

3 hours 3:2

After completing the module, students should:

- demonstrate basic knowledge, understanding and insight with respect to the following functions: linear functions, quadratic functions, polynomial functions, absolute value functions, rational functions, trigonometric functions, exponential functions, logarithmic functions and hyperbolic functions;
- demonstrate skills to model real-world situations and related problems using the mentioned functions both by pen and paper methods and by applying suitable computer software;
- be competent to interpret solutions produced by the abovementioned processes. Students should be able to execute basic operations with the functions, apply compound functions and if possible, determine the inverse of the functions;
- use functions to model real-life situations and problems evaluate whether the mathematical solutions are valid.

MATE121 MATHEMATICS FOR EDUCATION: ELEMENTARY STATISTICS

3 hours 3:2

Upon completion of this module students should:

- demonstrate basic knowledge and insight with respect to elementary statistics and probability;
- demonstrate the ability to determine the probability of an event using an appropriate definition, as well as the ability to gather, organise and represent data;
- apply the rules of probability and statistics to solve real life problems and interpret data in order to draw conclusions with respect to the research questions, and make informed decisions using suitable computer software calculations and any other matter applicable to the teaching and facilitation of statistics and probability at school-level;
- evaluate the validity of mathematical solutions within the context of real world situations and to judge the value of the topics in this module with regard to how they fit into the broader framework of mathematics.

MATE211 MATHEMATICS FOR EDUCATION: SPHERICAL AND EUCLIDEAN GEOMETRY

3 hours 3:2

After completing the module students should:

- demonstrate solid knowledge, understanding and insight with respect to Euclidean and spherical geometry by studying geometry on the plane and on the sphere;
- demonstrate solid knowledge, understanding and insight with respect to defining and describing conic sections conceptually and algebraically;
- demonstrate skills to compare the spherical proofs and results of theorems and axioms with those of Euclidean geometry; comparing relationships between trigonometry and geometry on the sphere;
- demonstrate skills using suitable computer software to facilitate the modelling of real-world problems;
- be competent to investigate the relationship between spherical geometry and real life situations;
- be competent in applying the theory of conic sections in order to solve real-world problems;
- evaluate the validity of mathematical solutions to real life problems.

MATE221 MATHEMATICS FOR EDUCATION: INTRODUCTORY ALGEBRA

3 hours 3:2

After completing this module the student should:

- demonstrate solid knowledge, understanding and insight with respect to number systems, mathematical induction, complex numbers, polynomial functions, partial fractions and sequences and series;
- demonstrate skill in performing calculations with the respective number systems and their properties, calculations with polynomial functions, resolving rational polynomial quotients into partial fractions, calculations with sequences and series and to describe the behaviour of sequences and series;
- be competent to apply the properties of the respective number systems, prove relationships using mathematical induction, model real world situations using polynomials, use applicable computer software to investigate the behaviour of polynomial functions and series and to model real word situations using sequences and series;
- be capable to evaluate the validity of mathematical solutions within the context of real world situations and to judge the value of the topics in this module with regard to how they fit into the broader framework of mathematics.

MATE311 MATHEMATICS FOR EDUCATION: CALCULUS

3 hours 3:2

After completing this module the student should:

- demonstrate advanced knowledge, understanding and insight with respect to limits and continuity, the meanings of the derivative, the meanings of the integral, the midpoint rule, the properties of the definite integral, Riemann-sums and the Fundamental Theorem of Differential and Integral Calculus;
- demonstrate skill in the calculation of the derivative from the definition, the derivation of certain differentiation rules, the calculation of a large variety of derivatives, the limit of a Riemann-sum and a large variety of indefinite and definite integrals;

- be competent to apply differentiation and integration to analyse the behaviour of functions within real life situations and solve problems where rates of change, area, total change and volume are involved;
- be capable to evaluate the meaning and validity of his analysis or solutions within the context of real life situations.

MATE321 MATHEMATICS FOR EDUCATION: LINEAR ALGEBRA

3 hours 3:2

After completing this module the student should:

- demonstrate advanced knowledge, understanding and insight with respect to the solution of geometrical problems using geometrical vectors, vector operations, the linear dependency of vectors inside a three-dimensional space, bases for systems of vectors, solving systems of linear equations within real life contexts, non-linear equations and non-linear inequalities, algebraic operations with matrices and the application of these matters within the context of real life situations;
- demonstrate skill in the use of applicable computer software to perform matrix operations and solve linear programs graphically;
- be competent to solve real life problems using vectors, matrices and linear programming;
- be capable to evaluate the validity of mathematical solutions within the context of real life situations.

MATF221 MATHEMATICS IN PRACTICE: NUMBERS, CALCULATIONS AND DATA HANDLING

2 hours 3:2

Upon completion of this module students should be able to

- Demonstrate solid knowledge of numbers, number patterns and operations, as well as elementary statistics and probability;
- Identify number patterns in a variety of contexts, and be able to make generalisations and also be able to gather, organise, represent data
- Demonstrate the ability to apply this knowledge to solve real-life problems in a variety of contexts, and analyse data from a variety of contexts and use elementary statistics to communicate, critically interpret and draw conclusions from these findings, and make forecasts based on probability
- Demonstrate positive attitudes towards the teaching and learning of mathematics

MATF311 MATHEMATICS IN PRACTICE : GEOMETRY IN ACTION

2 hours 3:2

Upon completion of this module students should be able to

- demonstrate well-rounded and systematic knowledge with respect to the properties of and relationships between two-dimensional shapes and three-dimensional solids
- demonstrate skills in the calculation of area of two-dimensional figures and surface area and volume of three-dimensional solids solution of real-life problems,
- solve real-life problems by implementing these skills, including the use of dynamic computer software (e.g. The Geometer's Sketchpad®)
- evaluate the validity of mathematical solutions within the context of real-life situations

MATL112 MATHEMATICS LITERACY: NUMBERS IN CONTEXT

3 hours 3:2

Upon completion of this module students should be able to:

- demonstrate a solid knowledge of numbers within the context of a Mathematical Literacy Curriculum;
- identify relevant real-life contexts in which to embed the solid knowledge of numbers;
- demonstrate problem solving abilities by applying a solid knowledge of numbers in the mathematisation of real-life situations;
- appreciate the role that a solid knowledge of numbers plays as a tool to make sense of reality.

MATL121 MATHEMATICAL LITERACY: EXPLORING GEOMETRY

3 hours 3:2

Upon completion of this module students should be able to:

- demonstrate a fundamental knowledge of shape, space and measurement within the context of a Mathematical Literacy Curriculum;
- identify relevant real-life contexts in which to embed the fundamental knowledge of shape, space and measurement;
- demonstrate problem solving abilities by applying a fundamental knowledge of shape, space and measurement in the mathematisation of real-life situations;
- appreciate the role that a fundamental knowledge of shape, space and measurement play as a tool to make sense of reality.

MATL212 MATHEMATICAL LITERACY: EXPLORING NUMBERS AND RELATIONSHIPS

3 hours 3:2

Upon completion of this module students should be able to:

- demonstrate a fundamental knowledge of numbers and relationships within the context of a Mathematical Literacy Curriculum;
- identify relevant real-life contexts in which to embed the fundamental knowledge of numbers and relationships;
- demonstrate problem solving abilities by applying a fundamental knowledge of numbers and relationships in the mathematisation of real-life situations;
- appreciate the role that a fundamental knowledge of numbers and relationships play as a tool to make sense of reality.

MATL221 MATHEMATICAL LITERACY: STATISTICS IN CONTEXT

3 hours 3:2

Upon completion of this module students should be able to:

- demonstrate a solid knowledge of statistics and probability within the context of a Mathematical Literacy Curriculum;
- identify relevant real-life contexts in which to embed the solid knowledge of statistics and probability;
- demonstrate problem solving abilities by applying a solid knowledge of statistics and probability in the mathematisation of real-life situations;
- appreciate the role that a solid knowledge of statistics and probability plays as a tool to make sense of reality.

MATL311 MATHEMATICS LITERACY: FUNCTIONS IN CONTEXT

3 hours 3:2

Upon completion of this module students should be able to:

- demonstrate a well-rounded and systematic knowledge of functions within the context of a Mathematical Literacy Curriculum;
- identify relevant real-life contexts in which to embed the well-rounded and systematic knowledge of functions;
- demonstrate problem solving abilities by applying a well-rounded and systematic knowledge of functions in the mathematisation of real-life situations;
- appreciate the role that a well-rounded knowledge of functions plays as a tool to make sense of reality.

MATL321 MATHEMATICAL LITERACY: GEOMETRY IN CONTEXT

3 hours 3:2

Upon completion of this module students should be able to:

- demonstrate a well-rounded and systematic knowledge of shape, space and measurement within the context of a Mathematical Literacy Curriculum;
- identify relevant real-life contexts in which to embed the well-rounded and systematic knowledge of shape, space and measurement;
- demonstrate problem solving abilities by applying a well-rounded and systematic knowledge of shape, space and measurement in the mathematisation of real-life situations;
- appreciate the role that a well-rounded knowledge of shape, space and measurement plays as a tool to make sense of reality.

MBLO421 MANAGING BARRIERS TO LEARNING

2 hours 1:1

The student should be able to prove that he/she possesses the necessary knowledge and skills regarding the following: knowledge of South African policy documents regarding inclusive education, the identification of barriers to learning and the provision of support in the classroom, the adaptation of the curriculum and assessment for barriers to learning; managing an inclusive classroom; the functioning of an ecosystemic approach; normal as well as deviating development of a child.

NFPD121 NUMERACY METHODOLOGY

2 hours 1:1

Upon completion of this module the student should:

- be able to apply a refined and systematic knowledge of problem identification, critical and creative problem solution and strategies as well as the practical implementation of numbers, calculations, patterns and forms during lesson presentation, the various theories and the roles of the teacher;
- possess the skill to identify and analyse problems, to develop strategies and to apply effective communication in the classroom;
- demonstrate problem solving skills concerning the planning and presentation of lessons and practical sessions within the context of the theory described above by means of employing applicable technological aids; and

- demonstrate the basic principles of numeracy in the classroom in an ethically accountable manner as well as the ability to communicate with students and the community.

NFPD211 NUMERACY METHODOLOGY

2 hours 1:1

Upon completion of this module, the student should:

- demonstrate a solid and systematic knowledge base concerning the way in which to implement and demonstrate concepts, principles and theories of the following; calculations, place values, fractions and geometry during didactic presentation of learning in Numeracy in the Foundation Phase;
- demonstrate the skill and competence to develop problem solving techniques, related procedures, terminologies and strategies concerning above-mentioned themes in order for effective, responsible communication skills to be applied in the classroom;
- acquire problem solving skills regarding the planning and presentation of lessons during practical sessions in context of the theory described above by means of employing applicable technological resources; and
- demonstrate the basic values of numeracy that are required in the classroom context in an ethical-professional manner as well as the ability to communicate with students and the community.

NFPD311 NUMERACY METHODOLOGY

2 hours 1:1

Upon completion of this module the student should:

- demonstrate a refined and thorough, systematic knowledge of problem identification, should be able to apply critical and creative strategies and solutions to problems to measurement, data handling, graphs and probability during lesson presentation;
- have various skills in order to develop and implement didactic knowledge in a variety of learning strategies in order to establish effective communication in class;
- be able to develop further, integrated applications of knowledge and skills concerning the planning and implementation of suitable teaching strategies in order to suit the variety of students in the classroom; and
- demonstrate his/her own ideas and opinions in an ethically accountable manner via well structured arguments.

NFPD421 NUMERACY METHODOLOGY

3 hours 1:1

Upon completion of this module the student should:

- demonstrate a complete knowledge and understanding of how to increase cooperative learning in Numeracy for the Foundation Phase as well as to equip students with knowledge necessary to handle the impact of the environment of Numeracy by means of research;
- possess the skill to identify and analyse problems and to develop strategies to help students with specific problems;
- apply knowledge and skills in an integrated manner so as to effectively apply research conducted in the area of Numeracy in order for teaching to occur; and
- demonstrate the ethical-professional values required for Numeracy in the classroom as well as the community.

NFPF111 NUMERACY: INTRODUCTION TO FUNDAMENTAL MATHEMATICS

2 hours 1:1

After completion of this module, the student should:

- demonstrate basic knowledge and insight with respect to the learning of mathematics, the essence of higher order thinking in the doing of mathematics and solving of problems effectively, to understand what mathematics (*i.e.*, number sense, classification, counting, and our base-10 number system) is;
- teach/facilitate mathematics through problem solving, in context, in the foundation phase;
- have the understanding to interpret and assess students' strategies, models and representations;
- be able to implement/apply his/her knowledge of mathematics making use of learning theories;
- accommodate all students so that they gain positive attitudes and values towards mathematics;

NFPF221 NUMERACY FUNDAMENTAL CONCEPTS IN NUMBER AND NUMBER PATTERNS

2 hours 1:1

After completion of this module, the student should:

- demonstrate an indepth knowledge and insight with respect to the construction of meaning, whole number, as well as fraction algorithms, representation of fractions, building understanding, estimating and application of the four main operations with whole numbers, be able to predict the difficulties students might experience;
- teach/facilitate through problem solving, in context, in the foundation phase, being able to understand interpret and assess students' strategies;
- be able to implement/apply his/her knowledge of mathematics making use of learning theories, facilitating the solution of problems;
- accommodate all students so that they gain positive attitudes and values towards mathematics;
- demonstrate how and where to implement appropriate technology to develop mathematical concepts and skills.

NFPF321 NUMERACY: MORE FUNDAMENTAL CONCEPTS IN NUMBERS, NUMBER PATTERNS AND DATA HANDLING

3 hours 1:1

After completion of this module, the student should:

- demonstrate solid knowledge and insight with respect to the meaningful extension of concepts regarding fractions (common and decimal), ratios and percentages, to assist students to develop techniques to solve real life problems meaningfully;
- demonstrate solid knowledge and insight with respect to data handling and probability;
- teach/facilitate through problem solving, in context, in the foundation phase, being able to understand, interpret and assess students' strategies;
- be able to implement/apply his/her knowledge of mathematics making use of learning theories, facilitating the solution problems;
- be able to accommodate all students so that they gain positive attitudes and values towards mathematics;
- demonstrate how and when to implement the pocket calculator to develop mathematical concepts and skills.

NFPF411 NUMERACY: FUNDAMENTAL CONCEPTS IN SPACE AND SHAPE

2 hours 1:1

After completion of this module, the student should:

- demonstrate solid knowledge and insight with respect to measurement, space and shape and learning theories (e.g. Van Hiele's Levels of development) regarding geometry;
- demonstrate skills to teach/facilitate geometry through investigation and problem solving, in context, in the foundation phase, being able to understand, interpret and assess students' strategies and representations (models, pictures, and diagrams);
- be able to implement/apply his/her knowledge of geometry making use of learning theories, facilitating the solution of geometrical problems;
- be able to accommodate all students so that they gain positive attitudes and values towards geometry;
- demonstrate how and when to implement appropriate technology (e.g., pocket calculator or computer programmes) to develop mathematical concepts and skills.

PACO411 INTRODUCTION TO THE PERFORMING ARTS AND CULTURE

2 hours 1:1

This module will enable the student (student) to discover, appreciate and respect the heritage of our diverse culture and understand individual-, group and cultural identity. The student (student) should be able to display a basic level of knowledge regarding selected cultural activities; comprising of a theoretical as well as a practical component.

PHSD321 PHYSICAL SCIENCES METHODOLOGY

2 hours 1:1

Upon completion of this module the students should:

- demonstrate a well-rounded and systematic knowledge of the following: the Physical Science teacher, policy documents applicable to the Physical Sciences, mastering of Physical Sciences and the scientific method of investigation;
- identify and solve problems within the abovementioned themes and plan activities which support a comprehensive understanding of ideas, theories, principles and rules within these themes;
- acquire problem solving skills concerning the planning and presentation of lessons and practical sessions within context of the above theoretical themes by employing applicable technological resources; and
- demonstrate an appreciation of the ethical-professional requirements for and responsibilities of the Physical Science teacher.

PHSD411 PHYSICAL SCIENCES METHODOLOGY

3 hours 1:1

Upon completion of this module the students should:

- have a comprehensive and systematic knowledge of the following: Fundamental concepts, structure and logical development and coherence of the Physical Sciences; Application of content and understanding of Physics and Chemistry in teaching Physical Sciences according to the national Curriculum Statement; planning (subject framework, working schedule and lesson plan); Assessment and laboratory techniques;

- be able to identify and solve problems within these themes and to integrate these with relevant disciplines, as well as plan activities that support the comprehensive understanding of ideas, theories, principles and rules within these themes in order to demonstrate insight regarding school students' alternative understanding of concepts of Natural Science and to adjust his/her teaching strategies accordingly;
- acquire problem solving skills concerning the planning and presentation of lessons and practical sessions within context of the above theoretical themes by employing applicable technological resources; and
- demonstrate an appreciation of the philosophical, ethical, moral and environmental perspectives and to apply these to contemporary issues related to the module outcomes.

PHSE111 PHYSICAL SCIENCES

3 hours 1:1

Upon completion of this module, the student should:

- have a basic concept of the nature of chemistry and its position in the field of natural science, and should be able to apply and facilitate similar content contained in the school syllabus.
- He/she should also be able to interact with the content of the module by taking responsibility for his/her own learning, must plan and execute experiments with the necessary responsibility and safety as well as communicate the results of experiments in report form.
- The student should also be able to identify various types of chemical reaction, perform stoichiometric calculations in a variety of situations, analyse matter, separate mixtures and make ethical judgments concerning science and the environment.

PHSE121 PHYSICAL SCIENCES : INTRODUCTORY MECHANICS AND OPTICS

3 hours 1:1

Upon completion of the module students should:

- **Outcome of knowledge**
Demonstrate a basic knowledge of motion, laws of motion, the energy associated with motion and the reflection and refraction of light;
- **Outcome of skills**
Identify and solve practice relevant problems that are related to the motion of objects and the reflection and refraction of light;
- **Outcome of abilities**
Follow a problem solving approach in the context of the above content by means of the using the correct technology in planning and execution of lessons and practicals;
- **Outcome of ethical behaviour**
Demonstrate appreciation for the contribution of local knowledge systems to the Physical Sciences and an ethical responsible attitude towards Physical Science content.

PHSE211 PHYSICAL SCIENCES : ADVANCED MECHANICS AND ELECTRICITY

3 hours 1:1

Upon completion of the module students should:

- **Outcome of knowledge**
Demonstrate a basic knowledge of Newton's Universal Law of Gravity, rotational motion, electro-statics and electro-dynamics;
- **Outcome of skills**
Identify and solve practice relevant problems that are related to gravity, rotational motion of objects, electro-statics and electro-dynamics;
- **Outcome of abilities**
Follow a problem solving approach in the context of the above content by means of the using the correct technology in planning and execution of lessons and practicals;
- **Outcome of ethical behaviour**
Demonstrate appreciation for the contribution of local knowledge systems to the Physical Sciences and an ethical responsible attitude towards Physical Science content.

PHSE221 PHYSICAL SCIENCES

3 hours 1:1

Upon completion of the module students should:

- demonstrate a well-rounded knowledge of the following themes in natural Science: atom structure, electron configuration, chemical bonding, intermolecular forces and the phases of matter and organic chemistry;
- identify and solve problems within the abovementioned themes and plan activities which support a comprehensive understanding of the ideas, theories and principles within the themes;
- acquire problem solving skills concerning the planning of lessons and practicals in context of the abovementioned theoretical themes by means of the using the correct technology;
- demonstrate appreciation of the contribution of indigenous knowledge systems in the pharmacological, bio-ethical issues relating to the abovementioned content and should demonstrate and ethically accountable attitude towards the content of the learning area Natural Sciences.

PHSE311 PHYSICAL SCIENCES

3 hours 1:1

Upon completion of this module the students should:

- have a fundamental knowledge of the following themes in the learning area Natural Sciences: thermodynamics and reaction rate, equilibrium, acids, bases and pH and electrochemistry,
- be able to identify and solve problems within these themes as well as plan activities that support the comprehensive understanding of ideas, theories, principles and rules within these themes;
- acquire problem solving skills concerning the planning and presentation of lessons and practical sessions within context of the above theoretical themes by employing applicable technological resources; and
- demonstrate appreciation of the contribution of indigenous knowledge systems in the pharmacological, bio-ethical issues relating to the abovementioned content and should

demonstrate and ethically accountable attitude towards the content of the learning area Natural Sciences.

**PHSE321 PHYSICAL SCIENCES : ELECTRICITY AND MAGNETISM;
OSCILLATIONS AND WAVES**

3 hours 1:1

Upon completion of the module students should:

- demonstrate a basic and systematic knowledge of magnetic fields and forces, electro-magnetic induction, oscillation and waves, interference phenomena and light quanta;
- identify and solve practice relevant problems that are related to electro magnetism, oscillation and waves, interference phenomena and light quanta;
- follow a problem solving approach in the context of the above content by means of the using the correct technology in planning and execution of lessons and practicals;
- demonstrate appreciation for the contribution of local knowledge systems to the Physical Sciences and an ethical responsible attitude towards Physical Science content.

PPSE211 PRE-PRIMARY SCHOOL EDUCATION: LITERACY

2 hours 1:1

Upon completion of this module, the student should:

- demonstrate basic knowledge, understanding and insight concerning the holistic development of the student in the pre-school phase as well as the establishment of an environment at the nursery school which fosters students' maximum development;
- possess the skill necessary to facilitate learning in early literacy by means of stories, nursery rhymes and verses as well as art;
- demonstrate competence in finding solutions in the case of students' experiencing problems in the acquisition of language; and
- realise the value of the development of language and art as part of early development.

**PPSE221 PRE-PRIMARY SCHOOL EDUCATION: PREPRIMARY SCHOOL
EDUCATION: NUMERACY AND SCIENCE**

2 hours 1:1

Upon completion of this module students should:

- demonstrate basic knowledge, understanding and insight regarding;
- demonstrate skills to facilitate learning with understanding;
- be competent to interpret and remediate solutions, models and representations when necessary;
- evaluate the validity.

PPSE411 PRE-PRIMARY SCHOOL EDUCATION: GRADE R

2 hours 1:1

Upon completion of this module the students should:

- have a well-rounded knowledge of the grade R student and should know how to curriculate for these students' informal teaching-learning situation;
- demonstrate skills necessary to facilitate preparatory reading, writing, spelling and numeracy learning activities;
- demonstrate competences to find solutions in the case of students' experiencing problems relating to early literacy and numeracy; and

- demonstrate an appreciation of the informal approach in stimulating Grade R students.

PPSE421 PRE-PRIMARY SCHOOL EDUCATION: ORGANISATION AND ADMINISTRATION

2 hours 1:1

Upon completion of this module the student should:

- demonstrate a well-rounded knowledge of the following: the history of pre-school teaching and education (national and international), integration of the 8 learning areas in the development of effective programmes, assessment and parental involvement;
- demonstrate skills relating to the compilation and presentation of an integrated, day programme;
- demonstrate competence in facilitating teaching and learning events and in successfully assessing students in the teaching learning situation; and
- demonstrate an appreciation of the development of pre-school education as well as the value of parental involvement.

RESF411 RESEARCH IN EDUCATION

2 hours 1:1

Upon completion of this module, students should be able to:

- demonstrate systematic and comprehensive knowledge of research methodology relevant to the field of education
- plan research applicable to the field of education, supporting the understanding of theoretical underpinnings
- demonstrate the ability to plan and write a research proposal relevant to the field of education, giving evidence of theoretical underpinnings and using appropriate technology
- demonstrate and apply basic ethical principles applicable when conducting research in the field of education

RESF421 RESEARCH PROJECT

2 hours 1:1

With his module students should demonstrate their knowledge and skills in research by means of a well grounded knowledge of subject theory and subject didactics principles to investigate the research problem of RESF111 in a practical way by applying an applicable research design and research method. The module implies retrieving and gathering relevant information, organising and critically evaluating the information in order to write a consided research report. For final assessment purposes the research report will be examined and an exam will be written.

SESE121 INTRODUCTION TO LEARNING AREA ECONOMIC SCIENCES

2 hours 1:1

After completion of this module, the student should be able to:

- demonstrate a comprehensive, fundamental knowledge base of important terms, principles and theories with reference to the learning area Economic and Management Sciences;
- gather, organise and demonstrate an informed understanding of the key aspects related to Business Studies, Accounting, Economics and entrepreneurship;

- effectively execute assignments individually or as part of a group and creatively solve problems in future orientated business fields; and
- present related information coherently and reliably to the students in the EMS class according to set norms and values.

SLOE111 INTRODUCTION TO LEARNIG AREA LIFE ORIENTATION

2 hours 1:1

Upon completion of this module, the student should be able to:

- demonstrate a fundamental knowledge base of the terminology, rules, concepts, principles, and theories of Life Orientation as Learning Area in context of the National Curriculum for students in the Senior phase;
- demonstrate an ability to interpret, convert, evaluate and apply essential theories and text pertaining to the five main focus areas of Life Orientation for students in the Senior phase;
- demonstrate the ability to use the attained knowledge to solve common problems within a familiar context pertaining to the five main focus areas of Life orientation and present creative lessons for specific application for students in the Senior phase, using appropriate technological skills and giving evidence of theoretical underpinning;
- act ethically responsible and value-driven in all circumstances and forms of communication, written as well as orally, related to the five main focus areas of Life Orientation for students in the Senior phase

SNSE111 INTRODUCTION TO LEARNING AREA NATURAL SCIENCES

2 hours 1:1

Upon completion of this module the students should:

- have a fundamental knowledge of the following themes in the learning area Natural Sciences: matter and materials, life and living, earth and beyond and energy and change;
- be able to identify and solve problems within these themes as well as plan activities that support the comprehensive understanding of ideas, theories, principles and rules within these themes;
- acquire problem solving skills concerning the planning and presentation of lessons and practical sessions within context of the above theoretical themes by employing applicable technological resources; and
- demonstrate appreciation of the contribution of indigenous knowledge systems in the pharmacological, bio-ethical issues relating to the abovementioned content and should demonstrate and ethically accountable attitude towards the content of the learning area Natural Sciences.

SPSO411 SPORT STUDIES

2 hours 1:1

The student should be able to demonstrate a comprehensive level of knowledge, practical skill and a value system regarding selected sports activities, comprising theoretical as well as practical components; demonstrate knowledge and application skills in the theoretical components pertaining to sport (motor development; sports physiology, philosophy and management) in the practical coaching situation and obtain a certificate in coaching a recognized school sport.

SSSE111 INTRODUCTION TO LEARNING AREA SOCIAL SCIENCES

2 hours 1:1

Upon completion of the module, the students should:

- demonstrate fundamental knowledge and a good understanding of Social Sciences as Learning Area in the context of the National Curriculum Statement;
- demonstrate the skill of scrutinising themes relevant to Geography and History related to the environment and multicultural community and plan activities supporting the coherent understanding of concepts and issues in order to communicate these verbally or in writing;
- demonstrate the competence of problem solving abilities to plan and present tasks for specific application to the two disciplines of the Learning Area Social Sciences using appropriate technologies and giving evidence of theoretical underpinning; and
- demonstrate values of an ethical-professional nature with regard to interrelationships between the environment and society as in compliance with The Manifesto on Values, Education and Democracy.

STEE121 INTRODUCTION TO LEARNING AREA TECHNOLOGY

2 hours 1:1

Upon completion of this module the student should be able to:

- demonstrate a basic knowledge of the learning area Technology in the South African school system by explaining the definition, purpose, unique properties and scope of the learning area;
- communicate a comprehensive knowledge of all three learning outcomes and assessment standards of the learning area Technology; and
- demonstrate the principles of outcomes based assessment as applied in the learning area Technology.

TECD211 LEARNING AREA TECHNOLOGY METHODOLOGY

2 hours 1:1

Upon completion of this module the student should:

- demonstrate a fundamental knowledge of the NCS policy for the learning area Technology;
- explain the rationale of Technology education in schools, as well as the realities faced by South African schools regarding the teaching of Technology;
- demonstrate the ability to plan appropriate technology lessons according to the unique methodology of Technology; and
- apply his/her knowledge of the types of assessment used in Technology lessons.

TECD321 LEARNING AREA TECHNOLOGY METHODOLOGY

2 hours 1:1

Upon completion of this module, the student should:

- demonstrate a solid knowledge of the NCS policy for the learning area Technology in the Intermediate Phase;
- apply his/her knowledge and skills in problem based teaching approaches when demonstrating the ability to plan appropriate Technology lessons according to the unique methodology of Technology, with and without resources;

- demonstrate appropriate knowledge of the types of assessment used in Technology lessons by applying it in the Intermediate Phase;
- use creative and critical thinking in the choice of, design and making of appropriate media for Technology teaching; and
- apply appropriate knowledge and skills in practical teaching.

TECD411 LEARNING AREA TECHNOLOGY METHODOLOGY

3 hours 1:1

Upon completion of this module, the student should:

- demonstrate a well-rounded and systematic knowledge base regarding curriculum development in the learning area Technology;
- apply and discuss suitable types of assessment strategies in the different task types of a Technology lesson;
- demonstrate an understanding of the nature and practice of organising and management skills in Technology classroom management;
- present and communicate the process of designing and compiling portfolios for both students and educators in Technology; and
- demonstrate an awareness and understanding of the safety aspects applicable to workshops, practical centres and Technology classrooms as it should be applied throughout technology teaching and learning.

TECD421 LEARNING AREA TECHNOLOGY METHODOLOGY

3 hours 1:1

Upon completion of this module the student should:

- demonstrate competence regarding curriculum development in the learning area Technology for the Senior Phase by applying suitable types of teaching and assessment strategy in the different task types of a Technology lesson;
- demonstrate a coherent and critical understanding of the nature and practice of organising and management skills in Technology classroom management, with specific reference to workshops for the planning and conducting of practical lessons in the Senior Phase; and
- demonstrate the capability to integrate the knowledge and skills acquired in the prerequisite modules in the compilation and presentation of a Technology education project.

TECE211 LEARNING AREA TECHNOLOGY FOR EDUCATORS

3 hours 1:1

Upon completion of this module, students should:

- demonstrate a fundamental knowledge of the learning area Technology in the South African school system by explain the definition, purpose, unique properties and scope of the learning area Technology;
- demonstrate a comprehensive knowledge of the design process as applied in the problem solving nature of technology, as well as explain the relevance of the design process in teaching technology; and
- demonstrate a basic knowledge of information and communication technology to be able to access, process and use information in the most appropriate ways.

TECE221 LEARNING AREA TECHNOLOGY: COMMUNICATION AND STRUCTURES

3 hours 1:1

Upon completion of this module, the student should demonstrate:

- an understanding of the technological process (design process) as applied in problem solving;
- comprehensive knowledge of structures and relevant mechanisms, as well as the characteristics and uses of resistant materials;
- relevant knowledge and skills of graphic and information communication in technological product design; and
- how the above mentioned outcomes can be applied in problem based teaching and with reference to indigenous technology.

TECE311 LEARNING AREA TECHNOLOGY: PROCESSING

3 hours 1:1

Upon completion of this module, the student should be able to:

- demonstrate a well rounded knowledge and understanding of processing of materials as part of the technological process;
- apply specialist knowledge of the character and uses of soft materials;
- demonstrate a good understanding of the role of biotechnology in modern society;
- interpret and apply the above mentioned outcomes in problem based teaching and with reference to indigenous technology.

TECE321 LEARNING AREA TECHNOLOGY: SYSTEMS AND CONTROL

3 hours 1:1

Upon completion of this module, the student should be able to:

- demonstrate skills and conception regarding the different types of control system;
- analyse, compare, integrate and evaluate electrical, mechanical, pneumatic and hydraulic control systems;
- design and build his/her own control system to solve a specific problem;
- identify and use indigenous control systems; and
- successfully facilitate control systems to school students.

TFFP321 TECHNOLOGY LITERACY

2 hours 1:1

After completion of this module, the student should be able to:

- demonstrate a solid knowledge of problem solving skills by applying the design process to technological problems and needs;
- demonstrate a fundamental understanding of knowledge areas such as structure, processes and systems and control;
- demonstrate solid knowledge, understanding and values regarding the interrelationship between technology, society, economy and the environment; and
- demonstrate competence regarding appropriate use of information and communication technologies.

WVOS 221

UNDERSTANDING THE EDUCATIONAL WORLD

On completion of this module, students should

- have a **fundamental knowledge base** of a selection of world views and ideologies and demonstrate their critical understanding through an **ability to compare** the nature and function, as well as different contemporary manifestations of these world views and ideologies;
- have the ability to understand the interrelatedness of phenomena such as occurs in natural and social systems, and from this vantage point, **analyse and evaluate** real life problems or case studies based on core issues of our time, such as poverty, constant change, human rights, HIV-AIDS, power abuse, corruption, racism, xenophobia, etc.;
- be able to articulate their personal world view and use it as a point of departure for **arguing and communicating** feasible solutions to core issues and problems of our time in a typical academic manner

WVOS 311

MAIN CURRENTS IN THE PHILOSOPHY OF EDUCATION

On completion of this module, students should

- have a solid and systematic knowledge of the most important foundational issues in the relevant field of study and demonstrate a critical understanding of the meta-theoretical assumptions underscoring foundational issues;
- demonstrate knowledge and a critical understanding of specific forms of ethics that apply to the field of study, such as a personalised code of conduct or the general human rights charter, and be able to apply such forms of ethics discriminately to analyse, evaluate and pose possible solutions to some current themes or issues salient to the field of study;
- demonstrate the ability to analyse, synthesise and critique the assumptions on which a chosen theme or issue is based, formulate a personal opinion about the theme or issue that gives evidence of a personal coherent world view, and communicate the findings in a presentation making use of applicable technology, as well as in an evidence-based report written in a typically academic format

OV.4.2 MODULE OUTCOMES FOR THE ADVANCED CERTIFICATE IN EDUCATION (ACE)

AGSK 512 AFRICAN HISTORY (16)

3 hours

After completion of this module the student should have knowledge of and insight into aspects of African history required by a history teacher in the General Education and Training and Further Education and Training phases. These aspects include: selected facets of the precolonial history of the continent, colonialism in Africa and the liberation struggle, the process of decolonisation, political and socio-economic trends in postcolonial Africa, and Africa's international relations during the Cold War. The student must develop a critical attitude with regard to different historical interpretations and acquire basic skills in the processing and communication of historical knowledge. The content of this module forms the knowledge base for the VGAK 511 history didactics module. Together the two modules combine and integrate knowledge of the subject with didactical principles and methods for history teachers.

NVMI521 (8) INTRODUCTION TO RESEARCH METHODOLOGIES

(1½ hours)

On completion of this module, the students should be able to:

- Explain the concept of educational research and types of research;
- Develop research problems, purpose statement, significance of the study;
- Conduct a review of the literature, formulate hypothesis;
- Understand and apply qualitative and quantitative research approaches to educational research;
- Develop research design and procedures, select population and apply sampling techniques;
- Develop appropriate research tools/instruments and data collection procedures;
- Conduct data analysis including descriptive and inferential statistics;
- To use and refer to bibliographical references in the correct format.

EUCE 511 (8) COMPUTER USAGE FOR EDUCATORS

(1½ hours)

After successfully completing the module the student must be able to:

- define a computer;
- name and describe the various components of a computer;
- demonstrate the effective and efficient use of:
 - a. a word processor programme
 - b. a spreadsheet programme
 - c. a graphics programme
 - d. an e-mail programme
 - e. a browser and search engines;
- understand and explain the use of computers in education; and
- understand and explain aspects regarding the safe and ethical use of computers.

FSET 511 (8) FOUNDATION STUDIES IN EDUCATION

(1½ hours)

After completion of this module the student should:

- be able to relate his/her knowledge systematically to the micro and macro factors influencing the development of education throughout the course of history;
- demonstrate the ability to relate the history of education and the influencing factors to a personal philosophy of education, giving evidence by means of examples from the teaching practice;
- have the ability to research and report on the difference between *political democracy* and *democratic education*, and critically and independently evaluate the complexity of democratic education in the classroom with specific reference to discrimination in various forms;
- be able to interpret and offer solutions to complex problems relating to the demands placed by democracy on the moral capacity of teachers and students, their perception of their moral duty, and the complexities of establishing values in South African schools.

GBGK511 (16) ADVANCED POPULATION GEOGRAPHY AND URBAN GEOGRAPHY

(3 hours)

The student should be able to demonstrate that he/she has mastered the necessary knowledge, skills, attitudes and values to discuss demographic transition and assimilation, population distribution, population data and population projections in population geography; explain and discuss the intra-urban structure, urban diversity, urban problems and inner city decay in urban geography.

GGGK521 (16) SUBJECT DIDACTICS OF GEOGRAPHY B

(3 hours)

The student should be able to demonstrate that he/she has mastered the necessary knowledge, skills, attitudes and values to describe and apply environmental education; has mastered problem-solving methods, concept formation and teaching-learning-techniques in Geography.

GKLK521 (16) ADVANCED CLIMATOLOGY AND GEOMORPHOLOGY

(3 hours)

The student should be able to demonstrate that he/she has mastered the necessary knowledge, skills, attitudes and values to discuss weather disturbances, local weather phenomena, city climate and climate classification (in climatology); describe the internal and external forces that change the earth, as well as the formation of soil, soil profile and physical characteristics of soil (in geomorphology); apply quantitative calculations.

GSGK511 (16) SUBJECT DIDACTICS OF GEOGRAPHY A

(3 hours)

The student should be able to demonstrate that he/she has mastered the necessary knowledge, skills, attitudes and values in order to apply the OBE-approach in Geography; discuss the use of atlases, aids, excursions and worksheets in Geography.

HIVA 521 (8) HIV/AIDS: LEGISLATION, COUNSELLING AND SUPPORT

(1½ hours)

After successfully completing the module the student should be able to:

- demonstrate an understanding regarding legislation relevant to the handling of HIV/AIDS in the school context, to know the rights and obligations of HIV/AIDS positive students and teachers as well to promote the protection of students and educators within the school context

- display the skill in compiling guidelines for establishing an accountable healthy school environment for students with HIV/AIDS.
- develop and demonstrate acquired knowledge and skills to become skilled in care and counselling of HIV/AIDS
- develop skills to be able to design and co-ordinate an individual educational support programme to support the student with HIV/AIDS.

LSED 518 (16) EMOTIONAL AND OTHER DIFFICULTIES IN EDUCATION (3 hours)

On completion of this module, the student should be able to:

- demonstrate understanding of learners experiencing emotional and other difficulties such as, communication difficulties, challenging behaviour etc.
- realise the role of the educator, the school, the family, and the community in supporting learners experiencing these and other barriers to learning
- apply basic counselling principles and skills in supporting learners experiencing emotional and other barriers to learning.

LSDL 528 (16) DISABILITIES AND LEARNING DIFFICULTIES IN EDUCATION

(3 hours)

On completion of this module, the student should be able to:

- demonstrate understanding of disabilities and learning difficulties as barriers to learning, such as physical and intellectual disabilities, reading difficulties, mathematical difficulties, etc.;
- recognize the learning differences that individual learners bring to the classroom and how these learning differences could facilitate learning and teaching support practices and processes; and
- realise the role of the educator, the school the family and the community in ensuring that all learners experiencing these and other barriers to learning have access to the curriculum.

LSEI 518 (16) INCLUSIVE EDUCATION: A POLICY PERSPECTIVE

3 hours

On completion of this module, the student should be able to:

- demonstrate understanding of the inclusive education Policy (Education White Paper 6), with specific reference to the proposed support structures and the concept of barriers to learning and development;
- apply school-based support to learners experiencing barriers to learning by means of an integrated team approach; and
- understand and apply curriculum differentiation and assessment strategies in an inclusive classroom.

LSSH 528 (16) SOCIAL AND HEALTH ISSUES IN EDUCATION

3 hours

On completion of this module, the student should be able to:

- demonstrate understanding of learners experiencing social and health barriers to learning such as the HIV/AIDS pandemic, violence in schools, etc.;
- apply a health promoting approach in school and class context to support learners experiencing barriers to learning; and
- realise the role of the educator, the school, the family, and the community in supporting learners experiencing these and other barriers to learning.

LOBO 571 (32) CITIZENSHIP EDUCATION

(3 hours)

On completion of this module the student should be able to demonstrate his/her understanding of responsible citizenship and the role of the community in learning and teaching and building an inclusive society.

LOCK 571 (32) PERSONAL WELL-BEING: Physical Health and Recreation

(3 hours)

After completion of this module the student should be able to establish a relationship between life skills and education, and demonstrate insight with regard to particular aspects of Personal Well-Being.

LOHA 571 (32) PERSONAL WELL-BEING: Health and AIDS

(3 hours)

After completion of this module the student should be able to demonstrate knowledge, skills and sound educational values in the teaching of students to understand and apply health awareness regarding sound nutrition, skin care, obesity, physical activity, drugs and sexual transmitted diseases and HIV/AIDS.

MLED575 (32) MATHEMATICS: ELEMENTARY

(3 hours)

After completion of this module the student is expected to be able to apply thorough knowledge and insight with respect to:

- Linear, quadratic, polynomial, exponential, logarithmic and trigonometric functions by representing the mentioned functions in different ways, as well as interpreting the functions in real-life contexts;
- Trigonometry and geometry by solving real-life problems by means of two- and three-dimensional figures;
- Elementary statistics by collecting, summarising, displaying, analysing and interpreting data; predicting the outcomes of events and determining the probability, and also executing real-life applications thereof;
- The natural numbers, integers, rational numbers, real numbers, as well as the motivation for the extension from one number system to another, and the application of this knowledge in real-life situations.

MLED 572 (32) DIDACTICS OF MATHEMATICAL LITERACY

(3hours)

After completion of this module the student should be able to apply thorough knowledge and insight with respect to the content and structure of the mathematical literacy curriculum in the planning and execution of teaching-learning opportunities in outcomes-based classrooms, including the development and use of teaching-learning media, as well as integrated assessment.

MLED576 (32) MATHEMATICS:APPLICATION

(3 hours)

After completion of this module the student is expected to apply thorough knowledge and newly acquired insight with respect to

- Analytical geometry (conic sections) in solving real-life problems
- Spherical geometry and the relationship between analytical and spherical geometry
- The derivatives of simple and compound functions in solving real-life problems (drawing of graphs, optimisation).

MLED 574 (32) MATHEMATICAL LITERACY IN CONTEXT

(3 hours)

After completion of this module the student is expected to demonstrate thorough knowledge and acquired insight into mathematical literacy with respect to the historical development of mathematics, and the use of mathematics in the world of work, everyday life and in various cultures; including ethnomathematics.

NDWK522 (16) DIDACTICS OF MATHEMATICS (GET-BAND)

(3 hours)

The student should be able to demonstrate knowledge, skills and values in respect of teaching and learning strategies, as well as use the technological and learning aids for the teaching of Mathematics in the Intermediate and Senior Phases; apply his/her acquired knowledge and skills regarding aids and strategies in the teaching of Mathematics in the GET-band.

NEBK511 (16) THE EARTH AND BEYOND FOR SCIENCE

(3 hours)

The student should be able to facilitate the development of themes regarding all essential aspects of Geography and Geology that have bearing on life and living, in the GET-band.

NECK521 (16) ENERGY AND CHANGE FOR SCIENCE

(3 hours)

The student should be able to facilitate the development of themes regarding energy and change, the essential aspects of Physics, and related learning experiences, in the GET band.

NLLK511 (16) LIFE AND LIFESTYLE FOR SCIENCE (GET-BAND)

(3 hours)

The student should be able to facilitate the development of themes regarding all aspects of Botany, Zoology and Physiology that have a bearing on life and living, in the GET-band.

NMMK521 (16) MATTER AND MATERIALS FOR SCIENCE

(3 hours)

The student should be able to facilitate the development of themes regarding all essential aspects of Chemistry that have a bearing on matter and material, in the GET-band.

NDSK 521 (16) DIDACTICS OF SCIENCE (Intermediate)

(3 hours)

After completion of this module, the student should be able to demonstrate his knowledge, skills and values with regard to essential aspects of teaching, learning and the use of teaching aids at intermediate and senior levels. The student will have sound theoretical knowledge of constructivism as applied to physics and chemistry at these levels and the way in which alternative conceptions impacts on the learning of physics and chemistry. Students will also get the opportunity to access the content of the relevant national curriculum with regards to aspects such as content, level, developmental line, and required pre-knowledge. The student will be familiar with a variety of instructional strategies and assessment techniques that may be applied to general science. In addition, the student will be familiar with principles of effective laboratory safety, organisation and management.

NWPK511 (16) NUMBER DEVELOPMENT

(3 hours)

The student should be able to develop an understanding of numbers and fractions in his/her students and facilitate the four types of calculations in the GET-band.

NWPK512 (16) FOUNDATIONS OF ALGEBRA

(3 hours)

The student should be able to develop an understanding of the fundamental principles of algebra in his/her students by means of facilitation in the GET-band.

NWPK521 (16) GEOMETRICAL DEVELOPMENT

(3 hours)

The student should be able to develop geometrical concepts in his/her students by means of facilitation in the GET-band.

NWPK522 (16) GRAPHICS AND DATA HANDLING

(3 hours)

The student should be able to convey the acquisition of problem-solving skills regarding the interpretation of graphs and statistical data to his/her students by means of facilitation in the GET-band.

ORAK511 (8) EDUCATION LAW, SYSTEMS AND ADMINISTRATION A

(2 hours)

The student should be able to demonstrate knowledge, skills and insight with regard to the school as organisation and teaching as profession; analyse the relationship of the teacher with his/her employer, especially by focusing on the service conditions of the teacher.

ORAK521 (8) EDUCATION LAW, SYSTEMS AND ADMINISTRATION B

(2 hours)

The student should be able to demonstrate the necessary knowledge, skills and perspective to be able to act as manager in education; demonstrate the necessary knowledge of education law by consistently acting properly as teacher regarding his/her rights and duties; demonstrate an awareness of the particular demands placed on the beginner teacher; implement the necessary strategies to make his/her entry into the profession as effective as possible.

ORLK511 (8) TEACHING AND LEARNING A

(2 hours)

The student should be able to demonstrate knowledge, skills and insight with regard to teaching and learning by describing and comparing the information-processing approach and constructivist approach to learning; describing and analysing the cognitive, metacognitive and motivational variables that contribute to effective learning; describing, analysing and illustrating the contribution of an interactive teaching approach, including the co-operative learning models and appropriate teaching learning methods and media, and continued assessment, to effective teaching-learning situations.

ORLK521 (8) TEACHING AND LEARNING B

(2 hours)

The student should be able to demonstrate knowledge, understanding and skills with regard to teaching, learning and the curriculum by analysing effective learning with the aid of a model of the effective student; explain and analyse motivation according to the attribution theory and self-efficacy convictions; describe, analyse and illustrate the contribution of effective curriculum, as embodied in the curriculum cycle, to effective teaching.

SSGK 521 (16) SOUTH AFRICAN HISTORY (1948-1994)

(3 hours)

After completion of this module the student should have knowledge of and insight into the following aspects of twentieth century South African history: Consolidation of the apartheid state, 1948-1966; The struggle against isolation, 1966-1978; Apartheid at the cross roads, 1960-1983; The dismantling of Apartheid, 1984-1994.

VGAK 511 (16) SUBJECT DIDACTICS OF HISTORY A

(3 hours)

After completing this module the student must demonstrate his acquired knowledge, skills, insight and values in the following areas: teaching and guidance to students of history in the formative and practice directed focus of history. With the aid of the necessary knowledge, insight and practical experience gained in evaluating published works on history the student also ought to approach any learning content with a broader insight regarding ways of interpretation and the way in which a critical attitude can be applied towards any learning content in the teaching-learning situation.

VGBK 521 (16) SUBJECT DIDACTICS HISTORY B

(3 hours)

After completing this module the student must demonstrate his acquired knowledge, skills, insight and values in the following areas: the way in which the teaching-learning process in history teaching could be approached, meaningful planning of learning contents for the year, the forms and ways of applying a variety of skills-directed teaching approaches to historical sources and assessment techniques.

OV.4.3 MODULE OUTCOMES FOR THE NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION (NPDE)

AFDN125 (16) SUBJECT DIDACTICS OF AFRIKAANS: INTRODUCTORY PRACTICE-DIRECTED AFRIKAANS TEACHING

(3 hours)

The student should be able to demonstrate his/her knowledge of the OBE-approach, as applicable to the Learning Area Languages; select appropriate learning materials for OBE-learning experiences within different contexts and use these to compile phase-specific learning experiences on different learning levels.

AFDN325 (16) SUBJECT DIDACTICS OF AFRIKAANS: PRACTICE-DIRECTED AFRIKAANS TEACHING

(3 hours)

The student should be able to demonstrate his/her knowledge of different language and communication skills; identify learning materials by means of which students can be guided to attain certain phase-specific language outcomes; determine the degree to which the phase-specific learning outcomes have been attained.

AFRN125 (8) AFRIKAANS: INTERPRETATION AND EDITING: SPELLING AND THE USE OF DICTIONARIES

(2 hours)

The student should be able to apply his/her knowledge of the Afrikaans spelling system in the assessment and editing of compositions (by students); use dictionaries effectively to unlock more advanced texts from different Learning Areas; acquire relevant information about the morphology, spheres of use, and usage possibilities of Afrikaans words from dictionaries, and apply this information in the creation and editing of texts; identify central ideas and summarise different text types.

AFRN315 (8) AFRIKAANS: MORPHOLOGY, SYNTAX, LANGUAGE VARIETIES AND STYLES

(2 hours)

The student should be able to identify and describe higher-order language structure patterns of Afrikaans (morphology and syntax), and apply them in creating texts about a variety of topics; describe and evaluate the form and function of Standard Afrikaans; evaluate the appropriateness of different varieties of Afrikaans (standard and non-standard varieties, registers and styles) in a variety of social situations and in a variety of texts.

AFRN325 (8) AFRIKAANS: CONTEMPORARY LITERARY TEXTS: INTERPRETATION AND APPRECIATION

(2 hours)

The student should be able to demonstrate knowledge of relevant literary aspects on a more advanced level, and use this knowledge to analyse, understand and appreciate contemporary literary texts (poetry, prose and drama); facilitate learning associated with literary texts in the school programme.

AGDN125 (16) SCHOOL READINESS AND PERCEPTUAL SKILLS IN THE FOUNDATION PHASE

(3 hours)

The student should be able to demonstrate knowledge, skills and values regarding school readiness, perception, and organisation and administration in the Foundation Phase.

AGDN325 (16) FOUNDATION PHASE STUDIES

(3 hours)

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

AKPN125 (8) AFRIKAANS MOTHER-TONGUE COMMUNICATION: EFFECTIVE AND CREATIVE LANGUAGE USE

(2 hours)

The student should be able to identify and correct obstacles to communication in texts by students; effectively use appropriate dictionary information to do a stylistic edit of texts by students and express his/her thoughts and feelings creatively in the creation of own texts.

AKPN315 (8) AFRIKAANS MOTHER-TONGUE COMMUNICATION: SPELLING AND APPROPRIATE LANGUAGE USE

(2 hours)

The student should be able to evaluate and edit the spelling of Afrikaans words in student texts from various Learning Areas; demonstrate expertise and skills regarding the place and function of Standard Afrikaans and its non-standard varieties in society, as well as regarding the use of different styles and registers (including academic language use) for effective communication.

AKPN325 (8) AFRIKAANS MOTHER-TONGUE COMMUNICATION: SPELLING AND APPROPRIATE LANGUAGE USE

(2 hours)

The student should be able to evaluate and edit the spelling of Afrikaans words in student texts from various Learning Areas; demonstrate expertise and skills regarding the place and function of Standard Afrikaans and its non-standard varieties in society, as well as regarding the use of different styles and registers (including academic language use) for effective communication.

CLFE 115 (8) COMPUTER LITERACY for Educators

(2 hours)

The student should be able to demonstrate knowledge, skills and values regarding computer technology as it is used in education (this includes knowledge of the basic operation of a computer; skill in the utilisation of an operational system, word processing, spreadsheets and graphics package as well as the Internet and the use of electronic mail).

EDMN315 (8) EDUCATION MANAGEMENT AND DEVELOPMENT

(2 hours)

The student should be able to demonstrate knowledge, skills and values regarding a development plan within a quality-assurance framework, which will enable him/her to complete school development plans successfully; demonstrate an understanding of how a consultative process of developing a vision and mission statement in schools can build a school community and effectiveness; demonstrate an understanding of the development of the school as a whole, indicators to measure and manage change in schools, quality-assurance frameworks, school-development planning, key values in the community of school stakeholders, and the new education paradigm.

EDSN125 (16) ENGLISH DIDACTICS

(3 hours)

The student should be able to understand and implement student-centred principles in the language classroom; interpret and evaluate various methods of teaching English as a second language; demonstrate knowledge of the principles of outcomes-based teaching and specifically the teaching of language outcomes and skills; apply the basic didactic principles in planning for instruction; demonstrate knowledge and skills regarding the principles of assessment; project professional values in all educational matters.

EDSN325 (16) ENGLISH DIDACTICS

(3 hours)

The student should be able to understand and implement student-centred principles in the language classroom; interpret and evaluate various methods of teaching English as a second language; demonstrate knowledge of the principles of outcomes-based teaching and specifically the teaching of language outcomes and skills; apply the basic didactic principles in planning for instruction; demonstrate knowledge and skills regarding the principles of assessment; project professional values in all educational matters.

EDVN125 (8) ANTI-RACISM, EDUCATION LAW AND VALUES

(2 hours)

The student should be able to demonstrate knowledge, skills and values regarding the quest for greater equality and equity to establish a non-racial democratic educational dispensation (the module focuses on increasing public awareness and sound values in education, and deals with educational values, ethics, non-racialism and professionalism, with guidelines to evaluate the consequences thereof on students).

EGPN125 (8) ENGLISH: SYNTAX FOR THE TEACHER OF ENGLISH

(2 hours)

The student should be able to synthesise academic knowledge of pronunciation, inflexion, syntax and meaning, and didactic knowledge in order to formulate an individual approach to the teaching of English as a first and second language throughout the phases; use and teach the appropriate cognitive academic English required for use in the language-teaching-learning situation.

EGPN315 (8) AN INTRODUCTION TO ENGLISH LITERATURE

(2 hours)

The student should be able to demonstrate knowledge and insight regarding the literary genres of drama and novel; identify, trace and interpret themes in literary genre and demonstrate the necessary skills to analyse and critically evaluate literary texts; communicate effectively, both individually and in groups, in English in general and specifically regarding all aspects of the teaching-learning situation; demonstrate the knowledge and skills needed to identify and evaluate the values explored in literary texts; demonstrate knowledge of stylistic aspects of literary texts in order to use literature for the teaching of language and grammar skills; demonstrate an understanding of didactic skills and approaches, and apply these to the teaching of language and literature throughout the educational phases.

EGPN325 (8) ENGLISH LITERATURE FOR THE TEACHER

(2 hours)

The student should be able to demonstrate knowledge and insight regarding the literary genres of poetry, short stories and young-adult literature in a variety of Afrocentric texts; identify, trace and interpret themes in literary genre; demonstrate the necessary skills to analyse and critically evaluate Afrocentric literary texts; communicate effectively, both individually and in groups, in English in general and specifically regarding all aspects of the teaching-learning situation; demonstrate the knowledge and skills needed to identify and evaluate the values explored in Afrocentric literary texts; demonstrate knowledge of stylistic aspects of literary texts in order to use literature for the teaching of language and grammar skills; demonstrate an understanding of didactic skills and approaches and apply this to the teaching of language and literature; demonstrate knowledge, skills and values regarding the literature, language and didactics of English as a first and second language throughout the educational phases.

ESPN125 (8) ENGLISH COMMUNICATION: TEACHING ENGLISH ACROSS THE CURRICULUM

(2 hours)

The student should be able to demonstrate the ability to use and teach English across the curriculum (including the ability to use language for interpersonal and pedagogical purposes in the classroom in order to perform teaching activities in a fluent and confident way); demonstrate the ability to use the academic writing and reading skills required for the teaching of his/her subject, and the ability to teach and assess these skills; demonstrate knowledge of the technical vocabulary of their subject area, as well as the ability to simplify terminology using effective teaching strategies; demonstrate the ability to recognise errors in basic syntax, semantics and phonology and introduce instructional material to remedy basic grammar and language errors; demonstrate the ability to simplify a reading passage, identify keywords, and teach basic reading skills such as skimming and scanning; demonstrate the ability to implement group activities and co-operative learning that create opportunities for content and language acquisition.

ESPN315 (8) ENGLISH COMMUNICATION: THE ROLE OF LANGUAGE IN LEARNING

(2 hours)

The student should be able to demonstrate the ability to design measurable outcomes for content, language, and academic or task skills; simplify input by explaining and simplifying subject content; identify problem areas and vocabulary required for understanding content; set questions that elicit the required response from students; employ intervention strategies where gaps in background knowledge and language skills may prevent students from acquiring new knowledge; promote content area comprehension by representing content graphically, designing supplementary material to explain difficult concepts to students, and designing contextual clues to aid understanding; conceptualise (concretise) academic language by supplying examples, supplementary material and demonstrations of meaning; demonstrate knowledge of technical vocabulary in their subject area, and the ability to simplify terminology through effective teaching strategies; identify and correct errors in basic syntax, semantics and pronunciation made by students; explain subject material fluently and interestingly using voice and register appropriately and effectively; demonstrate the ability to introduce group activities and design worksheets that create opportunities for content and language acquisition; design and apply a variety of assessment strategies in order to allow students to prove their competence in content knowledge and language in a variety of ways.

ESPN325 (8) ENGLISH COMMUNICATION: THE ROLE OF LANGUAGE IN LEARNING

(2 hours)

The student should be able to demonstrate the ability to design measurable outcomes for content, language, and academic or task skills; simplify input by explaining and simplifying subject content; identify problem areas and vocabulary required for understanding content; set questions that elicit the required response from students; employ intervention strategies where gaps in background knowledge and language skills may prevent students from acquiring new knowledge; promote content area comprehension by representing content graphically, designing supplementary material to explain difficult concepts to students, and designing contextual clues to aid understanding; conceptualise (concretise) academic language by supplying examples, supplementary material and demonstrations of meaning; demonstrate knowledge of technical vocabulary in their subject area, and the ability to simplify terminology through effective teaching strategies; identify and correct errors in basic syntax, semantics and pronunciation made by students; explain subject material fluently and interestingly using voice and register appropriately and effectively; demonstrate the ability to introduce group activities and design worksheets that create opportunities for content and language acquisition; design and apply a variety of assessment strategies in order to allow students to prove their competence in content knowledge and language in a variety of ways.

FPUN125 (8) FOUNDATION PHASE STUDIES: LITERACY

(2 hours)

The student should be able to demonstrate knowledge, skills and values regarding all aspects of life-skills in the Foundation Phase, including multicultural integration and religious viewpoints.

FPUN315 (8) FOUNDATION PHASE STUDIES: NUMERACY

(2 hours)

The student should be able to demonstrate knowledge, skills and values regarding all aspects of life-skills in the Foundation Phase, including multicultural integration and religious viewpoints.

FPUN325 (8) FOUNDATION PHASE: LIFE SKILLS FOR FOUNDATION PHASE LEARNERS

(2 hours)

The student should be able to demonstrate knowledge, skills and values regarding assessment in the Foundation Phase as well as the integration of all eight Learning Areas in learning experiences; demonstrate practical knowledge, skills and values regarding students with motor, perception, language, reading, writing, spelling and mathematical problems.

GSAN125 (8) HISTORY: INTER-GROUP RELATIONS IN SOUTH AFRICA (1652 TO 1854)

(2 hours)

The student should be able to evaluate the historical course of the political, economic and social inter-group relations between the white, Khoisan and black communities from 1652 to 1854.

GSAN315 (8) HISTORY: BRITISH IMPERIALISM, AND AFRIKANER AND BLACK REACTION (1836 TO 1910)

(2 hours)

The student should be able to demonstrate knowledge, skills, attitudes and values regarding British imperialism, and the reaction of Afrikaners and black people from 1836 to 1910.

GSAN325 (8) HISTORY: POLITICAL DEVELOPMENT IN SOUTH AFRICA (1910 TO 1948)

(2 hours)

The student should be able to demonstrate knowledge, skills, values and attitudes regarding black and white political development in South Africa from 1910 to 1948.

G SXN125 (16) HISTORY DIDACTICS

(3 hours)

The student should be able to demonstrate knowledge, skills, attitudes and values regarding the place of History in OBE, the role of the history teacher in a multicultural society, teaching approaches, historical excursions, worksheets and questioning.

G SXN325 (16) HISTORY DIDACTICS

(3 hours)

The student should be able to apply OBE with reference to the planning and design of learning programmes, work schedules and lesson plans; demonstrate competence in selecting, using and adjusting teaching strategies and teaching resources, and in the design and monitoring of assessment strategies, methods and procedures.

HSCN319 (8) SOCIAL SCIENCES: LEARNING AREA

(2 hours)

The student should be able to demonstrate basic background knowledge of the Learning Area Social Sciences; implement creative problem-solving within the Learning Area Social Sciences; demonstrate and explain the negative influence of humankind on the environment; argue the influence of resources on the location of towns and cities; explain why sustainable development and resource management are necessary for the existence of humankind on earth; demonstrate how local, national and international societies function and change; evaluate the functioning and

influence of different forms of government; demonstrate a positive and ethically justifiable attitude towards the social issues of our time.

LOCN319 (8) LIFE ORIENTATION: LEARNING AREA

(2 hours)

The student should be able to demonstrate elementary and initial knowledge, skills and values with regard to the following related study themes from Curriculum 2005: perspectives regarding aspects of belief and value systems, the importance of the human-rights position, building relationships and personality development, a critical attitude and decision-making processes, career guidance and acquiring a healthy lifestyle and physical development; demonstrate competence regarding basic knowledge, skills and values in the subject didactics of the Learning Area Life Orientation in the

NWCN319 (8) NATURAL SCIENCES: LEARNING AREA

(2 hours)

The student should be able to demonstrate a basic understanding of the Natural Sciences within the context of the following themes: laboratory management and didactics, matter and materials, energy and change, life, and the planet earth; demonstrate knowledge, skills and values regarding the establishment of an effective learning culture and learning environment in a well-organised laboratory, scientific investigations and techniques, communication of accumulated data through reporting, handling of apparatus and technical skills, and understanding of the earth as self-sufficient environment that should be managed effectively.

OPAN315 (8) TEACHING STUDIES

(2 hours)

The student should be able to demonstrate an understanding of the necessary critical outcomes and be empowered to apply and live up to them as a teacher (as described by the seven roles of the teacher); demonstrate knowledge, skills and values with regard to the RNCS, basic elements of classroom management, the role of the school with regard to youth problems in general and the “street children” problem in particular, the teacher as a professional person.

RGLN115 (8) COMPUTER LITERACY

(2 hours)

The student should be able to demonstrate knowledge, skills and values regarding computer technology as it is used in education (this includes knowledge of the basic operation of a computer; skill in the utilisation of an operational system, word processing, spreadsheets and graphics package as well as the Internet and the use of electronic mail).

RPLL111 (48) RECOGNITION OF PRIOR LEARNING

(2 hours)

Students’ teaching competence of the following components is recognised and assessed: fundamental learning, content of Learning Area, teaching and learning processes, as well as school and profession.

RPLL271 (128) RECOGNITION OF PRIOR LEARNING

(2 hours)

Students’ teaching competence of the following components is recognised and assessed:

Component 1: Competencies relating to fundamental learning.

Exit level outcome 1.1: Demonstrate competence in reading, writing and speaking the language(s) of instruction in ways that facilitate own academic learning and ability to facilitate learning in the classroom. Exit level outcome 1.2: Demonstrate competence in interpreting and using numerical and elementary statistical information to facilitate own academic learning and ability to administer teaching, reading and assessment.

Component 2: Competencies relating to the content of Learning Area. Exit level outcome: Demonstrate skills in the area of specialisation (phase/Learning Area) in planning, designing, and reflecting on learning programmes appropriate for students and learning context.

Component 3: Competencies relating to teaching and learning processes.

Exit level outcome 3.1: In the area of specialisation, demonstrate competence in selecting, using and adjusting teaching strategies in ways which meet the needs of the students and the context.

Exit level outcome 3.2: Demonstrate competence in managing and administering learning environments and related areas in ways that are sensitive, stimulating, democratic and well organised. Exit level outcome 3.3: In the area of specialisation, demonstrate competence in monitoring and assessing student progress and achievement.

Component 4: Competencies relating to the school and profession. Exit level outcome 4.1: Demonstrate the ability to function responsibly within the education system, the institution where work is undertaken, and the community in which the institution is located. Exit level outcome 4.2: Demonstrate respect for and commitment to the teaching profession.

SSCN125 (8) SESOTHO COMMUNICATION (MT)

(2 hours)

The student should be able to demonstrate the use of effective language skills in different situations (especially in school), knowledge of communication skills, and knowledge and skills of communication resources.

SSCN315 (8) SESOTHO COMMUNICATION (MT)

(2 hours)

The student should be able to demonstrate effective oral communication skills in school for communication with students, parents and teachers; appreciate some cultural myths so that he/she can communicate them to students; help students cope with the multicultural situation in schools; communicate effectively in Sesotho in general and specifically regarding all aspects of the teaching-learning situation.

SSCN325 (8) SESOTHO COMMUNICATION (MT)

(2 hours)

The student should be able to demonstrate effective oral communication skills in school for communication with students, parents and teachers; appreciate some cultural myths so that he/she can communicate them to students; help students cope with the multicultural situation in schools.

SSMN125 (8) SESOTHO

(2 hours)

The student should be able to demonstrate academic knowledge regarding grammatical structures and literary works of art; synthesise didactic and academic knowledge in order to formulate an individual approach to the teaching of Sesotho as a first language throughout the different educational phases; demonstrate the ability to integrate literary and other texts for the teaching of language and grammar skills; apply didactic skills and approaches to the teaching of language and literature.

SSMN315 (8) SESOTHO

(2 hours)

The student should be able to demonstrate knowledge with regard to advanced grammatical skills and different genres of drama and prose; synthesise didactic and academic knowledge in order to formulate an individual approach to the teaching of Sesotho as first language throughout the educational phases; communicate effectively in Sesotho in general and especially regarding all aspects of the teaching-learning situation.

SSMN325 (8) SESOTHO

(2 hours)

The student should be able to demonstrate advanced academic and didactic knowledge with regard to the grammatical structure of Sesotho, and Sesotho poetry.

SVXN125 (16) SESOTHO DIDACTICS

(3 hours)

The student should be able to demonstrate knowledge, skills and values regarding the RNCS as it applies to the Learning Area Languages (Sesotho); apply it in the school context; demonstrate knowledge and understanding of OBE-terminology and its related areas; assess throughout the different educational phases; facilitate activities pertaining to language skills (listening, speaking, reading and writing); select and use teaching and learning resources effectively.

SVXN325 (16) SESOTHO DIDACTICS

(3 hours)

The student should be able to demonstrate knowledge and skills with regard to assessment techniques, methods and strategies; use, manage and facilitate group work in the classroom; demonstrate knowledge and skills regarding the teaching of literary works throughout the educational phases; administrate and manage Sesotho in the classroom; apply activities for the teaching of language skills.

TECK315 (8) TECHNOLOGY: LEARNING AREA

(2 hours)

The student should be able to demonstrate a basic background knowledge of the Learning Area Technology; apply the problem-solving and creative nature of the Learning Area Technology and the unique methodology thereof in teaching; demonstrate knowledge, comprehension and insight regarding technology and technology education, and analyse the application thereof in teaching practice; demonstrate an appreciation of the role that technology education plays in creating wealth in a country; demonstrate an ethical and responsible attitude during instruction

WAPN125 (8) GENERAL MATHEMATICS: ELEMENTARY ALGEBRA

(2 hours)

The student should be able to demonstrate basic knowledge, understanding and skills regarding algebra as a generalisation of arithmetic by being able to solve routine problems by means of simple algebraic operations; solve non-routine problems by using various problem-solving strategies; represent functions in various ways, for example by means of formulae, tables, graphs, or verbally; handle elementary statistics, for example the gathering, processing, graphic representation and interpretation of data; use elementary probability in problem-solving; participate in group work as a method for the teaching-learning process.

WAPN325 (8) GENERAL MATHEMATICS

(2 hours)

The student should be able to demonstrate basic knowledge, understanding and insight with regard to elementary geometry (including points, lines, angles, triangles, quadrilaterals and polygons, symmetry and tessellations, measurement, area of regular and irregular plane figures, volume and capacity).

WIPN125 (8) MATHEMATICS: ALGEBRAIC NUMBER SYSTEMS

(2 hours)

The student should be able to demonstrate basic knowledge, understanding and insight regarding number systems by using the properties of each number system and performing operations in a specific number system; motivate the extension of one number system to another.

WIPN315 (8) MATHEMATICS: ELEMENTARY STATISTICS

(2 hours)

The student should be able to demonstrate basic knowledge, understanding and insight regarding elementary statistics by forecasting the outcomes of events, defining and determining the probability of dependent and independent events by using counting techniques such as permutations and combinations, and performing real-life applications.

WIPN325 (8) MATHEMATICS: TRIGONOMETRY AND ANALYTICAL GEOMETRY

(2 hours)

The student should be able to demonstrate basic knowledge, understanding and insight regarding trigonometry, by solving real-life problems by means of two- and three-dimensional figures, and proving trigonometric identities; and regarding analytical geometry, by defining parabolas, ellipses and hyperbolas as conic sections, deriving equations, drawing graphs and identifying the use of the mentioned conic sections in real life.

WSXN125 (16) MATHEMATICS SUBJECT DIDACTICS: ALGEBRA

(3 hours)

The student should be able to demonstrate thorough knowledge, understanding, insight and skill with regard to the planning and execution of powerful teaching-learning opportunities for the learning of school algebra, with specific attention to the following: what it means to do mathematics, how mathematics is understood, teaching through problem-solving, assessment as an integral part of the teaching and learning of mathematics, algebraic reasoning, functions, probability, and data handling.

WSXN325 (16) MATHEMATICS SUBJECT DIDACTICS: GEOMETRY

(3 hours)

The student should be able to demonstrate thorough knowledge, understanding and skills regarding relevant teaching and learning theories with respect to school geometry, the planning and execution of powerful teaching-learning opportunities for all students in the mathematics classroom, with specific attention to the following: the development of measurement concepts and concepts relating to geometry (e.g. points, angles, lines, triangles, quadrilaterals).



NORTH-WEST UNIVERSITY[®]
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
VAAL TRIANGLE CAMPUS

CALENDAR 2011

FACULTY OF HUMANITIES

UNDERGRADUATE

Vaal Triangle Campus

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PLEASE MENTION YOUR UNIVERSITY NUMBER IN ALL CORRESPONDENCE.

The General Academic Rules of the University, to which all students have to subject themselves and which apply to all the qualifications offered by the University, appear in a separate publication and are available on the web page at: <http://www.nwu.ac.za>.

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 finally decide on the selection of modules, they must consult the class timetable. If a clash occurs in the planned selection of a student, the relevant module combination is not permitted.

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Office Bearers

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Director: Research Development: Prof AS Coetzee van Rooy

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Focus area: Understanding and Processing Language in Complex Settings (UPSET)

Director: Prof AJ van Rooy

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Director: Prof TC Rabali

Theology

Subject Chair: Prof HJM van Deventer

Philosophy

Subject Chair: Mr WJA Luyt

History

Subject Chair: Prof P de Klerk

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Industrial Psychology

Subject Chair: Dr E Deacon

Psychology

Subject Chair: Me H Williams

Sociology

Subject Chair: Mr PJM van Niekerk

Social Work

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Language Practice

Subject Chair: Dr H Kruger

Academic Literacy

Subject Chair: Dr HG Butler

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SCHOOL OF EDUCATION SCIENCES

Director: Prof JE Fourie

Programme Managers:

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Advanced Certificate in Education: Mr MJ Malindi

Bachelors of Education: Dr M Nel

FACULTY COUNCIL

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Möller PL

VSR Academic

1 FACULTY RULES

1.1 AUTHORITY OF THE GENERAL RULES

The faculty rules valid for 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.

The *General Academic Rules*, which are published in the WebPages of the University at <http://www.nwu.ac.za>

1.1.1 Evaluation of Academic Literacy levels

- a) All undergraduate students who register at the University for the first time, must report, at a time and place determined by the University, for compulsory proficiency tests in academic literacy in order to evaluate their ability to function in an academic environment. The purpose of the test is to identify students who, due to insufficient academic skills, run the risk of not completing their study programme successfully within the allowed period.
- b) The test is conducted in the presentation language of the programme that the student has registered for [Afrikaans or English], and with the exception of students who are indicated as marginal cases by the test, each student will receive only one opportunity to write the test. Students considered marginal cases, will receive a second opportunity to write the test.
- c) Students, who are identified as risk cases by the test, must register for the module AGLA 111 [Afrikaans] or AGLE111 [English]. These modules will not be considered for credit purposes in curricula, but the credits awarded in these modules will count as additional credits.
- d) For admission to the exam in AGLA111 / AGLE111, a participation mark of 35% is required. Students who do not obtain admission to the exam in AGLA111 / AGLE111, or who fail the exam, and who also fail two or more

other modules, will have to have the continuation of their studies in the next semester re-evaluated by the Selection Committee. Lastly, AGLA111 / AGLE111 must be passed by the end of the second historic year of study in order to prevent the termination of studies.

- e) For admission to the module AGLA121 / AGLE121, which is a compulsory module for all students registered at the University for the first time, a student who first has to complete AGLA111 / AGLE111 must obtain a mark of at least 40% in AGLA111 / AGLE111. The modules AGLA121 / AGLE121 carry a weight of 12 credits that form part of the curriculum that the student has registered for.
- f) Students who have failed the module AGLA111 / AGLE111, but who have been admitted to AGLA121 / AGLE 121 and have passed this exam, may have their results for AGLA111 / AGLE111 condoned into a passing grade by the relevant school director.
- g) Students who have already successfully completed a module or modules (course[s]) similar to AGLA111, 121 / AGLE111, 121, at another institution and can provide proof of this, can apply, in writing, to receive recognition for this from the **Director of the School for Languages**.

1.1.2 General Admission Requirements

1.1.2.1 APS-score (Academic Performance Scale) as prerequisite for admission

Applicants in possession of a **National Senior Certificate** issued by Umalusi as from 2009 and later.

Selection Model: Determining the APS-score

Performance level	Results %	Grading
NWU purposes	90-100%	8
Outstanding	80-89%	7
Meritorious	70-79%	6
Substantial	60-69%	5
Adequate	50-59%	4
Moderate	40-49%	3
Elementary	30-39%	2
Not achieved	0-29%	1

The results achieved in 6 subjects are used to determine the APS-score. (Four dedicated subjects and two recognised subjects.) Life Orientation (LO) is not taken into consideration.

The language of learning (home language or first additional language subject) must have an achievement rating of at least 50 – 59% (level 4).

The admission requirements are subject to change. Contact the admission department for the latest information and details.

1.1.2.2 M-score as prerequisite for admission

Applicants in possession of a **Senior Certificate** issued before 2009

Taking due cognisance of the General Academic Rules and faculty rules as contained in the relevant calendars, and with specific reference to General Academic Rule A.5, which determines that senior certificates must be endorsed to state that the minimum statutory requirements for admission to B-degree studies at a university in the RSA have been complied with – i.e. **complete matriculation exemption/conditional exemption**. The University reserves the right to apply the following selection model, on the basis of which consideration will be given to candidates' applications.

Selection Model: Determining the M-score

Subject symbol	Higher Grade	Standard Grade
A	6	5
B	5	4
C	4	3
D	3	2
E	2	1
F	1	0

A maximum of four subjects are used to determine the M-score.

NB The score of the most relevant subject for the relevant field of study will carry double weight, e.g. for the BA degree a B-symbol in English first language on the Higher Grade will count 10 instead of 5.

1.2 FACULTY-SPECIFIC RULES

1.2.1 Admission to the examination

- a) Admission to the examination in any module takes place by obtaining a proof of participation (general rule A.1.51).

- b) A proof of participation that grants admission to the examination will only be issued after a student has, to the satisfaction of the school director in consultation with the subject group chairperson, complied with the requirements of the specific proof of participation as set out in the **study guide** of the relevant module.
- c) In order to be admitted to the examination (the final assessment) in a module, a student must obtain the minimum participation mark of 35% for a first year module and 40% for modules at higher levels.

1.2.2 Pass requirements of a module and a curriculum

- a) The provisions of general rules A.5.4.4 - A.5.4.5 apply.
- b) The sub minimum for all examination papers is 40% (General Academic Rule A.5.4.4.4). There are also modules from other faculties such as in the School of Basic Sciences where the JURI-modules have a sub minimum of 45%.
- c) In order to pass a module the final module mark of at least 50% must be attained. (General Academic Rule A.5.4.4.1), but still subject to the sub-minimum for each examination paper as required in V.1.2.2.b..
- d) The adjustment of a final module mark of a first semester module in which a bona fide first-time entering student who had obtained a participation mark and has written the final examination paper, but has not passed, will be done in accordance with General Academic Rule A.5.4.4.2.
- e) Passing all the modules of which the programme and or curriculum is compiled individually, means passing the programme.
- f) General Academic Rule A.5.4.5 stipulates the requirements for a module/curriculum/qualification to be passed with distinction.

1.2.3 Progress in a curriculum based on assumed learning

- a) A module of any subject can only be taken if the student has already complied with prescribed assumed learning as stipulated in general rule A.1.8

- b) Only with the consent of the Dean, may a student in any academic year register for more credits than the number of credits he/she had passed the previous academic year plus 50% of the number of credits.
- c) A student who joins the University after having completed a portion or a full qualification at another institution of higher learning may apply in writing for the recognition of modules, but credit will only be granted with the written approval of the Dean and provided that the application is made not longer than three years after the credits were obtained.

1.2.4 Termination of studies

A student who in any semester fails more than 50% of the modules he / she was registered for, shall receive a formal written warning from the Dean and be referred for academic advice and study counselling.

If a student's academic performance is unsatisfactory the studies of the student may be terminated in terms of General Academic Rule A.5.7.

1.2.5 Modules to complete a degree

If a student needs at the most five modules to complete his/her degree, these modules can be completed through UNISA, but subject to the following conditions

- The degree should be completed within five years. If it takes longer, application for lengthening of the study period must be done in writing to the Dean'
- At least half of the core modules on the exit level must be completed at the NWU.
- The student must be registered at both institutions, the NWU and UNISA.

1.3 WARNING AGAINST PLAGIARISM

Assignments are individual tasks and not group activities unless expressly indicated as a group activity. For further details see: <http://www.nwu.ac.za>

1.4 CAPACITY STIPULATION

Please take cognizance of the fact 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 relevant field of study.

1.5 SCHOOLS OF THE FACULTY

School	Subject group
School of Basic Sciences	Philosophy History Public Management and Administration Political Studies Law Subjects Theology
School of Behavioural Sciences	Industrial Psychology Labour Relations Management Psychology Social Work Sociology
School of Languages	Afrikaans English French and German Sesotho Communications Language Practice
School of Education Sciences	Cf Calendar School of Education Sciences

1.6 QUALIFICATIONS, PROGRAMMES AND CURRICULA

FIRST BACHELOR DEGREES				
Qualification	Programme and code	Curriculum and code	Method of delivery	HEQF level
Bachelor of Arts (BA)	Humanities (General) (100 135)	Afrikaans and Dutch/English and History: L371V	Full-time	7
		Afrikaans and Dutch/English and Psychology: L372V	Full-time	7
	No new registrations accepted in 2011	Economics and Sociology: L373V	Full-time and Part-time	7
Bachelor of Arts (BA)	Humanities (100143)	Industrial Psychology and Labour Relations Management: L300V	Full-time and Part-time	7
		Psychology and Sociology: L302V	Full-time and Part-time	7
		Psychology and Labour Relations Management: L303V	Full-time and Part-time	7
Bachelor of Arts (BA)	Humanities (100168) No new registrations accepted in 2011	Social Work and Psychology: G301V	Full-time and Part-time	7
Bachelor of Arts in Development and Management (BA in Devel & Man)	Development and Management (100 133)	Public Management and Governance (L304V)	Full-time and Part-time	7
		Public Management with Human Resource Management and Labour Relations Management: L305V	Full-time and Part-time	7

FIRST BACHELOR DEGREES (Continued)				
Qualification	Programme and code	Curriculum and code	Method of delivery	HEQF level
		Public Governance and Politics with Law Subjects: L306V	Full-time and Part-time	7
	No new registrations accepted in 2011	Public Management and Economics: L307V	Full-time and Part-time	7
		Public Management and Society: L308V	Full-time and Part-time	7
Bachelor of Arts in Pastoral Guidance and Pshychology (BA PGP)	Pastoral Guidance and Psychology (100153)	Pastoral Guidance in Psychological Context: T302V	Full-time and Part-time	7
		Pastoral Guidance and Psychology: T303V	Full-time and Part-time	7
Bachelor in Social Work (B SW)	Social Work (111 101)	Social Work: G402V	Full-time and Part-time	7
Bachelor of Arts (BA)	Language Practice (100137)	Language Practice and Afrikaans or English: L346V	Full-time	7
		Language Practice and Sesotho or French: L347V	Full-time	7
		Language Practice and Communication: L348V	Full-time	7
	Communication (100159)	Communication: L327V	Full-time	7
	Language and Literary Studies (100140)	Languages: L349V	Full-time	7

2 RULES FOR THE DEGREE BACHELOR OF ARTS

2.1 CHOICE OF PROGRAMME AND CURRICULUM

This qualification can be obtained in one of the programmes and curricula described in Rule V.1.6.

2.2 DURATION (MINIMUM AND MAXIMUM DURATION)

The minimum duration of the study for a BA degree is three years and the maximum duration for the completion of the degree is four years.

2.3 ADMISSION TO PROGRAMMES

Admission to all the programmes in this qualification is in accordance with General Rule A.5 of the University.

2.4 SPECIFIC ADMISSION REQUIREMENTS: MODULES

2.4.1 English

- a) ENLS111 (practical module): It is strongly recommended that students with a matriculation result below 60% in English as a second language, or a result below 50% in English as a first language should choose this course.
- b) ENLL111 (Academic module): It is strongly recommended that students with a matriculation result of 60% or more in L2, or a result of 50% or more in L1 should choose this course.
- c) ENLL121: To register for the second semester academic module (ENLL121), a student must have obtained a mark of 60% or more for the academic module of the first semester (ENLL111). Students who fail to obtain 60% for their module mark of the first semester (ENLL111) will be streamed into the service-/ practical module of the second semester (ENLS122). However, the English subject group retains the right to consider individual cases on merit.

2.4.2 German

- a) No prior knowledge of the language is required.

- b) A student who has passed German as a matric subject may either register for GERM111 and GERM121 in his/her first year of study, or register for GERM211 and GERM221 in his/her second year of study after the successful completion of an entrance examination.
- c) A student who has obtained a language certificate in German from a language institute may, upon successful completion of an entrance examination, be exempted from GERM111, but has to register for and pass GERM121 before being permitted to register for GERM211 and GERM221.

2.4.3 French

- a) No prior knowledge of the language is required.
- b) A student who has passed French as a matric subject may either register for FREN111 and FREN121 in his/her first year of study, or register for FREN211 and FREN221 in his/her second year of study after the successful completion of an entrance examination.
- c) A student who has obtained a language certificate in French from a language institute may, upon successful completion of an entrance examination, be exempted from FREN111, but has to register for and pass FREN121 before being permitted to register for FREN211 and FREN221.

2.4.4 Communication Studies

Selection for the curriculum in Communication will, in addition to the specific entrance requirements for the BA Communication, also be determined by the number of places available.

2.4.5 Language Practice

- a) For admission to LPRA111 and LPRA121 an achievement on level 5 (60 – 69%) for the appropriate Home Language and the First Additional Language (source language) is required.
- b) For admission to LPRA221 at least 36 credits from languages in the first three semesters are required.

- c) Students who take Language Practice as a major must preferably have a language as second major up to third year, and at least one other language up to second year.

2.4.6 Computer Science

APS: For entrance to ITRW112 prospective students must have obtained an achievement for Mathematics on level 4 (50 – 59%) or must have obtained a percentage in another Mathematics examination that the Senate regards as equivalent to the above.

M-Score: For entrance to ITRW112 prospective students must have passed matric Mathematics on the Higher Grade, or must have obtained 50% for matric Mathematics on the Standard Grade, or must have obtained a percentage in another Mathematics examination that the Senate regards as equivalent to the above.

2.4.7 Statistics

APS: For admission to STTN111 and STTN124 prospective students must have obtained an achievement for Mathematics on level 4 (50 – 59%) or must have obtained a percentage in another Mathematics examination that the Senate regards as equivalent to the above.

M-Score: For admission to STTN111 and STTN124 prospective students must have passed matric Mathematics on the Higher Grade, or must have obtained 50% for matric Mathematics on the Standard Grade, or must have obtained a percentage in another Mathematics examination that the Senate regards as equivalent to the above.

2.4.8 Mathematics

APS: For admission to WISN123 prospective students must have obtained an achievement on level 4 (50 – 59%) for Mathematics.

M-Score: For admission to WISN123 prospective students must have obtained at least 50% (D) for Mathematics (SG) or 40% (E) for Mathematics.

2.5 ARTICULATION

Successful completion of any of the curricula within the BA-qualification provides entrance to registration for the qualification Honours Bachelor of Arts, if specific entrance requirements are also complied with.

2.6 LIST OF MODULES

Module code	Descriptive name	Prerequisites	Credits
Afrikaans and Dutch			
AFNP111	Afrikaans: taal sonder grense		12
AFLL121	Afrikaans en Nederlandse taal- en literatuurstudie: teks en konteks – die taal van tekste	AFLL111	12
AFLL211	Afrikaans en Nederlandse taal- en literatuurstudie:	AFLL121	16
AFLL221	Afrikaans en Nederlands: grammatikale perspektiewe en literêre handelinge	AFLL211	16
AFLL311	Afrikaans en Nederlands: perspektiewe op taal- en taalkunde	AFLL221	32
AFLL321	Perspektiewe op taal- en letterkunde	AFLL311	32
Business Management			
BMAN111	Introduction to Business Management		12
BMAN121	General management		12
BMAN211	Introduction to Marketing Management		16
Biblical Studies			
BYBV113	Introduction to the Old Testament in contemporary contexts		12
BYBV123	Introduction to the New Testament in contemporary contexts		12
BYBV211	Contemporary Bio-Ethical Themes		16
BYBV223	Development of Pastoral Skills		16
BYBV312	Old Testament overview and interpretation with Pastoral application		32
BYBV323	New Testament overview and interpretation with Pastoral application		32

Module code	Descriptive name	Prerequisites	Credits
Economics			
ECON111	Introduction to Economics		12
ECON121	Basic Micro- and Macro-economics		12
ECON211	Macro-economics	ECON121(40%), WISN 123 (40%)	16
ECON221	Micro-economics	ECON121(40%), WISN 123 (40%)	16
ECON311	Fiscal and Monetary Policy		16
ECON321	Economic Analyses		16
ECON322	Development Economics		16
English			
ENLS111	English for Specific Purposes		12
ENLS121	Practical English for Professional Purposes		12
ENLL111	Introduction to literary genres		12
ENLL121	Introduction to literary genres (II) and grammatical analysis	ENLL111	12
ENLL211	Development of literary genres (I) and development of grammatical complexity	ENLL121	16
ENLL221	Development of literary genres (II) and applied linguistics	ENLL211	16
ENLL311	Key periods in literature, historical linguistics and stylistics	ENLL221	32
ENLL321	South Africa and the world: Postmodern and contemporary literature, sociolinguistics and advanced linguistic analysis	ENLL311	32
French			
FREN111	French for beginners 1		12
FREN121	French for beginners 2	FREN111	12
FREN211	Intermediate French I	FREN121	16
FREN221	Intermediate French II	FREN211	16
FREN311	Advanced French I	FREN221	32
FREN321	Advanced French II	FREN311	32

Module code	Descriptive name	Prerequisites	Credits
German			
GERM111	German Elementary I		12
GERM121	German Elementary II	GERM111	12
GERM211	German Intermediate I	GERM121	16
GERM221	German Intermediate II	GERM211	16
History			
HIST111	From Ms Ples to Mandela		12
HIST121	Making of the Modern World		12
HIST211	South Africa and Africa: political development		16
HIST221	South Africa and global socio-economic trends		16
HIST311	Humankind in interaction with the environment		32
HIST321	Intellectual history, methodology and historiography		32
Industrial Psychology			
IOPS111	Introduction to Industrial Psychology		12
IOPS121	Ergonomics and Occupational Health		12
IOPS211	Personnel Psychology		16
IOPS221	Career Psychology		16
IOPS311	Organisational Behaviour		16
IOPS321	Psychometrics and Research Methodology		16
Computer Science and Informatics			
ITRW112	Introduction to programming		8
Law Subjects			
JURI111	Introduction to Law		12
JURI123	Contemporary Foundations of SA Law		12
JURI214	Constitutional Law		12
JURI224	Labour Law		12

Module code	Descriptive name	Prerequisites	Credits
JURI313	Introduction to Jurisprudence (From 2011)		12
JURI321	Administrative Law (From 2011)		12
JURE311	Alternative Dispute Resolution		12
Communication			
KCOM111	Introduction to Mass Communcation		12
KCOM112	Introdcuton to Communication Texts		12
KCOM121	Introduction to Journalism	KCOM111	12
KCOM122	Introduction to Corporate Communication		12
KCOM213	Corporate Communications: Relations management	KCOM122	16
KCOM211	Desktop publishing	KCOM121	16
KCOM221	Media Policy, Ethics and Media Law	KCOM111	16
KCOM222	Intercultural and international communication		16
KCOM227	Film theory and criticism		16
KCOM313	Corporate Communication: Marketing, communication, management	KCOM122, 213	16
KCOM316	Corporate Media: Web page development	KCOM211	16
KCOM321	Research methodology		16
KCOM322	Development and political communication		16
KCOM326	Corporate Media: Multimedia	KCOM211, 316	16
KCOM371	Corporate Writing	KCOM 121	16
Labour Relations Management			
LARM111	Introduction to Workplace Relations		12
LARM211	Occupational Management		16
LARM221	Work Group Dynamics		16
LARM311	Theory and Practice of Labour Relations		16
LARM321	The Management of Labour Relations		16
LARM322	Conflict Resolution		16
HRMA122	The Functions of Human Resource Management		12

Module code	Descriptive name	Prerequisites	Credits
Language Practice			
LPRA111	Introduction to language practice		12
LPRA121	Language Practice and text	LPRA111	12
LPRA211	Theoretical perspectives on translation 1	LPRA121	16
LPRA221	Skills for language practice: copyediting and technological skills	LPRA211	16
LPRA311	Theoretical perspectives on translation 2	LPRA221	16
LPRA312	Advanced technological application I: Machine translation and translation memory	LPRA221	16
LPRA321	Advanced technological applications II: Subtitling, interpreting and new applications	LPRA312	16
LPRA322	Advanced professional application: the publishing industry and internship work	LPRA312/311	16
Social Work			
BSWG111	Introduction to social work as a profession		12
BSWG112	Human behaviour in the social environment across the life span		12
BSWG113	Introduction to professional behaviour		12
BSWG121	Life skills and counselling		12
BSWG122	Understanding social development		12
BSWG211	Case work as a method: Theory and practice	BSWG111	12
BSWG212	Child care legislation and associated social work interventions		8
BSWG213	Introduction to social policy, social welfare policy and social work policy		8
BSWG221	Social group work as a method: theory and practice	BSWG111	8
BSWG222	Community work as a method: theory and practice	BSWG111 BSWG122	8
BSWG223	Basic principles of social work management		8
BSWG224	Human rights and social justice		8
BSWG311	Approaches, theories and models in social work	BSWG312+ BSWG313+	8

Module code	Descriptive name	Prerequisites	Credits
BSWG312	Advanced case work: Theory and practice	BSWG211 BSWG311+ BSWG313+	12
BSWG313	Advanced community work: Theory and practice	BSWG222 BSWG311+ BSWG312+	12
BSWG321	Advanced social group work: Theory and practice	BSWG222 BSWG311	12
BSWG322	Social work with families and children: Concepts and skills for effective practice	PSYC211	16
BSWG323	Advanced social policy, social welfare policy and social work policy	BSWG213	12
Political Studies			
POLI112	Introduction to Political Studies		12
POLI123	The South African Political System		12
POLI213	Comparative Politics		16
POLI223	Africa Politics		16
POLI312	Political Philosophy		32
POLI322	Political Participation and Interaction		32
Psychology			
PSYC111	Introduction to Psychology		12
PSYC121	Social and Community Psychology		12
PSYC211	Developmental Psychology		16
PSYC212	Personality Psychology		16
PSYC221	Positive Psychology		16
PSYC311	Psychopathology		16
PSYC312	Psychometrics and Research		16
PSYC321	Basic Counselling and Ethical Conduct		16
PSYC322	Applied Psychology		16
Public Management and Administration			
PUMA112	Foundations of Public Management		12
PUMA122	Locus and focus of Public management		12

Module code	Descriptive name	Prerequisites	Credits
PUMA211	Public Policy and Planning		16
PUMA222	Government and Sustainable Development		16
PUMA312	Municipal Management		16
PUMA313	Introduction to Research Methodology		16
PUMA322	Strategic Public Financial Resource Management		16
PUMA323	Strategic Public Resource Management		16
Sociology			
SOCL111	Introduction to Sociology: Basic concepts		12
SOCL121	Introduction to Sociology: Institutions and the Southern African context		12
SOCL211	Sociology of development and social problems		16
SOCL221	Sociology of the family and group dynamics		16
SOCL222	Medical Sociology		16
SOCL311	Social theory		16
SOCL312	Social research methodology		16
SOCL324	Clinical Sociology		16
SOCL325	Group dynamics		16
Sesotho			
SSCO111	Basic language proficiency: Sesotho		12
SSCO121	Advanced language proficiency: Sesotho	SSCO111	12
SSLL111	Sesotho: Language without boundaries		12
SSLL121	Sesotho: Text and context: the language of texts – literary texts and approaches	SSLL111	12
SSLL211	Sesotho: Individual and society: society, language and literature	SSLL111	16
SSLL221	Sesotho: South African perspectives: grammatical perspectives	SSLL211	16
SSLL311	Sesotho: A multitude of voices: macro literary perspectives	SSLL221	32

Module code	Descriptive name	Prerequisites	Credits
SSLL321	Sesotho: Contemporary perspectives: dynamics in the development of African languages	SSLL311	32
Statistics			
STTN111	Introductory Statistics		12
STTN124	Practical Statistics		12
Mathematics			
WISN123	Basic Mathematical Techniques		12
Compulsory Modules			
AGLE111	Introduction to Academic Literacy		
AGLE121	Academic Literacy		12
WVSS221	Understanding the Social and Political World		12
WVCS221	Understanding the Cultural World		12
WVGW221	Know and understand the World of Health		12
WVLS312	Language and Literacy Phylosophy		12
WVLS313	Phylosophy of Culture: critical perspectives on mega-trends in contemporary culture		12
WLVS314	Man and society: critical perspectives on continuity and change/transformation		12
WVLS315	Creative, critical and logical thinking		12

2.7 PROGRAMME: HUMANITIES (GENERAL)

2.7.1 Composition of programme and curricula

This programme provides broad training in the humanities. The curricula have been compiled in such a manner that a student is trained in at least two basic subjects in the humanities. After completing the BA-degree, postgraduate studies can be undertaken in either of these subjects. The programme therefore serves as preparation for further studies in specialised fields.

2.7.2 Admission requirements for the programme

- a) APS: Prospective students must have obtained an APS-score of 20 and a minimum achievement at level 4 (50 – 59%) in the language of learning on either the Home Language or First Additional Language level.
- b) M-score: Prospective students must have obtained a M-score of 13. For this qualification the M-score is calculated using the following formula:
medium of instruction of proposed qualification (Afrikaans or English) X 2
+ 3 best subjects

2.7.3 Curriculum: Afrikaans and Dutch/Engels and History (L371V)

2.7.3.1 Curriculum outcomes

On completion of this curriculum students should:

- a) possess knowledge, skills and values by means of which they will develop a sense of the demands of the particular occupations they wish to enter, as well as of the broader society in which they function;
- b) focus their skills on other languages, countries and cultures by means of the study of more languages, thereby developing a broader, international cultural insight and vision;
- c) possess knowledge, skills and values through which they develop an understanding of the broader community, its underlying philosophy, psycho-social functioning, literary treasures, language dynamics and other related matters that make it a dynamic environment.

2.7.3.2 Faculty specific rules

In consultation with a subject advisor and with due consideration of the limitations of the timetable, the student selects modules from the following subjects to complete the curriculum.

Modules	Year level 1 Choose 3 of the following	Year level 2 Choose 2 of the following
Afrikaans (full-time only)	AFNP111/AFLL121	AFLL211/221
English (full-time only)	ENLL111/121	ENLL211/221
Practical English	ENLS111/121	-
Sesotho (mother tongue) (full-time only)	SSLL111/121	SSLL211/221
Sesotho (full-time only)	SSCO111/121	-
French (full-time only)	FREN111/121	FREN211/221
German (full-time only)	GERM111/121	GERM211/221
Communication studies (full-time only)	KCOM111;112/121;122	KCOM213/221;222
Psychology	PSYC111/121	PSYC211;212/221
Political Studies	POLI112/123	POLI213/223
Sociology	SOCL111/121	SOCL211/221;222
Industrial Psychology	IOPS111/121	IOPS211/221
Labour Relations Management	LARM111	-
Biblical Studies	BYBV113/123	BYBV211/223
Economics	ECON111/121 (No new registrations accepted in 2011)	
Public Management	PUMA112/122	PUMA211/222
Business Management	BMAN111/121	-
Law	JURI111/123	-
Statistics	STTN111	-
Computer Science	ITRW112 (No new registrations accepted in 2011)	

2.7.3.3 Compilation of curriculum L371V

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
AFNP111/ENLL111 (H)	12	AFL211/ENLL211 (H)	16	AFL311/ENLL311 (H)	32
HIST111 (H)	12	HIST211 (H)	16	HIST311 (H)	32
ABCD111	12	ABCD211	16	WVLS315	12
ABCD111	12	ABCD211	16		
ABCD111	12				
Total 1st semester	60	Total 1st semester	64	Total 1st semester	76
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
AFL121/ENLL121 (H)	12	AFL221/ENLL221 (H)	16	AFL321/ENLL321 (H)	32
HIST121 (H)	12	HIST221 (H)	16	HIST321 (H)	32
ABCD121	12	ABCD221	16		
ABCD121	12	WVSS221	12		
ABCD121	12				
AGLA121/AGLE121	12				
Total 2nd semester	72	Total 2nd semester	60	Total 2nd semester	64
Total Year Level 1	132	Total Year Level 2	124	Total Year Level 3	140
Total credits for the curriculum					396

2.7.4 Curriculum: Afrikaans and Dutch/Engels and Psychology (L372V)

2.7.4.1 Curriculum outcomes

On completion of this curriculum students should:

- a) possess knowledge, skills and values by means of which they will develop a sense of the demands of the particular occupations they wish to enter, as well as of the broader society in which they function;

- b) focus their skills on other languages, countries and cultures by means of the study of more languages, thereby developing a broader, international cultural insight and vision;
- c) possess knowledge, skills and values through which they develop an understanding of the broader community, its underlying philosophy, psycho-social functioning, literary treasures, language dynamics and other related matters that make it a dynamic environment;

2.7.4.2 Faculty specific rules

In consultation with a subject advisor and with due consideration of the limitations of the timetable, the student selects modules from the following subjects to complete the curriculum.

Modules	Year level 1 Choose 3 of the following	Year level 2 Choose 2 of the following
English (full-time only)	ENLL111/121	ENLL211/221
Practical English	ENLS111/121	-
Sesotho (mother tongue) (full-time only)	SSLL111/121	SSLL211/221
Sesotho (full-time only)	SSCO111/121	-
French (full-time only)	FREN111/121	FREN211/221
German (full-time only)	GERM111/121	GERM211/221
Communication studies (full-time only)	KCOM111;112/121;122	KCOM213/221;222
Political Studies	POLI112/123	POLI213/223
Sociology	SOCL111/121	SOCL211/221;222
Industrial Psychology	IOPS111/121	IOPS211/221
Labour Relations Management	LARM111	-
Biblical Studies	BYBV113/123	BYBV211/223
Economics	ECON111/121 (No new registrations accepted in 2011)	
Public Management	PUMA112/122	PUMA211/222
Business Management	BMAN111/121	-
Law	JURI111/123	-

Modules (continued)	Year level 1 Choose 3 of the following	Year level 2 Choose 2 of the following
Computer Science and Informatics	ITRW112 (No new registrations accepted in 2011)	
History	HIST111/121	HIST211/221

2.7.4.3 Compilation of curriculum L372V

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
AFNP111/ENLL111 (H)	12	AFLL211/ENLL211 (H)	16	AFLL311/ENLL311 (H)	32
PSYC111 (H)	12	PSYC211 (H)	16	PSYC311 (H)	32
ABCD111	12	PSYC212 (H)	16	PSYC312 (H)	12
ABCD111	12	ABCD211	16	WVLS315	12
ABCD111	12				
Total 1st semester	60	Total 1st semester	64	Total 1st semester	76
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
AFLL121/ENLL121 (H)	12	AFLL221/ENLL221 (H)	16	AFLL321/ENLL321 (H)	32
PSYC121 (H)	12	PSYC221 (H)	16	PSYC321 (H)	16
ABCD121	12	ABCD221	16	PSYC322 (H)	16
ABCD121	12	WVGW221	12		
ABCD121	12				
AGLA121/AGLE121	12				
Total 2nd semester	72	Total 2nd semester	60	Total 2nd semester	64
Total Year Level 1	132	Total Year Level 2	124	Total Year Level 3	140
Total credits for the curriculum					396

2.7.5 Curriculum: Economics and Sociology (L373V)

This curriculum is being phased out and no new registrations are accepted.

2.7.5.1 Curriculum outcomes

On completion of this curriculum students should:

- a) possess knowledge, skills and values by means of which they will develop a sense of the demands of the particular occupations they wish to enter, as well as of the broader society in which they function;
- b) possess knowledge, skills and values through which they develop an understanding of the broader community, its underlying philosophy, psycho-social functioning and other related matters that make it a dynamic environment;
- c) demonstrate a profound knowledge of and insight into the economic and business environments and be able to solve related problems in collaboration with other disciplines;
- d) demonstrate an understanding of the need for the preservation of competency and good practices in order to stay abreast of the changing economic environment of new methods, techniques and competitive challenges;
- e) be sensitive to the socio-economic needs of our heterogeneous and multicultural business communities and that of the world in general;
- f) be committed to a process of life-long learning.

2.7.5.2 Faculty specific rules

In consultation with a subject advisor and with due consideration of the limitations of the timetable, the student selects modules from the following subjects to complete the curriculum.

Modules	Year level 1 Choose 3 of the following	Year level 2 Choose 2 of the following
Afrikaans (full-time only)	AFNP111/AFLL121	AFLL211
English (full-time only)	ENLL111/121	ENLL211
Practical English	ENLS111/121	-
Sesotho (mother tongue) (full-time only)	SSLL111/121	SSLL211
Sesotho (full-time only)	SSCO111/121	-
French (full-time only)	FREN111/121	FREN211
German (full-time only)	GERM111/121	GERM211
History	HIST111/121	HIST211
Communication studies (full-time only)	KCOM111;112/121;122	KCOM213
Psychology	PSYC111/121	PSYC211;212
Political Studies	POLI112/123	POLI213
Industrial Psychology	IOPS111/121	IOPS211
Labour Relations Management	LARM111	-
Biblical Studies	BYBV113/123	BYBV211
Public Management	PUMA112/122	PUMA211
Business Management	BMAN111/121	-
Law	JURI111/123	-
Statistics	STTN111	-
Computer Science and Informatics	ITRW112 (No new registrations accepted in 2011)	

2.7.5.3 Compilation of curriculum L373V

This curriculum is being phased out and no new registrations are accepted.

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
ECON111 (H)	12	ECON211 (H)	16	ECON311 (H)	16
SOCL111 (H)	12	SOCL211 (H)	16	EKIP311	16
ABCD111	12	ABCD211	16	SOCL311 (H)	16
ABCD111	12	ABCD211	16	SOCL312 (H)	16
ABCD111	12			WVLS315	12
Total 1st semester	60	Total 1st semester	64	Total 1st semester	76
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
ECON121 (H)	12	ECON221 (H)	16	ECON321 (H)	16
SOCL121 (H)	12	SOCL221 SOCL222 (H)	of 16	ECON322 (H)	16
ABCD121	12	EKIP221	16	SOCL324 (H)	16
ABCD121	12	WVSS221	12	SOCL325 (H)	16
AGLA121/AGLE121	12				
WJSN123	12				
Total 2nd semester	72	Total 2nd semester	60	Total 2nd semester	64
Total Year Level 1	132	Total Year Level 2	124	Total Year Level 3	140
Total credits for the curriculum					396

2.8 PROGRAMME: DEVELOPMENT AND MANAGEMENT

2.8.1 Composition of programme and curricula

The curricula compiled for this programme provide a basic training in Development and Management. In the composition of the curricula consideration was given to employment possibilities and the human resource

needs of South Africa. These curricula also prepare the student for postgraduate study in this specialised field.

2.8.2 Admission requirements

APS: Prospective students should have an APS-score of 20 and a minimum achievement at level 4 (50 – 59%) in the language of learning on either the Home Language or First Additional Language level.

M-score: Prospective students should have a M-score of 13. For this qualification the M-score is calculated using the following formula: medium of instruction of proposed qualification (Afrikaans or English) X 2 + 3 best subjects.

2.8.3 Curriculum: Public Management and Governance (L304V)

2.8.3.1 Curriculum outcomes

On completion of this curriculum students should:

- a) be knowledgeable about the basic political government structures within a democratic establishment and connect them with public governance which is shaped by these structures;
- b) have obtained skills to function as a public manager in order to implement government policy in a meaningful and effective manner;
- c) understand the underlying legislative aspects which underwrite the governing function and which offer functional frameworks to public managers within the South African government structures;
- d) be able to describe the complex social dynamics of the development of government structures and institutions within the South African context and be able to interpret the complex political situations by means of acquired managerial and political know-how.

2.8.3.2 Compilation of curriculum L304V

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
PUMA112	12	PUMA211	16	PUMA312	16
POLI112	12	POLI213	16	PUMA313	16
HIST111	12	HIST211	16	POLI312	32
SOCL111	12	SOCL211	16	WVLS314	12
ECON111	12				
Total 1st semester	60	Total 1st semester	64	Total 1st semester	76
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
PUMA122	12	PUMA222	16	PUMA322	16
POLI123	12	POLI223	16	PUMA323	16
ENLS121	12	HIST221	16	POLI322	32
SOCL121	12	WVSS221	12		
HIST121					
AGLA121/AGLE121	12				
Total 2nd semester	72	Total 2nd semester	60	Total 2nd semester	64
Total Year Level 1	132	Total Year Level 2	124	Total Year Level 3	140
Total credits for the curriculum					396

2.8.4 Curriculum: Public Management with Human Resource Management and Labour Relations (L305V)

2.8.4.1 Curriculum outcomes

On completion of this curriculum students should:

- a) take the lead in managing human resources within private and public organisations,

- b) promote good labour relations,
- c) organise dynamic group work and, in the process, deal effectively with community needs.

2.8.4.2 Compilation of curriculum L305V

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
PUMA112	12	IOPS211	16	PUMA312	16
IOPS111	12	LARM211	16	IOPS311	16
LARM111	12	PUMA211	16	LARM311	16
SOCL111/ECON111	12	SOCL211	12	JURE311	12
STTN111	12			WVLS314	12
Total 1st semester	60	Total 1st semester	60	Total 1st semester	72
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
PUMA122	12	PUMA222	16	PUMA322	16
IOPS121	12	IOPS221	16	IOPS321	16
HRMA121	12	LARM221	16	LARM321	16
SOCL121	12	WVSS221	12	LARM322	16
ECON121	12	JURI224	12		
AGLA121/AGLE121	12				
Total 2nd semester	72	Total 2nd semester	72	Total 2nd semester	64
Total Year Level 1	132	Total Year Level 2	132	Total Year Level 3	136
Total credits for the curriculum					400

2.8.5 Curriculum: Public Governance and Politics with Law subjects (L306V)

2.8.5.1 Curriculum outcomes

On completion of this curriculum students should:

- a) Be knowledgeable about the basic political government structures within a democratic society and relate them with public governance which is shaped by these structures;
- b) have skills to function as a public manager in order to implement government policy in a meaningful and effective manner;
- c) understand the underlying legislative aspects (legislation) which underwrite the political process, governing function and which offer functional frameworks to public managers within the South African government structures;
- d) be able to describe the complex social developmental dynamics of government structures and institutions within the South African context; and
- e) be able to interpret and manage complex political situations by means of acquired managerial, legal and political know-how.

2.8.5.2 Compilation of curriculum L306V

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
PUMA112	12	PUMA211	16	PUMA312	16
POLI112	12	POLI213	16	PUMA313	16
JURI111	12	SOCL211 / HIST211	16	WVLS314	12
SOCL111 / HIST111	12	JURI214	12	POLI312	32
ENLL111/ ENLS111	12			JURI313	12
Total 1st semester	60	Total 1st semester	60	Total 1st semester	88
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
PUMA122	12	PUMA222	16	PUMA322	16
POLI123	12	POLI223	16	PUMA323	16
JURI123	12	JURI224	12	POLI322	16
SOCL121 / HIST121	12	WVSS221	12	JURI321	16
AGLA121/AGLE121	12				
Total 2nd semester	60	Total 2nd semester	56	Total 2nd semester	76
Total Year Level 1	120	Total Year Level 2	116	Total Year Level 3	164
Total credits for the curriculum					400

2.8.6 Curriculum: Public Management and Economics (L307V)

This curriculum is being phased out and no new registrations are accepted

2.8.6.1 Curriculum outcomes

On completion of this curriculum students should:

- a) be knowledgeable about the basic political government structures within a democratic establishment and connect them with the economy which is influenced by these structures;
- b) have skills to function as a public governor in order to implement government policy in a meaningful and effective manner;
- c) be able to describe the complex social dynamics of the development of government structures and institutions within the South African context;
- d) be able to interpret the complex economic processes by means of acquired economic know-how.

2.8.6.2 Compilation of curriculum L307V

This curriculum is being phased out and no new registrations are accepted

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
PUMA112	12	PUMA211	16	PUMA312	16
POLI112	12	POLI213 / HIST211	16	PUMA313	16
SOCL111	12	SOCL211	16	WVLS314	12
HIST111	12	ECON211	16	ECON311	16
ECON111	12			EKIP311	16
Total 1st semester	60	Total 1st semester	64	Total 1st semester	76
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
PUMA122	12	PUMA222	16	PUMA322	16
POLI123 / HIST121	12	POLI223	16	PUMA323	16
SOCL121	12	ECON221	16	ECON321	16
ECON121	12	WVSS221	12	ECON322	16
WISN123	12				
/AGLA/AGLE121	12				
Total 2nd semester	72	Total 2nd semester	60	Total 2nd semester	64
Total Year Level 1	132	Total Year Level 2	124	Total Year Level 3	140
Total credits for the curriculum					396

2.8.7 Curriculum: Public Management and Society (L308V)

2.8.7.1 Curriculum outcomes

On completion of this curriculum students should:

- a) be knowledgeable about the basic political government structures within a democratic establishment and connect them with society which is influenced by these structures;
- b) have skills to function as a public governor in order to implement government policy in a meaningful and effective manner;
- c) be able to describe the complex social dynamics of the development of government structures and institutions within the South African context;
- d) be able to interpret the complex social situations by means of acquired sociological know-how.

2.8.7.2 Compilation of curriculum L308V

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
PUMA112	12	PUMA211	16	PUMA312	16
POLI112	12	POLI213	16	PUMA313	16
SOCL111	12	HIST211	16	WVLS314	12
HIST111	12	SOCL211	16	SOCL311	16
ECON111	12			SOCL312	16
Total 1st semester	60	Total 1st semester	64	Total 1st semester	76
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
PUMA122	12	PUMA222	16	PUMA322	16
POLI123	12	POLI223 / HIST221	16	PUMA323	16
ENLS121	12	SOCL221	16	SOCL324	16
SOCL121	12	WVSS221	12	SOCL325	16
HIST121	12				
AGLA121/AGLE121	12				
Total 2nd semester	72	Total 2nd semester	60	Total 2nd semester	64
Total Year Level 1	132	Total Year Level 2	124	Total Year Level 3	140
Total credits for the curriculum					396

2.9 PROGRAMME: LANGUAGE AND LITERARY STUDIES

2.9.1 Admission requirements for the programme

- a) A student must meet the general admission requirements as specified in General Rule A.5.1.
- b) A student must have an APS of at least 20.

2.9.1.1 Programme outcomes

The programme aims to develop scientific insight and knowledge in the language and literatures of specific languages. This entails the following:

- the development of the ability to acquire independently, master, apply, analyse, integrate and evaluate in a fundamental manner the knowledge of the language and literatures of specific languages
- the development of the ability to describe, understand and evaluate critically the theoretical frameworks within which language and literature are studied
- the development of skills to apply the acquired knowledge and insight in practice
- the development of skills in the use of foreign languages
- the development of the ability to mediate effective communication through the production and improvement of texts
- the development of the ability to identify and solve problems related to language and literature in a critical and creative manner
- the development of the ability to recognise, understand and communicate the cultural diversity of SA and the world manifested in language and literature
- the development of sensitivity and respect for the language and literature of other languages and cultures.

2.9.1.2 Compilation of curriculum L349V

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
ABCD Language I	12	ABCD Language II	16	ABCD Language III	32
ABCD Language I	12	ABCD Language II	16	ABCD Language III	32
ABCD111	12	ABCD211	16	WVLS315	12
ABCD111	12	ABCD211	16		
ABCD111	12				
Total 1st semester	60	Total 1st semester	64	Total 1st semester	76
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
ABCD Language I	12	ABCD Language II	16	ABCD Language III	32
ABCD Language I	12	ABCD Language II	16	ABCD Language III	32
ABCD121	12	KCOM227	16		
ABCD121	12	ABCD221	16		
ABCD121	12	WVSS221	12		
AGLA/AGLE121	12				
Total 2nd semester	72	Total 2nd semester	76	Total 2nd semester	64
Total Year Level 1	132	Total Year Level 2	140	Total Year Level 3	140
Total credits for the curriculum					412

Rules for the compilation of the curriculum L349V:

- i) ABCD Language I-III (year level 1 to 3): modules which can be chosen from the list of major or ancillary subjects at the appropriate level: AFNP111, AFL121, 211, 221, 311, 321; ENLL111, 121, 211, 221, 311, 321; SSSL111, 121, 211, 221, 311, 321; FREN111, 121, 211, 221, 311, 321.
- ii) ABCD level 1 and 2: modules which can be chosen from the following list: AFNP111; AFL121, 211, 221; ENLL111, 121, 211, 221; ENLS111,121; SSSL111, 121, 211, 221; KCOM111, KCOM112, 122; 211, 213, 221, 222, 227; FREN111, 121, 211, 221; GERM111; 121, 211, 221; HIST111, 121, 211, 221; PSYC111, 121, 211, 212, 221; POLI112, 123, 213, 223; SSCO111, 121; LPRA111, 121, 211, 221; BYBV113, 123.

2.10 PROGRAMME: LANGUAGE PRACTICE

2.10.1 Admission requirements for the programme

- a) A student must meet the general admission requirements as specified in General Rule A.5.1.
- b) A student must have an APS of at least 24.

2.10.1.1 Programme outcomes

Upon completion of this programme, students should:

- possess a systematic and thorough knowledge of translation (including computer-assisted translation), editing, subtitling, audio-description and interpreting as subdisciplines within language practice
- possess an informed understanding of key terms, concepts, principles and theories in the various subdisciplines in language practice, and demonstrate the ability to relate developments in the various subdisciplines to one another
- understand the role and position of translation, editing, subtitling, audio-description and interpreting in the multilingual and multicultural South African, African and global society, with particular emphasis on the dimension of ethics
- apply the essential methods, techniques and procedures in language practice effectively in the practical translation and editing of selected real-life spoken, written and audiovisual

texts, with particular emphasis on linguistic, cultural, entrepreneurial and technological skills

- use the latest computer-assisted translation (CAT) tools as well as other computer-related resources relevant to different types of professional language work effectively and responsibly
- apply practical and theoretical language-practice knowledge and skills in solving familiar and unfamiliar, concrete and abstract language-practice problems in a familiar context, by using resources responsibly and effectively, and assess and adapt solutions to particular contexts
- collect, analyse, synthesise and evaluate information on various topics in language practice effectively and responsibly
- communicate information coherently by applying the basic conventions of academic discourse (e.g. in essay writing) and professional conventions (e.g. in translation annotations), and by making use of appropriate technological aids
- be committed to a process of life-long learning, specifically with reference to social, economic, political, and technological developments in the language professions.

2.10.2 Curriculum: Language Practice and Afrikaans/English (L346V)

2.10.2.1 Compilation of curriculum

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
LPRA111	12	LPRA211	16	LPRA311	16
AFNP111 OR ENLL111	12	AFL211 OR ENLL211	16	LPRA312	16
ABCD Language I	12	ABCD Language II	16	AFL311 OR ENLL311	32
KCOM111	12	KCOM211	16	WVLS315	12
ABCD111	12				
Total 1st semester	60	Total 1st semester	64	Total 1st semester	76
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
LPRA121	12	LPRA221	16	LPRA321	16
AFL121 OR ENLL121	12	AFL221 OR ENLL221	16	LPRA322	16
ABCD Language I	12	ABCD Language II	16	AFL321 OR ENLL321	32
KCOM121	12	KCOM227	16		
ABCD121	12	WVSS221	12		
AGLA/AGLE121	12				
Total 2nd semester	72	Total 2nd semester	76	Total 2nd semester	64
Total Year Level 1	132	Total Year Level 2	140	Total Year Level 3	140
Total credits for the curriculum					412

Rules for the compilation of the curriculum L346V:

- ABCD Language I and II (year level 1 and 2): modules which can be chosen from the list of major or ancillary subjects: AFNP111; AFLL121, 211, 221; ENLL111, 121, 211, 221; SSSL111, 121, 211, 221; FREN111, 121, 211, 221; GERM111; 121, 211, 221.
- ABCD (year levels 1): modules which can be chosen from the following list: AFNP111; AFLL121; ENLL111, 121; ENLS111,121; SSSL111, 121; FREN111, 121; GERM111; 121; HIST111, 121; PSYC111, 121; POLI112, 123; SSCO111, 121; KCOM112, 122; BYBV113, 123.

2.10.3 Curriculum: BA Language Practice and Sesotho/French (L347V)

2.10.3.1 Compilation of curriculum

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
LPRA111	12	LPRA211	16	LPRA311	16
SSSL111 OR FREN111	12	SSSL211 OR FREN211	16	LPRA312	16
ABCD Language I	12	ABCD Language II	16	SSSL311 OR FREN311	32
KCOM111	12	KCOM211	16	WVLS315	12
ABCD111	12				
Total 1st semester	60	Total 1st semester	64	Total 1st semester	76

Compilation of curriculum L347V (continued)

Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
LPRA121	12	LPRA221	16	LPRA321	16
SSLL121 OR FREN121	12	SSLL221 OR FREN221	16	LPRA322	16
ABCD Language I	12	ABCD Language II	16	SSLL321 OR FREN321	32
KCOM121	12	KCOM227	16		
ABCD121	12	WVSS221	12		
AGLA/AGLE121	12				
Total 2nd semester	72	Total 2nd semester	76	Total 2nd semester	64
Total Year Level 1	132	Total Year Level 2	140	Total Year Level 3	140
Total credits for the curriculum					412

Rules for the compilation of the curriculum:

- ABCD Language I and II (year level 1 and 2): modules which can be chosen from the list of major or ancillary subjects: AFNP111; AFLL121, 211, 221; ENLL111, 121, 211, 221; SSLL111, 121, 211, 221; FREN111, 121, 211, 221; GERM111; 121, 211, 221.
- ABCD (year levels 1): modules which can be chosen from the following list: AFNP111; AFLL121; ENLL111, 121; ENLS111,121; SSLL111, 121; FREN111, 121; GERM111; 121; HIST111, 121; PSYC111, 121; POLI112, 123; SSCO111, 121; KCOM112, 122; BYBV113, 123.

2.10.4 Curriculum: BA Language Practice and Communication (L348V)

2.10.4.1 Compilation of curriculum

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
LPRA111	12	LPRA211	16	LPRA311	16
KCOM111	12	KCOM211	16	LPRA312	16
KCOM112	12	KCOM213	16	KCOM371 (year module)	16
ABCD Language I	12	ABCD Language II	16	KCOM313 OR KCOM316	16
ABCD Language I	12			WVLS315	12
Total 1st semester	60	Total 1st semester	64	Total 1st semester	76
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
LPRA121	12	LPRA221	16	LPRA322	16
KCOM121	12	KCOM221	16	LPRA321	16
KCOM122	12	KCOM222	16	KCOM321	16
ABCD language I	12	ABCD Language II	16	KCOM322 OR KCOM326	16
ABCD Language I	12	WVSS221	12		
AGLA/AGLE121	12				
Total 2nd semester	72	Total 2nd semester	76	Total 2nd semester	64
Total Year Level 1	132	Total Year Level 2	140	Total Year Level 3	140
Total credits for curriculum					412

Rules for the compilation of the curriculum L348V:

- ABCD Language (year level 1 and 2): modules which can be chosen from the following list: AFNP111, AFLL121, 211, 221; ENLL111, 121, 211, 221; SSLL111, 121, 211, 221; FREN111, 121, 211, 221; GERM111, 121, 211, 221; ENLS111, 121; SSCO111, 121.

2.11 PROGRAMME: COMMUNICATION

2.11.1 Admission requirements for the programme

- a) A student must meet the general admission requirements as specified in General Rule A.5.1.
- b) A student must have an APS of at least 24.

2.11.2 Curriculum: BA Communication: Communication (L327V)

2.11.2.1 Curriculum outcomes

In addition to the programme outcomes above, this curriculum has the following outcomes. On completion of this curriculum the students should:

- know the basic theory regarding the different fields of Communication,
- apply basic approaches and theoretical orientations to communication problems within the South African context; and
- be competent to identify and apply particular practices within the field of mass and corporate communication in at least one of the following specialized fields: Journalism, Broadcasting (radio and/or video), Public relations, Corporate media and/or Development Communication.

2.11.2.2 Compilation of curriculum L327V

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
KCOM111	12	KCOM211	16	KCOM371 (year module)	16
KCOM112	12	KCOM213	16	KCOM313 OR KCOM316	16 16
AFNP111/ENLL111/ ENLS111	12	ABCD211	16	ABCD311 (Major)	32
ABCD 111 (Major)	12	ABCD211 (Major)	16	WVLS315	12
ABCD 111	12				
Total 1st semester	60	Total 1st semester	64	Total 1st semester	76
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
KCOM121	12	KCOM221	16	KCOM321	16
KCOM122	12	KCOM222	16	KCOM322 OR KCOM326	16 16
AFLL121/ENLL121/ ENLS121	12	ABCD221 (Major)	16	ABCD321 (Major)	32
ABCD121 (Major)	12	WVSS221	12		
ABCD121	12				
AGLA121/AGLE121	12				
Total 2nd semester	72	Total 2nd semester	60	Total 2nd semester	64
Total Year Level 1	132	Total Year Level 2	124	Total Year Level 3	140
Total credits for the curriculum					396

Rules for the compilation of the curriculum:

- i) ABCD Major (year level 1- 3): modules from the list of major subjects at the appropriate level: AFNP111, AFLL121, 211, 221, 311, 321; ENLL111, 121, 211, 221, 311, 321; SSSL111, 121, 211, 221, 311, 321; FREN111, 121, 211, 221, 311, 321; HIST111, 121, 211, 221, 311, 321; PSYC111, 121, 211 &212, 221, 311&312, 321&322; POLI112, 123, 211, 223, 312, 322; SOCL111, 121, 211, 221/222, 311&312, 324&325; BYBV113, 123, 211, 223, 312, 323; IOPS111, 121, 211, 221, 311, 321; LARM111, JURI224, LARM211, 221, 311, 321, 322.
- ii) ABCD (first three semesters): AFNP111, AFLL121, 211; ENLL111, 121, 211; SSSL111, 121, 211; FREN111, 121, 211; GERM111, 121, 211; HIST111, 121, 211; PSYC111, 121, 211&212; POLI112, 123, 211; SOCL111, 121, 211; BYBV113, 123, 211; IOPS111, 121, 211; LARM111; JURI224 (year level 1, semester 2).
- iii) In the third year students should choose between Corporate Communication management (KCOM313 and KCOM322) and Corporate Media (KCOM316 and KCOM326). Students who have completed this curriculum with KCOM316 and KCOM326 can apply to do the honours program in Corporate Media (research) or Journalism (research) on the Potchefstroom campus. Students who have completed this curriculum with KCOM313 and KCOM322 can apply to do the honours program in Development Communication (research oriented) or Journalism (research oriented) or Corporate Communication management and Development (vocational oriented) or Corporate Communication management and Journalism (vocational oriented) on the Potchefstroom campus. Students should read the requirements for admission to the different curricula in the calendar for post graduate studies.

2.12 PROGRAMME: BEHAVIOURAL SCIENCES

2.12.1 Composition of programme and curricula

The curricula compiled for this programme provide a basic training in the behavioural sciences. In the composition of the curricula consideration was given to career possibilities and the human resource needs of our country. These curricula also prepare the student for postgraduate study in specific specialised programmes.

2.12.2 Admission requirements

APS: Prospective students must have obtained an APS-score of 20.

M-score: Prospective students must have obtained an M-score of 13. For this programme the M-score is calculated using the following formula: medium of instruction of proposed programme (Afrikaans or English) X 2 + 3 best subjects.

2.12.3 Curriculum: Industrial Psychology/Labour Relations Management (L300V)

2.12.3.1 Curriculum outcomes

On completion of this curriculum students should:

- a) possess knowledge, skills and values by means of which they will develop a sense of the demands of the particular occupations they wish to enter, as well as of the broader society in which they function;
- b) be able to perform functions and apply skills by means of which psychological phenomena in the workplace can be investigated and managed;
- c) possess knowledge, skills and values through which they develop an understanding of the broader community, its underlying philosophy, psycho-social functioning and other related matters that make it a dynamic environment;
- d) be committed to a process of life-long learning.

2.12.3.2 Compilation of curriculum L300V

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
IOPS111	12	IOPS211	16	IOPS311	16
LARM111	12	LARM211	16	LARM311	16
BMAN111	12	SOCL211	16	PSYC311	16
SOCL111	12	PSYC211	16	WVLS314	12
STTN111	12	PSYC212	16		
Total 1st semester	60	Total 1st semester	80	Total 1st semester	60
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
IOPS121	12	IOPS221	16	IOPS321	16
JURI224	12	LARM221	16	LARM321	16
PSYC121	12	WVSS221	12	LARM322	16
BMAN121	12	STTN124	12		
AGLA121/AGLE 121	12				
Total 2nd semester	60	Total 2nd semester	56	Total 2nd semester	48
Total year level 1	120	Total year level 2	136	Total year level 3	108
Total credits for the curriculum					364

2.12.4 Curriculum: Psychology and Sociology (L302V)

2.12.4.1 Curriculum outcomes

On completion of this curriculum students should:

- a) possess knowledge, skills and values by means of which they will develop a sense of the demands of the particular occupations they wish to enter, as well as of the broader society in which they function;

- b) be able to perform functions and apply skills by means of which psychological phenomena in the workplace can be investigated and managed;
- c) possess knowledge, skills and values through which they develop an understanding of the broader community, its underlying philosophy, psycho-social functioning and other related matters that make it a dynamic environment;
- d) be committed to a process of life-long learning

2.12.4.2 Compilation of curriculum L302V

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
PSYC111	12	PSYC211	16	PSYC311	16
SOCL111	12	PSYC212	16	PSYC312	16
KCOM112	12	SOCL211	16	SOCL311	16
PUMA111	12	PUMA211/ LARM211	16	SOCL312	16
Total 1st semester	48	Total 1st semester	64	Total 1st semester	64
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
PSYC121	12	PSYC221	16	PSYC321	16
SOCL121	12	SOCL 221 / 222	16	PSYC322	16
KCOM122	12	PUMA221/IOPS221	16	SOCL324	16
PUMA121	12	WVGW221	12	SOCL325	16
AGLA121/AGLE 121	12				
Total 2nd semester	60	Total 2nd semester	60	Total 2nd semester	64
Total year level 1	108	Total year level 2	124	Total year level 3	128
Total credits for the curriculum					372

2.12.5 Curriculum: Psychology and Labour Relations Management (L303V)

2.12.5.1 Curriculum outcomes

On completion of this curriculum students should:

- a) possess knowledge, skills and values by means of which they will develop a sense of the demands of the particular occupations they wish to enter, as well as of the broader society in which they function;
- b) be able to perform functions and apply skills by means of which psychological phenomena in the workplace can be investigated and managed;
- c) possess knowledge, skills and values through which they develop an understanding of the broader community, its underlying philosophy, psycho-social functioning and other related matters that make it a dynamic environment;
- d) be committed to a process of life-long learning.

2.12.5.2 Compilation of curriculum L303V

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
PSYC111	12	PSYC211	16	PSYC311	16
LARM111	12	PSYC212	16	PSYC312	16
KCOM112	12	LARM211	16	LARM311	16
BMAN111	12	IOPS211	16	IOPS311	16
PUMA111	12				
Total 1st semester	60	Total 1st semester	64	Total 1st semester	64

Compilation of curriculum L303V (continued)

Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
PSYC121	12	PSYC221	16	PSYC321	16
KCOM122	12	LARM221	16	PSYC322	16
BMAN121	12	JURI224	12	LARM321	16
IOPS121	12	WVGW221	12	LARM322	16
AGLA121/ AGLE121	12				
Total 2nd semester	60	Total 2nd semester	56	Total 2nd semester	64
Total year level 1	120	Total year level 2	120	Total year level 3	128
Total credits for the curriculum					368

2.12.6 Curriculum: Pastoral Guidance and Psychology (for PGCE) (T303V)

2.12.6.1 Faculty specific rules for curriculum

This is a set curriculum that on completion gives access to the PGCE (cf. Post Graduate calendar). Students should select two modules from one of the languages on the first level.

2.12.6.2 Curriculum outcomes

After completion of this curriculum students must be able to:

- a) demonstrate understanding into the development and functioning of man within a diverse social context;
- b) demonstrate an understanding into and the application of a valid interpretation of the Bible and be able to apply this in counselling and in judging ethical questions;
- c) apply the above-mentioned knowledge to counselling in order to optimise human functioning;

- d) work in a problem-solving manner;
- e) handle and discuss aspects of the prescribed curriculum either in groups or individually.

2.12.6.3 Compilation of curriculum T303V

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
BYBV113	12	BYBV211	16	BYBV312	32
PSYC111	12	PSYC211	16	PSYC311	16
AFNP111, ENLL111	12	PSYC212	16	PSYC312	16
HIST111	12	AFL211, ENLL211	16		
SOCL111	12				
Total 1st semester	60	Total 1st semester	64	Total 1st semester	64
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
BYBV123	12	BYBV223	16	BYBV323	32
PSYC121	12	PSYC221	16	PSYC321	16
AFL121, ENLL121	12	WVGW221	12	PSYC322	16
HIST121	12	AFL221, ENLL221	16		
AGLA121/AGLE121	12				
Total 2nd semester	60	Total 2nd semester	60	Total 2nd semester	64
Total Year Level 1	120	Total Year Level 2	124	Total Year Level 3	128
Total credits for the curriculum					372

2.12.7 Curriculum: Pastoral Guidance in Psychological Context (T302V)

2.12.7.1 Faculty specific rules for curriculum

This is a set curriculum. Students should select two modules from one of the languages on the first level.

2.12.7.2 Curriculum outcomes

After completion of this curriculum students must be able to:

- a) demonstrate understanding into the development and functioning of man within a diverse social context;
- b) demonstrate an understanding into and the application of a valid interpretation of the Bible and be able to apply this in counselling and in judging ethical questions;
- c) apply the above-mentioned knowledge to counselling in order to optimise human functioning;
- d) work in a problem-solving manner;
- e) handle and discuss aspects of the prescribed curriculum either in groups or individually.

2.12.7.3 Compilation of curriculum T302V

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
BYBV113	12	BYBV211	16	BYBV312	32
PSYC111	12	PSYC211	16	PSYC311	16
SOCL111	12	PSYC212	16	PSYC312	16
AFL111, ENLL111, SLL111	12	SOCL211	16		
HIST111	12				
Total 1st semester	60	Total 1st semester	64	Total 1st semester	64
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
BYBV123	12	BYBV223	16	BYBV323	32
PSYC121	12	PSYC221	16	PSYC321	16
SOCL121	12	WVGW221	12	PSYC322	16
AFL121, ENLL121, SLL121	12	SOCL221	16		
AGLA121/AGLE121	12				
Total 2nd semester	60	Total 2nd semester	60	Total 2nd semester	64
Total Year Level 1	120	Total Year Level 2	124	Total Year Level 3	128
Total credits for the curriculum					372

2.12.8 Curriculum: Social Work and Psychology (G301V)

The curriculum encompasses training in Social Work and Psychology as majors with Sociology as supplementary subject. Psychology is taken together with Social Work up to the third level. The subject Social Work includes both theoretical and practical training in order to equip the student to work with people.

2.12.8.1 Curriculum outcomes

The student will be skilled in providing community development services.

Articulation and exit points

The following articulation possibilities exist.

This qualification also gives admission to any post-graduate qualification for which this degree is accepted as an admission requirement.

The following exit points exist:

Students registered for the B.A. degree (with Social Work as major), may, subjected to the admission requirements, switch to a B.A. degree without Social Work as major.

2.12.8.2 Faculty specific rules for the curriculum

- a) Students registered for the BA-degree (with Social Work and Psychology), and who wish to switch to B.SW must report for a selection process before the end of the first semester of the first year of study. The selection process must be completed before the end of the first semester of the second year of study.
- b) Due to statutory requirements, no student will be allowed to register for the subject Social Work in the second or third year, unless registered as a Student Social Worker in terms of the Social Service Professions Act (Act 110 of 1978).
- c) The fees payable for the prescribed modules do not cover all the costs of the prescribed work. The student will be responsible to pay expenses related to practical work during university holidays and block placements.
- d) Students may only change their study programme / curriculum with the written consent of the respective school directors.
- e) Students must at the end of their third year submit proof that they have complied with all the requirements of the practical work.

2.12.8.3 Compilation of curriculum G301V (No first year registration in 2010)

Year level 1		Year level 2 (from 2011)		Year level 3 (from 2012)	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
AGLA/E111	-	BSWG211	12	BSWG311	8
BSWG111	12	BSWG212	8	BSWG312	12
BSWG112	12	BSWG213	8	BSWG313	12
BSWG113	12	PSYC211	16	PSYC311	16
PSYC111	12	PSYC212	16	PSYC312	16
SOCL111	12	SOCL211	16		
Total 1st semester	60	Total 1st semester	76	Total 1st semester	64
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
BSWG121	12	BSWG221	8	BSWG321	12
BSWG122	12	BSWG222	8	BSWG322	16
PSYC121	12	BSWG223	8	BSWG323	12
SOCL121	12	BSWG224	8	PSYC321	16
AGLE/AGLA121	12	PSYC221	16	PSYC322	16
		SOCL221	16		
		WVGW221	12		
Total 2nd semester	60	Total 2nd semester	76	Total 2nd semester	72
Total year level 1	120	Total year level 2	152	Total year level 3	136
Total credits for the curriculum					408

3 RULES FOR THE DEGREE BACHELOR IN SOCIAL WORK

The Bachelor in Social Work is a four year degree course that will equip the student to register and practice as a social worker , as required by the Act for Social Service Professions 1978 (Act 110 of 1978). The teaching and training entail theoretical as well as practical work.

This degree is presented full-time/part-time. Classes are presented from ±15:30 to ±17:00.

3.1 DURATION OF THE STUDY

The duration of the programme for this qualification is a minimum of four years and a maximum of five years.

3.2 PROGRAMME: SOCIAL WORK

The curriculum compiled for this programme gives a good basic training in Social Work. In compiling the curriculum consideration was given to career opportunities and the human resource needs of South Africa. This curriculum will enable the student to register as a Social Worker with the South African Council for Social Service Professions (SACSSP). Students are also prepared for post graduate studies in Social Work.

3.3 ADMISSION REQUIREMENTS

- a) In addition to the general admission requirements (General rules A.4) the following requirements prevail:
- b) Prospective students will be subjected to a selection programme consisting of the following components:
 - i) Personal interviews by a selection panel with prospective students and the completion of a psychometric selection questionnaire. Information about the selection criteria and –procedures can be obtained from the Subject - chairperson .

- ii) If deemed necessary, the Director of the School for Behavioural Sciences may require that a student be subjected to further selection procedures before continuing with the programme.
- iii) Information with regard to the selection requirements and procedure are available from the Registrar or the subject group chairperson.

Students registered for the B.SW degree may, before the end of the first semester of the second year, switch to the B.A. degree with Social Work as a major.

Prospective students who are unsuccessful in the first selection process, may register for the first level of the B.A. degree with Social Work as a major. These students may, at the end of the first study year, again apply for admission to the B.SW degree. The process of selection must be completed before the end of the first semester of the second year of study.

The School Director may require a student to undergo the selection process again before being admitted to the following study year.

With the view on practical work in the third and fourth year, it is strongly recommended that a student must be in possession of a driver's license. The University can not guarantee a placement w.r.t the mini-internship (BSWG471) for students who do not comply with this requirement.

3.3.1 Curriculum outcomes

The student will be skilled in:

- a) rendering of therapeutic and development centred social work services;
- b) the utilisation of the South African social service system in the rendering of services, and
- c) fulfilling the variety of social work roles as required by the South African Council for Social Service Professions.

3.3.1.1 Articulation and exit points

Articulation

- a) **Vertical:** This qualification gives admission to the master's level study at all South African universities, as well as various foreign training institutions.
- b) **Horizontal:** This qualification gives admission to any post-graduate qualification/programme for which this degree is accepted as an admission requirement.

Exit points

Students registered for the B.SW degree may at the end of the first semester of the second study year switch to the B.A. degree with Social Work as major.

3.3.2 Other rules

- a) The fees payable for the prescribed modules do not cover all the costs of the prescribed work. The student will be responsible to pay expenses related to practical work during university holidays and block placements.
- b) Students may only change their study programme / curriculum with the written consent of the respective school directors.
- c) No student is admitted to the module BSWG471 (Mini-internship) unless he/she has obtained a participation mark of at least 40% in all the modules at the first, second and third levels as well as in the modules of the first semester of the fourth level.
- d) Students should prove at the end of their third and fourth years that they have complied with all the requirements of the practical work.
- e) Due to statutory requirements, no student will be allowed to register for the subject Social Work in the second, third or fourth year, unless registered as a Student Social Worker in terms of the Social Service Professions Act (Act 110 of 1978).

3.4 LIST OF MODULES

Module code	Descriptive name	Prerequisites	Credits
Psychology			
PSYC111	Introduction to Psychology		12
PSYC121	Social and Community Psychology		12
PSYC211	Developmental Psychology		16
PSYC212	Personality Psychology		16
PSYC221	Positive Psychology		16
PSYC311	Psychopathology		16
PSYC312	Psychometrics and Research		16
PSYC321	Basic Counselling and Ethical Conduct		16
PSYC322	Applied Psychology		16
Sociology			
SOCL111	Introduction to Sociology: Basic concepts		12
SOCL121	Introduction to Sociology: Institutions and the Southern Africa context		12
SOCL211	Sociology of development and social problems		16
SOCL221	Sociology of the family and group dynamics		16
SOCL222	Medical Sociology		16
SOCL311	Social theory		16
SOCL312	Social research methodology		16
SOCL324	Clinical Sociology		16
SOCL325	Group dynamics		16
Social Work			
BSWG111	Introduction to social work as a profession		12
BSWG112	Human behaviour in the social environment across the life span		12
BSWG113	Introduction to professional behaviour		12

Module code	Descriptive name	Prerequisites	Credits
BSWG121	Life skills and counselling		12
BSWG122	Understanding social development		12
BSWG211	Case work as a method: Theory and practice	BSWG111	12
BSWG212	Child care legislation and associated social work interventions		12
BSWG213	Social Work skills A	BSWG152 (40PM)	8
BSWG221	Social Work Skills B	BSWG213 (40PM)	8
BSWG222	Community work as a method: theory and practice	BSWG111 BSWG122	8
BSWG223	Basic principles of social work management		8
BSWG224	Human rights and social justice		8
BSWG311	Approaches, theories and models in social work	BSWG312+ BSWG313+	8
BSWG312	Advanced case work: Theory and practice	BSWG211 BSWG311+ BSWG313+	12
BSWG313	Advanced community work: Theory and practice	BSWG222 BSWG311+ BSWG313+	12
BSWG321	Advanced social group work: Theory and practice	BSWG222 BSWG311 (40)	12
BSWG322	Social work with families and children: Concepts and skills for effective practice	PSYC211	16
BSWG323	Advanced social policy, social welfare policy and social work policy	BSWG213	12
BSWG471	Internship		48
BSWG472	Social work research theory and application		24
BSWG411	Crime and Forensic social work		16
BSWG413	Social work in host settings		8
BSWG414	Social work services re-specific client systems		8

Module code	Descriptive name	Prerequisites	Credits
BSWG415	Family and child therapy		12
BSWG416	Social work intervention re-substance abuse and dependency		8
BSWG417	Diversity in social work		8
BSWG418	Practice management in social work		8
Compulsary Modules			
AGLE/AGLA 111	Introduction to Academic Literacy		12
AGLE/AGLA 121	Academic Literacy		12
WVGW221	Understand the Social and Political World		12

3.4.1 Compilation of curriculum G402V

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
MODULE CODE	CR	MODULE CODE	CR	MODULE CODE	CR	MODULE CODE	CR
BSWG111 (H)	12	BSWG211 (H)	12	BSWG311 (H)	8	BSWG411 (H)	16
BSWG112 (H)	12	BSWG212 (H)	8	BSWG312 (H)	12	BSWG413 (H)	8
BSWG113 (H)	12	BSWG213 (H)	8	BSWG313 (H)	12	BSWG414 (H)	8
PSYC111 (H)	12	PSYC211 (H)	16	Choose one of Psychology OR Sociology		BSWG415 (H)	12
SOCL111 (H)	12	PSYC212 (H)	16	PSYC311 (H) and PSYC312 (H)	16 and 16	BSWG416 (H)	8
AGLE/AGLA 111		SOCL211 (H)	16	OR		BSWG417 (H)	8
				SOCL311 (H) and SOCL312 (H)	16 and 16	BSWG418 (H)	8
				*WVLS314	12		
Tot. sem. 1st	60	Tot. 1st sem.	76	Tot. 1st sem.	64/76	Tot. sem. 1st	68

Compilation of curriculum G402V (Continued)

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		YEAR MODULES	
MODULE CODE	CR	MODULE CODE	C R	MODULE CODE	CR	MODULE CODE	C R
BSWG121 (H)	12	BSWG221 (H)	8	BSWG321 (H)	12	BSWG471 (H)	48
BSWG122 (H)	12	BSWG222 (H)	8	BSWG322 (H)	16	BSWG472 (H)	24
PSYC121 (H)	12	BSWG223 (H)	8	BSWG323 (H)	12		
SOCL121 (H)	12	BSWG224 (H)	8	Choose one of Psychology OR Sociology			
AGLE/AGLA 121 (H)	12	PSYC221 (H)	16	PSYC321 (H) and PSYC322 (H)	16 and 16		
		SOCL221 (H)	16	OR			
		WVGW221	12	SOCL324 (H) and SOCL325 (H)	16 and 16		
Total 2nd semester	60	Total 2nd semester	76	Tot. 2nd sem.	72	Tot. 2nd sem.	72
Total year level 1	120	Total year level 2	152	Tot Year level 3	136/148	Tot Year level 4	140
TOTAL CREDITS FOR THE CURRICULUM							548/560

- Students must pass ALL modules from year levels 1 to 3 to be registered for modules in year level 4
- Modules BSWG311 & BSWG313 must be followed simultaneously.
- *WVLS314: Students who take Psychology as their second major, are exempted from the module

4 **Module outcomes**

Module code: AGLE/AGLA111	Semester 1	
Title: Introduction to academic literacy		
Module outcomes: Upon completion of this module, the student should be able to: <ul style="list-style-type: none">• demonstrate basic knowledge of learning strategies, academic vocabulary and register as well as the reading and writing of academic texts in order to function effectively in the academic environment• be able to communicate effectively orally and in writing in an appropriate manner in an academic environment• understand, interpret, and evaluate basic academic texts and write appropriate academic genres in a coherent manner by making use of accurate and appropriate academic conventions• listen, speak, read and write accurately, fluently and appropriately in an ethical framework.		
Method of delivery: Contact, full-time and part-time		
Assessment modes: <p>A student should demonstrate the ability to</p> <ul style="list-style-type: none">• use appropriate reading and comprehension strategies to express comprehension of an academic text clearly and logically• make use of a dictionary to explain basic academic terminology• use accurate and appropriate language to express opinions in response to texts• produce an acceptable draft of an assignment in a clear and logical manner, using accurate and appropriate language and academic conventions• make notes from an oral text such as a lecture, selecting and organising relevant information from it• transfer information of a graphic nature to a written text and vice versa		

Module code: AGLE/AGLA121	Semester 2	HEQF level: 5
Title: Academic Literacy		
Module outcomes:		
<ul style="list-style-type: none"> demonstrate fundamental knowledge of appropriate computer programs, as well as apply learning, listening, reading and writing strategies, use academic language register and read and write academic texts, in order to function effectively in the academic environment as an individual and a member of a group communicate effectively orally and in writing in an ethically responsible and acceptable manner in an academic environment as an individual and a member of a group find and collect scientific knowledge in a variety of study fields, analyse, interpret, and evaluate texts, and in a coherent manner synthesise and propose solutions in appropriate academic genres by making use of linguistic conventions used in formal language registers. 		
Method of delivery: Contact, full-time and part-time		
Assessment modes:		
<ul style="list-style-type: none"> make use of IT skills to communicate in the academic environment consult a variety of academic sources, selecting, interpreting and analysing relevant information use appropriate learning strategies and study skills effectively in order to master different learning content and skills provide proof of critical thought and argumentation by compiling academic texts in a logical and appropriate manner demonstrate an understanding of academic style and register 		

Module code: AFNP111	Semester 1	HEQF level: 5
Title: Taal sonder grense		
Module outcomes:		
<p>Ná voltooiing van die module behoort die student in staat te wees om</p> <ul style="list-style-type: none"> die basiese beginsels en reëls onderliggend aan die Afrikaanse taalgebruikskunde te verstaan en in te oefen verskillende tekstipes in Afrikaans te onderskei en krities-evaluerend daarmee om te 		

<p>gaan en</p> <ul style="list-style-type: none"> sowel funksionele as estetiese Afrikaanse tekste te ontleed, te interpreteer en te evalueer; kernbegrippe uit die narratologie te kan verduidelik.
<p>Method of delivery: Contact, full-time</p>
<p>Assessment modes:</p> <p>Die bereiking van uitkomste sal bewys word wanneer studente</p> <ul style="list-style-type: none"> Afrikaans, skriftelik en mondeling, gepas, kreatief en effektief in verskillende kontekste kan gebruik tekste kan ontleed aan die hand van gepaste kriteria verskillende tekssoorte volgens die bepaalde onderskeie konvensies kan produseer; en kernbegrippe van die narratologie in teksverband kan toepas.

Module code: AFLL 121	Semester 2	HEQF level: 5
<p>Title: Afrikaanse en Nederlandse taal- en literatuurstudie: teks en konteks - die taal van tekste</p>		
<p>Module outcomes:</p> <p>Taalkunde</p> <p>Ná voltooiing van die module behoort die student in staat te wees om</p> <ul style="list-style-type: none"> die vooronderstellings van geselekteer de teoretiese benadering tot grammatika te bespreek; basiese grammatikale analitiese begrippe te definieer en toe te pas; verteenwoordigende Afrikaanse morfologiese konstruksies te analiseer deur van sistematiese analisemetodes gebruik te maak; verteenwoordigende Afrikaanse sintaktiese konstruksies te analiseer deur van sistematiese analisemetodes gebruik te maak; en genoemde analyses kortweg en op oorsigtelike wyse te bespreek. <p>Letterkunde</p> <p>Ná voltooiing van die module behoort die student in staat te wees om</p> <ul style="list-style-type: none"> die teoreties-gefundeerde leesstrategie toe te pas op Afrikaanse en Nederlandse verhalende en poëtiese tekste die estetiese en ideologiese aspekte van Afrikaanse en Nederlandse verhale en gedigte 		

te identifiseer en beskryf

- in groepsverband gesprekke oor tersaaklike temas te kan voer.

Method of delivery: Contact, full-time

Assessment modes:

Taalkunde

Die bereiking van uitkomste sal bewys word wanneer studente

- klasbespreking doeltreffend kan lei deur middel van 'n klasseminaar
- aan die hand van denkkarte teoretiese inligting oor die herkoms van die linguistiek weergee
- op kreatiewe wyse tekste van eie keuse kan ontleed en aantoon hoe kontekselemente uiteindelik in die taal van teks realiseer en
- taalhandelinge in teks, byvoorbeeld strokiesprente in groepsverband, kan identifiseer en beskryf.

Letterkunde

Die bereiking van uitkomste sal bewys word wanneer studente

- die gepaste leesstrategie kan toepas in die analise van verskillende Afrikaanse en Nederlandse tekste
- die estetiese en ideologiese aspekte in Afrikaanse en Nederlandse verhale en gedigte kan analiseer en
- krities observerend aan groeps gesprekke kan deelneem deur gebruik te maak van die korrekte terminologie en kommunikasievaardighede.

Module code: AFL211	Semester 1	HEQF level: 6
Title: Afrikaanse en Nederlandse taal- en literatuurstudie		
Module outcomes:		
Taalkunde		
Ná voltooiing van die module behoort die student in staat te wees om		
<ul style="list-style-type: none"> • die ontwikkeling van Afrikaans oorsigtelik te verduidelik, met klem op die sosio-historiese omstandighede; • aan te toon hoe die konstruksie van meertaligheid in Suid-Afrika manifesteer deur aandag te gee aan <ul style="list-style-type: none"> ○ die meertalige samelewing in Suid-Afrika; ○ taalwetgewing; en ○ taalbestuursuitdagings; en • eietydse taalpolitieke standpunte te vergelyk en te evalueer. 		
Letterkunde		
Ná voltooiing van die module behoort die student in staat te wees om		
<ul style="list-style-type: none"> • verskillende teoretiese raamwerke te gebruik in die analise en interpretasie van Afrikaanse en Nederlandse literêre tekste en • die estetiese, kulturele en die sosiale waardes en tendense te identifiseer en te interpreteer in 'n diachroniese studie van die Afrikaanse en Nederlandse letterkunde tot 1960. 		
Method of delivery: Contact, full-time		
Assessment modes:		
Taalkunde		
Die bereiking van uitkomst sal bewys word wanneer studente		
<ul style="list-style-type: none"> • in die vorm van 'n klasseminaar die teoretiese raamwerke van die linguïstiek kan bespreek • die invloed wat die spraakgemeenskap op variante van Afrikaans uitoefen prakties kan illustreer • kernbegrippe in gespreksvoering oor bepaalde temas korrek interpreteer en gebruik; en • effektief in groepsverband die navorsingsvereistes van projekwerk kan illustreer. 		

Letterkunde

Die bereiking van uitkomst sal bewys word wanneer studente

- die verskillende teoretiese raamwerke vir die analise van Afrikaanse en Nederlandse tekste kan toepas en
- aan die hand van seminare/ groepbesprekings kan gesprekke voer oor temas betreffende die Afrikaanse en Nederlandse letterkunde tot 1960.

Module code: AFL221	Semester 2	HEQF level: 6
Title: Afrikaans en Nederlands: grammatikale perspektiewe en literêre handelinge		
Module outcomes:		
Taalkunde		
Ná voltooiing van die module behoort die student in staat te wees om		
<ul style="list-style-type: none">• die geslaagheid al dan nie van 'n verskeidenheid Afrikaanse tekssoorte te bepaal aan die hand van analise en evaluasie;• die keuses van skrywers op onder andere sintaktiese en semantiese vlak te motiveer;• die funksionele aard van verskillende sinskonstruksies en semantiese keuses te identifiseer en verduidelik;• gepaste metodes aan te wend om die leesbaarheidsindeks van tekste te verhoog;• die interdisciplinêre aard van teksproduksie, teksperspeksie en teksinterpretasie te verstaan en te beredeneer;• tegnieke te beskryf aan die hand waarvan skrywersintensie benadruk kan word.		
Letterkunde		
Ná voltooiing van die module behoort die student in staat te wees om		
<ul style="list-style-type: none">• Afrikaanse en Nederlandse dramatekste literêr en toneelmatig te analiseer en te interpreteer;• gefundeerde menings te verskaf oor die toneelmatigheid van dramaproduksies• verskillende teoretiese raamwerke te verstaan en gebruik in die analise en interpretasie van Afrikaanse en Nederlandse literêre tekste; en• die estetiese, kulturele en die sosiale waardes en tendense te identifiseer en te interpreteer in 'n diachroniese studie van die Afrikaanse en Nederlandse letterkunde tot 1960.		

Method of delivery: Contact, full-time
<p>Assessment modes:</p> <p>Taalkunde</p> <p>Die bereiking van uitkomste sal bewys word wanneer studente</p> <ul style="list-style-type: none"> • spesifieke temas van die onderskeie taalkomponente kan verduidelik en toepas • fonetiese transkripsies met gemak kan uitvoer en semantiese, sintaktiese en morfologiese verskynsels in teksverband kan identifiseer, analiseer en verduidelik en • op gepaste wyse met inagneming van gespreksgenote effektief in groepe kan kommunikeer met gebruikmaking van die korrekte vakterminologie. <p>Letterkunde</p> <p>Die bereiking van uitkomste sal bewys word wanneer studente</p> <ul style="list-style-type: none"> • effektief aan groepbesprekings betreffende tersaaklike temas kan deelneem • in staat is om aan die hand verworwe kennis op onafhanklike wyse tekste te ontleed en • 'n klasseminaar kan aanbied waarin kreatiewe werk aan die groep gekommunikeer word.

Module code: AFL311	Semester 1	HEQF level: 7
Title: Afrikaans en Nederlands: perspektiewe op taal- en letterkunde (1)		
<p>Module outcomes:</p> <p>Taalkunde</p> <p>Ná voltooiing van die module behoort die student in staat te wees om</p> <ul style="list-style-type: none"> • te verduidelik hoekom en hoe geselekteerde eietydse teoretiese benaderings tot taalkunde ontwikkel het; • die basisbegrippe van die geselekteerde benaderings te definieer en toe te pas; • Afrikaanse morfologiese konstruksies te analiseer deur van die analisemetodes van die geselekteerde benaderings gebruik te maak; • Afrikaanse sintaktiese konstruksies te analiseer deur van die analisemetodes van die geselekteerde benaderings gebruik te maak; • analyses wat vanuit verskillende benaderings gedoen is, te vergelyk en 'n oordeel te vel oor die nut en kragtigheid van die metodes; en • diepgaande insig in genoemde konstruksies en in die aard van taal te vertoon deur volledige beskrywings van die eienskappe en kenmerke van geanaliseerde konstruksies 		

te gee.

Letterkunde

Ná voltooiing van die module behoort die student in staat te wees om

- Afrikaanse en Nederlandse gedigte van ná 1960 te analiseer, te interpreteer en te vergelyk
- poëtiese tekste en konvensies te evalueer aan die hand van verskillende kontemporêre literêre teorieë
- die verskillende eietydse literêre teorieë deur kritiese lees te beskryf en evalueer asook die belangrikste begrippe wat betrekking het op elke teorie weer te gee en
- die belangrikste teoretici en bronne te identifiseer en insig te bekom in die denkwyse en opvattinge van die betrokke teoretici soos weergegee in die onderskeie bronne.

Method of delivery: Contact, full-time

Assessment modes:

Taalkunde

Die bereiking van uitkomstes sal bewys word wanneer studente

- In die vorm van 'n klasseminaar verslag kan doen oor enige tema rakende die inhoud van die module
- sinvol aan groepsbesprekings oor taalhoudings in Suid-Afrika deelneem
- 'n navorsingsverslag tegnies sowel as inhoudelik korrek kan skryf en
- die vakkundige kennis oor die Afrikaanse taalkunde kan oordra en implementeer in beroepsituasies.

Letterkunde

Die bereiking van uitkomstes sal bewys word wanneer studente

- in staat is om op onafhanklike wyse enige ander gedigte, buiten daardie wat in die klasverband hanteer is, kan analiseer en sinvolle kommentaar kan lewer
- die kontemporêre literêre teorieë kan toepas op gedigte
- in groepsverband gesprekke kan voer oor relevante temas en met gebruikmaking van die korrekte terminologie
- selfstandig navorsing kan doen deur bronne so te gebruik dat dit spreek van effektiewe navorsingsvaardigheid
- in groeps gesprekke kreatief en sinvol kan redeneer oor die rol en waarde van die estetika betreffende ideologiese en etiese kwessies en
- die vakkundige kennis oor die Afrikaanse letterkunde te kan oordra en te implementeer in beroepsituasies.

Module code: AFLL321	Semester 2	HEQF level: 7
Title: Afrikaans en Nederlands: Perspektiewe op taal- en letterkunde (2)		
Module outcomes:		
Taalkunde		
Ná voltooiing van die module behoort die student in staat te wees om		
<ul style="list-style-type: none"> • kernbegrippe van die sosio- en die psigolinguistiek te definieer en toe te pas; • verbande tussen die sosio- en psigolinguistiek onderling, en met grammatikale beskrywing sistematies te verduidelik; • aan te toon hoe taalkontak in Suid-Afrika tot taalbeïnvloeding lei met spesifieke verwysing na kodewisseling in hedendaagse Afrikaans; • aan te dui hoe die veranderende taalomgewing waarbinne Afrikaans sigself bevind invloed op taalstruktuur uitoefen; en • selfstandige data-versameling en data-analise te doen, waarin variante taalvorme geïdentifiseer word en gemotiveerde interpretasies te maak van die moontlike faktore wat die keuse van spesifieke variante ondersteun. 		
Letterkunde		
Ná voltooiing van die module behoort die student in staat te wees om		
<ul style="list-style-type: none"> • Afrikaanse en Nederlandse prosatekste van ná 1960 te analiseer, te interpreteer en te evalueer aan die hand van verskillende poststrukuralistiese literêre teorieë • Afrikaanse en Nederlandse romans te kan vergelyk na aanleiding van tema en styl • literêre teorieë te kan toepas en te evalueer • etiese, estetiese, kulturele en sosiale waardes en tendense te identifiseer en te interpreteer in 'n studie van die film as medium • die waarde van rolprent-analise te verduidelik en 		
die narratologiese beginsels wat ook vir die geskrewe teks geld te beheers.		
Method of delivery: Contact, full-time		
Assessment modes:		
Taalkunde		
Die bereiking van uitkomstes sal bewys word wanneer studente		
<ul style="list-style-type: none"> • die geslaagtheid al dan nie van 'n verskeidenheid Afrikaanse tekssoorte kan bepaal aan die hand van analise en evaluering 		

- die keuses van skrywers op onder andere sintaktiese en semantiese vlak kan motiveer
- gepaste metodes kan aanwend om die leesbaarheidsindeks van tekste te verhoog
- selfstandig 'n navorsingsverslag kan skryf deur bronne so te gebruik dat dit spreek van effektiewe navorsingsvaardigheid en
- die vakkundige kennis oor die Afrikaanse taalkunde kan oordra en implementeer in beroepsituasies.

Letterkunde

Die bereiking van uitkomst sal bewys word wanneer studente

- in staat is om op onafhanklike wyse enige ander gedigte, buiten daardie wat in die klasverband hanteer is, kan analiseer en sinvolle kommentaar kan lewer
- die kontemporêre literêre teorieë kan toepas op gedigte
- in groepsverband gesprekke te kan voor oor relevante temas
- sinvol kan gesprek voer oor relevante temas deur die terminologie korrek te gebruik;
- selfstandig 'n navorsingsverslag kan skryf deur bronne so te gebruik dat dit spreek van effektiewe navorsingsvaardigheid
- in groeps gesprekke kreatief en sinvol kan redeneer oor die rol en waarde van die estetika betreffende ideologiese en etiese kwessies
- 'n film selfstandig kan evalueer
- die verskille tussen die woordteks en die beeldteks verduidelik, en die vertaling van die woordteks na die beeldteks kan ontleed en
- die vakkundige kennis oor die Afrikaanse letterkunde te kan oordra en te implementeer in beroepsituasies.

Module code: BMAN 111	Semester 1	HEQF level: 5
Title: Introduction to Business Management		
Module outcomes:		
Upon completion of this module, you should be able to demonstrate:		
<ul style="list-style-type: none"> • a complete and systematic knowledge of the nature of business management, establishment issues of a new business, the different business functions and the basic elements of a business plan • skills, based upon an informed comprehension of theories and concepts, to identify established issues of a new businesses, identify the different business functions and to draw up a basic SWOT analysis and business plan 		

<ul style="list-style-type: none"> the ability to undertake a literature and environmental review, prepare a basic report as individual or as a member of a team and to communicate in writing as well as verbally the report to a audience.
Method of delivery: Contact, full-time and part-time
Assessment modes: Summative: 1 x 3 hour examination; weight – 50
This is a guideline and can change

Module code: BMAN121	Semester 2	HEQF level: 5
Title: General Management		
<p>Module outcomes:</p> <p>Upon completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> use management in different contexts show a management mindset report on management and managers in a changing environment understand and use the underlying principles of planning do organisational design and understand the human resource process understand how to lead and remunerate employees apply the principles of control in a business situation apply his know in decision-making be familiar with the management of change, stress and innovation, motivation, leadership and trust participate as part of a team evaluate and apply management by objectives demonstrate an ethical approach in all operations communicate effective as an individual and in groups Do at least half of his assignments in English – the language of the business world. 		
Method of delivery: Contact, full-time and part-time		
Assessment modes: Summative: 1 x 3 hour examination; weight – 50		
This is a guideline and can change.		

Module code: BMAN211	Semester 1	HEQF level: 6
Title: Introduction to marketing management		
<p>Module outcomes:</p> <p>Upon completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • understand the nature of marketing management • demonstrate an ability to provide an adequate overview of a business's marketing environment • explain the role of marketing information in the marketing process • define the concept 'marketing research' accurately • comment in detail on marketing research as a tool to collect information in order to solve marketing management problems • discuss consumer behaviour and consumer decision-making adequately • understand the processes of market segmentation, targeting and positioning • explain the components of the marketing mix 		
Method of delivery: Contact, full-time and part-time		
<p>Assessment modes: Formative: Summative: 1 x 3 hour examination; weight – 50</p> <p>This is a guideline and can change.</p>		

Module code: BMAN212	Semester 1	HEQF level: 6
Title: Entrepreneurial skills		
<p>Module outcomes:</p> <p>Upon completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • understand the nature of marketing management • demonstrate an ability to provide an adequate overview of a business's marketing environment • explain the role of marketing information in the marketing process • define the concept 'marketing research' accurately • comment in detail on marketing research as a tool to collect information in order to solve marketing management problems 		

<ul style="list-style-type: none"> • discuss consumer behaviour and consumer decision-making adequately • understand the processes of market segmentation, targeting and positioning • explain the components of the marketing mix
Method of delivery: Contact, full-time and part-time
Assessment modes: Formative: Summative: 1 x 3 hour examination; weight – 50 This is a guideline and can change.

Module code: BMAN 221	Semester 2	HEQF level: 6
Title: Purchasing Management		
Module outcomes: Upon completion of this module, you should be able to: <ul style="list-style-type: none"> • provide an overview of purchasing management • understand how to manage the supply base with special emphasis on the selection of suppliers • determine the key performance areas of purchasing and supply in terms of cost analysis, inventory management and materials management • identify the instruments used in managing purchasing and supply and electronic information; and understand the areas of application in purchasing and supply. 		
Method of delivery: Contact, full-time and part-time		
Assessment modes: Formative: Summative: 1 x 3 hour examination; weight – 50 This is a guideline and can change.		

Module code: BMAN222	Semester 2	HEQF level: 6
Title: Entrepreneurial opportunities		
Module outcomes: Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> • use the term entrepreneurship in different contexts • display an entrepreneurial mindset 		

- report on the elements of entrepreneurship
- understand the functioning of the brain, brain preferences and thinking skills
- manage his thoughts and self talk
- identify stumbling blocks and know how to overcome them
- evaluate environments and identify opportunities for creative application in all walks of life
- understand and utilise the characteristics for entrepreneurial success
- use applicable creative techniques to generate ideas and solve problems
- function in idea-generating teams
- demonstrate the use of entrepreneurial language
- display skills imperative to creative entrepreneurial thinking
- plan and execute the initial steps in implementing a solution or project in practice
- demonstrate an ethical approach in all operations and
- communicate effectively on a one-to-one basis and in groups

Method of delivery: Contact, full-time and part-time

Assessment modes: Formative: 2 - 3 class tests: weight – 35
 1 - 2 assignments: weight – 20
 1 - 2 other assignments: weight – 15
 Summative: 1 x 2-hour examination: weight – 30

This is a guideline and can change.

Module code: ONBP 311	Semester 1	HEQF level: 7
Title: Feasibility studies		
Module outcomes:		
After completion of the module, the student should be able to:		
<ul style="list-style-type: none"> • define the concept feasibility, the components and phases of feasibility, opportunity identification and selection, the process of product development, and the reasons, information needs, methods and guidelines of market testing • describe the planning and managing of the product launch and the influence of adoption of consumers, the types of markets and methods to estimate current and future demand 		

<p>as parts to measure market potential and the influence of forces in competition and a competitor analysis and</p> <ul style="list-style-type: none"> • compile the different types of budgets and understand the time value of money and investment decisions.
<p>Method of delivery: Contact, full-time and part-time</p>
<p>Assessment methods: Formative: 3 class tests: weight – 35 1 integrated assignment: weight – 10 2 class assignments: weight – 5 Summative: 1 x 3-hour examination: weight – 50</p> <p>This is a guideline and can change.</p>

Module code: BMAN 311	Semester 1	HEQF level: 7
Title: Financial management		
<p>Module outcomes:</p> <p>Upon completion of this module, you should be able to demonstrate:</p> <ul style="list-style-type: none"> • a complete and systematic knowledge of financial statements and cash management, fixed assets, analysis of financial management and working capital, time value of money, valuation and the required rate of return, financial decisions and dividend policy • skills, based upon an informed comprehension of theories and concepts, evaluating and analysing financial statements, calculating all calculations on the time value of money, financial aspects and making decisions based on these results and • the ability to undertake a literature and environmental review, prepare a basic report on financial issues as individual or as a member of a team and communicate in writing as well as verbally the report to an audience. 		
<p>Method of delivery: Contact, full-time and part-time</p>		
<p>Assessment methods: Formative: 3 class tests: weight – 35 1 integrated assignment: weight – 10 2 class assignments: weight – 5 Summative: 1 x 3-hour examination: weight – 50</p> <p>This is a guideline and can change.</p>		

Module code: BMAN 312	Semester 1	HEQF level: 7
Title: Entrepreneurship		
<p>Module outcomes:</p> <p>Upon completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • understand what entrepreneurs and entrepreneurship entail • utilise the context of entrepreneurship • report on how to go about looking for sustainable ideas • understand and utilise the underlying principles of planning a new business • apply competitive advantage as key success factor • know how to organise a new business • conduct the launch of a new business • apply the principles of management in business situations • apply your knowledge in decision-making • be familiar with the management of human resources within a new business • function as part of a team in a meaningful manner • apply some of the most important event factors of entrepreneurship • learn more about the establishment of new businesses by means of the given case studies • demonstrate an ethical approach in all activities • communicate effectively on an individual basis and in group context and • carry out at least half of your assignments in English – the language of the world of work and business. 		
Method of delivery: Contact, full-time and part-time		
<p>Assessment modes:</p> <p>Formative: 2 - 3 class tests: weight – 30</p> <p>1 - 2 assignments: weight – 15</p> <p>1 - 2 other assignments: weight – 5</p> <p>Summative: 1 x 3-hour examination: weight – 50</p> <p>This is a guideline and can change.</p>		

Module code:BSWG112	Semester 1	HEQF level: 5
Title: Human behaviour in the social environment across the life span		
(2 hours)		
Upon the successful completion of the module, the student will be able to demonstrate his/her knowledge and understanding of:		
<ul style="list-style-type: none"> • the normal/healthy social development of human beings over the course of their lives • the difference between normal/healthy social development and abnormal/unhealthy social development and • the social conditions that contribute to and influence human functioning 		

Module code:BSWG113	Semester 1	HEQF level: 5
Title: Introduction to professional behaviour		
(2 hours)		
Upon the successful completion of the module, the student will be able to:		
<ul style="list-style-type: none"> • demonstrate his/her knowledge and understanding of the essential facilitative qualities and characteristics of professionalism in social work • demonstrate proficiency in the application of the basic interpersonal skills in interviewing 		

Module code:BSWG121	Semester 2	HEQF level: 5
Title: Life skills and counselling		
(2 hours)		
Upon the successful completion of the module, the student will be able to:		
<ul style="list-style-type: none"> • demonstrate an understanding of life skills education as a primary, secondary and tertiary preventative measure • show expertise in the design and implementation of life skills programmes 		

Module code:BSWG122	Semester 2	HEQF level: 5
Title: Understanding social development		
(2 hours)		
Upon the successful completion of the module, the student will be able to:		
<ul style="list-style-type: none"> • demonstrate an understanding and knowledge of social development as an approach in social work • describe how social development emerged in social work • explain the relevance of social development in social work • explain the nature of developmental social services in South Africa 		

Module code:BSWG211	Semester 1	HEQF level: 6
Title: Case work as a method: theory and practice		
(2 hours)		
Upon the successful completion of the module, the student will be able to:		
<ul style="list-style-type: none"> • demonstrate knowledge and understanding of the nature of case work as a method of social work • demonstrate knowledge and understanding of individual and family intervention processes • demonstrate the knowledge and understanding of interviewing as well as the ability to prepare for an interview. • demonstrate the ability to apply values, ethical principles and legal obligations of a social caseworker • demonstrate the ability to evaluate professional behaviour according to the code of ethics for South African social workers • demonstrate the ability to make ethical decisions and motivate his/her choices • demonstrate the ability to write social casework reports. 		

Module code:BSWG212	Semester 1	HEQF level: 6
Title: Child care legislation and associated social work interventions		
(2 hours)		
Upon the successful completion of the module, the student will be able to:		
<ul style="list-style-type: none"> distinguish between preventive child-centred services, early intervention strategies, statutory service delivery and a continuum of social work services delivered to children in South Africa identify services and operational strategies for children and juveniles in the community, analyse and describe them and use them in practice in the interest of children and juveniles and demonstrate knowledge and understanding of how to protect children within specific legislation, ethical conduct and according to specific values and norms, and to plan service delivery focused specifically on their needs. 		

Module code:BSWG213	Semester 1	HEQF level: 6
Title: Introduction to social policy, social welfare policy and social work policy		
(2 hours)		
Upon the successful completion of the module, the student will be able to:		
<ul style="list-style-type: none"> demonstrate an understanding of the key elements, functions, principles and development of social welfare policy and the role of the social worker demonstrate an understanding of the South African welfare system 		

Module code:BSWG221	Semester 2	HEQF level: 6
Title: Social group work as a method: theory and practice		
(2 hours)		
Upon the successful completion of the module, the student will be able to:		
<ul style="list-style-type: none"> demonstrating insight into the role of social group work as one of the methods of social work understand a group as a holistic system identify the values and principles of social group work and demonstrate how these values and principles could be applied in practice 		

- evaluate the different types of groups in social work
- identify the different tasks in the planning a group in social work
- differentiate between the phases of the social group work process and the role that a social worker plays in each (horizontal and vertical approach)
- implement these phases in service delivery to a group
- write a proposal to convince an agency of the need to conduct a social group work group

Module code:BSWG222	Semester 2	HEQF level: 6
Title: Community work as a method: theory and practice		
<p>Upon the successful completion of the module, the student will be able to:</p> <ul style="list-style-type: none"> • demonstrating his/her knowledge of the nature, context and conceptual framework of community work and community development • formulating a personal service delivery credo for him/herself — based on the ethical principles of social work • applying specific community work related skills — including working together in groups, analysing practice situations critically, formulating ideas in writing and doing public presentations and • evaluating previous applications of the community education models of community work, and formulating guidelines for its improved application based on these previous applications and on his/her newly acquired knowledge and insight. 		

Module code:BSWG223	Semester 2	HEQF level: 6
Title: Basic principles of social work management		
<p>(2 hours)</p> <p>Upon the successful completion of the module, the student will be able to:</p> <ul style="list-style-type: none"> • demonstrate sound knowledge of management processes • effectively select and apply management strategies • apply management roles/functions 		

Module code:BSWG224	Semester 2	HEQF level: 6
Title: Human rights and social justice		
(2 hours)		
Upon the successful completion of the module, the student will be able to:		
<ul style="list-style-type: none"> • explain the concept human rights • discuss the concepts social justice and social injustice • explain how the objectives of social work fit into the framework of social justice • identify the articles applicable to social work from the United Nations' appropriate documents • apply the human rights concept, as contained in the Bill of Rights and described in the Constitution of the Republic of South Africa, in social work practice and • explain the mission and functions of the Human Rights Commission. 		

Module code:BSWG311	Semester 1	HEQF level:7
Title: Theories and models in social work		
(2 hours)		
Upon the successful completion of the module, the student will be able to:		
<ul style="list-style-type: none"> • explain how the knowledge base of social work has been compiled • demonstrate a solid understanding of the knowledge base of the different approaches and models in social work • distinguish between the different kinds of theories, models, approaches and frameworks • describe the theoretical foundations and nature of particular approaches and models 		

Module code:BSWG312	Semester 1	HEQF level:7
Title: Advanced case work: theory and practice		
(2 hours)		
Upon the successful completion of the module, the student will be able to:		
<ul style="list-style-type: none"> • deal with resistance from clients 		

- make an eco-systemic assessment of the client and his environment
- apply relevant techniques with individuals and their environments
- apply evaluation and assessment tools in micro-practice/clinical social work
- use of models and approaches in his/her interventions

Module code:BSWG313	Semester 1	HEQF level:7
Title: Advanced community work theory and practice		
(2 hours)		
Upon the successful completion of the module, the student will be capable:		
<ul style="list-style-type: none"> • of <i>demonstrating</i> his/her knowledge and insight of the nature and especially the application of community work and community development • of <i>applying</i> specific community work related skills — including co-operating in groups, analysing practice situations critically, formulating planned community work intervention in writing and making public presentations and • of <i>applying</i> one or more of the five community work models in the form of a practice simulation and in field practice 		

Module code:BSWG321	Semester 2	HEQF level:7
Title: Advanced social group work: theory and practice		
(2 hours)		
Upon the successful completion of the module, the student will be able to:		
<ul style="list-style-type: none"> • demonstrate his/her competency in distinguishing, evaluating and applying the various models, theories and approaches in social group work • plan and implement appropriate social group work intervention strategies • distinguish and apply the basic leadership roles and skills of the social worker in a group • demonstrate the ability to set norms and to understand and deal with different modes of behaviour among group members • demonstrate how diversity issues in social group work will be dealt with • substantiate the necessity of evaluation and measuring in social group work and compile his/her own evaluation framework 		

- evaluate a group work project and
- present a group work project consisting of six sessions.

Module code:BSWG322	Semester 2	HEQF level:7
Title: Social work with families and children: concepts and skills for effective practice		
(2 hours)		
Upon the successful completion of the module, the student will be able to:		
<ul style="list-style-type: none"> • identify appropriate skills and techniques in marriage guidance and counselling • apply a coherent and critical understanding of marital problems • formulate and motivate an in-depth and systematic knowledge base in dealing with children • explain the requirements that a social worker should meet when working with children; • select appropriate skills and techniques in dealing with children and • act with sensitivity and empathy towards clients. 		

Module code:BSWG323	Semester 2	HEQF level:7
Title: Advanced social policy		
(2 hours)		
Upon the successful completion of the module, the student will be able to:		
<ul style="list-style-type: none"> • critically evaluate welfare service provision in South Africa • critically evaluate social security provision in South Africa and • critically evaluate the current status and position of the social work profession within the South African welfare context 		

Module code:BSWG471	Year module	HEQF level:8
Title: Internship (advanced practice intervention)		
<p>Upon the successful completion of the module, the student will be able to:</p> <ul style="list-style-type: none"> • understand and comply with the practical training requirements of the university and practical training organisations • understand and make use of the practical training organisation where he/she will be doing the mini-internship, as well as the community context within which it functions • demonstrate professional-ethical judgement • deliver to individuals the social work services that they need • deliver the social work group-work services that are required • deliver the community service and community development services that are required • apply the required practical management skills • compile a research proposal • demonstrate communication skills • demonstrate insight into the resources with regard to social security; and • demonstrate insight into statutory policy and tasks as well as applicable forms that need to be completed • meet the requirements of the SACSSP • display professional-ethical judgement • establish networks and cooperate in team context • understand the vision, mission and business of a professional society, as well as the role of trade unions and professional insurance • handle applications for vacancies (including the writing of a curriculum vitae) and the employment process • identify his/her own needs with regard to being integrated into a new community and job milieu • utilise supervision meaningfully • function in a new job milieu with the necessary professionalism • demonstrate a coherent and critical understanding of social problems and different fields of practice 		

- deal with concrete and abstract problems and issues using evidence-based solutions and theory-driven arguments
- demonstrate a rounded knowledge of contemporary social issues and selected fields of practice
- present and communicate information on own ideas and opinions in well-structured arguments, showing an awareness of audience and using academic and professional discourse appropriately and
- prove the quality of his/her professional equipment during an oral exam.

Module code:BSWG472	Year module	HEQF level:8
Title: Social work research: theory and practice		
<p>Upon the successful completion of the module, the student will be able to:</p> <ul style="list-style-type: none"> • understand the context and practice of social work research • comprehend the research process, including the pilot study, sampling, the research design, models and procedures • carry out the working method of the social work researcher • discuss the requirements and content of a research proposal • understand the requirements and content of a research report • distinguish between the different types of research reports • understand the nature of study guidance and study utilisation and optimally utilise it • bring applicable literature into context with empirical data and integrate it • understand basic statistics and graphic representation of data • explain the different aspects of measurement and • reproduce in writing the results of the research in a research report. 		

Module code:BSWG411	Semester 1	HEQF level: 8
Title: Crime and forensic social work		
(2 hours)		
Upon the successful completion of the module, the student will be able to:		
<ul style="list-style-type: none"> • understand and explain the social worker's place in the law and in the court • discuss the advantages of specialist training in social work • discuss the different courts in South Africa and explain the whole court system and court procedures • explain and describe the whole course of the criminal procedure • discuss and explain the law of evidence and the requirements of an expert in court • know and apply the sections in the Criminal Procedure Act, Act 51 of 1977 that are of importance to the social worker • explain the different theories of punishment and the different forms of sentencing • place divorce in South Africa in perspective, together with concomitant legislation and • write the different reports to court. (Pre-sentence, Custody) 		

Module code:BSWG412	Semester 1	HEQF level: 8
Title: Social work in host settings		
(2 x 2 hours)		
Upon the successful completion of the module, the student will be able to:		
<ul style="list-style-type: none"> • discuss the social psychology of health, illness and disability • explain emotional reactions to a disabling condition or disorder • understand the attitudes, values and ethics for health care professionals • discuss the psychosocial issues in selected health conditions, illnesses and disabilities and • discuss the different psychosocial interventions. 		

Module code:BSWG414	Semester 1	HEQF level: 8
Title: Social work services re specific client systems		
<p>(2 hours)</p> <p>Upon the successful completion of the module, the student will be able to:</p> <ul style="list-style-type: none"> • identify the characteristics and problems of the aged • interpret the social policy and legislation regarding the aged • identify the available resources, facilities, services, programmes and projects regarding the aged • understand the phenomenon of HIV and AIDS • describe the theories on HIV and AIDS • interpret the social policy and legislation regarding HIV and AIDS • identify the available resources, facilities, services, programmes and projects regarding HIV and AIDS • outline poverty as a universal phenomenon and analyse the theories underlying this problem phenomenon • identify and analyse the causes and consequences of poverty • interpret the social policy and legislation on poverty • identify the available resources, facilities, services, programmes and projects regarding poverty • identify the different forms of disability • interpret the social policy and legislation regarding disabilities and • identify the available resources, facilities, services, programmes and projects regarding disabilities. 		

Module code:BSWG415	Semester 1	HEQF level: 8
Title: Family and child therapy		
<p>(2 hours)</p> <p>Upon the successful completion of the module, the student will be able to:</p> <ul style="list-style-type: none"> • understand the concept 'family' and from his/her own personal and professional values and ethical standards 		

- discuss the complexity of family functioning
- explore who the family is and assess a family within the entire family system
- analysing the family system's functioning and identifying the family's strengths and areas in which change must take place
- plan and select evidence-based family intervention possibilities
- link assessment and intervention
- evaluate the theoretical perspectives of dealing with children and explain their applicability
- explain the basis of play therapy as put forward by the Gestalt and Rational Emotive Therapies (RET)
- indicate how a therapeutic relationship with a child can be created, based on certain objectives
- explain the various techniques/aids of each play form and evaluate each technique regarding its usefulness
- explain the development and the purpose of fantasy in children
- describe how the social worker can improve communication with children
- explain how loss and trauma can affect children's behaviour, and suggest solutions
- describe and apply play techniques in assessing the sexual abuse of children
- explain and facilitate the reasons why children do not disclose that they are being or had been abused
- describe and overcome the problems a social worker might encounter when working with children.

Module code:BSWG416	Semester 1	HEQF level: 8
Title: Social work interventions with regard to substance abuse and dependency		
(2 hours)		
Upon the successful completion of the module, the student will be able to:		
<ul style="list-style-type: none"> • understand the substance abuse problem globally, in the context of Africa and finally in the South African situation • understand various programmes and strategies being implemented by both private and public entities in the fight against substance abuse and dependency • demonstrate expertise regarding different victims of substance abuse, such as 		

alcoholics and persons addicted to other dependency-forming substances, as well as juvenile and adult victims, such as women, teenagers and aged dependants in the proposed service delivery

- plan and deliver a variety of professional services to prevent dependency
- implement earlier interventions and other forms of treatment regarding the victims of substance abuse and their next of kin
- identify, explore and develop existing services as well as facilities in the community in a professional way in the interest of victims of substance abuse and their next of kin
- act correctly during service delivery according to the values and principles of the profession and the code of ethics for social workers
- continuously follow a client-orientated approach in all social work action regarding substance abuse
- master interpersonal skills that are required for the provision of services within a multi-disciplinary group and
- communicate knowledge in a scientific way, besides the mastering and application of knowledge on substance abuse.

Module code:BSWG417	Semester 1	HEQF level: 8
Title: Diversity in social work		
<p>(2 hours)</p> <p>Upon the successful completion of the module, the student will be able to:</p> <ul style="list-style-type: none"> • explain and motivate the theoretical framework from which multi-cultural social work is undertaken • explain and provide motivation for constructs in regard to culture and cultural competence • act with sensitivity and empathy towards different clients and handle each with self-knowledge and openness • identify personal preferences and prevent the enforcement of own values and norms • fight against critical factors such as discrimination and apply ethical principles in practice • apply theoretical concepts regarding diversity in the social work practice • utilise culturally defined behaviour patterns in a community in order to provide successful services • question critical social issues and the preservation thereof and point out possible negative effects and probable solutions 		

- propose and apply strategies to discontinue unfair practices
- effectively implement the elements of knowledge and skill of a social worker in a multi-cultural environment,
- set realistic aims regarding a diverse client system and supply the best possible service within diverse communities and
- act with dignity for and towards all prospective clients.

Module code:BSWG418	Semester 1	HEQF level: 8
Title: Practice management in social work		
(2 hours)		
Upon the successful completion of the module, the student will be able to:		
<ul style="list-style-type: none"> • describe, interpret and implement the process underlying case management • understand the organizational context • effectively manage their own work and case loads in a professionally accountable way and • critically evaluate the role of supervision in social work practice. 		

Module code: BYBV113	Semester 1	HEQF level: 5
Title: Introduction to the Old Testament in contemporary contexts		
Module outcomes: After completion of this module the learners should:		
<ul style="list-style-type: none"> • demonstrate a fundamental knowledge base of the following themes by formulating a valid viewpoint regarding the place, nature and authority of the Old Testament and to explain how the Old Testament originated, was canonised and how the text remained extant through the ages • demonstrate an understanding of the arrangement of the books of the Old Testament (according to literary types); the most important literary types and themes in the Old Testament, as well as the history, culture and geographical context described in the Old Testament • demonstrate a greater awareness for the different fields of research in Old Testament study and sensitivity for the way in which Old Testament themes are related to literary products in contemporary cultures by means of comparative study. 		
Method of delivery: Contact, full-time and part-time		

Module code: BYBV123	Semester 2	HEQF level: 5
Title: Introduction to the New Testament in contemporary contexts		
<p>Module outcomes: After completion of this module the learners should</p> <ul style="list-style-type: none"> demonstrate a fundamental knowledge base of the following themes by formulating a valid viewpoint regarding the place, nature and authority of the New Testament and to explain how the New Testament originated, was canonised and how the text remained extant through the ages demonstrate an understanding of the arrangement of the books of the New Testament (according to literary types); the most important literary types and themes in the New Testament, as well as the history, culture and geographical context described in the New Testament demonstrate a greater awareness for the different fields of research in New Testament study and sensitivity for the way in which New Testament themes are related to literary products in contemporary cultures by means of comparative study. 		
Method of delivery: Contact, full-time and part-time		

Module code: BYBV211	Semester 1	HEQF level: 6
Title: Contemporary Bio-Ethical Themes		
<p>Module outcomes: After completion of this module the learners should:</p> <ul style="list-style-type: none"> demonstrate a fundamental knowledge of current bio-ethical themes (reviewed annually) that have bearing on the South African Society ethically evaluate current bio-ethical themes lay down guidelines for ethical conduct in these instances. 		
Method of delivery: Contact, full-time and part-time		

Module code: BYBV223	Semester 2	HEQF level: 6
Title: Development of Pastoral Skills		
<p>Module outcomes: After completion of this module the learners should:</p> <ul style="list-style-type: none"> develop a basic model in which the own viewpoint regarding point of departure, 		

objectives and dimensions to be reckoned with in the Pastoral process is explained

- indicate the importance of pastoral skills and develop on practice-theoretical level a frame of reference for the skilful handling of different pastoral situations
- demonstrate insight into what skilful handling of Scripture and prayer in the pastoral conversation entails
- understand which skills are necessary in the communicative space of the interpersonal conversation
- develop skills in the recognition and handling of typical processes that emerges in different pastoral situations

Method of delivery: Contact, full-time and part-time

Module code: BYBV312	Semester 1	HEQF level: 7
Title: Old Testament overview and interpretation with pastoral application		
Module outcomes: After completion of this module the learners should:		
<ul style="list-style-type: none">• understand and apply the principles and methods for the interpretation of Old Testament texts from different genres by giving an overview and evaluation of historical critical, literary and contextual methods of exegesis and explaining the basic principles related to textual criticism of the Old Testament• discuss theories related to the origin, background and message of the books in the Pentateuch as a whole, as well as the separate books themselves• interpret narrative material in the OT, focused on Joshua, Judges, Samuel, Chronicles and Ezra-Nehemiah and discuss the origin, background, purpose and message of the Deuteronomistic History and the Chronistic History as a whole as well as for the separate books and describe a number of cultural customs related to these books and evaluate these from a present context• discuss prophecy and prophetism in Israel and the Ancient Near East and apply hermeneutic principles for the interpretation of prophetic material and explain the origin, background and message of selected prophetic books• discuss and evaluate the hermeneutics of African Theology;• indicate the necessity and application of the Old Testament in the handling of current problems and ethical issues• interpret poetic and wisdom literature in the Old Testament• evaluate literary approaches to the Old Testament• discuss poetry in Israel and the Ancient Near East		

- discuss the origin, background and message of selected poetic and wisdom books
- and use the Old Testament in Pastoral Counselling

Method of delivery: Contact, full-time and part-time

Module code: BYBV323	Semester 2	HEQF level: 7
Title: New Testament overview and interpretation with pastoral application		
<p>Module outcomes: After completion of this module the learners should:</p> <ul style="list-style-type: none"> • give an overview of the public appearance of Jesus Christ • convey insight of the revelation of God in the four Gospels, and how revelation historical themes can be utilised in Pastoral Counselling • against the backdrop of the Synoptic problem indicate the content, purpose, setup and focus of each of the synoptic gospels • indicate pericopés in the gospels that are relevant for use regarding specific themes in Pastoral Counselling • understand and apply the principles and methods for interpretation of the New Testament • interpret a section from the gospels through use of a valid methodology • define the central ideas of Gospel and Kingdom in the New Testament and supply examples • describe the place of the ideas of Gospel and Kingdom in the overall revelation of God • indicate the importance of the revelation of the Kingdom for the use of Scripture and for Pastoral Counselling in general • indicate the origin, aim and setup of the following NT books: Acts, the Pauline corpus, the General Epistles and the Johannine writings (including Revelation) • give a brief overview of the content of each of the NT books mentioned • indicate themes that are appropriate for Pastoral Counselling from the NT books referred to. 		
Method of delivery: Contact, full-time and part-time		

Module code: ECON111	Semester 1	HEQF level: 5
Title: Introduction to economics		
<p>Module outcomes:</p> <p>Upon completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • know how to get access to the resources required for a successful management / entrepreneurship career • discover opportunities in different industries and fields of study • discover his/her interests, personality, talents and values and bring in connection with the chosen industry and field of study • develop a personal development plan with a vision and goals • plan income and expenses wisely and improve the use of numbers in everyday life and • implement his/her own personal development plan by communicating with various audiences what has been learned, improve functional numeric, receive and give relevant feedback, understand and express oneself better, understand your emotions, apply self-control, demonstrate good interpersonal skills and effectively use functional business language. 		
Method of delivery: Contact, full-time and part-time		
<p>Assessment modes:</p> <p>Formative: 2 - 3 class tests: weight – 35 1 - 2 assignments: weight – 20 1 - 2 other assignments: weight – 15 Summative: 1 x 2-hour examination: weight – 30</p> <p>This is a guideline and can change.</p>		

Module code: ECON121	Semester 2	HEQF level: 5
Title: Basic micro- and macroeconomics		
<p>Module outcomes:</p> <p>After the completion of this module, you should be able to demonstrate:</p> <ul style="list-style-type: none"> • fundamental knowledge and insight into the principles and theories on which microeconomics, macroeconomics and the Simple Macroeconomic Model are based and also to apply concepts and terminology in answering well-defined problems and case-studies 		

<ul style="list-style-type: none"> • fundamental knowledge of the interaction between and interdependence of economic participants and economic indicators • skills to analyse and evaluate case studies, examples and problems on certain macro- and micro-economic phenomena, with reference to demand, supply, equilibrium, consumption, production, price elasticity and various forms of competition • a fundamental understanding of the causes of inflation, unemployment and economic growth and knowledge to recommend policies with regard to these • skills to apply the Simple Macroeconomic Model in economic analyses and predictions and • information-gathering and processing skills for writing assignments within the context of micro- and macroeconomics, individually and in groups.
Method of delivery: Contact, full-time and part-time
Assessment modes: Formative: Summative: 1 x 3 hour examination; weight – 50
This is a guideline and can change.

Module code: ECON211	Semester 1	HEQF level: 6
Title: Macro-economics		
<p>Module outcomes:</p> <p>After the completion of this module, you should be able to:</p> <ul style="list-style-type: none"> ▪ analyse the interrelationship relationship between different economic variables in an open economy ▪ evaluate the effects of various policy steps on the functioning of the economy in the long- and short term and ▪ identify and apply different policy measures to address macro-economic problems 		
Method of delivery: Contact, full-time and part-time		
Assessment modes: Formative: Summative: 1 x 3 hour examination; weight – 50		
This is a guideline and can change.		

Module code: ECON221	Semester 2	HEQF level: 6
Title: Micro economics		
<p>Module outcomes:</p> <p>After completion of this module, you should be able to demonstrate:</p> <ul style="list-style-type: none"> • sound knowledge and understanding of relevant terms, rules, concepts, principles and theories to describe microeconomics and its application in the 'real world' • use theory-driven arguments and IT skills to collect, organise, analyse and interpret as individual and/or group, information regarding microeconomic issues • demonstrate problem solving abilities regarding consumer demand and choices, market structures and the behaviour of competitors, equilibrium analyses, micro-policy, and government intervention in the economy in the form of taxation/subsidisation and • effectively communicate findings and/or solutions, coherently and reliably to an audience of peers and academics, using individual and/or group methods 		
Method of delivery: Contact, full-time and part-time		
Assessment modes: The formative and summative assessment methods and -weights will be made available in the study guides and on Efundu.		

Module code: ECON311	Semester 1	HEQF level: 7
Title: Fiscal and monetary policy		
<p>Module outcomes:</p> <p>After completion of this module, you should be able to:</p> <ul style="list-style-type: none"> • demonstrate well-rounded and systematic knowledge of market failure and the role of government in the economy • demonstrate as an individual and/or part of a group, the practical skills to identify instances of market failure in case studies and to recommend the appropriate forms of government intervention and • demonstrate the competence to evaluate different forms of government intervention in the economy and to communicate recommendations to policymakers and stakeholders in written reports and oral presentations using the appropriate IT. 		
Method of delivery: Contact, full-time and part-time		
Assessment modes: The formative and summative assessment methods and -weights will		

be made available in the study guides and on Efundi.

Module code: ECON321	Semester 2	HEQF level: 7
Title: Economic analysis		
Module outcomes: After completion of this module, you should be able to:		
<ul style="list-style-type: none">• demonstrate well-rounded and systematic knowledge of classical linear regression models and specification testing of regression results• demonstrate as individual and/or part of a group, the practical skills to estimate and test a regression model with Eviews software, undertake specification testing, including testing for stationarity, structural breaks, multicollinearity, heteroscedasticity and autocorrelation, and to formulate solutions for practical problems in the field of Economic analyses and• demonstrate the competence to identify a research question in the fields of Economics, Risk management or International trade, retrieve relevant information, apply basic statistics and econometric methods to analyse and interpret the research results, and then communicate the findings in an ethically-sound oral presentation using the appropriate IT as well as in a mini-dissertation of 20 pages.		
Method of delivery: Contact, full-time and part-time		
Assessment modes: The formative and summative assessment methods and -weights will be made available in the study guides and on Efundi.		

Module code: ECON322	Semester 2	HEQF level: 7
Title: Development economics		
Module outcomes: After completion of this module, you should be able to:		
<ul style="list-style-type: none">• demonstrate well-rounded and systematic knowledge of economic conditions in low- and middle-income economies and the structural characteristics of Least Developed Countries' economies• apply critical understanding of terms, rules, principles and theories to analyse, interpret and evaluate, as an individual or in groups, economic performance, in low- and middle-income economies, and other economic development issues in order to take part in norm-based arguments		

<ul style="list-style-type: none"> demonstrate well-developed information retrieval skills, analyse, interpret and evaluate the information to ethically deal with unfamiliar concrete and abstract problems in Development economics and communicate information in well-structured arguments in written assignments and oral presentations following prescribed formats while using appropriate technology.
Method of delivery: Contact, full-time and part-time
Assessment modes: The formative and summative assessment methods and -weights will be made available in the study guides and on Efundi.

Module code: ENLS111	Semester 1	HEQF level: 5
Title: English for specific purposes		
Module outcomes:		
On completion of this module students should be able to:		
<ul style="list-style-type: none"> demonstrate knowledge of the nature of words demonstrate knowledge of the nature of sentences demonstrate basic knowledge of the language used in literary texts plan and write an essay. 		
Method of delivery: Contact, full-time		
Assessment methods:		
<ul style="list-style-type: none"> Tests and assignments: 60% Semester examination: 40% 		

Module code: ENLS121	Semester 2	HEQF level: 5
Title: Practical English for Professional Purposes		
Module outcomes:		
On completion of this module students should be able to:		
<ul style="list-style-type: none"> identify, understand and respond to various text types plan and write different kinds of texts (e.g. business letters, reports, essays) using the appropriate language and style for each. 		

Method of delivery: Contact, full-time
Assessment methods: <ul style="list-style-type: none"> • Tests and assignments: 60% • Semester examination: 40%

Module code: ENLL111	Semester 1	HEQF level: 5
Title: Introduction to literary genres (I)		
Module outcomes: On completion of this module learners should be able to: <ul style="list-style-type: none"> • understand the fundamental concepts and characteristics of literary genres • analyse and interpret literary texts with a view to their generic elements • develop arguments based on textual evidence in the course of the interpretation of literary texts • present sustained arguments about texts in accordance with appropriate academic conventions, in particular in academic essays. 		
Method of delivery: Contact, full-time		
Assessment modes: Students will have attained the outcomes if they are able to: <ul style="list-style-type: none"> • identify generic elements of literary texts • explain how generic elements contribute to the creation of literary texts in different genres; • interpret meanings of literary texts in terms of generic elements • write paragraphs and essays that present the analysis and findings in terms of sustained arguments. 		

Module code: ENLL121	Semester 2	HEQF level: 5
Title: Introduction to literary genres (II) and grammatical analysis		
<p>Module outcomes:</p> <p>On completion of this module learners should be able to:</p> <ul style="list-style-type: none"> • understand the fundamental concepts and characteristics of literary genres • analyse and interpret literary texts with a view to their generic elements • develop arguments based on textual evidence in the course of the interpretation of literary texts • present sustained arguments about texts in accordance with appropriate academic conventions, in particular in academic essays • understand the fundamental concepts of grammatical analysis • analyse and interpret simplex clauses in terms of their constituent elements and the grammatical functions thereof. 		
Method of delivery: Contact, full-time		
<p>Assessment modes:</p> <p>Students will have attained the outcomes if they are able to:</p> <ul style="list-style-type: none"> • identify generic elements of literary texts • explain how generic elements contribute to the creation of literary texts in different genres • interpret meanings of literary texts in terms of generic elements • write paragraphs and essays that present the analysis and findings in terms of sustained arguments • define, explain and exemplify the fundamental concepts of grammatical analysis • identify and classify the constituent elements of simplex clauses and their grammatical functions. 		

Module code: ENLL211	Semester 1	HEQF level: 6
Title: Development of literary genres (I) and development of grammatical complexity		
<p>Module outcomes:</p> <p>On completion of this module learners should be able to:</p> <ul style="list-style-type: none"> • understand key characteristics of the most significant pre-twentieth century literary periods • understand the development of pre-twentieth century poetry/prose fiction • engage critically with literary and contemporaneous critical texts through analysis and synthesis • present sustained arguments about texts, with arguments substantiated from text and context, in accordance with appropriate academic conventions, in particular in academic essays • understand the concepts of complex linguistic structures • analyse and interpret complex words and clauses in terms of their constituent elements and the grammatical functions thereof. 		
Method of delivery: Contact,full-time		
<p>Assessment modes:</p> <p>Students will have attained the outcomes if they are able to:</p> <ul style="list-style-type: none"> • identify historical and generic characteristics of literary texts and the periods in which they were published • explain how literary texts developed over time, with reference to specific characteristics • interpret literary texts and contemporaneous critical texts and relate them to one another • write essays that present the analysis and findings in terms of sustained arguments, drawing on evidence from texts and contextual sources • define, explain and exemplify the concepts of grammatical analysis • identify and classify the constituent elements of complex clauses and their grammatical functions; • use appropriate linguistic formalisms to present the analysis. 		

Module code: ENLL221	Semester 2	HEQF level: 6
Title: Development of literary genres (II) and applied linguistics		
<p>Module outcomes:</p> <p>On completion of this module learners should be able to:</p> <ul style="list-style-type: none"> • understand key characteristics of the most significant pre-twentieth century literary periods a • understand the development of pre-twentieth century poetry/prose fiction • engage critically with literary and contemporaneous critical texts through analysis and synthesis • present sustained arguments about texts, with arguments substantiated from text and context, in accordance with appropriate academic conventions, in particular in academic essays • understand and evaluate the theoretical bases of the discipline of Applied Linguistics • apply and evaluate relevant approaches to Teaching English to Speakers of Other Languages (TESOL) and English for Academic Purposes (EAP). 		
Method of delivery: Contact, full-time		
<p>Assessment modes:</p> <p>Students will have attained the outcomes if they are able to:</p> <ul style="list-style-type: none"> • identify historical and generic characteristics of literary texts • explain how literary texts developed over time, with reference to specific characteristics • interpret literary texts and contemporaneous critical texts and relate them to one another • write essays that present the results of the analysis in terms of sustained arguments, drawing on evidence from texts and contextual sources • identify, explain and relate key theoretical terms of the discipline of Applied Linguistics • develop course outlines and contact sessions for learners in TESOL and EAP courses • evaluate the relative effectiveness of different approaches to Applied Linguistics, TESOL and EAP. 		

Module code: ENLL311	Semester 1	HEQF level: 7
Title: Key periods in literature, historical linguistics and stylistics		
<p>Module outcomes:</p> <p>On completion of this module learners should be able to:</p> <ul style="list-style-type: none"> • explain the ideas, characteristics and contexts relevant to Renaissance literature • explain the key qualities and contexts relevant to Modernist literature • analyse selected Renaissance and Modernist texts critically, with reference to the conceptual frameworks for the study of these periods • present sustained arguments about Renaissance and Modernist literature, and integrate contextual and critical sources appropriately • explain selected concepts relevant to diachronic linguistic and stylistic analysis • analyse diachronic data and literary texts by means of appropriate linguistic concepts • critically select appropriate analytical techniques to solve problems arising from unseen texts • present sustained arguments about linguistic phenomena, and integrate data analysis and interpretation appropriately. 		
Method of delivery: Contact, full-time		
<p>Assessment modes:</p> <p>Students will have attained the outcomes if they are able to:</p> <ul style="list-style-type: none"> • identify contextual and literary characteristics of Renaissance and Modernist literature • interpret literary texts in terms of their characteristics, integrating relevant conceptual frameworks into the analysis • write essays that present the results of the literary analysis and interpretation in terms of sustained arguments, drawing on evidence from texts, contextual and critical sources, and following accepted academic conventions with respect to language, style and source referencing • define, explain and exemplify the concepts of diachronic and stylistic analysis • identify specific diachronic and stylistic features in data, as well as recurrent patterns of such features • select and apply appropriate techniques for the analysis of texts to solve problems • write essays in which linguistic data and analysis are integrated with the interpretation of historical and stylistic phenomena, following accepted academic conventions with respect to language, style and source referencing. 		

Module code: ENLL321	Semester 2	HEQF level: 7
Title: South Africa and the world: Postmodern and contemporary literature, sociolinguistics and advanced linguistics analysis		
<p>Module outcomes:</p> <p>On completion of this module learners should be able to:</p> <ul style="list-style-type: none"> • explain the ideas, qualities and contexts relevant to postmodern and contemporary literature, including South African literature • analyse selected postmodern and contemporary texts critically • present sustained arguments about postmodern and contemporary literature following accepted academic conventions with respect to language, style, and source referencing, and integrate contextual and critical sources appropriately • understand and explain the concepts relevant to sociolinguistic and textual analysis • analyse a wide variety of texts in different registers and dialects in terms of their unique and shared linguistic characteristics • explain observed linguistic patterns in terms of underlying linguistic-functional and sociolinguistic variables • present sustained arguments about linguistic phenomena, and integrate data analysis and interpretation appropriately. 		
Method of delivery: Contact, full-time		
<p>Assessment modes:</p> <p>Students will have attained the outcomes if they are able to:</p> <ul style="list-style-type: none"> • identify contextual and literary characteristics of postmodern and contemporary literature, including South African literature • interpret literary texts in terms of their characteristics, integrating relevant conceptual frameworks into the analysis • write essays that present the results of the literary analysis and interpretation in terms of sustained arguments, drawing on evidence from texts, contextual and critical sources, and following accepted academic conventions with respect to language, style and source referencing • define, explain and exemplify the concepts of sociolinguistic and textual analysis • Identify specific registers and dialect features in data, as well as recurrent patterns of such features 		

- relate observed linguistic patterns to relevant underlying linguistic-functional and sociolinguistic variables, in order to determine if such patterns are motivated
- write essays in which linguistic data and analysis are integrated with the interpretation of linguistic and sociolinguistic phenomena, following accepted academic conventions with respect to language, style, and source referencing.

Module code: FREN111	Semester 1	HEQF level: 5
Title: French for beginners 1		
<p>Module outcomes:</p> <p>After the completion of this module the students must be able to:</p> <ul style="list-style-type: none"> • demonstrate basic knowledge of the French language in terms of comprehension (listening and reading), speaking and writing in order to express themselves at an elementary level • use analytical, synthetical and evaluation skills to understand and write simple texts in French • use IT skills to perform tasks and reflect on their learning individually or in groups within an accepted ethical framework • demonstrate a basic knowledge and awareness of French culture and daily French community life. 		
Method of delivery: Contact, full-time		
<p>Assessment modes:</p> <p>The outcomes will be reached when students are able to:</p> <ul style="list-style-type: none"> • identify familiar words and daily expressions about themselves, others and their immediate environment • identify and describe familiar names as well as basic words and phrases in printed and electronic media such as advertisements, posters, catalogues, e-mails, etc. • communicate on a basic level, including a) asking and answering basic questions about familiar subjects or about what is needed in certain contexts in their immediate environment, and b) using basic expressions and sentences to describe their immediate environment (e.g. friends, family, colleagues, home, studies, work, habits, etc.) • apply basic writing skills by performing tasks such as a) filling out personal details on questionnaires or forms, e.g. a hotel form and b) writing short post cards or short letters in which they introduce themselves, describe certain likes and dislikes, their studies or professional activities, holidays, leisure activities, etc. • describe the French culture (including history, literature, philosophy, art, etc.) and daily 		

Module code: FREN121	Semester	HEQF level: 5
Title: French for beginners 2		
<p>Module outcomes:</p> <p>After the completion of this module the students must be able to:</p> <ul style="list-style-type: none"> • demonstrate basic knowledge of the French language in terms of comprehension (listening and reading), speaking and writing in order to express themselves at an elementary level • use analytical, synthetical and evaluation skills to understand and write simple texts in French • use IT skills to perform tasks and reflect on their learning individually or in groups within an accepted ethical framework • demonstrate a basic knowledge of French culture and daily French community life. 		
Method of delivery: Contact, full-time		
<p>Assessment modes:</p> <p>The outcomes will be reached when students are able to:</p> <ul style="list-style-type: none"> • identify daily expressions and vocabulary related to their immediate environment, e.g. expressions and vocabulary about themselves, others, daily activities such as shopping, work, etc. • identify the essential information of announcements (e.g. at train stations, airports, etc.) and basic messages (e.g. recorded telephone messages) • read and understand basic short texts, e.g. printed and electronic media such as advertisements, posters or catalogues, as well as short personal letters, e-mails and postcards • identify specific information in daily printed and electronic documents such as advertisements, brochures, menus, time tables, etc. • communicate in basic situations that require a simple exchange of information, including a) asking and answering basic questions about familiar subjects or about what is needed in certain contexts in their immediate environment, and b) using basic expressions and sentences to describe their immediate environment (e.g. friends, family, colleagues, home, studies, work, habits, etc.) • apply basic writing skills by performing tasks such as a) filling out personal details on questionnaires or forms, e.g. a hotel form and b) writing short post cards or short letters in which they introduce themselves, describe certain likes and dislikes, their studies or 		

professional activities, holidays, leisure activities, etc.

- describe the French culture (including history, literature, philosophy, art, etc.) and daily French community life.

Module code: FREN211	Semester 1	HEQF level: 6
Title: Intermediate French 1		
Module outcomes: After the completion of this module the students must be able to: <ul style="list-style-type: none">• demonstrate a more profound knowledge of the French language in terms of comprehension (listening and reading), speaking and writing in order to express themselves at an intermediate level• use analytical skills in order to understand and evaluate cultural, literary, historical, philosophical and daily French contexts• apply effective translation skills to translate intermediate texts		
Method of delivery: Contact, full-time		
Assessment modes: The outcomes will be reached when students are able to: <ul style="list-style-type: none">• demonstrate a more profound knowledge of the French language in terms of comprehension (listening and reading), speaking and writing in order to express themselves at an intermediate level• communicate at an intermediate level, which includes a) being able to have short exchanges during a conversation where the topic of discussion concerns familiar subjects, subjects of personal interest and daily life (e.g. family, leisure, work and travel), and b) being able to use a series of phrases and expressions to describe their immediate environment, i.e. themselves, others, their living conditions, their training or education, daily activities, professional activities, etc.• understand the essential points of a discussion or other aural input where the topic concerns familiar subjects (e.g. family, leisure, work, travel, etc.)• apply reading skills for comprehension at an intermediate level (e.g. the description of events in short news articles, the expression of feelings and wishes in personal letters, etc.)• apply writing skills to produce intermediate-level texts such as notes, messages, personal letters, short reports, etc.• use analytical skills in order to understand, interpret and evaluate cultural, literary, historical, philosophical and daily French contexts through a selection of texts and		

modern French media (e.g. newspapers, magazines, television, films, the Internet, etc.)

- apply effective translation skills to translate intermediate texts (e.g. newspaper articles, selected media-related texts, etc.).

Module code: FREN221	Semester 2	HEQF level: 6
Title: Intermediate French 2		
Module outcomes: After the completion of this module the students must be able to: <ul style="list-style-type: none">• demonstrate a more profound knowledge of the French language in terms of comprehension (listening and reading), speaking and writing in order to express themselves at an intermediate level• use analytical skills in order to understand and evaluate cultural, literary, historical, philosophical and daily French contexts• apply effective translation skills to translate intermediate texts.		
Method of delivery: Contact, full-time		
Assessment modes: The outcomes will be reached when students are able to: <ul style="list-style-type: none">• demonstrate a more profound knowledge of the French language in terms of comprehension (listening and reading), speaking and writing in order to express themselves at an intermediate level• communicate at an intermediate level, which includes a) being able to have short exchanges during a conversation where the topic of discussion concerns familiar subjects, subjects of personal interest and daily life (e.g. family, leisure, work and travel), and b) being able to use a series of phrases and expressions to describe their immediate environment, i.e. themselves, others, their living conditions, their training or education, daily activities, professional activities, etc.• understand the essential points of a discussion or other aural input where the topic concerns familiar subjects (e.g. family, leisure, work, travel, etc.)• apply reading skills for comprehension at an intermediate level (e.g. the description of events in short news articles, the expression of feelings and wishes in personal letters, etc.)• apply writing skills to produce intermediate-level texts such as notes, messages, personal letters, short reports, etc.• use analytical skills in order to understand, interpret and evaluate cultural, literary, historical, philosophical and daily French contexts through a selection of texts and		

modern French media (e.g. newspapers, magazines, television, films, the Internet, etc.)

- interact with audiovisual material (e.g. television, radio, short films, Internet activities, etc.) in order to discover new elements of the French language
- apply effective translation skills to translate texts at an intermediate level (e.g. newspaper articles, selected media-related texts, etc.).

Module code: FREN311	Semester 1	HEQF level: 7
Title: Advanced French I		
Module outcomes: After the completion of this module, the students must be able to:		
<ul style="list-style-type: none">• demonstrate a well-rounded / sophisticated knowledge of the French language in terms of comprehension (listening and reading), speaking and writing in order to express themselves at an advanced level• use analytical skills in order to understand and evaluate a wide array of complicated cultural, literary, historical, philosophical and current interest materials (both textual and audiovisual)• apply effective translation skills to a variety of complicated French texts• demonstrate cultural proficiency in terms of a wide selection of French art, literature, philosophy, film and other media or art forms.		
Method of delivery: Contact, full-time		
Assessment modes: The outcomes will be reached when students are able to:		
<ul style="list-style-type: none">• formulate statements and thoughts in French and talk about them• participate (without preparation) in conversations about familiar subjects, subjects concerning personal interest and subjects concerning daily life• describe experiences, events, dreams, hopes and goals• give short explanations of opinions or projects• tell a story or describe the plot of a book or film and express their reactions• identify the essential points of a number of radio or television programmes about current interests or subjects that have personal or professional interest• analyse, understand and evaluate complicated French texts• apply effective translation skills to translate a wide selection of French texts		

- apply advanced writing skills to produce essays, summaries, letters, etc.
- analyse key philosophical and historical texts in the history of ideas of modern France
- analyse and interpret selected literary texts
- analyse, interpret and provide feedback on current affairs and topics of interest in selected articles, television programmes, films, etc.
- produce argumentative essays relating to extra-linguistic course content (literature, film studies, philosophy, art, etc.)
- demonstrate intercultural awareness when performing oral or written communicative tasks.

Module code: FREN321	Semester 2	HEQF level: 7
Title: Advanced French 2		
Module outcomes:		
After the completion of this module, the students must be able to:		
<ul style="list-style-type: none"> • demonstrate a well-rounded / sophisticated knowledge of the French language in terms of comprehension (listening and reading), speaking and writing in order to express themselves at an advanced level • use analytical skills in order to understand and evaluate a wide array of complicated cultural, literary, historical, philosophical and current interest materials (both textual and audiovisual) • apply effective translation skills to a variety of complicated French texts • demonstrate cultural proficiency in terms of a wide selection of French art, literature, philosophy, film and other media or art forms. 		
Method of delivery: Contact, full-time		
Assessment modes:		
The outcomes will be reached when students are able to:		
<ul style="list-style-type: none"> • formulate statements and thoughts in French and talk about them • participate (without preparation) in conversations about familiar subjects, subjects concerning personal interest and subjects concerning daily life • describe experiences, events, dreams, hopes and goals • give short explanations of opinions or projects • tell a story or describe the plot of a book or film and express their reactions 		

- present and defend their opinions
- identify the essential points of a number of radio or television programmes about current interests or subjects that have personal or professional interest
- analyse, understand and evaluate narrative audiovisual input such as short and standard length films
- analyse, understand and evaluate complicated French texts
- apply effective translation skills to translate a wide selection of French texts
- apply advanced writing skills to produce essays, summaries, letters, etc.
- analyse key philosophical and historical texts in the history of ideas of modern France
- analyse and interpret selected literary texts
- analyse, interpret and provide feedback on current affairs and topics of interest in selected articles, television programmes, films, etc.
- produce argumentative essays relating to extra-linguistic course content (literature, film studies, philosophy, art, etc.)
- demonstrate intercultural awareness when performing oral or written communicative tasks.

Module code: GERM111	Semester 1	HEQF level: 5
Title: German Elementary 1		
<p>Module outcomes:</p> <p>After completion of this module the student should:</p> <ul style="list-style-type: none"> • understand the basic rules of pronunciation in German • understand the basic rules of German grammar • dispose of a vocabulary of elementary level • understand and apply basic German phrases at an elementary level • use their analytical, synthetical and evaluation skills to read and write simple texts • have a basic knowledge of life and culture in the German speaking countries in comparison to South Africa • use IT skills to perform tasks and reflect on their learning individually or in groups within an accepted ethical framework. 		
Method of delivery: Contact, full-time		

Assessment modes:

Students will master the outcomes if they are able to:

- apply the basic rules of pronunciation in German
- apply their knowledge of grammar and vocabulary in class exercises, tests and an examination
- communicate in German at an elementary level, like requesting and giving information by means of class activities and a listening test
- read and write simple texts like a menu, a post-card and e-mails by means of class activities, group work, class tests and an examination
- approach situations of communication with adequate knowledge of intercultural

Module code: GERM121	Semester 2	HEQF level: 5
Title: German Elementary 2		
Module outcomes: After completion of this module the students should: <ul style="list-style-type: none">• know the basic rules of pronunciation and grammar• dispose of a basic vocabulary• understand common German phrases• conduct a basic conversation in German at an elementary level• use their analytical, synthetical and evaluation skills to read, write and translate simple relevant texts• have a general knowledge of life and culture in the German speaking countries in comparison to South Africa• use IT skills to perform tasks and reflect on their learning individually or in groups within an accepted ethical framework.		
Method of delivery: Contact, full-time		

Assessment modes:

Students will master the outcomes if they are able to:

- apply the basic rules of grammar and pronunciation
- apply their knowledge of grammar and vocabulary in class exercises, tests and an examination
- communicate in German about everyday matters like their interests, basic needs and wishes by means of class activities, group work, an oral test, class tests and an examination
- write, read and translate simple texts by means of class activities, group work, class tests and an examination
- approach situations of communication with adequate intercultural awareness.

Module code: GERM211	Semester 1	HEQF level: 6
Title: German Intermediate 1		
Module outcomes: After completion of this module the students should: <ul style="list-style-type: none"> • understand and speak German at an intermediary level • effectively communicate in German to other students in the classroom situation • have a basic understanding of grammatical structures and sentence patterns • read and comprehend German non-literary as well as literary texts of an intermediary level • write general texts as well as an essay on a literary work • compare various aspects of the South African context with situations in German speaking countries • use IT skills to perform tasks and reflect on their learning individually or in groups within an accepted ethical framework. 		
Method of delivery: Contact, full-time		
Assessment modes: Students will master the outcomes if they are able to: <ul style="list-style-type: none"> • participate in conversations about everyday topics by means of class activities, group work and an oral test 		

- apply their knowledge of grammar and syntax in class exercises, tests and an examination
- read and understand non-literary as well as literary texts of an intermediary level
- analyze the meaning of a text
- engage in a discussion about the text by means of class activities, group work and assignments
- write texts at an intermediary level, e.g. postcards and informal letters as well as essays on literary themes by means of class activities, group work, individual work and assignments
- approach situations of communication with adequate intercultural awareness.

Module code: GERM221	Semester 2	HEQF level: 6
Title: German Intermediate 2		
<p>Module outcomes:</p> <p>After completion of this module students should:</p> <ul style="list-style-type: none"> • understand and speak German at an intermediary level • effectively communicate to other students in the classroom situation • have a basic command of grammatical structures and sentence patterns • read and comprehend German non-literary as well as literary texts of an intermediary level • write general texts as well as essays on a literary work • compare various aspects of the South African context with situations in German speaking countries • use IT skills to perform tasks and reflect on their learning individually or in groups within an accepted ethical framework. 		
Method of delivery: Contact, full-time		
<p>Assessment modes:</p> <p>Students will master the outcomes if they are able to:</p> <ul style="list-style-type: none"> • participate in conversations about everyday topics by means of class activities, group work and an oral test • apply their knowledge of grammar and syntax in class exercises, tests and an examination 		

- read and understand non-literary as well as literary texts of an intermediary level
- analyze the meaning of a text
- engage in a discussion about the text by means of class activities, group work and assignments
- write texts at an intermediary level, e.g. formal letters as well as essays on literary themes by means of class activities, group work and assignments
- approach situations of communication with adequate intercultural awareness.

Module code: HIST111	Semester 1	HEQF level: 5
Title: From Ms Ples to Mandela		
Module outcomes: On completion of this module, the student should be able to trace, explain and evaluate the processes and dynamics of distribution, settlement and interaction of people in what is today South Africa, from the early Iron Age to the present, with special attention to twentieth century political, economic and social developments.		
Method of delivery: Contact, full-time and part-time		

Module code: HIST121	Semester 2	HEQF level: 5
Title: Making of the Modern World		
Module outcomes: On completion of this module, the student should be able to understand and assess: <ul style="list-style-type: none"> • the impact of major civilisations upon modern world society, including the influence of early African civilisation on modern African society • the influence of factors such as industrialisation, imperialism, the Cold War and globalisation on the contemporary world, Africa and South Africa. 		
Method of delivery: Contact, full-time and part-time		

Module code: HIST211	Semester 1	HEQF level: 6
Title: South Africa and Africa: political development		
<p>Module outcomes: On completion of this module, the student should be able to</p> <ul style="list-style-type: none"> • trace the historic roots of democracy in the Greek city states and the Roman Empire and identify and analyse the most important trends of the development of democracy in Britain, France, the USA and in particular Africa with specific reference to SouthAfrica • identify and compare the most important traits of the British, German and French colonial systems and to explain and evaluate the decolonisation process in Asia and Africa with a specific focus on South Africa • explain the period of the Cold War and the struggle between two ideologies/power blocks in a changing world and to demonstrate what the effects were on Africa and South Africa • explain the main traits of political development in South Africa since the beginning of the twentieth century. 		

Module code: HIST221	Semester 2	HEQF level: 6
Title: South Africa and global socio-economic trends		
<p>Module outcomes: After the completion of this module students should be able to</p> <ul style="list-style-type: none"> • give in detail the main traits of social and economic history since ca. 1800 of Africa and South Africa in particular • explain important contemporary problems in Africa in the light of historical development; • demonstrate connections between social and economic development in South Africa and the rest of Africa • explain the interaction between social and economic development and political development in Africa and South Africa. 		
Method of delivery: Contact, full-time and part-time		

Modulecode: HIST311	Semester 1	HEQF level: 7
Title: Humankind in interaction with the environment		
<p>Module outcomes: After the completion of this module students should be able to:</p> <ul style="list-style-type: none"> • describe the field of environmental history and point out in what ways it differs from or overlaps with other subdisciplines • have insight into the historical development of interaction between human beings and environment from pre-historic times up to the present • have a thorough knowledge of selected themes within environmental history • further develop his/her scientific attitude to history by following a critical approach to historic texts, enhancing the consciousness of and appreciation for the existence of diverging viewpoints, formulate and motivate an own opinion on controversial issues • use scientific techniques and methods to do research for an assignment on a subject in the field of environmental history, write down the results and present them orally according to the scientific requirements of history as a discipline. 		
Method of delivery: Contact, full-time and part-time		

Module code: HIST321	Semester 2	HEQF level: 7
Title: Intellectual history, methodology and historiography		
<p>Module outcomes: After the completion of this module:</p> <p>Part 1 : Aspects of intellectual history.</p> <p>The student should be able to identify and give a broad description of the most important schools of thought in the Western world from the Renaissance and their influence on society and culture, and formulate a critical position on certain core aspects of these views; critically discuss the most important characteristics of ideologies that have had a great impact on twentieth-century history; understand the development of universities since the Middle Ages and discuss their influence on society.</p> <p>Part 2 : Methodology of history.</p> <p>The student should be able to briefly describe the most important steps in a historical research process and also apply them to a project of limited scope; briefly describe the value of certain theories and their usefulness in the study of history; briefly explain the importance of interdisciplinary research for the historian.</p> <p>Part 3 : Historiography.</p> <p>The student should be able to briefly indicate the most important characteristics of the</p>		

perception and recording of history in the Western world before 1800; give a brief description and explanation of how the science of history originated in the nineteenth century; give a broad description of the influence of the liberal, Marxist and Annales schools on modern Western historiography; comparatively treat the main characteristics of Afrikaans, liberal and radical historiography in twentieth century South Africa; briefly discuss the influence of views of history, in particular a Christian view of history, on historiography.

Method of delivery: Contact, full-time and part-time

Module code: HRMA122	Semester 2	NQF level: 7
Title: The functions of Human resource management		
<p>Module outcomes:</p> <p>The student should be able to:</p> <ul style="list-style-type: none"> • know and understand the nature, value and functions of, as well as the challenges to human resource management • demonstrate knowledge of and insight into job analysis, human resource planning, recruitment, selection, compensation, induction, training and development, performance management and the application of skills in utilising programmes in all these aspects in organisations • apply knowledge and skills to compile and evaluate programmes in human resource management. 		
Method of delivery: Contact, full-time and part-time		
<p>Methods of assessment: Formative: 3 Large scheduled tests: weight – 100 Summative: 1 x 2-hour Exam: weight – 50</p>		

Module code: IOPS111 (old code: BSKP111)	Semester 1	HEQF level: 5
Title: Introduction to Industrial Psychology		
<p>Module outcomes:</p> <p>The student should be able to:</p> <ul style="list-style-type: none"> • demonstrate knowledge of, and insight into the core areas of Industrial Psychology, including career prospects, roles, functions and competencies of registered counsellors and psychometrists and psychologists 		

<ul style="list-style-type: none"> define and describe the role and the use of the principles of Industrial Psychology analyse the biological bases of behaviour, which include cognitive abilities, memory, learning and motivation and analyse the social bases of behaviour, which includes interpersonal interaction like
Method of delivery: Contact, full-time and part-time
Methods of assessment: Formative: 3 Large scheduled tests: weight – 100 Summative: 1 x 2-hour Exam: weight – 50

Module code: IOPS121 (old codes: BSKP151, 161)	Semester 2	HEQF level: 5
Title: Career health and Ergonomics		
Module outcomes: The student should be able to: <ul style="list-style-type: none"> demonstrate knowledge of the nature and importance of a safe and healthy work environment that enhances the quality of the work life of employees show insight into the problems that workers experience regarding safety, health, quality of work life and the human-technology interaction demonstrate knowledge of the application of ergonomics by designing models to fit body posture, the office/work environment, designing for special populations and the practical application of the models by means of the ergonomics checklist demonstrate knowledge of the connection between work and psychological well being (e.g. Psychological adjustment) know the determinants and causes of work maladjustment and the implications thereof for safety demonstrate knowledge of the types of work dysfunctions and other work-related and organisational maladjustments demonstrate knowledge of the ways in which organisations should go about to ensure a safe and healthy work environment conducive to improving the quality of work life and demonstrate knowledge of the most important provisions of the Occupational Health and Safety Act (Act 85 of 1993) in maintaining safe and healthy work environments. 		
Method of delivery: Contact, full-time and part-time		
Methods of assessment: Formative: 3 Large scheduled tests: weight – 100		

Summative: 1 x 3-hour Exam: weight – 50

Module code: IOPS211 (old code: BSKP211)	Semester: 1	HEQF level: 6
Title: Personnel psychology		
Module outcomes: The student should be able to: <ul style="list-style-type: none">• show knowledge of the changing nature of work and how this will affect the application of psychological principles in decision-making• analyse and apply different types of criteria/standards as it pertains to decision-making for people at work in a fair and equitable way• evaluate/assess the quality of and applicability of different psychological predictors• apply the correct problem solving method such as the development, appraisal and motivation of people at work.		
Method of delivery:	Contact, full-time and part-time	
Methods of assessment:	Formative: 3 Large scheduled tests: weight – 100 Summative: 1 x 2-hour Exam: weight – 50	

Module code: IOPS221 (old codes: BSKP251, 261)	Semester: 2	HEQF level: 6
Title: Career psychology		
Module outcomes: The student should be able to: <ul style="list-style-type: none">• evaluate the implications of the changing organisation for careers using various theories of career choice/development and counselling in solving career related problems• Identify different life/career stages and the methods that can be used in dealing with career issues• assess different effects of career experiences on employees and all aspects of career management support.		
Method of delivery:	Contact, full-time and part-time	

Methods of assessment: Formative: 3 Large scheduled tests: weight – 100 Summative: 1 x 2-hour Exam: weight – 50

Module code: IOPS311 (old code: BSKP311)	Semester: 1	HEQF level: 7
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Title: Organisational psychology

<p>Module outcomes:</p> <p>The student should be able to:</p> <ul style="list-style-type: none"> • explain the research, theories and approaches regarding organisational behaviour, stress, motivation, job satisfaction, leadership, group behaviour, organisation politics, conflict, decision-making, communication and organisation architecture • show sensitivity for individual, group and organisational problems at national and international level • demonstrate skills to diagnose individual, group and organisation problems and identify opportunities to intervene or refer to other professionals • advise relevant parties on solutions and to facilitate such solutions • explain the competencies of an organisation development consultant • diagnose the changes that have an influence on individuals, groups and organisations • explain the management of change • use skills to make an organisation diagnoses • show an understanding of elementary organisation development interventions
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Method of delivery:	Contact, full-time and part-time
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Methods of assessment: Formative: 3 Large scheduled tests: weight – 10 Summative: 1 x 3-hour Exam: weight – 50
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Module code: IOPS321 (old codes: BSKP351, 361)	Semester 2	HEQF level: 7
Title: Psychometry and Research methodology		
<p>Module outcomes:</p> <p>The student should be able to:</p> <ul style="list-style-type: none"> • show an understanding of psychological measurement, its ethics and requirements • apply psychometrical techniques • evaluate different psychometrical techniques and select techniques that can be used in all fairness in a given situation • show an understanding of the nature and measurement of intelligence, interest and personality • interpret psychological protocols • show an understanding of the nature of research, quantitative and qualitative approaches as well as the research process (i.e. literature review, data collection methods, sampling techniques, hypotheses, research objectives, reliability and validity) • demonstrate knowledge to plan an elementary research project • apply knowledge of the use of the American Psychological Association (APA) referencing technique. 		
Method of delivery: Contact, full-time and part-time		
<p>Methods of assessment: Formative: 4 Large scheduled tests: weight – 60 4 Assignments: weight – 40 Summative: 1 x 3-hour Exam: weight – 50</p>		

Module code: ITRW112	Semester 1	HEQF level: 5
Title: Introduction to Programming		
<p>Module outcomes:</p> <p>Upon completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • demonstrate knowledge of the different components of the computer, an information system and programming languages and their uses. The student will also have acquired knowledge of the utilization and use of spreadsheets. The student will have knowledge 		

<p>of spreadsheets, which includes tables, computations, transfer of data between different applications and application environments, functions and graphs to process and present data</p> <ul style="list-style-type: none"> • demonstrate the ability to solve problems by analyzing and implementing structured programming techniques, data manipulation and data representation, event-driven applications in the spreadsheet developments environment • proof insight into the ethical issues of the broader IT-world and be aware of the risks and dangers that challenge the IT-world • demonstrate communication skills in writing a report after a project is completed.
<p>Method of delivery: Contact, full-time</p>
<p>Assessment modes: Summative: 1 x 3 hour examination; weight – 50</p> <p>This is a guideline and can change.</p>

Module code: JURI111	Semester 1	HEQF level: 5
Title: Introduction to Law		
<p>Module outcomes:</p> <p>On completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • a fundamental knowledge of the science of law with specific reference to: the concept of law; basic legal concepts and processes; information retrieving skills; sources of law; the basic court structure; constitutional developments; classification of the various legal disciplines and professions; and professional and ethical issues • the ability to retrieve information from various sources and to integrate findings in the formulation of ethically sound and value-based solutions in elementary problem solving • an ability to apply knowledge, basic principles, theories, legal terminology, concepts and conventions to the formulation of solutions in elementary problem solving, individually and in groups • the ability to communicate effectively in writing and orally. 		
Method of delivery: Contact, full-time and part-time		
Assessment modes: 3 hours 1:1		

Module code: JURI123	Semester 2	HEQF level: 5
Title: Contemporary Foundations of South African Law		
<p>Module outcomes:</p> <p>On completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • demonstrate fundamental knowledge with reference to the internal foundations of the South African Law of Property, Law of Delict and law of contract, so as to: • discuss the different aspects of the internal foundations of South African law coherently, integrated, and with an informed understanding, as well as • analyse sets of facts, both familiar and unfamiliar, and apply this knowledge in the formulation of solutions and • present the facts in writing using basic conventions of legal discourse. 		
Method of delivery: Contact, full-time and part-time		
Assessment modes: 3 hours 1:1		

Module code: JURI214	Semester 1	HEQF level: 6
Title: Constitutional Law		
<p>Module outcomes:</p> <p>On completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • demonstrate a solid knowledge base of Constitutional Law and its main constituting fields as well as the competency to analyse real-world scenarios (well-defined but unfamiliar problems in known/familiar contexts) emerging from problematic South African structural Constitutional Law issues • determine a lack in information pertaining to problematic issues, to plan elementary research in this regard, to obtain access to relevant resources and to gather appropriate information • integrate information gained and propose creative solutions by using common terms/terminology, doctrines, underpinning and established theories and principles, relating concepts, processes, procedures and techniques in Constitutional Law appropriately, and to manage an academic-professional discourse verbally or/and in 		

writing to discuss problematic issues coherently

- communicate/present solutions to professional and lay (peer) audiences, individually or in groups, by making use of applicable IT equipment, acceptable formats based on specific conventions illustrating the ability of an awareness of cognate fields/areas.

Method of delivery: Contact, full-time and part-time

Assessment modes: 3 hours 1:1

Module code: JURI224	Semester 2	HEQF level: 6
Title: Labour Law		
Module outcomes: On completion of this module, the student should be able to:		
<ul style="list-style-type: none">• demonstrate a well-rounded and systematic knowledge base of Labour Law with special reference to the principles governing the contract of employment; procedures required by legislative provisions, the individual and collective labour relationships and the influence of the constitution on these fields• solve problems by analysing sets of facts, identify the sources of Labour Law applicable to a specific scenario, gather information and apply/integrate information coherently in the formulation of solutions with reference to an own argument/motivation to applicable Case Law and legislative provisions and• present own points of view in class and in group discussions in written and oral presentations in a coherent and logical, ethically sound and value-based manner.		
Method of delivery: Contact, full-time and part-time		
Assessment modes: 3 hours 1:1		

Module code: JURE 311	Semester 1	HEQF level: 7
Title: Alternative Dispute Resolution		
<p>Module outcomes:</p> <p>On completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • demonstrate a well-rounded and systematic knowledge base of Alternative Dispute Resolution with its main related fields and a detailed knowledge of the following specialist areas: • appropriate dispute resolution methods • current problem situation with litigation • advantages and disadvantages of the ADR process • purpose of the ADR process • negotiations as basic method of all ADR methods • mediation and arbitration as general ADR methods • fact-finding, mini-trial, screening panels, ombudsperson, rent-a-judge, dispute review, executive tribunal, independent expert decision, commission of inquiry, referee, conciliation, facilitator, ADR by means of legislation and advisory investigation and recommendatory opinion as non-general ADR methods • develop drafting, presentation and communication skills when preparing, drafting and presenting well-structured legal opinions/arguments (above-mentioned) and ADR documents based on evidence retrieved from a variety of resources including the internet individually or in groups • deal with unfamiliar concrete and abstract real-world problems contained in sets of facts using theory-driven arguments and evidence based solutions. 		
Method of delivery: Contact, full-time and part-time		
Assessment modes: 3 hours 1:1		

Module code: JURI313	Semester 1	HEQF level: 7
Title: Introduction to Jurisprudence (from 2011)		
<p>Module outcomes:</p> <p>On completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • demonstrate a well-rounded and systematic knowledge base of Labour Law with special 		

reference to the principles governing the contract of employment; procedures required by legislative provisions, the individual and collective labour relationships and the influence of the constitution on these fields

- solve problems by analysing sets of facts, identify the sources of Labour Law applicable to a specific scenario, gather information and apply/integrate information coherently in the formulation of solutions with reference to an own argument/motivation to applicable Case Law and legislative provisions; and
- present own points of view in class and in group discussions in written and oral presentations in a coherent and logical, ethically sound and value-based manner.

Method of delivery: Contact, full-time and part-time

Assessment modes: 3 hours 1:1

Module code: JURI321	Semester 2	HEQF level: 7
Title: Administrative Law (from 2011)		
<p>Module outcomes:</p> <p>On completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • a well-rounded and systematic knowledge base and a coherent and critical understanding of the principles and theories of Administrative Law with special reference to: • the constitutional right to administrative justice • sources of Administrative Law • substantive and procedural Administrative Law, including the definition and concept of administrative action, grounds of review of administrative action, means of controlling administrative action, procedure of and remedies on judicial review • state liability and • the interaction between Administrative Law and other fields of law • the ability to analyse and criticise approaches to, or problematic, Administrative Law issues and propose creative solutions based on a sound value system and legal principles • the ability to identify, analyse and solve unfamiliar complex real-life problems, utilising the knowledge of the field of study and theory-driven arguments to reach evidence-based solutions • the ability to effectively, efficiently and independently retrieve information identified as necessary in order to solve a problem or to analyse or evaluate issues or topics in this field of study, both individually and as member of a learning group • the appropriate communications skills required to communicate their solutions or analysis effectively in writing or orally, using appropriate IT skills. 		

Method of delivery: Contact, full-time and part-time
Assessment modes: 3 hours 1:1

Module code: KCOM111	Semester 1	HEQF level: 5
Title: Introduction to mass communication		
<p>Module outcomes:</p> <p>After successfully completing the module the learner should be able to:</p> <ul style="list-style-type: none"> • have a broad understanding of the history, nature and scope of mass media • demonstrate a general knowledge of the transformation of the mass media industry in South Africa • demonstrate a basic knowledge of important theoretical perspectives on mass media and • critically reflect on the mass media. 		
Method of delivery: Contact, full-time		
<p>Assessment modes:</p> <ul style="list-style-type: none"> • tests and an examination • individual and group assignments and discussions 		

Module code: KCOM112	Semester 1	HEQF level: 5
Title: Introduction to communication contexts		
<p>Module outcomes:</p> <p>After successfully completing the module the learner should be able to demonstrate:</p> <ul style="list-style-type: none"> • a solid knowledge of the overview of the historical development from the early days of human communication to today's information society and new communication technologies • an informed understanding of the key concepts and theories of communication • an ability to apply the theoretical principles learnt to different communication contexts, including intrapersonal communication, interpersonal communication and public speaking 		

<ul style="list-style-type: none"> • a solid knowledge and insight into the different roles, the dynamics of leadership and the management of conflict within the context of small group communication.
Method of delivery: Contact, full-time
Assessment modes: <ul style="list-style-type: none"> • tests and examination • individual and group assignments and discussions

Module code KCOM121	Semester 2	HEQF level: 5
Title: Introduction to Journalism		
Module outcomes: Upon completion of the module, the learner should be able to demonstrate: <ul style="list-style-type: none"> • a solid knowledge and comprehension of the context and functions of journalism with reference to the tasks of an editor, a reporter and a sub-editor, the functioning of a newspaper, magazine and radio station, and different types of journalistic writing, and be able to apply the knowledge to solving problems within a journalistic context • basic knowledge and skills regarding the use of photography within the journalistic context • the ability to research and apply practical journalistic skills in print media and radio, individually as well as in group work, and communicate findings in acceptable formats with the use of suitable IT • the ability to identify, evaluate and apply the normative dimension of journalism to examples from newspapers, magazines and the radio. 		
Method of delivery: Contact, full-time		
Assessment modes: <ul style="list-style-type: none"> • tests and examinations • individual and group assignments and discussions • practical assignments • oral presentations • reports 		

Module code: KCOM122	Semester 2	HEQF level: 5
Title: Introduction to Corporate Communication		
<p>Module outcomes:</p> <p>After successfully completing of the module, the learner should be able to demonstrate:</p> <ul style="list-style-type: none"> • basic knowledge into and comprehension of the most important corporate communication theories and distinction between public relations and marketing • solid knowledge and an informed understanding of the basic theoretical points of departure regarding persuasive communication as it is relevant within the context of corporate communication • a sound knowledge and understanding of specialist areas in corporate communication, and the ability to apply persuasive communication principles to each of these areas • the ability to reflect on ethical values pertaining tot the use of persuasive communication. 		
Method of delivery: Contact, full-time		
<p>Assessment modes:</p> <ul style="list-style-type: none"> • tests and examinations • practical assignments • individual and group assignments and discussions 		

Module code: KCOM211	Semester 1	HEQF level: 6
Title: Desktop Publishing		
<p>Module outcomes:</p> <p>After successfully completing the module the learner should be able to demonstrate:</p> <ul style="list-style-type: none"> • a solid knowledge base of publishing in general and of the various types of publications in the media environment from the perspective of a media practitioner • a sound understanding of the nature and characteristics of Desktop Publishing (DTP) and the coordination of the publication process • basic knowledge and skills of typography and printing processes for page layout and apply this in a DTP environment • competency in the layout and type-setting of different printed publications with the use of digital media. 		

Method of delivery: Contact, full-time
Assessment modes: <ul style="list-style-type: none"> • tests • practical assignments • individual and group assignments and discussions

Module code: KCOM213	Semester 1	HEQF level: 6
Title: Corporate Communication: Relationship Management		
Module outcomes: After successfully completing the module the learner should be able to demonstrate: <ul style="list-style-type: none"> • solid knowledge and an informed understanding of the most important theories regarding corporate communication with focus on relationship management • a sound understanding of the corporate communication problem solving process especially pertaining to the dynamics of different internal and external publics within the South African context • a sound understanding of the role and function of corporate communication as strategic management mechanism and the ability to select and apply different approaches to relationship management regarding different types of South African organisations • a solid knowledge base and understanding of the role of corporate communication in the processes of change, leadership, issue management, negotiation and knowledge management in an organisation • the ability to reflect on the ethical matters in the field of relationship management. 		
Method of delivery: Contact, full-time		
Assessment modes: <ul style="list-style-type: none"> • tests and examinations • individual and group assignments and discussion 		

Module code: KCOM221	Semester 2	HEQF level: 6
Title: Media Policy, Ethics and Media Law		
<p>Module outcomes:</p> <p>After successfully completing this module the learner should be able to demonstrate:</p> <ul style="list-style-type: none"> • a sound understanding of the constitutional context within which freedom of speech is practiced in South Africa • a solid knowledge base and sound understanding of the ethical problems with which media practitioners are faced and how these ethical questions can be dealt with, using, inter alia, different ethical codes • knowledge of the limitations placed by statutory law on the media in the past or still being placed on them • knowledge and understanding of the limitations laid on the media by common law • knowledge and understanding of the laws on copyright and how it affects the media practitioner • knowledge and understanding of consumer rights and how the media practitioner can support them • how ethics and law are intertwined and have to be taken into account by the media practitioner in a parallel manner • knowledge and understanding of the implications of regulations posed by Icasa for the media practitioner • knowledge of the role of the MDDA and other non-governmental initiatives in developing (and transforming) the South African media industry. 		
Method of delivery: Contact, full-time		
<p>Assessment modes:</p> <ul style="list-style-type: none"> • tests and examinations • individual assignments and group discussions • brief class tests, full class tests and an examination will test various outcomes. • assignments, e.g. an essay and clips with explanatory notes. 		

Module code: KCOM222	Semester 2	HEQF level: 6
Title: Intercultural and international communication		
<p>Module outcomes:</p> <p>After the successful completion of the module the learner should be able to:</p> <ul style="list-style-type: none"> • contrast the characteristics, and the development thereof, of the communication of traditional Western (Eurocentric) and non-Western (Afrocentric & Eastern) cultures • display intercultural communication competence in the broad South African context of the media and communication industry • comment critically on the role of identity in the post-colonial context of South Africa • empathetically explain cultural diversity in the handling of intercultural interactions • take cultural coding into consideration in the planning of communication interventions • analyse international communication conduct from a medium theory as well as a systems approach perspective. 		
Method of delivery: Contact, full-time		
<p>Assessment modes:</p> <ul style="list-style-type: none"> • individual and group assignments and discussions • tests • examinations 		

Module code: KCOM227	Semester 2	HEQF level: 6
Title: Film theory and criticism		
<p>Module outcomes:</p> <p>After the successful completion of the module the learner should be able to:</p> <ul style="list-style-type: none"> • demonstrate a solid knowledge and comprehension of the context and functions of film within its socio-historical and political production • demonstrate basic knowledge and skills regarding film theory and visual literacy and apply this knowledge in writing film reviews • research and apply film-historical knowledge in individual as well as in group work, and communicate findings in acceptable academic format • identify, evaluate and apply the normative dimension of film criticism. 		

Method of delivery: Contact, full-time
Assessment modes: <ul style="list-style-type: none"> • individual and group assignments and discussions • practical assignments • tests • examinations

Module code: KCOM313	Semester 1	HEQF level: 7
Title: Corporate Communication: Marketing Communication		
Module outcomes: After successfully completing the module the learner should be able to demonstrate: <ul style="list-style-type: none"> • a critical understanding of the context of marketing communication referring to its growth, main developments in the industry and the role it plays in a campaign • solid knowledge regarding the field of marketing communication management • the competency to design a marketing communication plan by employing different media and methods. 		
Method of delivery: Contact, full-time		
Assessment modes: <ul style="list-style-type: none"> • tests and examination • individual and group assignments and discussions • application/practical assignments • oral presentations 		

Module code: KCOM316	Semester 1	HEQF level: 7
Title: Corporate Media: Web page design		
Module outcomes: After successful completion of the module, the student will be able to <ul style="list-style-type: none"> • demonstrate a well-rounded systematic knowledge base of the background and 		

development of the internet and new media, including the differences between traditional-corporate-, and new media and to explain how these are influenced by the internet in terms of globalization;

- individually and in a group, source and evaluate corporate websites in terms of their goal, function and interactivity and usability models for the purpose of excellence in communication;
- demonstrate a coherent and critical understanding of the guidelines for effective web design and apply it in the creation of web sites with the use of both html and web editing software, graphics and basic animation.

Method of delivery: Contact, full-time

Assessment modes:

- Tests and assignments — weight: 66%
- Semester exam 1X3 hours — weight: 34%

Module code: KCOM321	Semester 2	HEQF level: 7
Title: Research methodology		
Module outcomes:		
Upon completion of the module, the learner should be able to demonstrate:		
<ul style="list-style-type: none"> • a solid knowledge and critical understanding of the basic differences in research design constituted by qualitative and quantitative research and to select the most appropriate approach for specific research scenarios • a systematic knowledge of, and the ability to apply the elements of scientific communication research • a critical understanding of the value of different research methods. 		
Method of delivery: Contact, full-time		
Assessment modes:		
<ul style="list-style-type: none"> • class tests • group assignments • individual assignments • class assignments 		

Module code: KCOM322	Semester 2	HEQF level: 7
Title: Development and Political Communication		
<p>Module outcomes:</p> <p>After completion of this module the learner should be able to demonstrate:</p> <ul style="list-style-type: none"> • a sound knowledge base regarding the main theoretical approaches within the field of development communication and democratization • a coherent and critical understanding of the use of "small media" within the framework of participatory communication, and democratization of the media within the context of a developing democracy • a critical analysis and synthesis of the role the media, government communication and political parties' communication could play in sustaining and strengthening the South African democracy • the ability to formulate a communication strategy for development projects and election campaigns in a developing society. 		
Method of delivery: Contact, full-time		
<p>Assessment modes:</p> <ul style="list-style-type: none"> • tests • individual and group discussions and applications • oral presentations • essays 		

Module code: KCOM326	Semester 2	HEQF level: 7
Title: Integrated corporate media		
<p>Module outcomes:</p> <p>After the successful completion of the module the learner should be able to:</p> <ul style="list-style-type: none"> • demonstrate skills to interpret and analyse client briefs in the corporate communication context and generate appropriate creative concepts through the use of problem solving skills in the corporate communication context • demonstrate a systematic knowledge and critical understanding of printing and web publishing and the management processes thereof • individually or in a group, source and analyse corporate websites within the broader 		

<p>corporate media programmes / campaigns</p> <ul style="list-style-type: none"> show competence in the planning and execution of integrated corporate media programmes / campaigns.
<p>Method of delivery: Contact, full-time</p>
<p>Assessment modes:</p> <ul style="list-style-type: none"> individual and group assignments and discussions practical assignments tests examinations

Module code: KCOM371	Year module	HEQF level: 7
Title: Corporate Writing		
<p>Module outcomes:</p> <p>A. External media</p> <p>After successfully completing the module, the learner should demonstrate:</p> <ul style="list-style-type: none"> a solid knowledge and comprehension of the context, importance, scope and requirements of sound and ethical media relations; the broad media landscape in South Africa; and the corporate communication instruments/methods; with reference to the tasks of the corporate communications practitioner in various sectors a solid knowledge and basic skills regarding the use of visual/auditory material within the context of media relations the ability to research and apply skills to produce material suitable for publicity in a range of mass media according to the basic principles of good journalism. <p>B. Internal media</p> <p>After successfully completing the module, the learner should demonstrate:</p> <ul style="list-style-type: none"> a solid knowledge and comprehension of the context, importance, scope and requirements of in-house journals a solid knowledge regarding the use of visual material and corporate media within the context of in-house journals the ability to research and apply skills to produce a basic in-house journal with the use of suitable IT according to the basic principles of good journalism. 		
Method of delivery: Contact, full-time		

Assessment modes:

- tests and examinations
- individual and group assignments and discussions
- practical assignments
- oral presentations
- reports

Module code: LARM111 (old code: BSOP111)	Semester 1	HEQF level: 5
Title: Introduction to workplace relations		
Module outcomes: The student should be able to:		
<ul style="list-style-type: none"> • demonstrate knowledge of, insight into the terminology, core principles and theories, and background of Industrial Sociology as it is applied in business • demonstrate a fundamental knowledge and insight of the study field of Industrial Sociology • describe the role of the worker and organisations as part of the broader society.show an understanding of the inter-relationship between business and the community • demonstrate the ability to collect information regarding the responsibility of people and the community. 		
Method of delivery: Contact, full-time and part-time		
Methods of assessment: Formative: 3 Large scheduled tests: weight - 100 Summative: 1 x 3-hour exam: weight – 50		

Module code: LARM211 (old code: BSOP211)	Semester 1	HEQF level: 6
Title: Career Management		
Module outcomes: The student should be able to:		
<ul style="list-style-type: none"> • demonstrate an informed comprehension of the challenges in occupations, motivation to work, conflict between occupations and role theory 		

<ul style="list-style-type: none"> display a fundamental knowledge of how an organisation structure can influence a business analyse, interpret and relay unknown problems related to mobility understand stratification and the working of the organisation on different levels evaluate socio-demographic and economic trends which can affect work wellness
Method of delivery: Contact, full-time and part-time
Methods of assessment: Formative: 3 Large scheduled tests: weight – 100 Summative: 1 x 3-hour Exam: weight – 50

Module code: LARM221 (old code: BSOP221)	Semester 2	HEQF level: 6
Title: Work-group Dynamics		
Module outcomes: The student should be able to: <ul style="list-style-type: none"> demonstrate knowledge of, and insight into the terminology, core principles and theories, and background of Work-group dynamics as it is applied in groups within the workplace display an in-depth knowledge and understanding of the structure, significance and functions of different groups as sub-systems in interaction within the workplace to work in groups to address and analyse problems in well-defined groups situations and report the findings in an assignment conforming to Labour Relations Management format. 		
Method of delivery: Contact, full-time and part-time		
Methods of assessment: Formative: 3 Large scheduled tests: weight – 100 Summative: 1 x 3-hour Exam: weight – 50		

Module code: LARM311 (old code: BSOP311)	Semester 1	HEQF level: 7
Title: Theory and Practice of Labour Relations		
Module outcomes:		
The student should be able to:		
<ul style="list-style-type: none"> • show insight into and knowledge of labour relations concepts; modalities that influence the regulation of labour relations; tripartite relationships; industrial democracy, participation and representation, development of labour relations in South Africa • display an in-depth knowledge and understanding of legislation, labour unions, collective bargaining and the way all of these aspects influence the labour environment • know and understand the dynamics of strikes, reasons for strikes, representation of labourers at an organisation level by means of forums and future labour relations development • reveal knowledge on managing labour relations effectively in businesses/organisations. 		
Method of delivery: Contact, full-time and part-time		
Methods of assessment: Formative: 3 Large scheduled tests: weight – 100 Summative: 1 x 3-hour Exam: weight – 50		

Module code: LARM321 (old code: BSOP321)	Semester 2	HEQF level: 7
Title: Management of Labour Relations		
Module outcomes:		
The student should be able to:		
<ul style="list-style-type: none"> • demonstrate a sound and systematic knowledge of labour relations management. • display comprehension of the various aspects of the law of contract that applies to the contract of employment.; • demonstrate knowledge of labour legislation and the enforcement thereof • master the implementation and management of labour relations in the workplace.. • relay and criticise the South African mechanism for the settlement of labour disputes • function effectively in groups.. • apply ethical principles in labour relations. 		

Method of delivery: Contact, full-time and part-time
Methods of assessment: Formative: 3 Large scheduled tests: weight – 100 Summative: 1 x 3-hour Exam: weight – 50

Module code: LARM322	Semester 2	HEQF level: 7
Title: Conflict Management		
Module outcomes: The student should be able to:		
<ul style="list-style-type: none"> demonstrate knowledge of, and insight into the terminology, core principles and theories, and background of Conflict as it is applicable to groups within the workplace display an in-depth knowledge and understanding the importance of utilising appropriate management skills to deal with conflict within the workplace evaluate conflict participants, address and analyse conflict in well-defined situations and report the findings and suggest ways of solving/managing the conflict in an assignment conforming to Labour Relations Management formats. 		
Method of delivery: Contact, full-time and part-time		
Methods of assessment: Formative: 3 Large scheduled tests: weight – 100 Summative: 1 x 3-hour Exam: weight – 50		

Module code: LPRA111	Semester 1	HEQF level: 5
Title: Introduction to Language Practice		
Module outcomes: Upon successful completion of this module the learner should be able to:		
<ul style="list-style-type: none"> demonstrate a fundamental understanding of key terms, concepts, principles and basic theories of translation demonstrate an understanding of the role of translation as a discipline and profession in the South African and global community apply essential principles, procedures and techniques of translation in producing acceptable translations solve well-defined known and unknown translation problems in a known context by 		

<p>using appropriate aids for language practice, and assess the success of solutions</p> <ul style="list-style-type: none"> • collect, analyse and synthesise information on language practice • communicate theoretical and practical considerations with regard to translation problems effectively, coherently and appropriately.
<p>Method of delivery: Contact, full-time</p>
<p>Assessment modes:</p> <ul style="list-style-type: none"> • practical translations with annotations • class presentations • essays • shorter written assignments (e.g. summaries, notes, mind maps) • tests and an examination

Module code: LPRA121	Semester 2	HEQF level: 5
Title: Language Practice and Text		
<p>Module outcomes:</p> <p>Upon successful completion of this module the learner should be able to:</p> <ul style="list-style-type: none"> • demonstrate a fundamental understanding of key terms, concepts, principles and basic theories of translation and revision • demonstrate an understanding of the role of translation as a discipline and profession in the South African and global community • apply essential principles, procedures and techniques of translation and revision in producing acceptable translations and revisions • solve well-defined familiar and unfamiliar translation and revision problems in a known context by using appropriate aids for language practice, and assess the success of solutions • collect, analyse and synthesise information on translation and revision theory and practice • communicate theoretical and practical considerations with regard to translation and revision problems effectively, coherently and appropriately. 		
Method of delivery: Contact, full-time		
Assessment modes:		

- practical translations and translation revisions with annotations
- class presentations
- essays
- shorter written assignments (e.g. summaries, notes, mind maps)
- one project-management exercise
- tests and an examination

Module code: LPRA211	Semester 1	HEQF level: 6
Title: Theoretical perspectives on translation practice I		
<p>Module outcomes:</p> <p>Upon successful completion of this module the learner should be able to:</p> <ul style="list-style-type: none"> • demonstrate a thorough understanding of key terms, concepts and principles in linguistic theories of translation • select and apply linguistic principles and theories of translation, as well as general translation processes, techniques and procedures, in producing acceptable translations of selected texts • solve well-defined unfamiliar translation problems by using appropriate aids for language practice, and assess the success of solutions • collect, analyse and synthesise information on linguistic translation theory and translation practice • communicate theoretical and practical considerations with regard to linguistic translation theories and problems effectively using technology appropriately. 		
Method of delivery: Full-time		
<p>Assessment modes:</p> <ul style="list-style-type: none"> • practical translations with annotations • class presentations • essays • shorter written assignments (e.g. summaries, notes, mind maps) • tests and an examination 		

Module code: LPRA221	Semester 2	HEQF level: 6
Title: Skills for language practice: copyediting and technological skills		
<p>Module outcomes:</p> <p>Upon successful completion of this module the learner should be able to:</p> <ul style="list-style-type: none"> • demonstrate a thorough understanding of key terms, concepts, principles and theories in language practice, specifically related to copyediting and localisation • demonstrate an understanding of the role of language practice as a discipline and profession in the South African and global community • select and apply essential principles, procedures and techniques in various fields of language practice to create language products of an acceptable standard of quality • solve well-defined unfamiliar language-practice problems (particularly in copyediting and localisation) by using appropriate aids for language practice, and assess the success of solutions • collect, analyse and synthesise information on copyediting and technological skills for language practitioners • communicate theoretical and practical considerations with regard to language-practice problems effectively using technology appropriately. 		
Method of delivery: Contact, full-time		
<p>Assessment modes:</p> <ul style="list-style-type: none"> • practical copyediting with annotations • class presentations • essays • shorter written assignments (e.g. summaries, notes, mind maps) • practical localisation exercises • localisation project • tests and an examination 		

Module code: LPRA 311	Semester 1	HEQF level: 7
Title: Theoretical perspectives on translation practice II		
<p>Module outcomes:</p> <p>Upon successful completion of this module the learner should be able to:</p> <ul style="list-style-type: none"> • demonstrate a sophisticated and systematic understanding of key terms, concepts and principles in cultural, ideological and philosophical theories of translation • select and apply cultural, ideological and philosophical principles and theories of translation in applications of theory to practice • solve unfamiliar concrete and abstract translation problems by means of sophisticated theoretical reflection, and assess the success of solutions • collect, analyse and synthesise quantitative and qualitative information on cultural, ideological and philosophical translation theory and translation practice • communicate theoretical and practical considerations with regard to cultural, ideological and philosophical translation theories and problems effectively and eruditely, using technology appropriately. 		
Method of delivery: Contact, full-time		
<p>Assessment modes:</p> <ul style="list-style-type: none"> • class presentations • essays • shorter written assignments (e.g. summaries, notes, mind maps) • tests and an examination 		

Module code: LPRA 312	Semester 1	HEQF level: 7
Title: Advanced technological applications I: Machine translation and translation memory		
<p>Module outcomes:</p> <p>Upon successful completion of this module the learner should be able to:</p> <ul style="list-style-type: none"> • demonstrate a sophisticated and systematic understanding of key terms, concepts and principles in machine translation and translation memory • demonstrate an understanding of the role of computer-assisted translation (CAT) in the 		

South African and global community

- select and apply CAT-tools, as well as general translation processes, techniques and procedures, in producing acceptable translations of selected texts
- solve unfamiliar concrete and abstract translation problems by using appropriate CAT-tools and aids for language practice together with sophisticated theoretical reflection, and assess the success of solutions
- collect, analyse and synthesise quantitative and qualitative information on CAT
- communicate theoretical and practical considerations with regard to CAT effectively and eruditely, using technology appropriately.

Method of delivery: Contact, full-time

Assessment modes:

- practical translation using CAT-software (e.g. SDL-Trados)
- class presentations
- essays
- shorter written assignments (e.g. summaries, notes, mind maps)
- tests and a CAT project-examination

Module code: LPRA321

Semester 2

HEQF level: 7

Title: Advanced professional applications: the publishing industry and internship work

Module outcomes:

Upon successful completion of this module the learner should be able to:

- demonstrate a sophisticated and systematic understanding of key terms, concepts and principles related to the publishing industry
- demonstrate an understanding of the South African and global publishing industry
- select and apply translation, editing and copywriting tools and techniques in producing professionally acceptable text for the publishing industry
- solve unfamiliar concrete and abstract translation, editing and copywriting problems by using appropriate aids for language practice together with sophisticated theoretical reflection, and assess the success of solutions
- collect, analyse and synthesise quantitative and qualitative information on translation, editing and copywriting in the publishing industry

<ul style="list-style-type: none"> communicate theoretical and practical considerations with regard to the publishing industry effectively and eruditely, using technology appropriately.
Method of delivery: Contact, full-time
Assessment modes: <ul style="list-style-type: none"> class presentations essays shorter written assignments (e.g. summaries, notes, mind maps) tests and an examination

Module code: LPRA322	Semester 2	HEQF level: 7
Title: Advanced technological applications II: Subtitling, interpreting and new applications		
Module outcomes: Upon successful completion of this module the learner should be able to: <ul style="list-style-type: none"> demonstrate a sophisticated and systematic understanding of key terms, concepts and principles in subtitling, interpreting and audio-description demonstrate an understanding of the role of subtitling, interpreting and audio-description in the South African and global community select and apply subtitling and interpreting tools and techniques, as well as general translation processes, techniques and procedures, in producing acceptable subtitled audiovisual material and basic interpreting solve unfamiliar concrete and abstract subtitling and interpreting problems by using appropriate hardware, software and aids for language practice together with sophisticated theoretical reflection, and assess the success of solutions collect, analyse and synthesise quantitative and qualitative information on subtitling, interpreting and audio-description communicate theoretical and practical considerations with regard to subtitling, interpreting and audio-description effectively and eruditely, using technology appropriately. 		
Method of delivery: Contact, full-time		
Assessment modes: <ul style="list-style-type: none"> practical subtitling using subtitling software (e.g. Subtitle Workshop, Cavena Tempo) 		

- class presentations
- essays
- shorter written assignments (e.g. summaries, notes, mind maps)
- tests and a subtitling project-examination

Module Code: POLI111	Semester 1	HEQF level: 5
Title: Introduction to Political Studies		
<p>Module outcomes: After the completion of this module the student must</p> <ul style="list-style-type: none"> • have fundamental knowledge about the development of the study of politics, the origin, development and purpose of the state and the origin of the democracy debate • define and explain key concepts such as politics, power, authority and legitimacy • give an analytical overview of the nature, scope, and approaches to modern ideologies in politics and • use IT skills to communicate individually or in groups within an acceptable ethical framework. 		
Method of delivery: Contact, full-time and part-time		

Module Code: POLI121	Semester 2	HEQF level: 5
Title: The South African Political System		
<p>Module outcomes: After the completion of this module the student must</p> <ul style="list-style-type: none"> • have fundamental knowledge about the context of contemporary South African politics and the structure and components of the South African political system and their mutual relations • explain what co-operative government is • describe and explain processes and concepts such as policy making, political parties and political Economy in the South African context; and • use IT skills to communicate individually or in groups within an acceptable ethical framework. 		
Method of delivery: Contact, full-time and part-time		

Module Code: POLI211	Semester 1	HEQF level: 6
Title: Comparative Politics		
<p>Module outcomes: After the completion of this module the student must</p> <ul style="list-style-type: none"> • have fundamental knowledge of comparative politics and be able to apply the basic methods of comparison • describe, analyse and explain the structure and variables of political systems • compare and evaluate various selected representative political systems in the world and • use IT skills to communicate individually or in groups within an acceptable ethical framework. 		
Method of delivery: Contact, full-time and part-time		

Module Code: POLI223	Semester 2	HEQF level: 6
Title: African Politics		
<p>Module outcomes: After the completion of this module the student must</p> <ul style="list-style-type: none"> • have fundamental knowledge and understanding of colonial and post-colonial experiences in Africa • be able to analyse the Political Economy of selected African states • Identify regional and sub-regional organisations in Africa, critically discuss them and judge their relevance • critically discuss how Africa fits into the contemporary world order and • use IT skills to communicate individually or in groups within an acceptable ethical framework. 		
Method of delivery: Contact, full-time and part-time		

Module Code: POLI312	Semester 1	HEQF level: 7
Title: Political Philosophy		
<p>Module outcomes: After the completion of this module the student must</p> <ul style="list-style-type: none"> • have rounded and systematic knowledge of the main concerns and key concepts of contemporary liberal political philosophy • appraise and apply the distinctive types of argument employed within normative political philosophy • apply critical and conceptual thought to existing and proposed political institutions; • critically evaluate the strengths and weaknesses of different approaches within political philosophy • display skills associated with scholarly inquiry in the field of political philosophy, including those related to information literacy, critical analysis, argument and written expression and • use IT skills to communicate individually or in groups within an acceptable ethical framework. 		
Method of delivery: Contact, full-time and part-time		

Module Code: POLI322	Semester 2	HEQF level: 7
Title: Political Participation and Interaction		
<p>Module outcomes: After the completion of this module the student must</p> <ul style="list-style-type: none"> • have rounded and systematic knowledge of and be able to critically explain the phenomenon of political culture and political socialization, the meaning and impact of political communications and the relationship between the legitimacy of political institutions and political stability • identify and critically discuss the factors influencing public opinion in states. Furthermore, learners will be able to describe and analyse the meaning and importance of representation in democracies, as well as the differences in the voting systems of different democratic countries • critically analyse and discuss political parties and their functions, as well as judging the contribution that interest groups make to the broader political setup of states • understand that political change is a multi-phase process which includes phenomenon like violence, terrorism, and revolutions, and that these manifestations of violence are a continuation of politics by other means 		

<ul style="list-style-type: none"> explain that the policies of states are multi-dimensional processes that went through different phases before implementation. Learners must also be able to discuss and explain the different theories that attempt to explain decision making and use IT skills to communicate individually or in groups within an acceptable ethical framework
Method of delivery: Contact, full-time and part-time

Module Code: PUMA112	Semester 1	HEQF level: 5
Title: Foundations of Public Management		
<p>Module outcomes: On completion of this module the student should be able to</p> <ul style="list-style-type: none"> interpret the foundations and theoretical foundation of Public Management as discipline understand the multidisciplinary nature of Public Management and Governance understand the differences between the public and private sector and interpret the necessity of good governance within the South African context. 		
Method of delivery: Contact, full-time and part-time		

Module Code: PUMA122	Semester 2	HEQF level: 5
Title: Locus and focus of Public management		
<p>Module outcomes: On completion of this module the student should be able to</p> <ul style="list-style-type: none"> analyse and understand the nature of the different environments (political, economic, technological, cultural, social and legal/statutory) that can influence the work of the public manager delineate management work in, for instance, security, welfare, social, cultural and educational as well as environmental matters determine, understand and apply the different management functions (taking the lead, planning, coordinating, organising and control). 		
Method of delivery: Contact, full-time and part-time		

Module Code: PUMA211	Semester 1	HEQF level: 6
Title: Public Policy and Planning		
<p>Module outcomes: On completion of this module the student should be able to</p> <ul style="list-style-type: none"> • understand the policy-making process in South Africa and develop sensitivity to the role of the public manager in the policy-making process • understand the policy levels and role-players in policy making • analyse the impact of policy implementation on society • convert public policy into programmes and projects for implementation • understand project management in the public sector and apply the basic principles • explain and evaluate the public planning process (aim / missions / goals / strategies / procedures / policy, etc.) that enables the manager to govern in a changing environment • understand and interpret the necessity of organisational analyses in terms of capacity, resources and infrastructure in order to plan effectively • understand organisational and administrative theories. 		
Method of delivery: Contact, full-time and part-time		

Module Code: PUMA222	Semester 2	HEQF level: 6
Title: Government and Sustainable Development		
<p>Module outcomes: On completion of this module the student should be able to</p> <ul style="list-style-type: none"> • analyse and interpret the socio-economic and demographic context of South and Southern Africa • analyse the various government initiatives for sustainable development within a national as well as an African context • interpret alternative service rendering mechanisms in terms of their applicability within the socio-economic context • analyse comparative and international administration. 		
Method of delivery: Contact, full-time and part-time		

Module Code: PUMA312	Semester 1	HEQF level: 7
Title: Municipal Management		
<p>Module outcomes: On completion of this module the student should be able to</p> <ul style="list-style-type: none"> • give a historical overview of municipal management in South Africa • explain municipal constitutional and statutory reforms in South Africa • understand core aspects of managing municipalities • explain and analyse democracy on local government level • interpret intergovernmental relations including fiscal arrangements • identify and interpret municipal structures • explain and analyse the determination of policy on local government level • identify issues relating to municipal management in South Africa and suggestsolutions • identify and analyse alternative service rendering mechanisms on local government level (PPPs); 		
Method of delivery: Contact, full-time and part-time		

Module Code: PUMA313	Semester 1	HEQF level: 7
Title: Introduction to Research Methodology		
<p>Module outcomes: On completion of this module the student should be able to</p> <ul style="list-style-type: none"> • give a historical overview of municipal management in South Africa • explain municipal constitutional and statutory reforms in South Africa • understand core aspects of managing municipalities • explain and analyse democracy on local government level • understand the basic foundations of research and • understand and be able to apply the different types and categories of research. 		
Method of delivery: Contact, full-time and part-time		

Module Code: PUMA322	Semester 2	HEQF level: 7
Title: Strategic Public Financial Resource Management		
<p>Module outcomes: On completion of this module the student should be able to</p> <ul style="list-style-type: none"> • interpret the necessity of strategic public sector management • analyse, in terms of management challenges, public sector issues such as the management of change, resource limitations, lack of skills and other socio-economic aspects and suggest solutions in order to address these issues • understand financial management in the public sector and apply the basic principles. 		
Method of delivery: Contact, full-time and part-time		

Module Code: PUMA323	Semester 2	HEQF level: 7
Title: Strategic Public Resource Management		
<p>Module outcomes: On completion of this module the student should be able to</p> <ul style="list-style-type: none"> • interpret the necessity of strategic public sector management • analyse, in terms of management challenges, public sector issues such as the management of change, resource limitations, lack of skills and other socio-economic aspects and suggest solutions in order to address these issues • understand human resource management in the public sector and apply the basic principles. 		
Method of delivery: Contact, full-time and part-time		

Module Code: PSYC111	Semester 1	HEQF level: 5
Title: Introduction to Psychology		
<p>Module outcomes: On completion of this module the student should be able to</p> <ul style="list-style-type: none"> • demonstrate a fundamental knowledge of basic human functioning, including biological, cognitive, emotional and motivation processes, as well as their interdependence, human and personality development, and the ways in which it embodies in abnormal behaviour and optimal human functioning • demonstrate insight of basic aspects of human functioning in the self and other people, in well-defined situations in the learning context 		

<ul style="list-style-type: none"> demonstrate an increased awareness of and sensitivity for basic human functioning in own and others' functioning in a multicultural context, through a reflexive diary, as well as the application of relevant literature in an integrated manner through an individual, written assignment and verbal poster presentation.
Method of delivery: Contact, full-time and part-time

Module Code: PSYC121	Semester 2	HEQF level: 5
Title: Social and Community Psychology		
Module outcomes: On completion of this module the student should be able to		
<ul style="list-style-type: none"> demonstrate a fundamental knowledge of and insight into the perspectives and theories on which Social and Community Psychology is based and demonstrate an informed comprehension of the concepts and terminologies as to apply it to well-defined problems or case studies like poverty, constant change, human rights, abuse of power, corruption, racism, xenophobia, etc, within a multicultural context and an insight into their interdependence demonstrate skills of obtaining and assimilating information to write assignments within the context of Social and Community Psychology in individual or in group context analyse and evaluate case studies, examples of problem situations and solutions, individually or in group context, and to reproduce these in the form of a report or consignment, verbally or written, within the prescribed conventions and formats; demonstrate a vested conduct and ethical system towards people. 		
Method of delivery: Contact, full-time and part-time		

Module Code: PSYC211	Semester 1	HEQF level: 6
Title: Development Psychology		
Module outcomes: On completion of this module the student should be able to		
<ul style="list-style-type: none"> form a thorough base of knowledge of the physical, cognitive, social, moral and personality development of people in each stage of the life cycle demonstrate thorough understanding of viewpoints about human nature, concepts, theories and fundamental terminology used in Development Psychology as to communicate reliable, coherent and ethically correct information via assessment assignments; critically evaluate, analyse and synthesise information about human development as to 		

solve simulated problems, individually or in groups

- demonstrate a thorough understanding of academic discourses regarding the impact of diverse contexts like poverty, malnutrition, overpopulation, geographical circumstances, discrimination and inadequate social and physical stimulation on human development.

Method of delivery: Contact, full-time and part-time

Module Code: PSYC212

Semester 1

HEQF level: 6

Title: Personality Psychology

Module outcomes: On completion of this module the student should be able to

- demonstrate fundamental knowledge with relevant insight of different, meta-theoretical reality and life standpoints, relevant to human functioning and personality thought frameworks, for example the psychodynamics, humanistic and eco-systematic
- explain and reason about the content and applicability of personality theories and Personality Psychology, substantiate it at the hand of suitable literature and communicate verbally and in writing through the integration of the basis of scientific methods and ethical principles
- analyse well-defined, upcoming, real problems, situations and case studies by using the most relevant procedures and techniques, specific to Personality Psychology to explain and compare the behaviour from the personality theories, reason about possible solutions and reproduce in a logical and coherent report.

Method of delivery: Contact, full-time and part-time

Module Code: PSYC222

Semester 2

HEQF level: 6

Title: Positive Psychology

Module outcomes: On completion of this module the student should be able to

- demonstrate an established base of knowledge of the shift from the traditional pathogenic paradigm to the saluthogenic perspectives of human functioning and from there to a balanced perspective on wellbeing/health, from pathology to flourishing as well as the implications thereof for public health
- demonstrate an established base of knowledge of Positive Psychology/Psychofortology as a movement within the field of Psychology and demonstrate knowledge of the important concepts, rules, principles and theories related to psychological health, as to apply it to the identification and facilitation of own and others' functioning in a multicultural context

- demonstrate the ability to solve well-defined, but unfamiliar problems related to psychological and psychosocial health, by using applicable procedures and relevant evidence from a critical analysis of different theories within Positive Psychology/Psychofortology, as well as to communicate information in a reliable and coherent way, both verbally and in writing, as to prove effective and critical reasoning
- apply knowledge and insight of Positive Psychology/Psychofortology, both in individual and social context in a moral, ethical and culturally sensitive way with a sensitivity for, amongst others, the collective and individualistic value systems.

Method of delivery: Contact, full-time and part-time

Module Code: PSYC311	Semester 1	HEQF level: 7
Title: Psychopathology		
<p>Module outcomes: On completion of this module the student should be able to</p> <ul style="list-style-type: none"> • demonstrate a complete/well-rounded and systematic knowledge of psychological disturbances, in the context of a bio-psychosocial model, in a multi-cultural context • show a coherent and critical understanding of the relevant concepts and terminology, theories, and processes and techniques of the Psychopathology applicable within the professional context so to apply it to undefined and more complex problematic situations, as it occurs in case studies • demonstrate an understanding of pathology and interventions in the context of primary, secondary and tertiary healthcare; • demonstrate the ability to source and process information to complete written assignments; • critically analyse case studies or examples, individually and in group context and to present an integrated, own opinion based on theoretical grounds and to communicate it in report form according to prescribed conventions of the subject; • demonstrate a solid moral system and ethical code of conduct in all forms of communication and interaction. 		
Method of delivery: Contact, full-time and part-time		

Module Code: PSYC312	Semester 1	HEQF level: 7
Title: Research and Psychometrics		
<p>Module outcomes: On completion of this module the student should be able to</p> <ul style="list-style-type: none"> • explain the nature and processes of psychological evaluation as embedded in the different perspectives on reality and human functioning • know the basic attributes and technical requirements of psychological tests and to explain and evaluate (verbally and in writing) how tests and tests norms are developed • evaluate the usefulness of psychological tests at the hand of their psychometrical attributes, taking into account the ethical aspects • explain the control and the use of assessment measuring instruments in diverse populations through the use of suitable standards and norms • demonstrate a coherent and informed comprehension of the research process for both quantitative and qualitative research against the background of the perspectives on reality • attain information from virtual and other sources independently and synthesise to complete tasks such as work assignments and projects • critically analyse and evaluate research articles, formulate an independent opinion based on supporting theories and write a report, based on the APA conventions. 		
Method of delivery: Contact, full-time and part-time		

Module Code: PSYC321	Semester 2	HEQF level: 7
Title: Basic assistance rendering/Auxiliary work and ethical behaviour		
<p>Module outcomes: On completion of this module the student should be able to</p> <ul style="list-style-type: none"> • demonstrate a fundamental knowledge of a general model, the therapeutic process, typical assistance skills, a few selected fields of application (for example aids and post traumatic stress guidance) and the ethical code of assistance, and show a coherent and critical understanding of the relevant concepts, principles and theories of this field of study as to apply it within undefined complex problematic situations and ethical questions as it appears in case studies • critically analyse case studies or examples, individually and in group content and to present an own opinion based on theoretical grounds and to communicate such in report form according to the prescribed conventions of the subject. 		

Method of delivery: Contact, full-time and part-time

Module Code: PSYC322	Semester 2	HEQF level: 7
Title: Applied Psychology		
Module outcomes: On completion of this module the student should be able to		
<ul style="list-style-type: none">• demonstrate a well-rounded and systematic base of knowledge of human functioning at all levels of human development in a multi cultural context and to facilitate it in practice or simulated situation, on an integrated level• demonstrate a critical understanding of perspectives on human functioning from an own coherent world viewpoint• demonstrate effective selection and application procedures for gathering of qualitative and quantitative information and integrate it to illustrate ability to solve unknown, concrete and/or abstract problems by using witness based solutions and theory driven arguments• demonstrate a set system of values and ethical behaviour in all forms of communication and interaction• show the ability to apply and use the prescribed format, which is applicable in Psychology, in all forms of communication.		
Method of delivery: Contact, full-time and part-time		

Module Code: SOCL111	Semester 1	HEQF level: 5
Title: Introduction to Sociology: Basic concepts and themes		
Module outcomes: On completion of this module the student should be able to		
<ul style="list-style-type: none">• demonstrate fundamental knowledge of sociological concepts like society, social structure and interaction as well as basic research methodology and sociological perspectives• critically apply theoretical perspectives to different themes in sociology and solve basic problems in this regard• communicate fundamental knowledge in an ethically accepted way by means of individual and/or group discussions.		
Method of delivery: Contact, full-time and part-time		

Module Code: SOCL121	Semester 2	HEQF level: 5
Title: Introduction to Sociology: Institutions and the South African context		
<p>Module outcomes: On completion of this module the student should be able to</p> <ul style="list-style-type: none"> demonstrate fundamental knowledge of different social institutions such as family, education, economy, religion, politics, health and media, applying sociological perspectives critically apply sociological perspectives to these social institutions within the Southern African developmental context communicate fundamental knowledge in an ethically accepted way by means of individual and/or group discussions. 		
Method of delivery: Contact, full-time and part-time		

Module Code: SOCL211	Semester 1	HEQF level: 6
Title: Sociology of development and social problems		
<p>Module outcomes: On completion of this module the student should be able to</p> <ul style="list-style-type: none"> demonstrate grounded knowledge of concepts related to development critically theorise and analyse the dimensions of development and contemporary social phenomena in various societal spheres in South Africa, which obstruct sustainable development, and solve basic problems in this regard communicate possible solutions, strategies and recommendations dealing with these problems in an ethically accepted way by means of individual and/or group discussions. 		
Method of delivery: Contact, full-time and part-time		

Module Code: SOCL221	Semester 2	HEQF level: 6
Title: Sociology of the family and group dynamics		
<p>Module outcomes: On completion of this module the student should be able to</p> <ul style="list-style-type: none"> demonstrate grounded knowledge about the concepts of group dynamics and family critically theorise and analyse themes related to groups and families, based on several sociological perspectives communicate grounded knowledge on both groups and the social institution of the family 		

in an ethically accepted way by means of individual and/or group discussions.

Method of delivery: Contact, full-time and part-time

Module Code: SOCL222	Semester 2	HEQF level: 6
Title: Medical Sociology		
Module outcomes: On completion of this module the student should be able to		
<ul style="list-style-type: none">• demonstrate grounded knowledge of different sociological perspectives on health, illness and the medical profession as well as socio-cultural, socio-economic and socio-political systems and its impact on health and medical practices• critically theorise and analyse key concepts such as health, illness, well-being, risk, vulnerability, health determinants and risk factors within the South African historical and contemporary context, and solve basic problems in this regard• communicate grounded knowledge in an ethically accepted way by means of individual and/or group discussions.		
Method of delivery: Contact, full-time and part-time		

Module Code: SOCL311	Semester 1	HEQF level: 7
Title: Medical Sociology		
Module outcomes: On completion of this module the student should be able to		
<ul style="list-style-type: none">• demonstrate a rounded knowledge of sociological theory and its history• critically theorise, evaluate and analyse concepts of classical Sociology through effective source selection skills• communicate comparative views of sociological theory in an ethically accepted way by means of individual and group discussions.		
Method of delivery: Contact, full-time and part-time		

Module Code: SOCL312	Semester 1	HEQF level: 7
Title: Social Research Methodology		
<p>Module outcomes: On completion of this module the student should be able to</p> <ul style="list-style-type: none"> • demonstrate a rounded knowledge of Social Research Methodology • critically theorise, evaluate and analyse concepts related to Social Research Methodology • communicate and practically apply research methods in an ethically accepted way by means of individual and group projects. 		
Method of delivery: Contact, full-time and part-time		

Module Code: SOCL324	Semester 2	HEQF level: 7
Title: Clinical Sociology		
<p>Module outcomes: On completion of this module the student should be able to</p> <ul style="list-style-type: none"> • demonstrate a rounded knowledge on the manner in which Sociology has been used in applied and clinical settings • critically theorise, apply and develop techniques for applying Sociology in one's own professional activities, as well as the ways in which Clinical Sociology can be applied with special reference to the South African context • communicate solutions to problems and views on debates centring on Clinical Sociology in an ethically accepted way by means of individual and/or group discussions. 		
Method of delivery: Contact, full-time and part-time		

Module Code: SOCL325	Semester 2	HEQF level: 7
Title: Group Dynamics		
<p>Module outcomes: On completion of this module the student should be able to</p> <ul style="list-style-type: none"> • demonstrate a rounded knowledge on the development of communication techniques, which promote group functioning • critically theorise and apply objectives that relate to effective group functioning 		

<ul style="list-style-type: none"> communicate and practically apply these techniques and objectives in an ethically accepted way by means of individual and/or group projects.
Method of delivery: Contact, full-time and part-time

Module code: SSLL111	Semester 1	HEQF level: 5
Title: Sesotho: Language without boundaries		
Module outcomes: Upon successful completion of this module the student should be able to: <ul style="list-style-type: none"> identify, analyse and describe the nature and development of Sesotho language as a system identify, analyse and describe Sesotho dialects and levels of language usage, e.g. home, local, regional and national demonstrate communication skills in selected learning areas and a knowledge of text types. 		
Method of delivery: Contact, full-time		
Assessment modes: On completion of this module students should be able to: <ul style="list-style-type: none"> understand and discuss the sound system of Sesotho analyse, discuss and interpret Sesotho linguistic words recognise the relationship of various sound and grammatical components construct and analyse various types of sentences in Sesotho discuss various contexts of language usage. 		

Module code: SSCO111	Semester 1	HEQF level: 5
Title: Basic language proficiency: Sesotho		
Module outcomes: Upon successful completion of this module the student should be able to: <ul style="list-style-type: none"> demonstrate language skills (reading, listening, speaking, writing) through a study of language-in-action 		

<ul style="list-style-type: none"> demonstrate basic academic language skills, e.g. grammar and short texts.
Method of delivery: Contact, full-time
Assessment modes: On completion of this module students should be able to: <ul style="list-style-type: none"> understands and use the Sesotho sound system read and write common linguistic words understand basic Sesotho grammar read, write and speak simple Sesotho sentences.

Module code: SSLL121	Semester 2	HEQF level: 5
Title: Sesotho: Text and context: the language of texts – literary texts and approaches		
Module outcomes: Upon successful completion of this module the student should be able to: <ul style="list-style-type: none"> identify, analyse and describe institutionalised language contexts (e.g. in initiation processes, among women, in religious contexts, in relationships) demonstrate an understanding of and be able to apply pragmatics and idiomatic language usage functionally describe and analyse Sesotho linguistics, in particular phonology and morphology distinguish the different genres and describe the differences between prose, drama and poetry understand the development of Sesotho literature: pre-colonial, missionary/school and contemporary themes, e.g. gender and culture. 		
Method of delivery: Contact, full-time		
Assessment modes: On completion of this module students should be able to: <ul style="list-style-type: none"> understand and use language in various contexts understand the usage of the language idiom to convey different meanings describe and analyse the various text forms distinguish the features of various genres 		

<ul style="list-style-type: none"> • know the development of Sesotho literature • understand and apply critical methods in literary study. 		
Module code: SSCO121	Semester 2	HEQF level: 5
Title: Advanced language proficiency: Sesotho		
<p>Module outcomes:</p> <p>Upon successful completion of this module the student should be able to:</p> <ul style="list-style-type: none"> • demonstrate an intermediate proficiency for receiving and executing instructions in Sesotho • ability to engage in a sustained conversation • demonstrate a basic knowledge of general idiomatic expressions and their usage in various social environments • ability to write texts of medium length. 		
Method of delivery: Contact, full-time		
<p>Assessment modes:</p> <p>On completion of this module students should be able to:</p> <ul style="list-style-type: none"> • rewrite sentences in plural and negative forms • understand and convert sentences In various sentences • interpret Sesotho idioms • write short dialogues and essays in Sesotho • construct a sustained speech in Sesotho. 		

Module code: SSSL211	Semester 1	HEQF level: 6
Title: Sesotho: Individual and society: society, language and literature		
<p>Module outcomes:</p> <p>Upon successful completion of this module the student should be able to:</p> <ul style="list-style-type: none"> • identify, analyse and describe groups of African languages in South Africa • analyse and describe the Sotho language family with all its dialects • demonstrate an understanding of the language dynamics in South Africa 		

<ul style="list-style-type: none"> describe and apply text linguistics (coherence and cohesion) as a subdiscipline within linguistics identify, analyse and describe trends in the origins of literatures in African languages, by focusing on, among others, the following matters: negritude, Pan-Africanism, Black Consciousness, class and status in Sesotho literature.
Method of delivery: Contact, full-time
<p>Assessment modes:</p> <p>On completion of this module students should be able to:</p> <ul style="list-style-type: none"> identify and discuss groups of African languages in South Africa analyse and describe the Sotho language family with all its dialects demonstrate an understanding of the language dynamics in South Africa describe and apply text linguistics (coherence and cohesion) as a subdiscipline within linguistics identify, analyse and describe trends in the origins of literatures in African languages, by focusing on negritude, Pan-Africanism, Black Consciousness.

Module code: SSLL221	Semester 2	HEQF level: 6
Title: Sesotho: South African perspectives: grammatical perspectives		
<p>Module outcomes:</p> <p>Upon successful completion of this module the student should be able to:</p> <ul style="list-style-type: none"> identify, analyse and describe language development (including language planning and language use in different communities) with an emphasis on the African language situation in South Africa identify and describe language establishment against the background of value systems, ideologies and social factors identify, describe and apply the cognitive and social determinants of language usage. 		
Method of delivery: Contact, full-time		
<p>Assessment modes:</p> <p>On completion of this module students should be able to:</p> <ul style="list-style-type: none"> identify and analyse language development (including language planning and language use in different communities) with an emphasis on the African language situation in South Africa 		

- critically describe language establishments against the background of value systems, ideologies and social factors
- apply the cognitive and social determinants of language usage.

Module code: SSLL311	Semester 1	HEQF level: 7
Title: Sesotho: A multitude of voices: macro literary perspectives		
<p>Module outcomes:</p> <p>Upon successful completion of this module the student should be able to:</p> <ul style="list-style-type: none"> • identify, analyse and describe African literature in indigenous languages and African literature in colonial languages • critically apply the theoretical perspectives that exerted an influence on the establishment thereof (including Negritude, Pan-Africanism, African Nationalism and Black Consciousness) • critically analyse and discuss protest literature (e.g. the Staffrider series and the African Writers series in comparison to protest literature in the indigenous languages) • identify, analyse and describe similar themes in popular literature. 		
Method of delivery: Contact, full-time		
<p>Assessment modes:</p> <p>On completion of this module students should be able to:</p> <ul style="list-style-type: none"> • identify and describe African literature in indigenous languages and African literature in colonial languages • critically apply the theoretical perspectives that exerted an influence on the establishment thereof (including Negritude, Pan-Africanism, African Nationalism and Black Consciousness) • critically analyse and discuss protest literature (e.g. the Staffrider series and the African Writers series in comparison to protest literature in the indigenous languages) • identify, analyse and describe similar themes in popular literature. 		

Module code: SSLL321	Semester 2	HEQF level: 7
Title: Sesotho: Contemporary perspectives: dynamics in the development of African languages		
<p>Module outcomes:</p> <p>Upon successful completion of this module the student should be able to:</p> <ul style="list-style-type: none"> • demonstrate knowledge by means of identifying, analysing, describing and applying contemporary perspectives on the development of African languages, including the National Language Plan, the marketing of linguistic human rights, language as an economic resource, the economics of language and National Curriculum Statement • prove that he/she has acquired knowledge, insight and skills with regard to the design of material by means of technical language development, national lexicographical units and the National Language Service • identify, analyse and describe obvious language challenges in South Africa and Africa (including the origins of the language bodies e.g. PanSALB, the Asmara Declaration) • demonstrate an understanding of the multilingual foundation in South Africa, including the language dynamics in education, the industries and the media, with particular attention to the standardisation processes of language. 		
Method of delivery: Contact, full-time		
<p>Assessment modes:</p> <p>On completion of this module learners should be able to:</p> <ul style="list-style-type: none"> • demonstrate knowledge by means of identifying, analysing, describing and applying contemporary perspectives on the development of African languages, including the National Language Plan, the marketing of linguistic human rights, language as an economic resource, the economics of language and National Curriculum Statement • prove that he/she has acquired knowledge, insight and skills with regard to the design of material by means of technical language development, national lexicographical units and the National Language Service • identify, analyse and describe obvious language challenges in South Africa and Africa (including the origins of the language bodies e.g. PanSALB, the Asmara Declaration) • demonstrate an understanding of the multilingualism in South Africa, including the language dynamics in education, industry and the media. 		

Module code: STTN11	Semester 1	HEQF level: 5
Title: Descriptive Statistics		
Module outcomes:		
Upon completion of this module, the student should be able to:		
<ul style="list-style-type: none"> demonstrate fundamental knowledge of the most important elementary statistical techniques that are used daily, such as sampling methods, graphical representation of data, descriptive measures of location and spread, least squares line fitting, prediction from least squares lines, the coefficient of correlation, multiple linear regression with applications in prediction, time series data, movement components to predict future outcomes, practical considerations regarding sample surveys and sample sizes demonstrate problem solving skills by analysing known and unknown problems, using knowledge to apply sampling methods, graphical representation of data, descriptive measures of location and spread, least squares line fits, predictions using least squares fits, correlation coefficients, interpretation of multiple linear regression output, movement component calculations, prediction of future outcomes time series data and sample size determination to real life data. 		
Method of delivery: Contact, full-time		
Assessment modes: Summative: 1 x 2 hour examination; weight – 50		
This is a guideline and can change.		

Module code: STTN124	Semester 1	HEQF level: 5
Title: Practical Statistics		
Module outcomes:		
At the end of the module the student should be able to demonstrate knowledge of the following concepts and to apply them as described below		
<ul style="list-style-type: none"> correlation and its interpretation, the method of least squares fitting to a regression function, prediction by means of a regression function, multiple linear regression and selection of predictors factor analysis and the interpretation of its results, interpretation of factor matrices and construct validity interval estimation, the hypothesis testing procedure, probability calculations, the central limit theorem, level of significance and p values one-way ANOVA testing procedures, the interpretation of results; practical significance of effect sizes of differences in averages and proportions for one and 		

<p>two populations</p> <ul style="list-style-type: none"> • categorical data analysis by means of contingency tables, chi-squared tests and independence tests • distribution-free methods, the difference between parametric and non-parametric methods of inference, as well as deciding which method to use in a specific situation. <p>Students should be able to identify the presence and applicability of statistical concepts in a practical situation, as well as to perform statistical methods using manual analysis or statistical software.</p>
<p>Method of delivery: Contact, full-time and part time</p>
<p>Assessment modes: Summative: 1 x 2 hour examination; weight – 50</p>
<p>This is a guideline and can change.</p>

Module code: WISN113	Semester 1	HEQF level: 5
Title: Basic Mathematical Techniques		
<p>Module outcomes:</p> <p>Upon completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • demonstrate knowledge (on an introductory level) of: the concept of a mathematical function; solving systems of linear equations; matrix algebra; linear programming problems in more than two variables; analysing the rate of change of mathematical functions, with differentiation being the tool used for investigating the properties of the function • apply and demonstrate mathematical concepts • recognise the presence and applicability of mathematical concepts in a practical situation and construct a mathematical model of the problem situation in order to obtain a solution by applying differentiation techniques as well as the computational techniques of linear algebra, including standard cases of the simplex method. 		
<p>Method of delivery: Contact, full-time and part time</p>		
<p>Assessment modes: Summative: 1 x 2 hour examination; weight – 50</p>		
<p>This is a guideline and can change.</p>		

Module Code: WVSS221	Semester 2	HEQF Level: 6
Title: Understanding the Social and Political World		
<p>Module outcomes:</p> <p>On completion of this module the student should be able to:</p> <ul style="list-style-type: none"> • have a fundamental knowledge base of a selection of world views and ideologies and demonstrate their critical understanding through an ability to compare the nature and function, as well as different contemporary manifestations of these world views and ideologies • have the ability to understand the interrelatedness of phenomena such as occurs in natural and social systems, and from this vantage point, analyse and evaluate real life problems or case studies based on core issues of our time, such as poverty, constant change, human rights, HIV-AIDS, power abuse, corruption, racism, xenophobia, etc. • be able to articulate their personal world view and use it as a point of departure for arguing and communicating feasible solutions to core issues and problems of our time in a typical academic manner. 		
Method of delivery: Contact, full-time and part time		

Module Code: WVCS221	Semester 2	HEQF Level: 6
Title: Understanding the Cultural World		
<p>Module outcomes:</p> <p>On completion of this module the student should be able to:</p> <ul style="list-style-type: none"> • have a fundamental knowledge base of a selection of world views and ideologies and demonstrate their critical understanding through an ability to compare the nature and function, as well as different contemporary manifestations of these world views and ideologies • have the ability to understand the interrelatedness of phenomena such as occurs in natural and social systems, and from this vantage point, analyse and evaluate real life problems or case studies based on core issues of our time, such as poverty, constant change, human rights, HIV-AIDS, power abuse, corruption, racism, xenophobia, etc. • be able to articulate their personal world view and use it as a point of departure for arguing and communicating feasible solutions to core issues and problems of our time in a typical academic manner. 		
Method of delivery: Contact, full-time and part time		

Module Code: WVGW221	Semester 2	HEQF Level: 6
Title: Know and understand the World of Health		
<p>Module outcomes:</p> <p>On completion of this module the student should be able to:</p> <ul style="list-style-type: none"> • have a fundamental knowledge base of a selection of world views and ideologies and demonstrate their critical understanding through an ability to compare the nature and function, as well as different contemporary manifestations of these world views and ideologies • have the ability to understand the interrelatedness of phenomena such as occurs in natural and social systems, and from this vantage point, analyse and evaluate real life problems or case studies based on core issues of our time, such as poverty, constant change, human rights, HIV-AIDS, power abuse, corruption, racism, xenophobia, etc. • be able to articulate their personal world view and use it as a point of departure for arguing and communicating feasible solutions to core issues and problems of our time in a typical academic manner. 		
Method of delivery: Contact, full-time and part time		

Module Code: WVLS312	Semester 1	HEQF Level: 7
Title: Language and Literacy Phylosophy		
<p>Module outcomes:</p> <p>On completion of this module the student should be able to:</p> <ul style="list-style-type: none"> • have a solid and systematic knowledge of the most important foundational issues in the relevant field of study and demonstrate a critical understanding of the meta-theoretical assumptions underscoring foundational issues • demonstrate knowledge and a critical understanding of specific forms of ethics that apply to the field of study, such as a personalised code of conduct or the general human rights charter, and be able to apply such forms of ethics discriminately to analyse, evaluate and pose possible solutions to some current themes or issues salient to the field of study • demonstrate the ability to analyse, synthesise and critique the assumptions on which a chosen theme or issue is based, formulate a personal opinion about the theme or issue that gives evidence of a personal coherent world view, and communicate the findings in a presentation making use of applicable technology, as well as in an evidence-based report written in a typically academic format. 		
Method of delivery: Contact, full-time and part time		

Module Code: WVLS313	Semester 1	HEQF Level: 7
Title: Phylosophy of Culture: critical perspectives on mega-trends in contemporary culture		
<p>Module outcomes:</p> <p>On completion of this module the student should be able to:</p> <ul style="list-style-type: none"> • have a solid and systematic knowledge of the most important foundational issues in the relevant field of study and demonstrate a critical understanding of the meta-theoretical assumptions underscoring foundational issues • demonstrate knowledge and a critical understanding of specific forms of ethics that apply to the field of study, such as a personalised code of conduct or the general human rights charter, and be able to apply such forms of ethics discriminately to analyse, evaluate and pose possible solutions to some current themes or issues salient to the field of study • demonstrate the ability to analyse, synthesise and critique the assumptions on which a chosen theme or issue is based, formulate a personal opinion about the theme or issue that gives evidence of a personal coherent world view, and communicate the findings in a presentation making use of applicable technology, as well as in an evidence-based report written in a typically academic format. 		
Method of delivery: Contact, full-time and part time		

Module Code: WVVS314	Semester 1	HEQF Level: 7
Title: Man and society: critical perspectives on continuity and change/transformation		
<p>Module outcomes:</p> <p>On completion of this module the student should be able to:</p> <ul style="list-style-type: none"> • have a solid and systematic knowledge of the most important foundational issues in the relevant field of study and demonstrate a critical understanding of the meta-theoretical assumptions underscoring foundational issues • demonstrate knowledge and a critical understanding of specific forms of ethics that apply to the field of study, such as a personalised code of conduct or the general human rights charter, and be able to apply such forms of ethics discriminately to analyse, evaluate and pose possible solutions to some current themes or issues salient to the field of study • demonstrate the ability to analyse, synthesise and critique the assumptions on which a chosen theme or issue is based, formulate a personal opinion about the theme or issue 		

that gives evidence of a personal coherent world view, and communicate the findings in a presentation making use of applicable technology, as well as in an evidence-based report written in a typically academic format.

Method of delivery: Contact, full-time and part time

Module Code: WVLS315	Semester 1	HEQF Level: 7
Title: Creative, critical and logical thinking		
Module outcomes:		
On completion of this module the student should be able to:		
<ul style="list-style-type: none"> • have a solid and systematic knowledge of the most important foundational issues in the relevant field of study and demonstrate a critical understanding of the meta-theoretical assumptions underscoring foundational issues • demonstrate knowledge and a critical understanding of specific forms of ethics that apply to the field of study, such as a personalised code of conduct or the general human rights charter, and be able to apply such forms of ethics discriminately to analyse, evaluate and pose possible solutions to some current themes or issues salient to the field of study • demonstrate the ability to analyse, synthesise and critique the assumptions on which a chosen theme or issue is based, formulate a personal opinion about the theme or issue that gives evidence of a personal coherent world view, and communicate the findings in a presentation making use of applicable technology, as well as in an evidence-based report written in a typically academic format. 		
Method of delivery: Contact, full-time and part time		

5 OLD AND NEW MODULE CODES

OLD MODULE CODE	NEW MODULE CODE
BSKP111	IOPS111
BSKP151	IOPS121
BSKP161	IOPS121
BSKP211	IOPS211
BSKP251	IOPS221

OLD MODULE CODE	NEW MODULE CODE
BSKP261	PSYC311 (First quarter!)
BSKP311	IOPS311
BSKP351	IOPS321
BSKP361	IOPS321
BSOP111	LARM111
BSOP151	MHBP111
BSOP161	MHBP111
BSOP211	LARM211
BSOP221	LARM221
BSOP311	LARM311
BSOP321	LARM321
	LARM322
PSIG131	PSYC111
PSIG151	PSYC121
PSIG161	PSYC121
PSIG211	PSYC211
PSIG241	PSYC212
PSIG342	PSYC212
PSIG251	PSYC221
PSIG252	PSYC321
PSIG261	(No replacement module)
PSIG311	PSYC311
PSIG312	PSYC676
PSIG323	PSYC321

OLD MODULE CODE	NEW MODULE CODE
PSIG351 / 353	PSYC675 (First quarter)
PSIG363	(No replacement module)



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YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
VAAL TRIANGLE CAMPUS

CALENDAR 2011

FACULTY OF ECONOMIC SCIENCES
AND INFORMATION TECHNOLOGY

UNDERGRADUATE

Vaal Triangle Campus

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PLEASE MENTION YOUR UNIVERSITY NUMBER IN ALL CORRESPONDENCE.

The General Academic Rules of the University, to which all students have to subject themselves and which apply to all the qualifications offered by the University, appear in a separate publication and are available on the web page at: <http://www.nwu.ac.za>.

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 finally decide on the selection of modules, they must consult the class timetable. If a clash occurs in the planned selection of a student, the relevant module combination is not permitted.

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OFFICE BEARERS

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Director: Research Development: Prof A Garnett

SCHOOL OF ACCOUNTING SCIENCES

Director: Prof P Lucouw

Management Accounting

Subject Chair: Prof P Lucouw

Tax

Subject Chair: Prof M Delport

Commercial Law

Subject Chair: Ms V Pelsers Carstens

Auditing

Subject Chair: Ms M Marx

Accounting

Subject Chair: Prof P Lucouw

SCHOOL OF ECONOMIC SCIENCES

Director: Dr WCJ Grobler

Economics

Subject Chair: Dr B Sekatane

Business Management

Subject Chair: Ms T Mosabala

Risk management

Subject Chair: Dr PG Vosloo

Marketing

Subject Chair: Dr WP Viljoen

Sport Sciences

Subject Chair: Vacant

SCHOOL OF INFORMATION TECHNOLOGY

Director: Prof PD Pretorius

Information Technology

Subject Chair: Prof DB Jordaan

Business Mathematics and Informatics

Subject Chair: Prof PD Pretorius

Mathematics

Subject Chair: Prof PD Pretorius

Statistics and Operational Research

Subject Chair: Prof PD Pretorius

FACULTY BOARD

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Grobler, WCJ

Janse van Vuuren, HH

Lucouw, P

May, C

Pelser Carstens, V

Pretorius, PD

Slabbert, TJC

Vermeulen, CW

SRC Academic

Jooste, H (Scribe)

1 FACULTY RULES

1.1 AUTHORITY OF THE GENERAL RULES

The faculty rules valid for 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.

The *General Academic Rules*, which is published in the WebPages of the University can be found at <http://www.nwu.ac.za>

Evaluation of Academic Literacy levels

- a) All undergraduate students who register at the University for the first time, must report, at a time and place determined by the University, for compulsory proficiency tests in academic literacy in order to evaluate their ability to function in an academic environment. The purpose of the test is to identify students who, due to insufficient academic skills, run the risk of not completing their study programme successfully within the allowed period.
- b) The test is conducted in the presentation language of the programme that the student has registered for [Afrikaans or English], and with the exception of students who are indicated as marginal cases by the test, each student will receive only one opportunity to write the test. Students considered marginal cases, will receive a second opportunity to write the test.
- c) Students, who are identified as risk cases by the test, must register for the module AGLA 111 [Afrikaans] or AGLE111 [English]. These modules will not be considered for credit purposes in curricula, but the credits awarded in these modules will count as additional credits.

- d) For admission to the exam in AGLA111 / AGLE111, a participation mark of 35% is required. Students who do not obtain admission to the exam in AGLA111 / AGLE111, or who fail the exam, and who also fail two or more other modules, will have to have the continuation of their studies in the next semester re-evaluated by the Selection Committee. Lastly, AGLA111 / AGLE111 must be passed by the end of the second historic year of study in order to prevent the termination of studies.

- e) AGLA121 / AGLE121 (depending on the student's preferred or working language) is a compulsory module for all students registering at the University for the first time. In order to obtain admission to any one of these modules, a student first has to complete and pass AGLA111 / AGLE111, or obtain a final mark of at least 40% for AGLA111 / AGLE111. AGLA121 / AGLE121 carries a weight of 12 credits, which form part of the curriculum that the student has registered for.

- f) Students who have failed the module AGLA111 / AGLE111, but who have been admitted to AGLA121 / AGLE 121 and have passed this exam, may have their results for AGLA111 / AGLE111 condoned into a passing grade by the relevant school director.

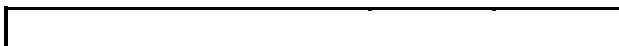
- g) Students who have already successfully completed a module or modules (course[s]) similar to AGLA111, 121 / AGLE111, 121, at another institution and can provide proof of this, can apply, in writing, to receive recognition for this from the **Director of the School for Languages**.

1.1.1 General Admission Requirements

APS-score (Academic Performance Scale) as prerequisite for admission

Applicants in possession of a National Senior Certificate issued by Umalusi in 2009 and after

Selection Model: Determining the APS-score



Performance level	Results %	Grading
NWU purposes	90-100%	8
Outstanding	80-89%	7
Meritorios	70-79%	6
Substantial	60-69%	5
Adequate	50-59%	4
Moderate	40-49%	3
Elementary	30-39%	2
Not achieved	0-29%	1

The results achieved in 6 subjects are used to determine the APS-score. (Four dedicated subjects and two recognised subjects.) Life Orientation (LO) is not taken into consideration. The language of learning (home language or first additional language subject) must have a achievement rating of at least 50 – 59% (level 4).

The admission requirements are subject to change. Contact the admission department for the latest information and details.

M-score as prerequisite for admission

Applicants in possession of a Senior Certificate issued before 2009

Taking due cognisance of the General Academic Rules and faculty rules as contained in the relevant calendars, and with specific reference to General Academic Rule A.5,A.4, which determines that school-leaving certificates must be endorsed to state that the minimum statutory requirements for admission to B-degree studies at a university in the RSA have been complied with – i.e. full matriculation exemption/conditional exemption. The University reserves the right to apply the following selection model, on the basis of which consideration will be given to candidates' applications.

Selection Model: Determining the M-score

Subject symbol	Higher Grade	Standard Grade
A	6	5

B	5	4
C	4	3
D	3	2
E	2	1
F	1	0

A maximum of four subjects are used to determine the M-score.

NB The score of the most relevant subject for the relevant field of study will carry double weight, e.g. for the BCom degree a B-symbol in Accountancy on the Higher Grade will count 10 instead of 5.

1.2 FACULTY-SPECIFIC RULES

1.2.1 Admission to the examination

- a) Admission to the examination in any module takes place by obtaining a proof of participation (general rule A.1.51 and A.5.4.3).
- b) A proof of participation that grants admission to the examination will only be issued after a student has, to the satisfaction of the school director in consultation with the subject chair, complied with the requirements of the specific proof of participation as set out in the **study guide** of the relevant module.
- c) In order to be admitted to the examination (the final assessment) in a module, a student must have obtained the minimum participation mark of 35% for a first year module
- d) In order to be admitted to the examination for modules other than a first year module, a student must have obtained the minimum participation mark of 40%.

1.2.2 Pass requirements of a module and a curriculum

- a) The provisions of general rules A.5.4.4 (1 – 4) apply.
- b) The sub-minimum for all examination papers is 40% (General Academic Rule A.5.4.4.4). There are also modules from other faculties such as the School of Basic Sciences where the JURI-modules have a sub minimum of 45%.

- c) In order to pass a module, the final module mark of at least 50% must be attained (General Academic Rules A.5.4.4.1 – A.5.4.4.4), but still subject to the sub-minimum for each examination paper as required in V.1.2.2.b
- d) The adjustment of a final module mark of a first semester module in which a bona fide first-time entering student who had obtained a participation mark and has written the final examination paper, but has not passed, will be done in accordance with General Academic Rule A.5.4.4.2.
- e) Passing all the modules of which the programme or curriculum is compiled individually, means passing the programme.
- f) The requirements for a module/curriculum/qualification to be passed with distinction is 75%. Any qualification will be conferred with distinction if the candidate obtains an average of 75% of all the core modules of the curriculum of the qualification at all levels in the minimum period of study (General Academic Rule A.5.4.5).

1.2.3 Progress in a curriculum

- a) A module of any subject can only be registered for if the student has complied with the prescribed prerequisites as stipulated in the list of modules.
- b) General rule A.5.3.5 stipulates the number of credits for which the student may register in a subsequent semester without permission from the Dean.
- c) A student may not continue with exit level modules unless the prescribed first year modules were successfully completed.

1.2.4 Termination of studies

The studies of a student may be terminated (general rule A.5.7).

- a) A student who in any semester fails more than 50% of the modules he / she was registered for, shall receive a formal written warning from the dean, and be referred for academic advice and study counselling.
- b) If a student's academic performance is unsatisfactory the studies of the student may be terminated in terms of General Academic Rule A.5.7.

1.2.5 Modules to complete a degree

In order to reach the programme outcomes of a curriculum in this faculty, it is not possible to complete exit level modules (i.e. third-year modules) through another institution, such as UNISA, to complete the degree here. If one or more exit level modules are needed to complete a degree, the student must return full time to pass the modules, or, in some instances, class exemption (with specific conditions) can be arranged with the specific School Director. Exemption from classes can only be given if the module has been attended previously, admission to the exam was received, but the exam was not passed. Exemption from classes will only be granted once (if the module is then not passed, it must again be taken full time). A maximum of two modules can be completed on second level through another institution, such as UNISA, to complete the degree, provided that those are the only modules that are needed to complete the degree in that year.

1.3 WARNING AGAINST PLAGIARISM

Assignments are individual tasks and not group activities, unless expressly indicated as a group activity). For further details see: <http://www.nwu.ac.za>

1.4 CAPACITY STIPULATION

Please take cognisance of the fact 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 relevant courses.

1.5 SCHOOLS IN THE FACULTY

School	Subject group
School of Accounting Sciences	Accounting Auditing Management Accounting Commercial Law Tax
School of Economic Sciences	Business Management Economics. Marketing Management Risk Management Sport Sciences
School of Information Technology	Information Technology

Mathematics Business Mathematics and Informatics Statistics & Operational Research
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1.6 QUALIFICATIONS, PROGRAMMES AND CURRICULA

FIRST BACHELOR DEGREES					
Qualification	Programme	Programme and Curriculum code	Method of delivery	NQF level	
SCHOOL OF BEHAVIOURAL SCIENCES					
Bachelor of Commerce (BCom)	Industrial Psychology and Labour Relations Management	500 153: E360V	Full-time Part-time	6 (7)	
Bachelor of Commerce (BCom)	Human Resource Management	500 151: E361V	Full-time Part-time	6 (7)	
SCHOOL OF ACCOUNTING SCIENCES					
Bachelor of Commerce (BCom) extended	Chartered Accountancy (Extended Programme)	500 204: E302V	Full-time Part-time	6 (7)	
Bachelor of Commerce (BCom)	Accounting	500 160: E333V	Full-time Part-time	6 (7)	
Bachelor of Commerce (BCom)	Chartered Accountancy	500155: E370V	Full-time Part-time	6(7)	
Bachelor of Commerce (BCom)	Financial Accountancy	500 156: E371V	Full-time Part-time	6 (7)	
Bachelor of Commerce (BCom)	Management Accountancy	500 158: E372V	Full-time Part-time	6 (7)	
Bachelor of Commerce (BCom)	Accounting and Informatics	500 162 :E374V	Full-time	6 (7)	
SCHOOL OF ECONOMIC SCIENCES					
Bachelor of Commerce (BCom) (Extended Programme)	Economics and Risk Management	500 214: E301V	Full-time (4-years)	6 (7)	
Bachelor of Commerce (BCom)	Economics and Risk Management	500 132 E341V	Full-time Part-time	6(7)	

FIRST BACHELOR DEGREES				
Qualification	Programme	Programme and Curriculum code	Method of delivery	NQF level
Bachelor of Commerce (BCom)	Economics, Risk- and Investment Management	500 134: E342V	Full-time Part-time	6 (7)
Bachelor of Commerce (BCom)	Economics and Informatics (Computer Science)	500 135: E343V	Full-time	6 (7)
Bachelor of Commerce (BCom)	Economics and International Trade	500 130: E340V	Full-time Part-time	6 (7)
Bachelor of Commerce (BCom)	Entrepreneurship and Business Management	500 142: E350V	Full-time Part-time	6 (7)
Bachelor of Commerce (BCom)	Marketing Management	500 203 E354V	Full-time Part-time	6 (7)
Bachelor of Commerce (BCom)	Sport and Recreation Management	500 150: E301V	Full-time	6 (7)
DIPLOMA				
Diploma in Sport Science (DS)	Diploma in Sport Science (DS)	832 100 G101V	Full-time	5 (6)
FIRST BACHELOR DEGREES				
SCOOLOF INFORMATION TECHNOLOGY				
Bachelor of Science (BSc)	Quantitative Risk Management	200 166: N134V	Full-time	6 (7)
Bachelor of Science (BSc)	Financial Mathematics	200 167: N135V	Full-time	6 (7)
Bachelor of Science (BSc)	Data Mining	200 168: N136V	Full-time	6 (7)
Bachelor of Science (BSc)	Actuarial Science Not presented in 2011	200 123: N137V	Full-time	6 (7)
Bachelor of Science (BSc)	Information Technology	264 100: N150V	Full-time	6 (7)

FIRST BACHELOR DEGREES				
Qualification	Programme	Programme and Curriculum code	Method of delivery	NQF level
Bachelor of Science (BSc)	Computer Science and Economics	200 191:N175V	Full-time	6 (7)
Bachelor of Science (BSc)	Computer Science and Statistics	200 191:N156V	Full-time	6 (7)
Bachelor of Science (BSc) Extended	Information Technology	264 102: N301V	Full-time (4 years)	6 (7)
Bachelor of Science (BSc) Extended	Data Mining	200 198: N301V	Full-time (4 years)	6 (7)

2 RULES FOR THE DEGREE BACHELOR OF COMMERCE

2.1.1 Duration (minimum and maximum duration)

The minimum duration of the study for a BCom degree is three years and the maximum duration for the completion of the degree is four years.

The minimum duration of the study for a BCom extended degree is four years and the maximum duration for the completion of the degree is five years.

2.1.2 Admission requirements for the qualification

The BCom degree requires a minimum APS-score of 21 and Mathematics on level 3

The following exceptions apply:

- a) Accounting (500160: E333V) require Mathematics on level 3 (40-49%) and an APS of 24.
- b) Accounting and Informatics (500162: E374V) require Mathematics on level 4 (50-59%) and an APS of 24.
- c) Management Accountancy (500158: E372V), and Chartered Accountancy CA (SA) (500155: E370V) require Mathematics level 4 (50-59%) and an APS of 26.
- d) Economics, Risk- and Investment Management, (500134: E342V) and Economics and Risk Management (500 132: E341) require Mathematics level 4 (50-59%) and an APS of 24.
- e) Industrial Psychology and Labour Relations Management (500 153:E360V) and Human Resource Management (500151: E361V), Human Resource Management (500153: E361V) and BCom Sport and Recreation Management require Mathematical Literacy level 4 (50-59%) and an APS of 21
- f) Extended B.Com Chartered Accountancy CA (SA) (500155: E370V) require Mathematics level 3 (40-49%) and an APS of 26.
- g) The Accounting modules ACCC111 and ACCC121 require Accounting on level 4 (50-59%).

- h) Students who did not have Accountancy as a subject at school, must do the Special Accounting course ACCS111, 121 in the first year before starting with ACCF111.
- i) If a student reaches 65% at the end of the first semester in ACCS111, the student may be allowed to do ACCF121 in the second semester.
- j) A student on the extended B.Com Chartered Accountancy CA (SA) (500155: E301V) curriculum will not be allowed to change over to any other curriculum.
- k) If a student reaches 65% at the end of the first semester in ACCF111, the student may be allowed to do ACCC121 in the second semester.
- l) If a student reaches 65% in ACCF111,121, he/she may write the second examination of ACCC121 and if a mark of 55% is reached, he/she can be admitted to the second year CA-Accountancy (ACCC271)
- m) Extended BCom Economics and Risk Management (500214: E301V) require Mathematics Literacy on level 6 and an APS of 21.
- n) BCom Sport and Recreation Management (500150: E301V) require Mathematics Literacy on level 4 and an APS of 21.

2.1.3 Outcomes for the BCom degree

The general outcomes of the B.Com. qualification are the following:

- a) Empowering students with graduate knowledge of concepts, structures, models, theories, principles, skills, research methodologies and applied competence enabling them to pursue rewarding careers in the changing economic and business environment of the new millennium.
- b) Providing South Africa with graduates who are competent in one or more of the following specialisations: Economics, International Trade and Marketing, Risk Management, Business Management, Entrepreneurship, Accounting, Computer Science and Information Technology, Human Resource Development, Labour Relations and Business Ethics.
- c) Assisting and enabling the student to develop his/her intellectual and moral capacity to understand the economic and business environment, to

think critically and innovatively and to lay the foundations for further specialisation.

In addition to the general outcomes of this qualification its contents is structured in such a way that specific exit levels (including the critical outcomes) can be attained. A BCom graduate will be able:

- a) to demonstrate a thorough knowledge of and insight into economic and business environments and to solve problems that arise from these environments in the context of other disciplines;
- b) to identify and solve convergent and divergent economic and business related problems in a creative and critical manner on the strength of his/her multidisciplinary knowledge of concepts, structures, models, theories, principles and research methods;
- c) to identify and create opportunities and understand the entrepreneurial process.
- d) to act effectively both as an individual and in the context of a team and organisation in view of creating the opportunity to develop as a leader in a multidisciplinary environment;
- e) to organise and manage his/her activities with self-discipline, integrity and commitment in a responsible and effective manner in order to reach the required goals;
- f) to collect, analyse, organise, critically evaluate and apply economic and entrepreneurial management knowledge;
- g) to exploit and communicate economic and business information effectively by utilising appropriate information technology;
- h) to demonstrate responsibility towards the environment and the health of other people by the effective and critical use of science and technology;
- i) to practise lifelong learning by establishing an active interest in the dynamics of the economic and business environment;
- j) to demonstrate an understanding for the need to sustain competence and healthy practices in order to keep ahead of the changing economic environment of new methods, techniques and competing challenges;
- k) to critically evaluate views of life;

- l) to develop respect for the value system of this University;
- m) to act as a responsible citizen at a local, national and international level;
- n) to be sensitive to the socio-economic needs of our heterogenic and multicultural business communities and of the world in general;
- o) to exploit educational and career opportunities.

2.1.4 Articulation

- a) Vertically the BCom qualification articulates a competency to apply for admission to NQF level 6 (7) qualifications, specifically honours qualifications in the student's selected specialist discipline.
- b) The BCom qualification prepares the graduate for a career in a local and international economic and business environment.
- c) The BCom qualification may grant the student admission to related studies at other institutions for higher education.

Articulation at other tertiary institutions is possible on the strength of applicable exit levels attained.

2.1.5 List of modules

Module code	Descriptive name	Prerequisites	Credits
Chartered Accountancy			
ACCC111	Accounting: Framework, Assumptions and Applications	Mathematics and Accounting level 4 (50-60%)	16
ACCC121	Accounting: Introductory Corporate Accounting	ACCC111 (55%) or ACCF111 (65%)	16
ACCC271	Accounting: Introduction to AARP/IFRS, Corporative Accounting and Analysis and Interpretation	ACCC121(55%) or ACCF111,121(65%), and ACCC121 (55%) in the 2nd Exam Opportunity	32
ACCC371	Accounting: Complex Corporate Accounting (including Groups) and AARP/IFRS	ACCC271 (55%)	32
Financial Accountancy			
ACCF111	Financial Accounting: Basic Concepts, Accounting Cycle, Accounting Systems and Elementary Financial Reporting	Mathematics and Accounting level 3 (40-50%)	16
ACCF121	Financial Accounting: Elementary Financial Reporting, Partnerships, Close Corporations and Companies	ACCF (40%) or ACCC111 (40%) or ACCS (65%)	16
ACCF211	Financial Accounting: Financial Reporting	ACCF111 & 121 or ACCC111 & 121	16
ACCF221	Financial Accounting: Special Topics and Elementary Group Statements	ACCF211 (40%) or ACCC271 (40%)	16
ACCF311	Financial Accounting: Group Statements	ACCF211 & 221 or ACCC271	16
ACCF321	Financial Accounting: Generally Accepted Accounting Practice – Capita Selecta	ACCF311 (40%) or ACCC371 (40%)	16
Financial Accounting (Special)			
ACCS111	Financial Accounting (Special): Basic Concepts, Accounting Cycle and Accounting Systems		16
ACCS121	Financial Accounting (Special): Financial Reporting, Analyses and Interpretation of Financial Statements	ACCS111 (40%)	16
Academic Literacy			
AGLE111	Introduction to Academic Literacy		
AGLE121	Academic Literacy		12
Accounting & Computers			
ACMP211	Accounting & Computers: Accounting		12

Module code	Descriptive name	Prerequisites	Credits
	Computer Applications		
ACMP321	Accounting & Computers: Accounting and Auditing Computer Applications	AUDT221	12
Auditing			
AUDT211	Auditing: The Auditor and the Audit Process	ACCC111, 121	16
AUDT221	Auditing: Applications and Introductory Computer Auditing	AUDT211 (40%)	16
AUDT321	Auditing: Company Law Applications and Computer Auditing	AUDT211 & 221	16
IAUD211	Internal Auditing: Role of the internal auditor	ACCC111 & 121 or ACCF111 & 121	16
IAUD221	Internal Auditing: Planning of internal audit process	IAUD211 (40%)	16
IAUD321	Internal auditing: Fieldwork and finalisation phases of the internal audit process	IAUD211 & 221	16
Business Management			
BMAN111	Introduction to Business Management		12
BMAN121	General Management		12
BMAN211	Introduction to Marketing Management		16
BMAN212	Entrepreneurial skills		16
BMAN221	Purchasing Management		16
BMAN222	Entrepreneurial Opportunities		16
BMAN311	Financial Management		16
BMAN312	Entrepreneurship		16
BMAN321	Strategic Management		16
Business Marketing			
BMAR211	Services Marketing		16
BMAR221	Consumer Behaviour		16
BMAR311	Product Decisions		16
BMAR312	Price and Distribution Decisions		16
BMAR321	Marketing Research		16
BMAR322	Integrated Marketing Communications		16
Economics			
ECON111	Introduction to Economics		12
ECON121	Basic Micro- and Macro-economics		12
ECON211	Macro-economics	ECON121 & WISN/111/112/123	16
ECON221	Micro-economics	ECON121 & WISN111/112/123	16

Module code	Descriptive name	Prerequisites	Credits
ECON311	Fiscal and Monetary Policy	ECON211& 221	16
ECON321	Economic Analysis	ECON211	16
ECON322	Development Economics	ECON211	16
EKIP211	International Trade		16
EKIP221	International Financing		16
EKIP311	International Trade Geography		16
EKIP321	International Business Communication		16
EKRP211	Introduction to Risk Management		16
EKRP221	Corporate Financing	ECON211	16
EKRP311	Bank Risk Management	ECON211	16
EKRP321	Financial Markets	WISN111/112/123	16
EKRP311	Bank Risk Management	(ECON211 & EKRP211 & EKRP221) or (BWIA 211 & ECON211)	16
EKRP321	Financial Markets	EKRP221 or (BWIA 221 & WISN111/112/123)	16
Business French			
FREB111	Elementary Business French 1		12
FREB121	Elementary Business French 2		12
Business German			
GREB111	Elementary Business German 1		12
GREB121	Elementary Business German 2	GREB111	12
Management Accounting			
FINM211	Financial Management: Introduction	ACCS111 & 121 or ACCC111 & 121 or ACCF111 & 121	16
FINM321	Financial Management: Decision Making and Valuations	FINM211	16
MACC211	Management accounting: Cost terms, -elements and –systems.	ACCS111 & 121 or ACCC111 & 121 or ACCF111 & 121	16
MACC221	Management Accounting: Cost behaviour patterns and decision-making techniques	MACC211 (40%)	16
MACC311	Management Accounting: Planning and Control	MACC211 & 221	16
Industrial Psychology			
IOPS111	Introduction to Industrial Psychology		12
IOPS121	Ergonomics and Occupational Health		12

Module code	Descriptive name	Prerequisites	Credits
IOPS211	Personnel Psychology		16
IOPS221	Career Psychology		16
IOPS311	Organisational Behaviour		16
IOPS321	Psychometrics and Research Methodology		16
Labour Relations Management			
LARM111	Introduction to Workplace Relations		12
LARM211	Occupational Management		16
LARM221	Work Group Dynamics		16
LARM311	Theory and Practice of Labour Relations		16
LARM321	The Management of Labour Relations		16
LARM322	Conflict Resolution		16
HRMA122	The functions of Human resource management		12
Computer Science and Information Systems			
ITRW112	Introduction to Programming		12
ITRW123	Graphic Interface Programming I	ITRW112	12
ITRW211	Graphic Interface Programming II	ITRW123	8
ITRW213	Systems Analysis and Design I	ITRW123	16
ITRW225	System Analysis and Design II	ITRW213	16
ITRW311	Databases I	ITRW225	16
ITRW321	Databases II	ITRW311	16
Communication Studies			
KCOM226	Business Communication Skills		12
Human Resource Management (Business Psychology and Business Sociology)			
PSDT111	Professional Skills Development		12
Commercial Law			
MLAW111	Introduction to Contracts and Business Law		16
MLAW121	Business Forms		16
MLAW311	Commercial Law: Advanced Company Law	MLAW121	16
Professional Ethics			
PETH311	Professional Ethics for Accountants		12
Psychology			
PSYC121	Social and Community Psychology		12
PSYC211	Developmental Psychology		16
PSYC212	Personality Psychology		16
PSYC311	Psychopathology		16

Module code	Descriptive name	Prerequisites	Credits
Recreation Management			
MBXR217	Sport Management		8
MBXR218	Sport commercialisation and law		16
MBXR219	Sport Organisation and Administration		8
RKKX113	Introduction to outdoor recreation		12
RKKX123	Introduction to recreation		12
RKKX214	Recreation Leadership		16
RKKX314	Professional issues in Recreation		16
RKKX325	Recreation Management		16
Statistics			
STTN111	Introductory Statistics		12
STTN121	Introductory Statistical Inference	STTN111	12
STTN122	Introductory Statistics		12
STTN124	Practical Statistics		12
STTK211	Probability Theory	WISN121	16
Taxation			
TAXC221	Introduction to Income Tax and Estate Administration	ACCC111 & 121 or ACCF111 & 121	16
TAXC311	Tax Applications of Partnerships, farmers and advanced tax of individuals (from 2009)	ACCC271 or ACCF211 & 221 & TAXC221 (40%)	16
TAXC321	Tax Applications: Companies, Trusts, VAT and Advanced CGT	TAXC311 (40%)	16
Mathematics			
WISN111	Introduction to Algebra and Analysis I	Mathematics Level 4 (50-59%)	12
WISN112/ WISN123	Mathematical Techniques	Mathematics Level 4 (50-59%)	12
WISN121	Introduction to Algebra and Analysis I	WISN111	12
Know and understand the World			
WVES221	Understanding the economic world		12
WVES311	Applied Ethics		12
Extended programme			
ACFS111	Financial Accounting Special		16
ACFS121	Financial Accounting Special		16
AGLA/E111	Introduction to Academic Literacy		
AGLA/E121	Academic Literacy		12
BRSF111	Analytical Thinking		8
CTSS111	Critical Thinking Skills		8
WISF211	Foundation Mathematics		12

Module code	Descriptive name	Prerequisites	Credits
WISF221	Mathematics		12
WISS112	Foundation Mathematics		12
WISS122	Foundation Mathematics		12

3 CURRICULA OF PROGRAMMES IN THE DIFFERENT SCHOOLS

NOTE: Core modules (“Main subjects”) are indicated by an (H) next to it.

3.1 SCHOOL OF ACCOUNTING SCIENCES

3.1.1 Curriculum: Chartered Accountancy SA (CA) Extended Programme E302V

Year Level 1		Year Level 2		Year Level 3		Year Level 4	
First semester		First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr	Module code	Cr
ACFS 111	16	ACCC111	16	AUDT211	16	MACC311	16
WISS112	12	PSDT111	12	ACMP211	12	TAXC311	16
CTSS111	8	MLAW111	16	MACC221	16	MLAW311	16
BMAN 111	12	STTF111	12	FINM211	16	PETH311	12
ECON 111	12	BRSF111	8				
Total first semester	60	Total first semester	64	Total first semester	60	Total first semester	60
Year Level1		Year Level 2		Year Level 3		Year Level4	
Second semester		Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr	Module code	Cr
AGLA 121/ AGLE121	12	ACCC121	16	TAXC221	16	FINM321	16
ACFS 121	16	KCOM226	12	AUDT221	16	TAXC321	16
WISS 122	12	STTF121	12	MACC221	16	ACMP32	12
BMAN 121	12	MLAW121	16			AUDT321	16
ECON 121	12	WISN123	12				
STTN 122	12						
Total second semester	76	Total second semester	68	Total second semester	48	Total second semester	60
YEAR MODULE:							
				ACCC271 (H)	32	ACCC371 (H)	32
				Total module	32	Total module	32
Total Year Level 1	136	Total Year Level 2	132	Total Year Level 3	140	Total Year Level 4	152
Total credits for the curriculum							560

3.1.2 Curriculum: Chartered Accountancy SA (CA) E370V

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
ACCC111 (H)	16	MACC211 (H)	16	MACC311 (H)	16
BMAN111	12	AUDT211 (H)	16	TAXC311 (H)	16
ECON 111	12	ACMP211	12	MLAW311 (H)	16
PSDT111	12	FINM211	16	PETH311	12
MLAW111	16				
Total first semester	68	Total first semester	60	Total first semester	60
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
ACCC121 (H)	16	KCOM226	12	FINM321 (H)	16
AGLA/AGLE121	12	TAXC221 (H)	16	TAXC321 (H)	16
BMAN121	12	AUDT221 (H)	16	ACMP321	12
ECON121	12	MACC221 (H)	16	AUDT321 (H)	16
MLAW121	16				
STTN122	12				
WISN123	12				
Total second semester	92	Total second semester	60	Total second semester	60
		YEAR MODULE:			
		ACCC271 (H)	32	ACCC371 (H)	32
		Total Year module	32	Total Year module	32
Total Year level 1	160	Total Year level 2	152	Total Year level 3	152
Total credits for the curriculum					464

3.1.3 Curriculum: Financial Accountancy E371V

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
ACCF111 (H)	16	ACCF211 (H)	16	ACCF311 (H)	16
BMAN111	12	ACMP211	12	MACC311 (H)	16
ECON111	12	FINM211	16	MLAW311	16
PSDT111	12	AUDT211/IAUD211	16	TAXF311 (H)	16
MLAW111	16	MACC211 (H)	16	WVES311	12
Total first semester	68	Total first semester	76	Total first semester	76
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
ACCF121 (H)	16	ACCF221 (H)	16	ACCF321 (H)	16
AGLA/AGLE121	12	AUDT221/IAUD221	16	FINM321 (H)	16
BMAN121	12	KCOM226	12	ACMP321	12
ECON121	12	MACC221 (H)	16	IAUD321	16
MLAW121	16	TAXF221	16	TAXF321 (H)	16
STTN122	12	WVES221	12		
WISN123	12				
Total second semester	92	Total second semester	88	Total second semester	60
Total year level 1	160	Total year level 2	164	Total year level 3	136/140
Total credits for the curriculum					460/464

3.1.4 Curriculum: Management Accountancy E372V

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
ACCF/ACCC111 (H)	16	ACCF211 (H)	16	ACCF311 (H)	16
BMAN111	12	ACMP211	12	MACC311 (H)	16
ECON111	12	FINM211	16	MLAW311	16
PSDT111	12	AUDT211/IAUD211	16	TAXF311 (H)	16
MLAW111	16	MACC211 (H)	16	WVES311	12
Total 1st semester	68	Total 1^{ste} semester	76	Total 1^{ste} semester	76
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
ACCF/ACCC 121 (H)	16	ACCF221 (H)	16	ACCF321 (H)	16
AGLA/AGLE121	12	AUDT221/IAUD221	16	FINM321 (H)	16
BMAN121	12	KCOM226	12	ACMP321	12
ECON121	12	MACC221	16	IAUD321	16
MLAW121	16	TAXF221 (H)	16	TAXF321 (H)	16
STTN122	12	WVES221	12		
WISN123	12				
Total second semester	92	Total second semester	88	Total second semester	60
Total Year level 1	160	Total Year level 2	164	Total Year level 3	136/ 140
Total credits for the curriculum					460/ 464

3.1.5 Curriculum: Accounting E333V

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
ACCF111	16	ACCF 211 (H)	16	ACCF311 (H)	16
BMAN111	12	BMAN211 (H)	16	BMAN311	16
ECON111	12	FINM211	16	MACC311 (H)	16
PSDT111	12	MACC211 (H)	16	TAXF311 (H)	16
MLAW111	16			WVES311	12
Total 1st semester	68	Total 1st semester	64	Total 1st semester	76
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
AGLA/ AGLE121	12	ACCF221 (H)	16	ACCF321 (H)	16
ACCF121	16	MACC221 (H)	16	BMAN321 (H)	16
BMAN121	12	BMAN221 (H)	16	FINM321 (H)	16
ECON121	12	TAXF221 (H)	16	TAXF321 (H)	16
STTN122	12	WVES221	12		
WISN123	12				
Total 2nd semester	76	Total 2nd semester	76	Total 2nd semester	64
Total year level 1	144	Total year level 2	140	Total year level 3	140
Total credits for the curriculum					424

3.1.6 Curriculum: Accounting and Informatics E374V

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
ACCF111 (H)	16	ACCF211	16	ACCF311	16
BMAN111	12	FINM211	16	ITRW311 (H)	16
ECON111	12	ITRW211 (H)	8	MACC311 (H)	16
ITRW112 (H)	12	ITRW213 (H)	16	TAXC311 (H)	16
PSDT111	12	MACC211 (H)	16	WVES311	12
WISN112	12				
Total 1st semester	76	Total 1^{ste} semester	72	Total 1^{ste} semester	76
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
ACCF121 (H)	16	ACCF221	16	ACCF321	16
AGLA/ AGLE121	12	ITRW225 (H)	16	FINM321 (H)	16
BMAN121	12	MACC221 (H)	16	ITRW321 (H)	16
ECON121	12	TAXC221 (H)	16	TAXC321 (H)	16
ITRW123 (H)	12	WVES221	12		
STTN122	12				
Total second semester	76	Total second semester	76	Total second semester	64
Total Year level 1	152	Total Year level 2	148	Total Year level 3	140
Total credits for the curriculum					400

3.2 SCHOOL OF ECONOMIC SCIENCES

3.2.1 Curriculum: Economics and International Trade E340V

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
ACCS/ACCF111	16	BMAN211 (H)	16	BMAN311 (H)	16
BMAN111 (H)	12	BMAR211 (H)	16	ECON311 (H)	16
ECON111 (H)	12	ECON211 (H)	16	EKIP311 (H)	16
PSDT111	12	EKIP211	16	EKRP211 or	16
ITRW112	12			FREB111 or	12
				GERB111	12
				WVES311	12
Total first semester	64	Total first semester	64	Total first semester	76/ 72
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
ACCS/ACCF121	16	BMAN221 (H)	16	ECON321 (H)	16
AGLA121/AGLE 121	12	ECON221 (H)	16	ECON322/ BMAN321 (H)	16
BMAN121 (H)	12	EKIP221 (H)	16	EKIP321 (H)	16
ECON121 (H)	12	TAXF221	16	EKRP221 or FREB121 or GERB121	16
STTN122	12	WVES221	12		
WISN123	12				
Total second semester	76	Total second semester	76	Total second semester	64
Total Year level 1	140	Total Year level 2	140	Total Year level 3	136/ 140
Total credits for the curriculum					416/ 420
If an honours degree in International trade is your aim, you must register for EKIP311,321					

3.2.2 Curriculum: Economics and Risk Management Extended Programme E301V

Year level 1		Year level 2		Year level 3		Year level 4	
First semester		First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr	Module code	Cr
ACFS111	16	ACCF1111	16	ACCF211	16	ECON311	16
BMAN111	12	BMAN211	16	ECON211	16	ACCF311 or EKIP311	16
CTSS111	8	BRSF111	8	EKIP211	16	EKRP311	16
ECON111	12	PSDT111	12	EKRP211	16	WVES311	12
WISS112	12	STTF111	12				
		WISN112	12				
Total 1st semester	60	Total 1st semester	76	Total 1st semester	64	Total 1st semester	60
Year level 1		Year level 2		Year level 3		Year level 4	
Second semester		Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr	Module code	Cr
AGLA121 / AGLE121	12	ACCF121	16	ACCF221	16	EKIP321	16
ACFS121	16	ECON221	16	EKIP221	16	ECON321	16
BMAN121	12	FINM211	16	EKRP221	16	ECON322	16
ECON121	12	STTF121	12	TAXF221	16	EKRP321	16
STTN122	12	WVES221	12			FINM321	16
WISS122	12						
Total 2nd semester	76	Total 2nd semester	72	Total 2nd semester	64	Total 2nd semester	80
Total year level 1	136	Total year level 2	148	Total year level 3	128	Total year level 4	140
Total credits for the curriculum							552

3.2.3 Curriculum: Economics and Risk Management E341V

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
ACCS/ACCF111*	16	ACCF211	16	ECON311 (H)	16
BMAN111	12	BMAN211	16	EKIP311 (H)	16
ECON111 (H)	12	ECON211 (H)	16	EKRP311 (H)	16
PSDT111	12	EKIP211 (H)	16	FINM211	16
WISN112	12	EKRP211 (H)	16	WVES311	12
Total first semester	64	Total first semester	80	Total first semester	76
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
ACCS/ACCF121	16	ACCF221	16	ECON321 (H)	16
AGLA121/AGLE 121	12	ECON221 (H)	16	ECON322	16
BMAN121	12	EKIP221 (H)	16	EKIP321 (H)	16
ECON121 (H)	12	EKRP221 (H)	16	EKRP321 (H)	16
STTN122	12	TAXF221	16	FINM321	16
		WVES221	12		
Total second semester	64	Total second semester	92	Total second semester	80
Total Year level 1	128	Total Year level 2	172	Total Year level 3	156
Total credits for the curriculum					456
* Students who did not have Accounting in Grade 12, will have to register for ACCS111, 121 in the first year and then for ACCF111, 121 and ACCF211, and 221 in the second and third years. There should be no time table clashes					

3.2.4 Curriculum: Economics, Risk- and Investment Management E342V

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
ACCS111/ACCF111	16	ACCF211	16	ACCF311 (H) or	16
BMAN111	12	ECON211 (H)	16	EKIP311(H)	16
ECON111 (H)	12	EKIP211 (H)	16	ECON311 (H)	16
PSDT111	12	EKRP211 (H)	16	EKRP311 (H)	16
WISN111	12	STTK211	16	FINM211	16
				WVES311	12
Total first semester	64	Total first semester	80	Total first semester	76
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
ACCS121/ACCF121	16	ACCF221	16	ACCF321 (H) or	16
AGLA121/AGLE121	12	ECON221 (H)	16	EKIP321 (H)	16
BMAN121	12	EKIP221 (H)	16	ECON322	16
ECON121 (H)	12	EKRP221 (H)	16	EKRP321 (H)	16
STTN121	12	TAXF221	16	FINM321	16
		WVES221	12		
Total second semester	64	Total second semester	92	Total second semester	80
Total Year level 1	128	Total Year level 2	172	Total Year level 3	156
Total credits for the curriculum					456
If an honours degree in International trade is your aim, you must register for EKIP311,321					

3.2.5 Curriculum: Economics and Informatics E343V

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
ACCS/ACCF111	16	ECON211 (H)	16	ECON311 (H)	16
BMAN111	12	EKRP211 (H)	16	EKRP311 (H)	16
ECON111 (H)	12	ITRW211 (H)	8	ITRW214 (H)	16
ITRW112 (H)	12	ITRW213 (H)	16	ITRW311 (H)	16
PSDT111	12	MACC211	16	WVES311	12
WISN112	12				
Total first semester	76	Total first semester	80	Total first semester	76
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
ACCS/ACCF121	16	ECON221 (H)	16	ECON321 (H)	16
AGLA121/AGLE121	12	EKRP221 (H)	16	ECON322 (H)	16
BMAN121	12	ITRW 225 (H)	16	EKRP321 (H)	16
ECON121 (H)	12	MACC221	16	ITRW321 (H)	16
ITRW123 (H)	12	WVES221	12	ITRW325 (H)	16
STTN122	12				
Total second semester	76	Total second semester	92	Total second semester	80
Total Year level 1	152	Total Year level 2	172	Total Year level 3	156
Total credits for the curriculum					480
* Students who did not have Accounting in Grade 12, will have to register for ACCS111, 121 in the first year and then for ACCF111, 121 and ACCF211, and 221 in the second and third years. There should be no time table clashes					

3.2.6 Curriculum: Entrepreneurship and Business Management E350V

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
ACCS111	16	BMAN211 (H)	16	BMAN311	16
BMAN111 (H)	12	BMAN 212 (H)	16	BMAN312 (H)	16
ECON111	12	LARM211 (H)	16	BMAR311	16
ITRW112	12	ECON211	16	LARM311 (H)	16
PSDT111	12			WVES311	12
Total first semester	64	Total first semester	64	Total first semester	76
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
ACCS121	16	BMAN221 (H)	16	BMAN321 (H)	16
AGLA 121/AGLE121	12	BMAN222 (H)	16	BMAR321	16
BMAN121 (H)	12	BMAR221	16	BMAR322	16
ECON121	12	LARM221 (H)	16	LARM321 (H)	16
STTN122	12	ECON221	16		
WISN123	12	WVES221	12		
Total second semester	76	Total second semester	92	Total second semester	64
Total Year level 1	140	Total Year level 2	156	Total Year level 3	140
Total credits for the curriculum					436

3.2.7 Curriculum: Marketing Management E354V

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
ACCS111	16	BMAN211 (H)	16	BMAN311 (H)	16
BMAN111 (H)	12	BMAN212	16	BMAR311 (H)	16
ECON111	12	BMAR211 (H)	16	BMAR312 (H)	16
ITRW112	12	ECON211	16	EKIP311 (H)	16
PSDT111	12	EKIP211	16	WVES311	12
Total first semester	64	Total first semester	80	Total first semester	76
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
ACCS121	16	BMAN221 (H)	16	BMAN321 (H)	16
AGLA121/AGLE 121	12	BMAR221 (H)	16	BMAR321 (H)	16
BMAN121 (H)	12	ECON221	16	BMAR322 (H)	16
ECON121	12	EKIP221 (H)	16	EKIP321 (H)	16
STTN122	12	WVES221	12		
WISN123	12				
Total second semester	76	Total second semester	76	Total second semester	64
Total Year level 1	140	Total Year level 2	156	Total Year level 3	140
Total credits for the curriculum					436

3.2.8 Curriculum: Sport and Recreation Management E 301V

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
ACCS111	16	BMAN211	16	BMAN311	16
BMAN111	12	BMAR211	16	BMAR311	16
ECON111	12	MBXR217	8	RKKX314	16
MBXR218	16	RKKX214	16	BMAR312	16
RKKX113	12	MBXR219	8	WVES311	8
Total first semester	68	Total first semester	64	Total first semester	72
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
STTK122	8	BMAN221	16	BMAR321	16
AGLA 121/AGLE121	12	BMAN222	16	BMAR322	16
BMAN121	12	BMAR221	16	BMAN321	16
ECON121	12	WVES221	12	RKKX325	16
RKKX123	12				
Total second semester	56	Total second semester	60	Total second semester	64
Total Year level 1	124	Total Year level 2	124	Total Year level 3	136
Total credits for the curriculum					384

3.3 SCHOOL OF BEHAVIOURAL SCIENCES

3.3.1 Curriculum: Industrial Psychology and Labour Relations Management E360V

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
IOPS111	12	IOPS211	16	IOPS 311	16
LARM111	12	LARM211	16	LARM311	16
ECON111	12	PSYC211	16	PSYC311	16
BMAN111	12	PSYC212	16	WVES311	12
ACCS111	16	STTN111	12	BMAR211	16
		BMAN211	16		
Total 1st semester	64	Total 1st semester	92	Total 1st semester	76
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
IOPS121	12	IOPS221	16	IOPS321	16
PSYC121	12	LARM221	16	LARM321	16
BMAN121	12	STTN124	12	*LARM322	
ECON121	12	BMAN221	16	BMAR221	16
ACCS121	16	PSYC221	16	PSYC321	16
AGLA121/AGLE121	12	WVES 221	12		
Total 2nd semester	76	Total 2nd semester	88	Total 2nd semester	64
Total year level 1	140	Total year level 2	180	Total year level 3	140
Total credits for the curriculum					460
* If an honours degree in Labour Relations Management is your aim, you must register for LARM 322					

3.3.2 Curriculum: Human Resource Management E361V

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
IOPS 111	12	IOPS 211	16	IOPS 311	16
LARM 111	12	BMAN 211	16	BMAN 311	16
BMAN 111	12	LARM 211	16	LARM 311	16
ECON 111	12	STTN 111	12	WVES 311	12
ACCS 111	16				
Total 1st semester	64	Total 1st semester	60	Total 1st semester	60
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
IOPS 121	12	IOPS 221	16	IOPS 321	16
HRMA 122	12	STTN 124	12	LARM 321	16
BMAN 121	12	LARM 221	16	LARM 322	16
ECON 121	12	WVES 221	12	BMAN 321	16
ACCS 121	16	BMAN 221	16		
AGLA 121/AGLE121	12				
Total 2nd semester	76	Total 2nd semester	72	Total 2nd semester	64
Total year level 1	140	Total year level 2	132	Total year level 3	124
Total credits for the curriculum					396

4 RULES FOR THE DEGREE BACHELOR OF SCIENCE (BSc)

LANGUAGE MEDIUM FOR TEACHING-LEARNING

The full-time undergraduate programme for BSc (IT) at the Vaal Triangle Campus is presented in English and Afrikaans, both with the aid of interpreting services. Examinations, assessments and correspondence in all programmes may be conducted in Afrikaans or English, according to the preference of the student.

The full-time undergraduate programme for Business Mathematics and Informatics at the Vaal Triangle Campus is presented in English. Examinations, assessments and correspondence will be conducted in English.

4.1 COMPOSITION OF PROGRAMMES AND CURRICULA

These qualifications can be obtained in the programmes and curricula that appear in rule V.1.6 and that are described in detail below. These programmes and curricula can be followed full-time only. Students may only with the consent of the school directors concerned change from one programme or curriculum to another or change the curriculum for which they are registered.

4.2 OUTCOMES OF A GENERIC BACCALAUREUS SCIENTIAE DEGREE

i) General

At the end of the studies, the student will have the ability to integrate the basic knowledge and techniques of the core subjects in the curriculum he/she completed with a view to investigating phenomena in nature relevant to the core subjects of the curriculum and solving relevant problems.

ii) Knowledge

The student will have a thorough knowledge of the core subjects of the curriculum he/she completed in order to be able to apply his/her knowledge; to understand the physical reality in terms of this knowledge; and to be ready to continue with postgraduate studies in one of the core subjects.

iii) Skills

The student will have acquired the following skills:

- the ability to retrieve knowledge and information electronically and otherwise in preparation of lifelong learning;
- the ability to perform mathematical-analytical and mathematical-numerical data processing, problem solving and modelling;
- the ability to process, evaluate and report on scientific information;
- where applicable, the basic laboratory skills;
- the ability to work in groups and where necessary to exercise the necessary leadership.

iv) Values

The student ought to have acquired the following values:

- the ability to understand and strive after the normative aspects of practising science and in this way demonstrate a sense of responsibility towards fellow human beings and the environment in scientific investigations;
- scientific honesty and integrity.
- Commitment
- Accountability (ICARUS)

v) Curricula

All of the curricula in this programme are compiled from the module list in V. 2.5.1.

Every year a student registers subject to the rules valid for the specific year. If the curriculum for which a student registered the previous year has been changed in this Calendar, the curriculum of the student will be adapted according to the version in this Calendar. If possible, adaptation will be done in such a way that a student's load of studies will not be aggravated.

If obstacles such as insurmountable clashes in the schedule should arise because of necessary curriculum changes, the Dean may decide that students who enrolled previously must switch to the changed curriculum, even if an aggravation should result.

In the case where students have to repeat one or more modules at a specific year level of a curriculum, the following apply:

- The total number of credits of the modules taken by a student in any semester at any year level, also by the student who has to repeat modules, is limited in accordance with the general rules.
- The Faculty cannot undertake that modules that have to be repeated and the other modules that must be taken will all fit in the class schedule. Clashes that arise because of modules that have to be repeated will result in the student having to take those modules in a future year.
- If a student has not completed the modules of a specific year level of the curriculum for which he/she enrolled in the minimum prescribed period of study, and the modules of the specific year level of the curriculum have since been changed, the Dean may decide that the student must complete the relevant year level as published in the latest edition of the Calendar. This means that if a student must repeat a module that has since been replaced by another module, the Dean may decide that the student must take the latter module.

vi) Articulation possibilities

- On successfully completing a curriculum the student who has performed adequately will have direct access to honours studies in one of the core

subjects of the curriculum, and in the case of some core subjects, direct access to master' studies.

- Credits will be awarded for modules that have been passed in other faculties or at other universities, provided such modules contribute to the outcomes and total credit requirements of the curriculum concerned.
- With the basic and applied skills that the student has acquired by this qualification in the mathematical, computer and natural science disciplines he/she will be prepared to continue further learning in several specialised subject areas at other institutions.

4.3 ADMISSION TO PROGRAMMES

Admission to all the programmes in this qualification is governed by the General Rules (A.5) of the University.

A student who wishes to take any of the courses in Mathematics, except for Basic Mathematical Techniques (WISN113), must have obtained at least 50% (level 4) for Mathematics in the Gr 12 examination or at least 60% (level 5) in another examination in Mathematics regarded by the Senate as equivalent to the above.

Remarks:

- i) Students who do not meet these requirements, but have obtained at least 40% (level 3) in the grade 12 examination or at least 50% (level 4) in another examination in Mathematics deemed by the Senate as equivalent to the above, are permitted to a refresher course in Mathematics that will be offered in January by the School of Computer, Statistical and Mathematical Sciences (Potchefstroom Campus). If such students perform adequately in the tests that are written during this course, they may be considered for admission to studies in Mathematics modules for the B Sc degree.
- ii) Prospective students who do not meet the matriculation requirements to enrol for WISN111, and who also have not attended the refresher course, may obtain permission to WISN111 in the second study year by passing the appropriate module in Basic Mathematical Techniques (WISN113) in the first study year, on condition that students who acquire permission along this route to programmes that would have been otherwise inaccessible, have to take into consideration that they might not be able to complete their studies in the minimum period.
- iii) A student who wishes to take Basic Mathematical Techniques (WISN113) must have obtained at least 40% (level 3) for Mathematics in the grade 12 examination or at least 50% (level 4) in another examination in Mathematics deemed by the Senate as equivalent to the above.

4.4 MINIMUM AND MAXIMUM DURATION

The minimum period of study for this qualification is three years for full-time students only. The minimum period of study for the extended programmes is four years for full-time students. The maximum period of study is equal to the

minimum period of study plus one year. A student may apply for extension of this period.

4.5 LIST OF MODULES

Module code	Descriptive name	Prerequisites	Credits
Financial Accounting			
ACCF111	Financial Accounting: Basic Concepts, Accounting Cycle, Accounting Systems and Elementary Financial Reporting	Mathematics and Accounting level 3 (40-50%)	16
ACCF121	Financial Accounting: Special Accounts, Partnerships and Close Corporations	ACCF111 (40%) or ACCC 111 (40%) or ACCS111 (65%)	16
ACCF211	Financial Accounting: Financial Reporting	ACCF111, 121 or ACCC111, 121	16
ACCF221	Financial Accounting: Special Topics and Elementary Group Statements	ACCF211 (40%) or ACCC271 (40%)	16
Financial Accounting (Special)			
ACCS111	Financial Accounting (Special): Basic Concepts, Accounting Cycle and Accounting Systems		16
ACCS121	Financial Accounting (Special): Financial Reporting, Analyses and Interpretation of Financial Statements	ACCS111 (40%)	16
Academic Literacy			
AGLA/E111	Academic Literacy	TALL test	12
AGLA/E121	Academic Literacy	AGLA/E111 or TALL test	12
Business Management			
BMAN111	Introduction to Business Management		12
BMAN222	Entrepreneurial opportunities		16
Business Mathematics			
BWIN123	Project: Financial Mathematics	WISN111	12
BWIA221	Modern Portfolio Theory (CT8)		16
BWIA271	Financial Mathematics (CT1)	BWIN123	32
BWIN313	Financial Mathematics	WISN221, STTN221	24
BWIN313	Financial Mathematics	WISN221, TTN221	24
BWIN321	BMI project: Capital Markets Modelling and Analysis	BWIN313, STTN311	8

Module code	Descriptive name	Prerequisites	Credits
BWIN324	Statistical Methods	BWIN313	24
Economics			
ECON111	Introduction to Economics		12
ECON121	Basic Micro- and Macro Economics		12
ECON211	Macro Economics	ECON121 (40%) WISN113 (40%)	16
ECON221	Micro Economics		16
ECON311	Fiscal and Monetary Policy		16
ECON321	Economic Analysis		16
Economics			
EKRP211	Introduction to Risk Management		16
EKRP221	Cooperative Finance	EKRP211 (40%)	16
EKRP311	Bank Risk Management	EKRP211 (40%)	16
EKRP321	Financial Markets	EKRP311 (40%)	16
Financial Management			
FINM211	Financial Management: Introduction	ACCS111, 121 or ACCC111, 121 or ACCF111, 121	16
FINM321	Management Accounting: Decision-making and Financial Management	FINM211	16
Information Technology and Computer Science			
ITRW112	Introduction to Programming		12
ITRW123	Graphic Interface Programming I	ITRW112	12
ITRW124	Programming I	ITRW112	12
ITRW211	Graphic Interface Programming II	ITRW123	8
ITRW212	Programming II	ITRW124	16
ITRW213	Systems Analysis and Design I	ITRW123 or ITRW124	16
ITRW214	Decision Support Systems I	WISN111 or WISN113	16
ITRW222	Data Structures and Algorithms	ITRW212	16
ITRW225	System Analysis and Design II	ITRW213	16
ITRW226	Expert Systems	ITRW213	8
ITRW311	Databases I	ITRW225	16
ITRW313	Expert Systems	ITRW211 or ITRW212	8
ITRW315	Communication Skills	Must be registered for any other IT-module on level 3	8

Module code	Descriptive name	Prerequisites	Credits
ITRW316	Operating Systems	ITRW222	16
ITRW317	Artificial Intelligence	Must be registered for any other IT-module on level 3	16
ITRW321	Databases II	ITRW311	16
ITRW322	Computer Networks	ITRW316	16
ITRW324	IT Developments	Must be registered for any other IT-module on level 3	16
ITRW325	Decision Support Systems II	ITRW214	16
Statistics			
STTN111	Descriptive Statistics		12
STTN121	Introductory Statistical Inference	STTN111	12
STTK211	Probability Theory	WISN121	16
STTN221	Sampling theory and Statistical Inference	STTK211	16
STTN311	Statistical Inference	STTK211 & STTN221	32
STTN321	Linear models	STTN311	24
STTN322	Statistics Project	STTN311	8
Applied Mathematics			
TGWN222	Numerical Analysis	WISN121	8
Mathematics			
WISN113	Basic Mathematical Techniques	Mathematics: Level 3 (40-50%)	12
WISN111	Introduction to Algebra and Analysis I	Mathematics: Level 4 (50-60%)	12
WISN121	Introduction to Algebra and Analysis I	WISN111	12
WISN211	Analysis III	WISN121	8
WISN212	Linear Algebra I	WISN121	8
WISN221	Analysis IV	WISN211	8
WISN222	Linear Algebra II	WISN212	8
WISN223	Discrete Mathematics	WISN111 or WISN113	8
WISN311	Real Analysis I	WISN221	16
WISN321	Real Analysis II	WISN311	16
Compulsary modules			
WVNS211	Understanding the Natural World		12
WVNS221	Science, Technology and Society		12

4.6 COMPOSITION OF PROGRAMME AND CURRICULUM

4.6.1 Curriculum: Information Technology Extended N301V

Year level 1		Year level 2		Year level 3		Year level 4	
First semester		First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr	Module code	Cr
BMAN111	12	ACFS111	16	ITRW211	8	ITRW311	16
CTSS111	8	ITRW112	12	ITRW212	16	ITRW313	8
ITSP111	12	ITSP113	16	ITRW213	16	ITRW315	8
STTN111	12	ITSP114	16	ITRW214	16	ITRW316	16
WISS113	12	WISN113	12	WVNS211	12	ITRW317	16
Total 1st semester	56	Total 1st semester	72	Total 1st semester	68	Total 1st semester	64
Year level 1		Year level 2		Year level 3		Year level 4	
Second semester		Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr	Module code	Cr
AGLA121 or AGLE121	12	ACFS121	16	ITRW222	16	ITRW321	16
ITSP121	12	BMAN222	16	ITRW225	16	ITRW322	16
STTN121	12	ITRW123	12	WISN223	8	ITRW324	16
WISS123	12	ITRW124	12	WVNS221	12	ITRW325	16
Total 2nd semester	48	Total 2nd semester	56	Total 2nd semester	52	Total 2nd semester	64
Total year level 1	104	Total year level 2	128	Total year level 3	120	Total year level 4	128
Total credits for the curriculum					480		

4.7 PROGRAMME: INFORMATION TECHNOLOGY (BSC IN IT)

4.7.1 Composition of Programme and Curriculum

This curriculum provides a good basic training in Information Technology. In the composition of this curriculum, consideration was given to career opportunities and the human resource needs of our country. This curriculum furthermore prepares the student for postgraduate study (Hons BSc and MSc), and is recommended in view of registration with the South African Council for Scientific Professions (SACSP).

4.7.2 Curriculum N150V: Information Technology

4.7.3 Curriculum outcomes

On completion of this curriculum students should:

- a) Be able to integrate the basic knowledge and techniques of the curriculum they have completed to investigate situations pertaining to the curriculum and to solve related problems;
- b) Contribute in a professional manner and according to modern, acceptable methodologies to the design, development and delivery of computer systems in accordance with business needs and principles;
- c) Contribute meaningful to the management of information and information sources on the basis of his knowledge and understanding of appropriate concepts, structures, models, theories, principles and research methods;
- d) Solve IT relevant problems in the context of approaches and techniques of other appropriate disciplines by means of a thorough, practice-directed knowledge of and insight into the field of information technology (IT);
- e) Realise the necessity to ensure continuing competency and to remain at the forefront of the latest technology and techniques, and as a lifelong student to stay involved with these by means of established and well-developed learning skills;
- f) Understand the process of entrepreneurship and to identify, create and make opportunities materialise in practice;
- g) Be in a position to continue with postgraduate study.

4.7.4 Articulation and exit point

- a) On successful completion of the curriculum, graduates who performed satisfactorily will immediately have access to honours study.
- b) Credit will be given for modules passed in other faculties or at other universities, on condition that such modules contribute to the outcomes and total credit requirements of the relevant curriculum.

- c) With the basic and practical skills in information technology that have been acquired through this curriculum, the student will be equipped to continue with further learning at other institutions.

4.7.5 Other rules

- a) ACCS111 must be taken by students who did not take Accountancy up to matric level. ACCF111 must be taken by students who did have Accountancy up to matric level.
- b) ACCS121 must be taken by students who did not take Accountancy up to matric level. ACCF121 must be taken by students who did have Accountancy up to matric level.

4.7.6 Curriculum: Information Technology N150V

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
ACCS111 or ACCF111	16	ITRW211	8	ITRW311	16
BMAN111	12	ITRW212	16	ITRW313	8
ITRW112	12	ITRW213	16	ITRW315	8
STTN111	12	ITRW214	16	ITRW316	16
WISN111 or WISN113	12	WVNS211	12	ITRW317	16
Total 1st semester	64	Total 1st semester	68	Total 1st semester	64
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
ACCS121 or ACCF121	16	BMAN222	16	ITRW321	16
AGLA121 or AGLE121	12	ITRW222	16	ITRW322	16
ITRW123	12	ITRW225	16	ITRW324	16
ITRW124	12	WISN223	8	ITRW325	16
STTN121	12	WVNS221	12		
Total 2nd semester	64	Total 2nd semester	68	Total 2nd semester	64
Total year level 1	128	Total year level 2	136	Total year level 3	128
Total credits for the curriculum					392

4.8 PROGRAMME: COMPUTER AND MATHEMATICAL SCIENCES (BSC)

4.8.1 Programme outcomes

The goal of this qualification is to deliver graduates in an outcomes-based programme in the subjects Computer Science, Mathematics and Economics. Graduates who have completed this programme will be able to serve nationally as programmers, systems analysts and database administrators. The qualification will equip graduates with degree level expertise and appropriate skills in the field of computer science. A worldwide shortage, especially in South Africa, of well-qualified and equipped human resources exists, especially in the field of mathematics. The programme delivers graduates who have the ability to apply their proficiency in the economic sector of the country.

The graduates who have completed this programme will be able to serve in the financial sector, IT business, industry and education. Depending on their focus within this program, they will be ready to continue postgraduate studies in computer, mathematical and economic sciences.

4.8.2 Admission requirements of the qualification

See paragraph V.1.1.1 and V.4.3.

4.8.3 Faculty-specific admission requirements

See paragraph V.4.3.

4.8.4 Curriculum: Computer Science and Statistics N156V

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
AGLA111 or AGLE111	12	ITRW212	16	ITRW311	16
ECON111	12	STTK211	16	ITRW316	16
ITRW112	12	WISN211	8	STTN311	32
STTN111	12	WISN212	8		
WISN111	12	WVNS211	12		
Total 1st semester	60	Total 1st semester	60	Total 1st semester	64
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
AGLA121 or AGLE121	12	ITRW222	16	ITRW321	16
ITRW124	12	STTN221	16	ITRW322	16
STTN121	12	WISN221	8	STTK321	24
ECON121	12	WISN222	8	STTK322	8
WISN121	12	WVNS221	12		
Total 2nd semester	60	Total 2nd semester	60	Total 2nd semester	64
Total year level 1	120	Total year level 2	120	Total year level 3	128
Total credits for the curriculum					368

4.8.5 Curriculum: Computer Science and Economics N175V

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
AGLA111 or AGLE111	12	ECON211	16	ECON311	16
ACCS111 or ACCF111	16	ITRW212	16	EKRP311	16
ECON111	12	WISN211	8	ITRW311	16
ITRW112	12	WISN212	8	ITRW316	16
WISN111	12	WVNS211	12		
Total 1st semester	64	Total 1st semester	60	Total 1st semester	64
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
ACCS121 or ACCF121	16	ECON221	16	ECON321	16
AGLA121 or AGLE121	12	ITRW222	16	EKRP321	16
ECON121	12	WISN221	8	ITRW321	16
ITRW124	12	WISN222	8	ITRW322	16
WISN121	12	WVNS221	12		
Total 2nd semester	64	Total 2nd semester	60	Total 2nd semester	64
Total year level 1	128	Total year level 2	120	Total year level 3	128
Total credits for the curriculum					376

4.9 PROGRAMME: QUANTITATIVE RISK MANAGEMENT (BSC)

4.9.1 Programme Outcomes

The programme outcomes discussed for the B.Sc. degree in V.4.2 also apply to this programme. In addition, the student will also have the following specific knowledge and skills.

a) Knowledge

On completing the programme, the student will have adequate knowledge and insight into the following topics:

- Functioning of an economy, introductory micro- and macroeconomics, determining the national income and the influence of different policy measures on it, national accountancy concepts and the macro-equilibrium equation, economic conjuncture and stabilisation, transferring funds between countries, exchange rate systems, balance of payment and international monetary system; monetary policy in South Africa.
- The impact of the asset and liability management of banks on the national economy. Risk, liquidity policy, lending policy, liability management and the apportionment of capital by banks, the South African futures market. Functioning of derivative instruments and their application to risk hedging.
- The nature, aim and basic theory of accountancy. Financial statements, fixed assets and depreciation. Control, departmental and manufacturing accounts. Partnerships, close corporations and appropriate GAAP viewpoints.
- Probability theory, sampling theory and techniques, and statistical inference.
- Theory and topology of real numbers and finite dimensional vector spaces, algebraic and measurable spaces, integrals of measurable functions and monotone convergence, linear transformations between general vector spaces, complex functions, ordinary and partial linear differential equations, optimisation.
- Basic computer literacy, object-directed programming language, artificial intelligence, data structures and algorithms, and modern IT developments.

b) Skills

On completing this programme, the student will have the following skills:

- The ability to identify and solve convergent and divergent quantitative risk management problems in a creative and pro-active manner.
- In-depth knowledge of and insight into the financial markets and financial risk instruments and related problems, together with the ability to solve problems in interaction with other disciplines.

- The ability to identify and develop quantitative financial risk, computer and data analysis techniques and/or approaches on an entrepreneurial basis with a view to managing financial risks.
- The ability to work efficiently as an individual or in a team in an organisation in order to address quantitative financial risk management problems.
- The ability to organise and manage own activities in a responsible and efficient manner to attain desired aims.
- The ability to handle questionnaires, meaningful data collecting methods, data presentation methods and exploratory data evaluation by using amongst others statistical computer software (e.g. Statistica, S-Plus and SAS), as well as standard executive inference methods over wide range.
- The ability to prepare and present written and oral reports and presentations professionally.
- Mathematical modelling of practical problems by using partial differential equations, combinatory mathematics, linear programmes and optimisation methods, together with computerised implementation where applicable.
- Programming in a modern high-level language, together with the ability to analyse and design computer systems and algorithms.
- The ability to handle database management systems with ease.

c) Articulation possibilities

The programme grants admission to postgraduate studies in Hons.B.Sc.(BMI) programmes and may grant admission to honours studies in Economics, Statistics or Computer Science.

4.9.2 Admission requirements of the Qualification

See paragraph V1.1.1 and V.4.3.

4.9.3 Faculty-Specific Admission requirements

See paragraph V.4.3.

4.9.4 Curriculum: Quantitative Risk Management N134V

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
ACCC111 or ACCF111	16	ECON211	16	EKRP311	16
BMAN111	12	EKRP211	16	FINM211	16
ECON111	12	STTK211	16	STTN311	32
ITRW112	12	WISN211	8		
STTN111	12	WISN212	8		
WISN111	12	WVES311	12		
Total 1st semester	76	Total 1st semester	76	Total 1st semester	64
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
ACCC121 or ACCF121	16	BWIA221	16	BWIN321	8
AGLE121 or AGLA121	12	STTN221	16	EKRP321	16
BWIN123	12	TGWN222	8	STTK321	24
ECON121	12	WISN222	8	STTK322	8
ITRW123	12	WVES221	12		
STTN121	12				
WISN121	12				
Total 2nd semester	88	Total 2nd semester	60	Total 2nd semester	64
Year module		Year module		Year module	
		BWIA271(H)	32	BWIA271	32
Total year level 1	164	Total year level 2	168	Total year level 3	160
Total credits for the curriculum					456

4.10 PROGRAMME: FINANCIAL MATHEMATICS (BSC)

4.10.1 Programme Outcomes

Cf V.4.8.1

4.10.2 Curriculum: Financial Mathematics . N135V

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
ACCS111 or ACCF111	16	ECON211	16	EKRP311	16
ECON111	12	ITRW214	16	STTN311	32
ITRW112	12	STTK211	16	WISN311	16
STTN111	12	WISN211	8		
WISN111	12	WISN212	8		
		WVES311	12		
Total 1st semester	64	Total 1st semester	76	Total 1st semester	64
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
ACCS121 or ACCF121	16	BWIA221	16	BWIN321	8
AGLE121 or AGLA121	12	STTN221	16	STTK321	24
BWIN123	12	TGWN222	8	STTK322	8
ECON121	12	WISN221	8	WISN321	16
ITRW123	12	WISN222	8		
STTN121	12	WVES221	12		
WISN121	12				
Total 2nd semester	88	Total 2nd semester	68	Total 2nd semester	64
Year module		Year module		Year module	
		BWIA271	32	BWIA271	32
Total year level 1	152	Total year level 2	176	Total year level 3	160
Total credits for the curriculum					456

4.11 PROGRAMME: DATA MINING (BSC)

4.11.1 Programme Outcomes

Cf V.4.8.1

4.11.2 Curriculum: Data Mining Extended N301V

Year level 1		Year level 2		Year level 3		Year level 4	
First semester		First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr	Module code	Cr
ACFS111	16	ECON211	16	EKRP311	16	STTF311	16
CTSS111	8	EKRP211	16	ITRW311	16	STTN311	32
ECON111	12	ITRW212	16	STTK211	16	WVES311	12
ITRW112	12	STTF211	12	WISN211	8		
STTN111	12	WISN111	12	WISN212	8		
WISS111	12						
Total 1st semester	72	Total 1st semester	72	Total 1st semester	64	Total 1st semester	60
Year level 1		Year level 2		Year level 3		Year level 4	
Second semester		Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr	Module code	Cr
ACFS121	16	BWIN123	12	EKRP321	16	BWIN321	8
AGLA121 or AGLE121	12	EKRP221	16	ITRW321	16	STTF321	16
ECON121	12	ITRW222	16	STTN221	16	STTK321	24
ITRW124	12	STTF221	12	TGWN222	8	STTK322	8
STTN121	12	WISN121	12	WISN221	8	WVES221	12
WISS121	12			WISN222	8		
Total 2nd semester	76	Total 2nd semester	68	Total 2nd semester	72	Total 2nd semester	68
				Year module			
				BWIA271	32		
Total year level 1	148	Total year level 2	140	Total year level 3	136	Total year level 4	152
Total credits for the curriculum							576

4.11.3 Curriculum: Data Mining N136V

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
ACCS111 or ACCF111	16	ECON211	16	EGRP311	16
	16	ITRW212	16	ITRW311	16
ECON111	12	STTK211	16	STTN311	32
ITRW112	12	WISN211	8		
STTN111	12	WISN212	8		
WISN111	12	WVES311	12		
Total 1st semester	64	Total 1st semester	76	Total 1st semester	64
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
ACCS121 or ACCF121	16	ITRW222	16	BWIN321	8
AGLE121 or AGLA121	12	STTN221	16	ITRW321	16
BWIN123	12	TGWN222	8	STTK321	24
ECON121	12	WISN222	8	STTK322	8
ITRW124	12	WVES221	12		
STTN121	12				
WISN121	12				
Total 2nd semester	88	Total 2nd semester	60	Total 2nd semester	64
Year module		Year module		Year module	
		BWIA271	32	BWIA271	32
Total year level 1	152	Total year level 2	176	Total year level 3	160
Total credits for the curriculum					456

5 RULES FOR THE DIPLOMA IN SPORT SCIENCE

Qualification code 832 100 (Full-time)

This diploma is only presented on a full-time basis at the Potchefstroom, Vaal Triangle and Mafikeng campus.

5.1 DURATION OF STUDY

The duration of study for this qualification is a **minimum of two (2) years** and a **maximum of three (3) years**.

Extension of the period of study can take place in accordance with the regulations of General Rule A.5.6.

5.2 PROGRAMME OUTCOMES

After completion of the sport science programme the student should be able to demonstrate knowledge, skill, value and applied competence in various aspects of one specific sport, by solving a well-defined and outlined problem, and in exemplary practice targeted scenario's or case studies, and to found these at the hand of the necessary theories and literature research.

5.3 ADMISSION REQUIREMENTS

In addition to the general admission requirements (General Rule A.5) the following entrance requirements apply:

- a) the student must be in possession of a National Senior Certificate issued by the South African Certification Authority,
- b) an APS score of 15 is required for the diploma. In cases of merit, where the APS score was not obtained, the School of Economic Sciences may , after subjecting to testing, allow entrance.
- c) recognition of prior learning will, where applicable, be granted by the faculty of prior learning in accordance with the university's relevant policy.
- d) Entrance to the course programme is subject to prior selection, which is managed academically by the School of Economic Sciences.
- e) A student who wishes to register for the DS must determine his medical competence beforehand.

5.3.1 Curriculum: Diploma in Sport Science (G101V)

5.3.2 Curriculum Outcomes

The purpose of this course is to equip the student with the necessary scientific knowledge and specific skills, abilities, attitudes and ethical values for particular professions within the sport industry that will enable them to grow personally, think critically as well as to function economically independent in practice within their areas of expertise and to, through their work, contribute to the development of the different facets of sport in a culturally diverse society. Although the curriculum was specifically developed to prepare and equip students for various

careers in the rugby industry, it is also valuable when applied in careers in the broader sport context.

5.3.3 Curriculum: Sport Science G101V

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
MBXR114	12	MBXT211 or MBXN211 or MBXS211	8	MBWK218	8
MBXR112	12		8	MBXR219	8
MBWK112	12		8	MBXR217	8
		MBWK216	8	MBXR218 (H)	16
		MBXG114	8		
		MBXR216 (H)	16		
		MBWK219	8		
Total 1st semester	36	Total 1st semester	48	Total 1st semester	40
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
PSYC121	12	MBWK223	8	MBWK226	8
MBXK124	12	MBXH221 or MBXG221	8	MBXR324 or	32
MBXR124 or	12		8	MBXS324 (H) or	32
MBXS124 or	12	WVGW221	12	MBXA324 or	32
MBXA124 or	12	MBXR225 or	16	MBXC324	32
MBXC124	12	MBXS225 or	16		
AGLA121/AGLE121	12	MBXA225 or	16		
		MBXC225	16		
Total 2nd semester	48	Total 2nd semester	44	Total 2nd semester	40
Total year level 1	84	Total year level 2	92	Total year level 3	80
Total credits for the curriculum					256

6 MODULE OUTCOMES: BACHELOR OF COMMERCE

Module code: ACCC111	Semester: 1	HEQF level: 5
Title: Framework, Foundations, Cycle and Financial Reporting		
<p>Module outcomes:</p> <p>On completion of the module the learner should be able to:</p> <ul style="list-style-type: none"> • Demonstrate a basic knowledge of the principles of the accounting cycle, including the recording of transactions and adjustments, from source documents in the subsidiary journals/ledgers and general ledger of an entity. • Understand the accounting Framework and the basic elements of financial statements, including their recognition and measurement criteria. • Prepare a set of basic financial statements, in the correct format, based on the information in a trial balance or general ledger, including basic disclosure in the notes to the financial statements. • Record transactions incurred by clubs and other non-profit enterprises in the subsidiary ledgers, general ledger and financial statements. 		
Method of delivery:	Full-time and part-time	
Assessment modes: Assessment criteria will be provided at the beginning of the semester by means of a working schedule		

Module code: ACCC121	Semester: 2	HEQF level: 5
Title: Accounting for different entities		
<p>Module outcomes:</p> <p>On completion of the module the learner should be able to:</p> <ul style="list-style-type: none"> • Apply the definitions, recognition and measurement criteria of the different elements of financial statements, as well as the principles regarding the presentation of financial statements to a given situation. • Distinguish between different entity forms, including sole proprietors, partnerships, companies and close corporations, and account for transactions in the records of each of these entity forms. 		

<ul style="list-style-type: none"> • Use information technology effectively in the recording of transactions in the records of an entity. • Work effectively together with others as part of a team or group.
Method of delivery: Full-time and part-time
Assessment modes: Assessment criteria will be provided at the beginning of the semester by means of a working schedule

Module code: ACCC271	Year module	HEQF level: 6
Title: Accounting: Corporate accounting, analysis of financial statements and introduction to IFRS and group statements		
Module outcomes: On completion of the module the learner should be able to: <ul style="list-style-type: none"> • Understand and interpret basic principles of different International Financial Reporting Standards (IFRS) and the interaction between them. • Analyse and interpret a set of financial statements. • Perform a very basic consolidation of a parent and one subsidiary. • Utilise spreadsheets and accounting software to perform calculations and in the preparation of financial statements. • Organise and manage activities in a responsible and effective manner. 		
Method of delivery: Full-time and part-time		
Assessment modes: Assessment criteria will be provided at the beginning of the semester by means of a working schedule		

Module code: ACCC371	Year module	HEQF level: 7
Title: Accounting: Complex corporate accounting and IFRS		
Module outcomes: On completion of the module the learner should be able to: <ul style="list-style-type: none"> • Perform a complex consolidation of a parent and one or more subsidiaries. • Account for an investment in an associated entity or a joint venture. 		

<ul style="list-style-type: none"> • Prepare a set of financial statements that fully comply with International Financial Reporting Standards (IFRS), including the discussion of the correct accounting treatment of transactions and the recording of transactions. • Utilise information technology in the accounting/auditing profession effectively. • Identify and solve problems where the response provides evidence of critical and creative thinking. • Collect, analyse, organise and evaluate information.
Method of delivery: Full-time and part-time
Assessment modes: Formative: Will be communicated in writing to students at the start of the semester. Summative: 1 x 3 hour examination; weight – 50

Module code: ACCF111	Semester: 1	HEQF level: 5
Title: Financial Accounting: Basic concepts, Accounting Systems and Elementary Financial Reporting		
Module outcomes: After completion of this module, the student should be able to: <ul style="list-style-type: none"> • Explain the purpose and function of accounting; • Demonstrate a clear understanding of the accounting equation; • Create journals, ledgers, subsidiary ledgers and control accounts; • Design an accounting system that will meet the requirements of a specific entity; • Prepare bank reconciliations; • Calculate claims against insurers for inventory losses; Record transactions and compile financial statements for sole traders and departmental accounts.		
Method of delivery: Full-time and part-time		
Assessment modes Assessment criteria will be provided at the beginning of the semester by means of a working schedule		

Module code: ACCF121	Semester: 2	HEQF: 5
Title: Financial Accounting: Elementary Financial Reporting, Partnerships, Close Corporations and Companies		
<p>Module outcomes:</p> <p>After completion of this module, the student should be able to::</p> <ul style="list-style-type: none"> • Record transactions and compile the Statement of receipts and payments, Statement of comprehensive income (income statement) and Statement of financial position (balance sheet) for non-trading enterprises; • Compile annual financial statements for partnerships • Compile annual financial statements for close corporations in conformity with Generally Accepted Accounting Practice (GAAP); • Demonstrate a clear understanding of the different types of company shares, record transactions for the issue and redemption of shares and compile elementary financial statements for companies. 		
Method of delivery: Full-time and part-time		
Assessment modes: Assessment criteria will be provided at the beginning of the semester by means of a working schedule		

Module code: ACCF211	Semester 1	HEQF level: 6
Title: FINANCIAL ACCOUNTING: FINANCIAL REPORTING		

Module outcomes:

After completion of this module, the student should be able to:

- Explain the motivation for establishing a trust; name the parties to a trust; know what the duties and powers of trustees are and how the office of the trustee may be vacated; discuss the rights of the trust beneficiary and know what the remedies are to protect his interest; know the ways in which a trust can be terminated; calculate the tax payable by the trust and place it on record; explain the function of the annual financial statements of a trust and know how to compile the financial statements for presentation to interested parties.
- Name the duties and powers of the body corporate and trustees as defined in the Sectional Titles Act; compile the annual financial statements of a sectional title entity.
- Demonstrate a clear understanding of the disclosure requirements of companies as prescribed by the Companies Act and in accordance with International Financial Reporting Standards (IFRS) and Generally Accepted Accounting Practice (GAAP); compile, analyse and interpret the cash flow statement.
- Demonstrate his/her knowledge of International Accounting Standard (IAS) 1 of which the objective is to set out the structure and content of financial statements and the overall requirements for presentation
- Demonstrate his/her knowledge of IAS 2 of which the objective is to prescribe how the cost of inventory is determined and which information is provided in the financial statements
- Demonstrate his/her knowledge of IAS 16 of which the objective is to prescribe the accounting treatment for property, plant, and equipment
- Demonstrate his/her knowledge of IAS 18 of which the objective is to prescribe the accounting treatment for revenue arising from certain types of transactions and events
- Demonstrate his/her knowledge of IAS 40 of which the objective is to prescribe the accounting treatment for investment property
- Identify and analyse financial ratios; explain the use and application of ratios in the analyses and interpretation of an undertaking's liquidity, profitability and solvency; compile a report to interested parties regarding the liquidity, profitability and solvency of the business.
- Convert incomplete records to proper financial records based on the double entry system; reconstruct the annual financial statements of the business from the information obtained from incomplete records

Method of delivery:	Full-time and part-time
Assessment modes	Assessment criteria will be provided at the beginning of the semester by means of a working schedule

Module code: ACCF221	Semester 2	HEQF level: 6
Title: FINANCIAL ACCOUNTING: SPECIAL TOPICS AND ELEMENTARY GROUP STATEMENTS		
Module outcomes:		
After completion of this module, the student should be able to:		
<ul style="list-style-type: none"> • Calculate the cost price and selling price per unit of a manufactured product; record the accounting entries of a manufacturing concern in the journal and ledger, including unrealised profit in completed goods; compile the financial statements of 'n manufacturing entity. • Demonstrate his/her knowledge of International Accounting Standard (IAS) 17 of which the objective is to prescribe, for lessees and lessors, the accounting treatment for finance and operating leases • Demonstrate his/her knowledge of IAS 39 of which the objective is to prescribe the recognition, measurement and disclosure criteria of financial instruments. • Explain the purpose of and need for consolidated financial statements; draft pro forma journal entries and consolidated financial statements at the date of acquisition and a few years since the acquisition date; account for intra group transactions relating to unrealised profit in opening and closing inventory, management fees, loans and interest. 		
Method of delivery:	Full-time and part-time	
Assessment modes:	Assessment criteria will be provided at the beginning of the semester by means of a working schedule	

Module code: ACCF 311	Semester 1	HEQF-level: 7
Title: Financial Accounting: Group statements and Introduction to International Financial Reporting Standards (IFRS)		
<p>Module outcomes:</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> • Execute applicable consolidated accounting entries relating to a parent company and a single subsidiary. • Compile consolidated statements of financial position/balance sheet; comprehensive income/income statement; changes in equity, cashflow and notes to the consolidated financial statements relating to a parent and subsidiary. • Demonstrate his/her knowledge of the IASB's mission and objectives, the scope of International Financial Reporting Standards (IFRS), due process for developing IFRS and Interpretations, and policies on effective dates, format, and language for IFRS. • Demonstrate his/her knowledge of IAS 1 of which the objective is to prescribe the basis for presentation of general purpose financial statements, to ensure comparability both with the entity's financial statements of previous periods and with the financial statements of other entities. • Demonstrate his/her knowledge of IAS 12 of which the objective is to prescribe the accounting treatment for income taxes. • Demonstrate his/her knowledge of IAS 8 of which the objective is to prescribe the accounting treatment for changes in accounting estimates; changes in accounting policies and the correction of prior period errors. • Demonstrate his/her knowledge of IAS 10 of which the objective is to prescribe the accounting treatment for events after the balance sheet date. • Demonstrate his/her knowledge of IAS 37 of which the objective is to is to prescribe the accounting treatment for provisions, contingent liabilities and contingent assets. 		
Method of delivery: Full-time and part-time		
Assessment modes: Assessment criteria will be provided at the beginning of the semester by means of a working schedule		

Module code: ACCF 321	Semester 1	HEQF-level: 7
Title: Financial Accounting: International Financial Reporting Standards (IFRS)		
<p>Module outcomes:</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> • Demonstrate his/her knowledge of IAS 18 of which the objective is to prescribe the accounting treatment for revenue arising from certain types of transactions and events. • Demonstrate his/her knowledge of IAS 23 of which the objective is to prescribe the accounting treatment for borrowing costs including interest on bank overdrafts and borrowings, amortisation of discounts or premiums on borrowings, amortisation of ancillary costs incurred in the arrangement of borrowings and finance charges on finance leases. • Demonstrate his/her knowledge of IAS 16 of which the objective is to prescribe the accounting treatment for property, plant, and equipment. • Demonstrate his/her knowledge of IAS 36 of which the objective is to ensure that assets are carried at no more than their recoverable amount and to define how recoverable amount is calculated. • Demonstrate his/her knowledge of IAS 38 of which the objective is to prescribe the accounting treatment for intangible assets. • Demonstrate his/her knowledge of IAS 40 of which the objective is to prescribe the accounting treatment for investment property. • Demonstrate his/her knowledge of IAS 17 of which the objective is to prescribe, for lessees and lessors, the accounting treatment for finance and operating leases. • Demonstrate his/her knowledge of IAS 33 of which the objective is to prescribe the accounting treatment for earnings per share (EPS) amounts in order to improve performance comparisons between different enterprises, excluding diluted and headline earnings per share. 		
Method of delivery: Full-time and part-time		
Assessment modes: Assessment criteria will be provided at the beginning of the semester by means of a working schedule		

Module code: ACCS/ACFS111	Semester: 1	HEQF level: 5
Title: Financial Accounting(special): Basic concepts, Accounting cycle and Accounting Systems		
Module outcomes: After completion of this module, the learner should be able to: <ul style="list-style-type: none"> • Explain the purpose and function of accounting; • Demonstrate a clear understanding of the accounting equation; • Create journals, ledgers subsidiary ledgers and control accounts; • Design an accounting system that will meet the requirements of a specific entity; • Record transactions and prepare financial statements of sole traders. 		
Method of delivery: Full-time and part-time		
Assessment modes: Assessment criteria will be provided at the beginning of the semester by means of a working schedule		

Module code: ACCS/ACFS121	Semester: 2	HEQF level: 5
Title: Financial Accounting(special): Bank Reconciliation, Elementary Financial Reporting and Analysis and Interpretation of Elementary Financial Statements		
Module outcomes: After completion of this module, the learner should be able to <ul style="list-style-type: none"> • Draw up a cash receipts- and payment journal and to prepare a bank reconciliation statement. • Prepare a statement of comprehensive income (income statement), statement of financial position (balance sheet) and a statement of changes in equity for sole traders on a generally acceptable format. • Identify and explain financial ratios; explain their purpose and use in the analyses of the liquidity, profitability and solvency of a sole trader. 		
Method of delivery: Full-time and part-time		
Assessment modes: Assessment criteria will be provided at the beginning of the semester		

by means of a working schedule

Module code: ACMP211	Semester: 1	HEQF level: 6
Title: Computer Applications in Accounting		
Module outcomes: On completion of the module the learner should be able to:		
<ul style="list-style-type: none">• Demonstrate a complete and systematic knowledge of basic technical computer concepts and terms.• Demonstrate a complete and systematic knowledge of the various steps in systems development.• Demonstrate and understand IT management issues.• Demonstrate basic skills in operating a computer, including the use of various programs simultaneously in Windows.• Demonstrate the ability to use the most important tools in Windows Explorer (operating system).• Demonstrate the ability to use a worksheet program such as MS Excel to do various financial analyses and to solve various financial and mathematical problems.• Demonstrate the ability to use a word-processing program such as MS Word to type and edit various reports needed in the financial environment.• Demonstrate the ability to prepare reports in different applications.		
Method of delivery: Full-time and part-time		
Assessment modes: Assessment criteria will be provided at the beginning of the semester by means of a working schedule		

Module code: ACMP321	Semester: 2	HEQF level: 7
Title: Computer Applications in Auditing		
Module outcomes: On completion of the module the learner should be able to:		
<ul style="list-style-type: none">• Demonstrate a complete and systematic knowledge of IT concepts in accounting and auditing.		

<ul style="list-style-type: none"> • Describe data formats and the methods of using different formats of databases in different programs. • Describe computer security and controls and to make recommendations for the improvement of systems. • Demonstrate a understanding of the evaluation and auditing of information systems and to apply this knowledge. • Able to perform practical work with computer programs with regard to operating systems, databases and auditing applications. • Demonstrate a complete and systematic knowledge of accounting applications with regard to the Internet and E-commerce and to master most of the concepts.
Method of delivery: Full-time and part-time
Assessment modes: Assessment criteria will be provided at the beginning of the semester by means of a working schedule

Module code: AGLE111	Semester 1	HEQF level: None
Title: Introduction to Academic Literacy		
Module outcomes: On completion of this module, the student should be able to: <ul style="list-style-type: none"> • demonstrate basic knowledge of learning strategies, academic vocabulary and register as well as the ability to read and write academic texts to function effectively in the academic environment; • communicate effectively both orally and in writing in an appropriate manner in an academic environment; • understand, interpret, and evaluate basic academic texts and write appropriate academicgenres in a coherent manner by making use of accurate and appropriate academicconventions; and • listen, speak, read and write accurately, fluently and appropriately in an ethical framework. 		
Method of delivery: Full-time and part-time		
Assessment modes: This is a guideline and can change.		

Module code: AGLE121	Semester 1	HEQF level: 5
Title: Academic Literacy		
<p>Module outcomes:</p> <p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • demonstrate fundamental knowledge of appropriate computer programmes, and also the ability to apply learning, listening, reading and writing strategies, to use academic language register and to read and write academic texts, in order to function effectively in the academic environment; • communicate effectively both in oral and in written format in an ethically responsible and acceptable manner in an academic environment, both as an individual and as a member of a group; and • both as an individual and a member of a group, find and collect scientific knowledge in a variety of study fields, analyse, interpret, and evaluate texts, and coherently synthesise and propose solutions in appropriate academic genres by making use of linguistic conventions used in formal language registers. 		
Method of delivery: Full-time and part-time		
<p>Assessment modes: 1X2 1:1</p> <p>This is a guideline and can change.</p>		

Module code: AUDT211	Semester: 1	HEQF level: 6
Title: Auditing: The Auditor and the Audit Process		
<p>Module outcomes:</p> <p>On completion of the module the learner should be able to:</p> <p>Regarding the audit profession in South Africa</p> <ul style="list-style-type: none"> • explain the need for an audit. • distinguish between the different types of audits and auditors. • understand the difference between the professional and regulatory bodies with regards to the audit profession, as well as the purpose and duties respectively of each body. • discuss the purpose of an audit, general principles relating to the performance of an audit, as well as the degree of assurance that an audit offers to the users of audited 		

information.

- discuss the quality control procedures relating to the performance of an audit.
- discuss the purpose, structure, content and scope of audit documentation with reference to ISA 230R

Regarding the audit process

- know and discuss the different steps that the audit process consists of.
- know and discuss the requirements that each step of the audit process must consist of, as illustrated by the international audit standards.
- apply the principles relating to each step of the audit process to a practical case study.

Regarding fraud and error

- know the responsibilities of the auditor, specific audit procedures to be performed, as well as the reactions of the auditor with regards to fraud and error as illustrated by ISA 240 (Redrafted)
- know and apply the definition of a reportable irregularity to a case study according to the Auditing Profession Act.
- know and apply the duties of the auditor with regards to reporting on reportable irregularities according to the requirements of the Auditing Profession Act.

Method of delivery: Full-time and part-time

Assessment modes: Assessment criteria will be provided at the beginning of the semester by means of a working schedule

Module code: AUDT221	Semester: 2	HEQF level: 6
Title: Auditing		
Module outcomes: On completion of the module the learner should be able to:		
<ul style="list-style-type: none">• understand the functioning of the different operating systems in a business, with specific reference to:• the organisational structure and responsibilities of staff members• source documents used• flow of information to record transactions• supervising and control procedures which must be performed.		

<ul style="list-style-type: none"> • Apply the procedures which should be performed by the auditor in the verification of the different financial statements items, with specific reference to: <ul style="list-style-type: none"> • the audit objectives • identification of audit risks • design of an audit programme • interpretation of results • making a conclusion. • Formulate an appropriate audit opinion in the audit report for the users of financial statements.
Method of delivery: Full-time and part-time
Assessment modes: Assessment criteria will be provided at the beginning of the semester by means of a working schedule

Module code: AUDT321	Semester: 2	HEQF level: 7
Title: Auditing: Company Law Applications and Computer Audit		
Module outcomes: On completion of the module the learner should be able to: <ul style="list-style-type: none"> • understand and be able to apply the Companies Act and selected South African Auditing Statements, in all communications. • be able to apply and interpret the knowledge of the technical terms and demonstrate the acquisition of professional communication skills. • be able to analyse and interpret factual auditing situations in financial statements and case studies. • demonstrate your skills in problem solving in case studies. • be able to work in groups because practical auditing is done in teams. • know, understand and implement the correct steps in the audit process, in particular regarding the requirements of the Companies Act. • be able to write an audit report after successful completion of the audit. • be able to prepare advice/recommendations on completion of the audit illustrating the acquisition of skills in writing reports, memorandums, audit programmes or audit working papers complying with the desired professional approach. 		

Method of delivery:	Full-time and part-time
Assessment modes:	Assessment criteria will be provided at the beginning of the semester by means of a working schedule

Module code: BMAN 111	Semester 1	HEQF level: 5
Title: Introduction to Business Management		
Module outcomes:		
Upon completion of this module, you should be able to demonstrate:		
<ul style="list-style-type: none"> • a complete and systematic knowledge of the nature of business management, establishment issues of a new business, the different business functions and the basic elements of a business plan; • skills, based upon an informed comprehension of theories and concepts, to identify established issues of a new businesses, identify the different business functions and to draw up a basic SWOT analysis and business plan; • the ability to undertake a literature and environmental review, prepare a basic report as individual or as a member of a team and to communicate in writing as well as verbally the report to a audience. 		
Method of delivery:	Full-time and part-time	
Assessment modes:	Summative: 1 x 3 hour examination; weight – 50	
This is a guideline and can change		

Module code: BMAN121	Semester 1	HEQF level: 5
Title: General Management		
Module outcomes:		
Upon completion of this module, the student should be able to:		
<ul style="list-style-type: none"> • use management in different contexts • show a management mindset • report on management and managers in a changing environment • understand and use the underlying principles of planning • do organisational design and understand the human resource process 		

<ul style="list-style-type: none"> • understand how to lead and remunerate employees • apply the principles of control in a business situation • apply his know in decision-making • be familiar with the management of change, stress and innovation, motivation, leadership and trust • participate as part of a team • evaluate and apply management by objectives • demonstrate an ethical approach in all operations • communicate effective as an individual and in groups • do at least half of his assignments in English – the language of the business world.
Method of delivery: Full-time and part-time
Assessment modes: Summative: 1 x 3 hour examination; weight – 50 This is a guideline and can change.

Module code: BMAN211	Semester 1	HEQF level: 6
Title: Introduction to marketing management		
Module outcomes: Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> • understand the nature of marketing management • demonstrate an ability to provide an adequate overview of a business's marketing environment • explain the role of marketing information in the marketing process • define the concept 'marketing research' accurately • comment in detail on marketing research as a tool to collect information in order to solve marketing management problems • discuss consumer behaviour and consumer decision-making adequately • understand the processes of market segmentation, targeting and positioning • explain the components of the marketing mix 		
Method of delivery: Full-time and part-time		

Assessment modes: Formative: Summative: 1 x 3 hour examination; weight – 50

This is a guideline and can change.

Module code: BMAN212	Semester 1	HEQF level: 6
Title: Entrepreneurial skills		
Module outcomes: Upon completion of this module, the student should be able to:		
<ul style="list-style-type: none">• understand the nature of marketing management• demonstrate an ability to provide an adequate overview of a business's marketing environment• explain the role of marketing information in the marketing process• define the concept 'marketing research' accurately• comment in detail on marketing research as a tool to collect information in order to solve marketing management problems• discuss consumer behaviour and consumer decision-making adequately• understand the processes of market segmentation, targeting and positioning• explain the components of the marketing mix		
Method of delivery: Full-time and Part-time		
Assessment modes: Formative: Summative: 1 x 3 hour examination; weight – 50		
This is a guideline and can change.		

Module code: BMAN 221	Semester 2	HEQF level: 6
Title: Purchasing Management		
Module outcomes: Upon completion of this module, you should be able to:		
<ul style="list-style-type: none">• provide an overview of purchasing management;• understand how to manage the supply base with special emphasis on the selection of		

suppliers; <ul style="list-style-type: none"> determine the key performance areas of purchasing and supply in terms of cost analysis, inventory management and materials management; identify the instruments used in managing purchasing and supply and electronic information; and understand the areas of application in purchasing and supply.
Method of delivery: Full-time and Part-time
Assessment modes: Formative: Summative: 1 x 3 hour examination; weight – 50 This is a guideline and can change.

Module code: BMAN222	Semester 2	HEQF level: 6
Title: Entrepreneurial opportunities		
Module outcomes: Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> use the term entrepreneurship in different contexts; display an entrepreneurial mindset; report on the elements of entrepreneurship; understand the functioning of the brain, brain preferences and thinking skills; manage his thoughts and self talk; identify stumbling blocks and know how to overcome them; evaluate environments and identify opportunities for creative application in all walks of life; understand and utilise the characteristics for entrepreneurial success; use applicable creative techniques to generate ideas and solve problems; function in idea-generating teams; demonstrate the use of entrepreneurial language; display skills imperative to creative entrepreneurial thinking; plan and execute the initial steps in implementing a solution or project in practice; demonstrate an ethical approach in all operations; and communicate effectively on a one-to-one basis and in groups 		
Method of delivery: Full-time and Part-time		

Assessment modes:	Formative: 2 - 3 class tests: weight – 35 1 - 2 assignments: weight – 20 1 - 2 other assignments: weight – 15 Summative: 1 x 2-hour examination: weight – 30
This is a guideline and can change.	

Module code: BMAN 311	Semester 1	HEQF level: 7
Title: Financial management		
Module outcomes: Upon completion of this module, you should be able to demonstrate:		
<ul style="list-style-type: none"> • a complete and systematic knowledge of financial statements and cash management, fixed assets, analysis of financial management and working capital, time value of money, valuation and the required rate of return, financial decisions and dividend policy; • skills, based upon an informed comprehension of theories and concepts, evaluating and analysing financial statements, calculating all calculations on the time value of money, financial aspects and making decisions based on these results; and • the ability to undertake a literature and environmental review, prepare a basic report on financial issues as individual or as a member of a team and communicate in writing as well as verbally the report to an audience. 		
Method of delivery: Full-time and Part-time		
Assessment methods: Formative: 3 class tests: weight – 35 1 integrated assignment: weight – 10 2 class assignments: weight – 5 Summative: 1 x 3-hour examination: weight – 50.		

Module code: BMAN 312	Semester 1	HEQF level: 7
Title: Entrepreneurship		
Module outcomes:		

<p>Upon completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • understand what entrepreneurs and entrepreneurship entail; • utilise the context of entrepreneurship; • report on how to go about looking for sustainable ideas; • understand and utilise the underlying principles of planning a new business; • apply competitive advantage as key success factor; • know how to organise a new business; • conduct the launch of a new business; • apply the principles of management in business situations; • apply your knowledge in decision-making; • be familiar with the management of human resources within a new business; • function as part of a team in a meaningful manner; • apply some of the most important event factors of entrepreneurship; • learn more about the establishment of new businesses by means of the given case studies; • demonstrate an ethical approach in all activities; • communicate effectively on an individual basis and in group context; and • carry out at least half of your assignments in English – the language of the world of work and business. 	
Method of delivery:	Full-time and Part-time
Assessment modes:	Formative: 2 - 3 class tests: weight – 30 1 - 2 assignments: weight – 15 1 - 2 other assignments: weight – 5 Summative: 1 x 3-hour examination: weight – 50
This is a guideline and can change.	

New module code: BMAN 321	Semester 2	HEQF level: 7
Title: Strategic Management		
Module outcomes:		
<p>Upon completion of this module you will be able to demonstrate:</p> <ul style="list-style-type: none"> • systematic and theoretical knowledge of the elements that forms part of a strategic plan. 		

<ul style="list-style-type: none"> the skills to identify appropriate business strategies and threats, and opportunities that will contribute to a financial sound business venture. compile and facilitate a strategic business plan.
Method of delivery: Full-time and Part-time
Assessment modes: Formative: 3 class tests; weight – 25 3 assignments, weight –25 Summative: 1 x 3 hour examination; weight - 50 This is a guideline and can change

Module code: BMAR211	Semester 1	HEQF level: 6
Title: Services Marketing		
Module outcomes: Upon completion of this module you should be able to demonstrate: <ul style="list-style-type: none"> a complete and systematic knowledge of marketing within a service environment, including service quality, the service delivery process, insights into service customers and their decision-making, an understanding of the different available pricing strategies, as well as integrated service-marketing communications; skills, based on an informed comprehension of theories and concepts, to design and develop a proper service offering, to analyse and identify a pricing strategy relevant to a specific service market, to suggest ways on how to build customer relationships and loyalty, and to recover service failure; and the ability to undertake a literature and environmental review of the service environment and prepare a report as individual or as member of a team, and to communicate these results in writing as well as verbally. 		
Method of delivery: Full-time and Part-time		
Assessment modes: Formative: 3 class tests: weight – 30 1 Integrated assignment: weight – 20 Summative: 1 x 3-hour examination: weight – 50 This is a guideline and can change.		

Module code: BMAR221	Semester 2	HEQF level: 6
Title: Consumer Behaviour		
<p>Module outcomes:</p> <p>Upon completion of this module, you should be able to:</p> <ul style="list-style-type: none"> demonstrate sound knowledge of consumer behaviour, the consumer as an individual, consumers in their social and cultural settings and the consumer decision-making process demonstrate skills, based on the understanding of concepts and theories, to identify the role of the consumer research and market segmentation in consumer behaviour as well as how consumer behaviour influences the marketing environment 		
Method of delivery: Full-time and Part-time		
<p>Assessment modes: Formative : 3 class tests: weight – 35 2 assignments / homework assignments: weight- 15 Summative: 1 x 3-hour examination: weight – 50</p> <p>This is a guideline and can change.</p>		

Module code: BMAR311	Semester 1	HEQF level: 7
Title: Product Decisions		
<p>Module outcomes:</p> <p>Upon completion of this module, you should be able to:</p> <ul style="list-style-type: none"> demonstrate a complete and systematic knowledge of the product decisions – the classification of products, new product development, individual and multiple product decisions, product positioning and the product life cycle concept – as an element of the marketing mix demonstrate skills, based an informed comprehension of theories and concepts, to identify and analyze product related issues in a given case study and to suggest a suitable product strategy to address the product issues a component of the marketing mix demonstrate the ability to apply and evaluate the relevant theory and concepts as well as the ability to use the knowledge gained to suggest product strategies as part of the 		

marketing mix decisions to business as an individual or member of a team and to communicate the strategy verbally and in writing	
Method of delivery:	Full-time and Part-time
Assessment modes:	Formative: 3 class tests: weight – 35 1 integrated assignment: weight – 15 Summative: 1 x 3-hour examination: weight – 50
This is a guideline and can change.	

Module code: BMAR312	Semester 1	HEQF level: 7
Title: Price and Distribution Decisions		
Module outcomes:		
Upon completion of this module, you should be able to:		
<ul style="list-style-type: none"> • demonstrate a complete and systematic knowledge of the importance of price, steps in setting price, determining the final price, designing distribution channels, selecting channels members, logistics management, managing the distribution channel and the behavioural processes in the distribution channels • demonstrate skills, based upon an informed comprehension of theories and concepts, to price setting, determining a final price and distribution channel design and management • demonstrate the ability to undertake a literature and environmental review to identify and analyse problems in price setting and distribution management and to come up with solutions to solve the problems by writing reports and use applicable computer software 		
Method of delivery:	Full-time and Part-time	
Assessment modes:	Formative: 3 class tests: weight – 35 1 integrated assignment: weight – 15 Summative: 1 x 3-hour examination: weight – 50	
This is a guideline and can change.		

Module code: BMAR321	Semester 2	HEQF level: 7
Title: Marketing research		
<p>Module outcomes:</p> <p>Upon completion of this module, you should be able to:</p> <ul style="list-style-type: none"> • demonstrate a complete and systematic knowledge of marketing research problem definition, research design, measurement and scaling, questionnaire design, sampling design, fieldwork and data preparation, analysis and report writing • demonstrate skill, based upon an informed comprehension of theories and concepts, to identify and analyze marketing management problems and suggest solutions to these marketing management problems by designing suitable marketing research projects and successfully reporting on the results of these projects • demonstrate the ability to undertake a literature and environmental review, plan research project and prepare a research report as individual or as a member of a team and to communicate in writing as well as verbally the research proposal and research report to a professional audience 		
Method of delivery: Full-time and Part-time		
<p>Assessment modes: Formative: 3 class tests: weight – 35 1 integrated assignment: weight – 15 Summative: 1 x 3-hour examination: weight – 50</p> <p>This is a guideline and can change.</p>		

Module code: BMAR322	Semester 2	HEQF level: 7
Title: Integrated Marketing Communications		
<p>Module outcomes:</p> <p>Upon completion of this module, you should be able to:</p> <ul style="list-style-type: none"> • demonstrate a complete and systematic knowledge of integrated marketing communications (IMC), IMC advertising tools, promotional tools and integration tools • demonstrate skills, based on understanding of theories and concepts, to identify and analyze which IMC components will be best suited to different situations by compiling a suitable IMC plan campaign 		

This is a guideline and can change.

Module code: ECON121	Semester 1	HEQF level: 5
Title: Basic micro- and macroeconomics		
Module outcomes: After the completion of this module, you should be able to demonstrate: <ul style="list-style-type: none">• fundamental knowledge and insight into the principles and theories on which microeconomics, macroeconomics and the Simple Macroeconomic Model are based and also to apply concepts and terminology in answering well-defined problems and case-studies;• fundamental knowledge of the interaction between and interdependence of economic participants and economic indicators;• skills to analyse and evaluate case studies, examples and problems on certain macro- and micro-economic phenomena, with reference to demand, supply, equilibrium, consumption, production, price elasticity and various forms of competition;• a fundamental understanding of the causes of inflation, unemployment and economic growth and knowledge to recommend policies with regard to these;• skills to apply the Simple Macroeconomic Model in economic analyses and predictions; and• information-gathering and processing skills for writing assignments within the context of micro- and macroeconomics, individually and in groups.		
Method of delivery:	Full-time and Part-time	
Assessment modes:	Formative: Summative: 1 x 3 hour examination; weight – 50	
This is a guideline and can change.		

Module code: ECON211	Semester 1	HEQF level: 6
Title: Macro-economics		
Module outcomes: After the completion of this module, you should be able to: <ul style="list-style-type: none">• analyse the interrelationship relationship between different economic variables in an		

<p>open economy;</p> <ul style="list-style-type: none"> • evaluate the effects of various policy steps on the functioning of the economy in the long- and short term; and • identify and apply different policy measures to address macro-economic problems
<p>Method of delivery: Full-time and Part-time</p>
<p>Assessment modes: Formative: Summative: 1 x 3 hour examination; weight – 50 This is a guideline and can change.</p>

Module code: ECON221	Semester 1	HEQF level: 6
Title: Micro economics		
<p>Module outcomes:</p> <p>After completion of this module, you should be able to demonstrate:</p> <ul style="list-style-type: none"> • sound knowledge and understanding of relevant terms, rules, concepts, principles and theories to describe microeconomics and its application in the 'real world'; • use theory-driven arguments and IT skills to collect, organise, analyse and interpret as individual and/or group, information regarding microeconomic issues; • demonstrate problem solving abilities regarding consumer demand and choices, market structures and the behaviour of competitors, equilibrium analyses, micro-policy, and government intervention in the economy in the form of taxation/subsidisation; and • effectively communicate findings and/or solutions, coherently and reliably to an audience of peers and academics, using individual and/or group methods 		

Method of delivery:	Full-time and Part-time
Assessment modes:	The formative and summative assessment methods and -weights will be made available in the study guides and on Efundi.

Module code: ECON311	Semester 1	HEQF level: 7
Title: Fiscal and monetary policy		
Module outcomes:		
After completion of this module, you should be able to:		
<ul style="list-style-type: none"> • demonstrate well-rounded and systematic knowledge of market failure and the role of government in the economy; • demonstrate as an individual and/or part of a group, the practical skills to identify instances of market failure in case studies and to recommend the appropriate forms of government intervention; and • demonstrate the competence to evaluate different forms of government intervention in the economy and to communicate recommendations to policymakers and stakeholders in written reports and oral presentations using the appropriate IT. 		
Method of delivery:	Full-time and Part-time	
Assessment modes:	The formative and summative assessment methods and -weights will be made available in the study guides and on Efundi.	

Module code: ECON321	Semester 1	HEQF level: 6 7
Title: Economic analysis		
Module outcomes:		
After completion of this module, you should be able to:		
<ul style="list-style-type: none"> • demonstrate well-rounded and systematic knowledge of classical linear regression models and specification testing of regression results; 		

<ul style="list-style-type: none"> demonstrate as individual and/or part of a group, the practical skills to estimate and test a regression model with Eviews software, undertake specification testing, including testing for stationarity, structural breaks, multicollinearity, heteroscedasticity and autocorrelation, and to formulate solutions for practical problems in the field of Economic analyses; and demonstrate the competence to identify a research question in the fields of Economics, Risk management or International trade, retrieve relevant information, apply basic statistics and econometric methods to analyse and interpret the research results, and then communicate the findings in an ethically-sound oral presentation using the appropriate IT as well as in a mini-dissertation of 20 pages.
Method of delivery: Full-time and Part-time
Assessment modes: The formative and summative assessment methods and -weights will be made available in the study guides and on Efund.

Module code: ECON322	Semester 1	HEQF level: 7
Title: Development economics		
Module outcomes: After completion of this module, you should be able to: <ul style="list-style-type: none"> demonstrate well-rounded and systematic knowledge of economic conditions in low- and middle-income economies and the structural characteristics of Least Developed Countries' economies; apply critical understanding of terms, rules, principles and theories to analyse, interpret and evaluate, as an individual or in groups, economic performance, in low- and middle-income economies, and other economic development issues in order to take part in norm-based arguments; demonstrate well-developed information retrieval skills, analyse, interpret and evaluate the information to ethically deal with unfamiliar concrete and abstract problems in Development economics; and communicate information in well-structured arguments in written assignments and oral presentations following prescribed formats while using appropriate technology. 		
Method of delivery: Full-time and Part-time		

Assessment modes: The formative and summative assessment methods and -weights will be made available in the study guides and on Efundi.

Module code: EKIP211	Semester 1	HEQF level: 6
Title: International trade relations		
<p>Module outcomes:</p> <p>After completion of this module, you should be able to:</p> <ul style="list-style-type: none"> • demonstrate a sound knowledge and understanding of concepts, ideas, theories, principles and rules of the following: international trade relations, the effect of government interference in international trade policies, the different types of trade limitations and enhancements, the impact of trade blocs on world trade, the effect of international trade institutions on world trade, and how businesses can benefit from international trade transactions; • demonstrate the skills to retrieve information identified in order to analyse the composition/classification of countries in terms of world trade as well as their international trade policies; • determine, analyse and apply financing of international trade with regard to exchange rates and a country's balance of payments with a focus on the South African situation; • evaluate South Africa's position in the international trade environment in terms of openness, international trade status, international trade relationships and contribution from the different sectors to international trade; • use knowledge of South Africa's international trade structure and priorities to solve real-world problems and justify findings and proposals with theory-driven arguments; and • communicate reports and presentations to lay- and professional audiences individually and/or in groups, by using IT. 		
Method of delivery: Full-time and Part-time		
Assessment modes: The formative and summative assessment methods and -weights will be made available in the study guides and on Efundi.		

Module code: EKIP221	Semester 2	HEQF level: 6
Title: International trade finance and payment		
<p>Module outcomes:</p> <p>After completion of this module, you should be able to:</p> <ul style="list-style-type: none"> • distinguish between the different dimensions of financial risk in international trade; • distinguish between the different options to international payment methods and terms; • choose the appropriate payment method and term; • discuss the purpose of export credit insurance and the nature of the industry; • explain the principles underlying export credit insurance, the types of export credit insurance available, the practical aspects surrounding export credit insurance policies, the following up of overdue payments and claiming under export credit insurance; • analyse the cost component of an export quotation and explain export pricing considerations; • describe how to work with foreign currencies and the impact of South African exchange control regulations on international trade transactions; • define and analyse the broad categories of international finance and the finance facilities offered by banks and confirming houses; and • discuss the finance facilities offered by Business Partners, Industrial Development Corporations (IDC) and by the South African government. 		
Method of delivery:	Full-time and Part-time	
Assessment modes:	The formative and summative assessment methods and -weights will be made available in the study guides and on Efundi.	

Module code: EKIP311	Semester 1	HEQF level: 7
Title: International trade geography		
Module outcomes: Information will be available in 2011		
Method of delivery:	Full-time and Part-time	
Assessment modes: The formative and summative assessment methods and -weights will be made available in the study guides and on Efundi.		

Module code: EKIP321	Semester 2	-HEQF level: 7
Title: International business communication		
Module outcomes: After completion of this module, you should be able to: <ul style="list-style-type: none"> • discuss the many circumstances giving rise to the need to communicate with other parties when transacting business at an international level; • name, and provide practical examples of, the different types of communication (both verbal and non-verbal); • give a detailed description of the components of culture, and illustrate with the help of examples, how cultural differences present one of the key hurdles to effective communication in an international business context; • provide practical guidelines on how best to communicate and, where necessary, negotiate (both verbally and non-verbally) with business people from North America, South America, Asia, Europe and other parts of Africa; and • give practical cases involving a breakdown in communication between a South African and a foreign business partner (e.g. importer, agent, licensee, etc.), identify the source of the problem and recommend an appropriate means of getting the business relationship back on track. 		
Method of delivery:	Full-time and Part-time	
Assessment modes: The formative and summative assessment methods and -weights will be made available in the study guides and on Efundi.		

Module code: EKR211	Semester 1	HEQF level: 6
Title: Introduction to risk management		
<p>Module outcomes:</p> <p>After completion of this module, the learner should be able to:</p> <ul style="list-style-type: none"> • demonstrate a clear understanding of what risk entails and how to manage risk strategically in a corporate environment in South Africa; • explain why risk management plays an important role in the business environment; • identify and distinguish between various types of risks; • demonstrate both theoretical knowledge and practical application of the risk management process, i.e. the identification, evaluation and control of risk in a variety of scenarios; and • demonstrate a clear understanding of the various forms of risk financing strategies, the cost associated with the different strategies and the appropriateness thereof for different risks. 		
Method of delivery: Full-time and Part-time		
Assessment modes: The formative and summative assessment methods and -weights will be made available in the study guides and on Efundi.		

Module code: EKR221	Semester 2	HEQF level: 6
Title: Investment management		
<p>Module outcomes:</p> <p>After completion of this module, you should be able to:</p> <ul style="list-style-type: none"> • demonstrate a solid knowledge of the general principles of Investment management. • explain the required rate of return as investment criterion; • discuss the fundamental principles of investment in terms of risk/return and the time value of money; • explain diversification; • discuss and analyse the investment management process; • discuss the organisation and functioning of security markets; • distinguish between and evaluate the different investment theories; 		

<ul style="list-style-type: none"> • discuss valuation principles and practices in investment management; • explain and discuss fundamental analysis; • explain and discuss technical analysis; and • discuss portfolio management and portfolio evaluation from the perspective of the investment manager.
Method of delivery: Full-time and Part-time
Assessment modes: The formative and summative assessment methods and -weights will be made available in the study guides and on Efundi.

Module code: EKR311	Semester 1	HEQF level: 7
Title: Bank risk management		
Module outcomes: After completion of this module, students should be able to: <ul style="list-style-type: none"> • demonstrate a sound and systematic knowledge and understanding of how the Assets and Liabilities Committee (ALCO) manages their assets and liabilities to address banking risks, the role that the management of these financial assets and liabilities plays in the South African economy, as well as the financial and other related risks in a financial institution; • demonstrate well-developed skills to solve problems by strategically managing the process of minimising financial risks, maximising the interest income and equity of financial institutions, and exhibiting a thorough understanding of the regulatory environment in which banks operate; and • use individual and group methods to effectively communicate information with regard to bank risk management coherently and reliably in appropriate formats. 		
Method of delivery: Full-time and Part-time		
Assessment modes: The formative and summative assessment methods and -weights will be made available in the study guides and on Efundi.		

Module code: EKR321	Semester 2	HEQF level: 7
Title: Financial markets		
Module outcomes:		
After completion of this module, the students should be able to:		
<ul style="list-style-type: none"> • demonstrate a well-rounded and systematic knowledge and understanding of the mechanics of the South African Money and Capital Markets, including SAFEX and the Bond Exchange (the Johannesburg Stock Exchange and shares were covered in EKR211), and understand and use the mechanics of the products and instruments, including derivatives, used in these markets and the regulatory environment; • demonstrate the ability to work as an analyst, a market dealer, stock broker and back office official in the banking and treasury environment; • in unfamiliar concrete and abstract scenarios, apply basic portfolio management using the products and instruments of the above-mentioned markets; and • work in groups and/or as an individual and effectively communicate information in an ethically-sound manner, using the appropriate IT 		
Method of delivery: Full-time and Part-time		
Assessment modes: The formative and summative assessment methods and -weights will be made available in the study guides and on Efundi.		

Module code: FINM211	Semester: 2	HEQF level:6
Title: Financial Management: Introduction		
Module outcomes:		
Upon completion of this module, you should be able to:		
<ul style="list-style-type: none"> • understand the role of financial management and the financial manager in a business organisation and identify the primary goal of financial management • understand the concept of the time value of money and perform calculations • understand the relationship between risk and return and evaluate the risk and return of organisations based on the necessary calculations. • understand the basic accounting statements and concepts and perform an evaluation of financial performance, using financial statement analysis to assess the current financial 		

condition of the firm.

- demonstrate a knowledge of the characteristics of the principle forms of finance used by companies and the ways in which they may be issued
- demonstrate a basic knowledge of the characteristics of financial instruments and how they can be applied by companies to hedge against risk.
- demonstrate a complete and systematic knowledge of the factors to be considered by a company when deciding on its capital structure
- demonstrate the skills to calculate the cost of the different sources of finance and the weighted average cost of capital of a company.
- understand and apply the various techniques in evaluating capital investment projects.

Method of delivery: Full-time and Part-time

Assessment modes: Assessment criteria will be provided at the beginning of the semester by means of a working schedule

Module code: FINM321	Semester: 2 (from 2010)	HEQF level: 7
Title: Financial Management: Decision Making and Valuations		
Module outcomes: Upon completion of this module, you should be able to:		
<ul style="list-style-type: none">• demonstrate an understanding of the primary goal of financial management and the concept of time value of money and the skills to apply time value of money principles to real world problems.• demonstrate an understanding of the weighted average cost of capital (WACC) and the ability to calculate the WACC of a company.• understand and apply the various techniques in evaluating capital investment projects.• evaluate capital investment projects under conditions of inflation and capital rationing.• demonstrate a knowledge of the different sources of finance for capital investment projects and make a recommendation based on the discounted cash flow technique.• demonstrate an understanding of working capital management including the working capital cycle, working capital policies and working capital financing policies.• demonstrate the skills to evaluate accounts receivable management as well as inventory management systems of companies.		

<ul style="list-style-type: none"> demonstrate the basic skills to perform a valuation of a company. demonstrate an understanding of the dividend policy of a company.
Method of delivery: Full-time and Part-time
Assessment modes: Assessment criteria will be provided at the beginning of the semester by means of a working schedule

Module code: FREB111	Semester 1	HEQF level: 7
Title: Elementary Business French 1		
Module outcomes: The student should be able to: <ul style="list-style-type: none"> read, write, and understand French in general and particularly in business contexts; communicate orally and express himself/herself taking into consideration the relevant cultural norms which apply in French-speaking business world; read important articles relevant to his/her field of expertise and write elementary notes, memoranda and letters. In the course of the module, specific attention is paid to practical situations based on the needs of the student within a business context. 		
Method of delivery: Contact full-time		
Assessment modes: Formative: Summative: 1 x 3-hour Exam: weight – 50		

Module code: FREB121	Semester 2	HEQF level: 7
Title: Elementary Business French 2		
Module outcomes: The student should be able to: <ul style="list-style-type: none"> read, write and understand French in general and particularly in business contexts; communicate orally and express himself/herself taking into consideration the relevant cultural norms which apply in the French-speaking business world; read important articles relevant to his/her field of expertise and write elementary notes, memoranda and letters. In the course of the module, specific attention is paid to 		

practical situations based on the needs of the student within a business context.	
Method of delivery:	Contact full-time
Assessment modes:	Formative: Summative: 1 x 3-hour Exam: weight – 50

Module code: GERB111	Semester 1	HEQF level: 7
Title: Business German Elementary 1		
Module outcomes: The student should be able to:		
<ul style="list-style-type: none"> • follow general everyday conversations; • use basic communicative phrases; • apply basic grammar rules; • use relevant vocabulary; • read, understand and translate elementary texts; • write elementary texts (e.g. a CV); • compare the South African and the German societies with reference to housing, transport, economics, society and culture; • and handle communication situations with the necessary sensitivity. 		
Method of delivery:	Contact full-time	
Assessment modes:	Formative: Summative: 1 x 3-hour Exam: weight – 50	

Module code: GERB121	Semester 2	HEQF level: 7
Title: Business German Elementary 2		
Module outcomes: The student should be able to:		
<ul style="list-style-type: none"> • understand and participate in general communication in an office and business environment; • use basic communicative phrases (e.g. to order or buy something, to make travel 		

<p>arrangements, or to make enquiries);</p> <ul style="list-style-type: none"> • use relevant vocabulary; • read, understand and translate elementary business texts (e.g. agendas, programmes, advertisements, newspaper and journal articles); • write elementary texts (e.g. situation descriptions, informal letters and e-mails to friends); • compare South African and German society in terms of themes such as education, work opportunities, history and political systems.
<p>Method of delivery: Contact full-time</p>
<p>Assessment modes: Formative:</p> <p>Summative: 1 x 3-hour Exam: weight – 50</p>

Module code: IAUD211	Semester: 1	HEQF level: 6
Title: Internal auditing: Role of the internal auditor		
<p>Module outcomes:</p> <p>After completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • demonstrate his/her ability to discuss the history and development of internal auditing and define the purpose, authority and responsibility of internal audit activities; • demonstrate a clear understanding of the relationship between internal auditing and other related concepts, for example external auditing, the audit committee and board of directors; • demonstrate a basic knowledge and application of the provisions regarding corporate governance contained in the King Report; • describe the internal control environment of an organisation and the related internal control systems, including policies and procedures; • evaluate the effectiveness of an internal control environment; and • distinguish between the different stages of the internal audit process. 		
<p>Method of delivery: Full-time and Part-time</p>		
<p>Assessment modes: Assessment criteria will be provided at the beginning of the semester by means of a working schedule</p>		

Module code: IAUD221	Semester: 2	HEQF level: 6
Title: Internal auditing: Planning of internal audit process		
Module outcomes:		
After completion of this module, the student should be able to:		
<ul style="list-style-type: none"> • demonstrate his/her ability to plan and conduct internal audit activities; • demonstrate an ability to assess the risk for internal audit engagements; • demonstrate his/her ability to incorporate risk in the internal audit plan, including the formulation of internal audit procedures based on the risk identified; and • compile internal audit procedures, including audit objectives and scope. 		
Method of delivery: Full-time and Part-time		
Assessment modes: Assessment criteria will be provided at the beginning of the semester by means of a working schedule		

Module code: IAUD321	Semester: 2	HEQF level: 7
Title: Internal auditing: Fieldwork and finalisation phases of the internal audit process		
Module outcomes:		
After completion of this module, the student should be able to:		
<ul style="list-style-type: none"> • demonstrate his/her ability to generate internal audit working papers; • demonstrate an ability to utilise data gathering tools, including interviewing, questionnaires and checklists; • demonstrate his/her ability to utilise statistical sampling methods, including ACL; • describe process mapping, including flowcharting; • communicate findings to management, including report writing; and • demonstrate the ability to interpret findings and perform follow-up review procedures. 		
Method of delivery: Full-time and Part-time		
Assessment modes: Assessment criteria will be provided at the beginning of the semester		

by means of a working schedule

Module code: IOPS111	Semester 1	HEQF level: 5
Title: Introduction to Industrial Psychology		
Module outcomes: The student should be able to: <ul style="list-style-type: none">• demonstrate knowledge of, and insight into the core areas of Industrial Psychology, including career prospects, roles, functions and competencies of registered counsellors and psychometrists and psychologists• define and describe the role and the use of the principles of Industrial Psychology• analyse the biological bases of behaviour, which include cognitive abilities, memory, learning and motivation and• analyse the social bases of behaviour, which includes interpersonal interaction like		
Method of delivery:	Contact, full-time and part-time	
Assessment modes:	Formative: 3 Large scheduled tests: weight – 100	Summative: 1 x 2-hour Exam: weight – 50

Module code: IOPS121 (Semester 2	HEQF level: 5
Title: Career health and Ergonomics		
Module outcomes: The student should be able to: <ul style="list-style-type: none">• demonstrate knowledge of the nature and importance of a safe and healthy work environment that enhances the quality of the work life of employees• show insight into the problems that workers experience regarding safety, health, quality of work life and the human-technology interaction• demonstrate knowledge of the application of ergonomics by designing models to fit body posture, the office/work environment, designing for special populations and the practical application of the models by means of the ergonomics checklist• demonstrate knowledge of the connection between work and psychological well being		

(e.g. Psychological adjustment)	
<ul style="list-style-type: none"> • know the determinants and causes of work maladjustment and the implications thereof for safety • demonstrate knowledge of the types of work dysfunctions and other work-related and organisational maladjustments • demonstrate knowledge of the ways in which organisations should go about to ensure a safe and healthy work environment conducive to improving the quality of work life and • demonstrate knowledge of the most important provisions of the Occupational Health and Safety Act (Act 85 of 1993) in maintaining safe and healthy work environments. 	
Method of delivery:	Contact, full-time and part-time
Assessment modes:	Formative: 3 Large scheduled tests: weight – 100 Summative: 1 x 3-hour Exam: weight – 50

Module code: IOPS211	Semester: 1	HEQF level: 6
Title: Personnel psychology		
Module outcomes:		
The student should be able to:		
<ul style="list-style-type: none"> • show knowledge of the changing nature of work and how this will affect the application of psychological principles in decision-making • analyse and apply different types of criteria/standards as it pertains to decision-making for people at work in a fair and equitable way • evaluate/assess the quality of and applicability of different psychological predictors • apply the correct problem solving method such as the development, appraisal and motivation of people at work. 		
Method of delivery:	Contact, full-time and part-time	
Assessment modes:	Formative: 3 Large scheduled tests: weight – 100 Summative: 1 x 2-hour Exam: weight – 50	

Module code: IOPS221	Semester: 2	HEQF level: 6
Title: Career psychology		
Module outcomes:		
The student should be able to:		
<ul style="list-style-type: none"> • evaluate the implications of the changing organisation for careers using various theories of career choice/development and counselling in solving career related problems • Identify different life/career stages and the methods that can be used in dealing with career issues • assess different effects of career experiences on employees and all aspects of career management support. 		
Method of delivery:	Contact, full-time and part-time	
Assessment modes:	Formative:	3 Large scheduled tests: weight – 100
	Summative:	1 x 2-hour Exam: weight – 50

Module code: IOPS311	Semester: 1	HEQF level: 7
Title: Organisational psychology		
Module outcomes:		
The student should be able to:		
<ul style="list-style-type: none"> • explain the research, theories and approaches regarding organisational behaviour, stress, motivation, job satisfaction, leadership, group behaviour, organisation politics, conflict, decision-making, communication and organisation architecture • show sensitivity for individual, group and organisational problems at national and international level • demonstrate skills to diagnose individual, group and organisation problems and identify opportunities to intervene or refer to other professionals • advise relevant parties on solutions and to facilitate such solutions • explain the competencies of an organisation development consultant • diagnose the changes that have an influence on individuals, groups and organisations • explain the management of change • use skills to make an organisation diagnoses • show an understanding of elementary organisation development interventions 		
Method of delivery:	Contact, full-time and part-time	
Assessment modes:	Formative:	3 Large scheduled tests: weight – 10
	Summative:	1 x 3-hour Exam: weight – 50

Module code: IOPS321	Semester 2	HEQF level: 7
Title: Psychometry and Research methodology		
Module outcomes:		
The student should be able to:		
<ul style="list-style-type: none"> • show an understanding of psychological measurement, its ethics and requirements • apply psychometrical techniques • evaluate different psychometrical techniques and select techniques that can be used in all fairness in a given situation • show an understanding of the nature and measurement of intelligence, interest and 		

personality

- interpret psychological protocols
- show an understanding of the nature of research, quantitative and qualitative approaches as well as the research process (i.e. literature review, data collection methods, sampling techniques, hypotheses, research objectives, reliability and validity)
- demonstrate knowledge to plan an elementary research project
- apply knowledge of the use of the American Psychological Association (APA) referencing technique.

Method of delivery:	Contact, full-time and part-time
Assessment modes:	Formative: 4 Large scheduled tests: weight – 60 4 Assignments: weight – 40 Summative: 1 x 3-hour Exam: weight – 50

Module code: ITRW112	Semester 1	HEQFlevel: 5
Title: Introduction to Programming		
Module outcomes:		
Upon completion of this module, the student should be able to:		
<ul style="list-style-type: none"> • demonstrate knowledge of the different components of the computer, an information system and programming languages and their uses. The student will also have acquired knowledge of the utilization and use of spreadsheets. The student will have knowledge of spreadsheets, which includes tables, computations, transfer of data between different applications and application environments, functions and graphs to process and present data; • demonstrate the ability to solve problems by analyzing and implementing structured programming techniques, data manipulation and data representation, event-driven applications in the spreadsheet developments environment; • proof insight into the ethical issues of the broader IT-world and be aware of the risks and dangers that challenge the IT-world; • demonstrate communication skills in writing a report after a project is completed. 		
Method of delivery: Full-time		
Assessment modes: Summative: 1 x 3 hour examination; weight – 50		
This is a guideline and can change.		

Module code: ITRW123	Semester 2	HEQF level: 5
Title: Graphical Interface Programming I		
<p>Module outcomes:</p> <p>Upon completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • demonstrate knowledge to write a computer program that requires theoretical foreknowledge; • solve problems by applying theoretical foreknowledge; • demonstrate that he/she has sufficient foreknowledge and insight into the graphical interface environment to develop computerized systems in a object-oriented computer language; • demonstrate an understanding and the ability to implement the repeat, conditional and sequential structures; and • aspects like graphical interface design, event-driven programming procedures and object oriented programming as a basis have been established. 		
Method of delivery: Full-time		
<p>Assessment modes: Summative: 1 x 3 hour examination; weight – 50</p> <p>This is a guideline and can change.</p>		

Module code: ITRW211	Semester 1	HEQF level: 6
Title: Graphical Interface Programming II		
<p>Module outcomes:</p> <p>Upon completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • demonstrate a solid knowledge of multi-threading, string processing, databases, data structures and sets and show intelligent insight into the theory of graphical programming interfaces; • design systems that is directed to industry and is user friendly and apply professional and ethical codes; • identify problems, critically analyze them and suggest solutions by designing and developing computer applications with the emphasis on user friendly interfaces; and • demonstrate the ability to communicate/demonstrate solutions/programmes as individual or in a group by using applicable academic/professional oral or written reasoning. 		

Method of delivery:	Full-time
Assessment modes:	Summative: 1 x 3 hour examination; weight – 50
This is a guideline and can change.	

Module code: ITRW213	Semester 1	HEQF level: 6
Title: Systems Analysis and Design I		
<p>Module outcomes:</p> <p>Upon completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • demonstrate sufficient knowledge and insight into project management techniques and apply the phases and techniques of the system development life cycle when the system is planned, analysed and developed; • demonstrate that he/she can correctly apply and use the phases and techniques of a project as individual or in a group. The student must be able to manage a practical project by applying project management techniques. The student will think and behave in a innovative and creative way when a computerized system is designed and developed; • successfully write reports of projects and present it orally; • apply a professional attitude towards clients and use computer resources ethically and responsible when they create, complete and deliver IT projects. 		

Method of delivery:	Full-time
Assessment modes:	Summative: 1 x 3 hour examination; weight – 50
This is a guideline and can change.	

Module code: ITRW225	Semester 2	HEQF level: 6
Title: Systems Analysis and Design II		
Module outcomes:		
Upon completion of this module, the student should be able to:		
<ul style="list-style-type: none"> • demonstrate sufficient knowledge and insight into project management techniques and the phases of the system life cycle to apply when a system is designed and implemented; • demonstrate that he/she can correctly apply and use the phases and techniques of a project as individual or in a group. The student must be able to manage a practical project by applying project management techniques. The student will think and behave in a innovative and creative way when a computerized system is designed and developed; • successfully write reports of projects and present it orally; and • apply a professional attitude towards clients and use computer resources ethically and responsible when they create, complete and deliver IT projects. 		
Method of delivery:	Full-time	
Assessment modes:	Summative: 1 x 3 hour examination; weight – 50	
This is a guideline and can change.		

Module code: ITRW311	Semester 1	HEQF level: 7
Title: Data Bases I		
Module outcomes:		
Upon completion of this module, the student should be able to:		
<ul style="list-style-type: none"> • apply a rounded and systematically knowledge and insight of entity relation modelling; 		

normalization of database tables; write SQL and PL/SQL statements; apply procedures to design databases and retrieve information to solve known and abstract computer problems within the database environment.
Method of delivery: Full-time
Assessment modes: Summative: 1 x 3 hour examination; weight – 50

Module code: ITRW321	Semester 2	HEQF level: 7
Title: Data Bases II		
Module outcomes: Upon completion of this module, the student should be able to:		
<ul style="list-style-type: none"> • apply a rounded and systematically knowledge and insight of transaction management, management of simultaneous use, distributed databases management systems and database administration as an individual or in a group, applied on the administration of databases to solve known and abstract computer problems within the database environment. 		
Method of delivery: Full-time		

Module code: KCOM226	Semester: 2	HEQF level: 6
Title: Framework, foundations, cycle and financial reporting		
Module outcomes: On completion of the module, the learner should be able to:		
<ul style="list-style-type: none"> • the overall outcome set by the module is that, by the end of the semester, you will be able to communicate orally and specifically audibly (voice and speech), understandably (language use, organisation and audience adapting) and with conviction (non-verbal communication) • in order to achieve this you also need to know the theoretical guidelines for effective spoken communication and reproduce these clearly and explicitly during your daily presentations • regarding written communication, the aim is that you should know and reproduce the theoretical guidelines for the successful writing of reports and memo's so well (choice of 		

words, sentences, format, medium, expression) that you will be able to apply these in practice in your specific field.
Method of delivery: Full-time and Part-time
Assessment modes: Formative: Will be communicated in writing to students at the start of the semester Summative: 1 x 3-hour examination: weight – 50

Module code: LARM111	Semester 1	HEQF level: 5
Title: Introduction to Workplace relations		
Module outcomes: The student should be able to:		
<ul style="list-style-type: none"> • demonstrate knowledge of, insight into the terminology, core principles and theories, and background of Industrial Sociology as it is applied in business • demonstrate a fundamental knowledge and insight of the study field of Industrial Sociology • describe the role of the worker and organisations as part of the broader society.show an understanding of the inter-relationship between business and the community • demonstrate the ability to collect information regarding the responsibility of people and the community. 		
Method of delivery: Contact, full-time and part-time		
Assessment modes: Formative: 3 Large scheduled tests: weight - 100 Summative: 1 x 3-hour exam: weight – 50		

Module code: LARM211	Semester 1	HEQF level: 6
Title: Career management		
Module outcomes: The student should be able to:		
<ul style="list-style-type: none"> • demonstrate an informed comprehension of the challenges in occupations, motivation to work, conflict between occupations and role theory • display a fundamental knowledge of how an organisation structure can influence a 		

business
<ul style="list-style-type: none"> analyse, interpret and relay unknown problems related to mobility understand stratification and the working of the organisation on different levels evaluate socio-demographic and economic trends which can affect work wellness
Method of delivery: Contact, full-time and part-time
Assessment modes: Formative: 3 Large scheduled tests: weight – 100 Summative: 1 x 3-hour Exam: weight – 50

Module code: LARM221	Semester 2	HEQF level: 6
Title: Work-group dynamics		
Module outcomes:		
The student should be able to:		
<ul style="list-style-type: none"> demonstrate knowledge of, and insight into the terminology, core principles and theories, and background of Work-group dynamics as it is applied in groups within the workplace display an in-depth knowledge and understanding of the structure, significance and functions of different groups as sub-systems in interaction within the workplace to work in groups to address and analyse problems in well-defined groups situations and report the findings in an assignment conforming to Labour Relations Management format. 		
Method of delivery: Contact, full-time and part-time		
Assessment modes: Formative: 3 Large scheduled tests: weight – 100 Summative: 1 x 3-hour Exam: weight – 50		

Module code: LARM311	Semester 1	HEQF level: 7
Title: Theory and practice of labour relations		
Module outcomes:		
The student should be able to:		
<ul style="list-style-type: none"> show insight into and knowledge of labour relations concepts; modalities that influence the regulation of labour relations; tripartite relationships; industrial democracy, 		

participation and representation, development of labour relations in South Africa	
<ul style="list-style-type: none"> display an in-depth knowledge and understanding of legislation, labour unions, collective bargaining and the way all of these aspects influence the labour environment know and understand the dynamics of strikes, reasons for strikes, representation of labourers at an organisation level by means of forums and future labour relations development reveal knowledge on managing labour relations effectively in businesses/organisations. 	
Method of delivery:	Contact, full-time and part-time
Assessment modes:	Formative: 3 Large scheduled tests: weight – 100 Summative: 1 x 3-hour Exam: weight – 50

Module code: LARM321	Semester 2	HEQF level: 7
Title: Theory and practice of labour relations		
Module outcomes: The student should be able to: <ul style="list-style-type: none"> demonstrate a sound and systematic knowledge of labour relations management. display comprehension of the various aspects of the law of contract that applies to the contract of employment.; demonstrate knowledge of labour legislation and the enforcement thereof master the implementation and management of labour relations in the workplace.. relay and criticise the South African mechanism for the settlement of labour disputes function effectively in groups.. apply ethical principles in labour relations. 		
Method of delivery:	Contact, full-time and part-time	
Assessment modes:	Formative Large scheduled tests: weight – 100 Summative: 1 x 3-hour Exam: weight – 50	

Module code: LARM322	Semester 2	HEQF level: 7
Title: Conflict management		
Module outcomes:		
The student should be able to:		
<ul style="list-style-type: none"> • demonstrate knowledge of, and insight into the terminology, core principles and theories, and background of Conflict as it is applicable to groups within the workplace • display an in-depth knowledge and understanding the importance of utilising appropriate management skills to deal with conflict within the workplace • evaluate conflict participants, address and analyse conflict in well-defined situations and report the findings and suggest ways of solving/managing the conflict in an assignment conforming to Labour Relations Management formats. 		
Method of delivery:	Contact, full-time and part-time	
Assessment modes:	Formative:	3 Large scheduled tests: weight – 100
	Summative:	1 x 3-hour Exam: weight – 50

Module code: MACC211	Semester: 1	HEQF level: 6
Title: Management accounting: Cost terms, -elements and –systems.		
Module outcomes:		
<p>Upon completion of this module the learner should be able to:</p> <ul style="list-style-type: none"> • demonstrate a sound knowledge and understanding of the subject management or management accounting and to become familiar with the cost terms and concepts which are applicable to managerial accounting. • demonstrate your ability to deal with material and labour costs in manufacturing organisations as well as overhead cost • demonstrate a sound knowledge and understanding of how to deal with overhead cost, as part of product cost (manufacturing cost) and as period cost (non-manufacturing costs). • demonstrate a sound knowledge and understanding of cost and income statements in organisations and how to determine the net income for a period after determining the cost of goods manufactured and cost of goods sold. • demonstrate a sound knowledge and understanding, and your ability to design a job-order costing system for an organisation and to apply as to the organisation’s needs. • demonstrate a sound knowledge and understanding of a process costing system. You should also be able to determine the cost price per unit completed, based on the three cost elements namely direct material, direct labour and manufacturing overhead on a individual base, as well as a preparation of a cost and production report by making use of the weighted-average- and the first-in-first-out (FIFO) method where normal and abnormal spoilage occur. 		
Method of delivery:	Full-time and Part-time	
Assessment modes:	Assessment criteria will be communicated at the beginning of the semester via the working schedule.	

Module code: MACC221	Semester: 2	HEQF level: 6
Title: Management Accounting: Cost behaviour patterns and decision-making techniques		
Module outcomes:		

Upon completion of this module the learner should be able to:	
<ul style="list-style-type: none"> do a cost estimation by using a cost equation, and to prepare an income statement by using the contribution format. understand the relationship between cost, volume and profit and the application of this relationship in decision-making. become aware of the cost-volume-profit relationships when multiple products are dealt with in organisations, and the relevant information to take note of when decision-making occurs. allocate joint costs to products, account for by-products, and make decisions as to whether a product should be further processed or terminated. allocate service department costs by using the most appropriate allocation bases and allocation method for the service department cost. Apply linear programming as a technique for decision-making in organisations 	
Method of delivery:	Full-time and Part-time
Assessment modes: Assessment criteria will be communicated at the beginning of the semester via the working schedule	

Module code: MACC311	Semester: 1	HEQF level: 6
Title: Management Accounting: Planning and Control		
Module outcomes:		
Upon completion of this module the learner should be able to:		
<ul style="list-style-type: none"> demonstrate knowledge and insight of the ethics of the management accountant in exercising his / her responsibility in an organisation, demonstrate knowledge and insight of the planning process and to prepare short term and long term budgets for an organisation, prepare flexible budgets for various activity levels of an organisation, and to analyse and interpret cost variances for controlling purposes, demonstrate knowledge and insight of standard costing as cornerstone of budgeting, and to analyse and interpret standard cost variances. demonstrate knowledge and insight of direct and absorption costing systems used for internal and external reporting purposes demonstrate knowledge and insight in segmental reporting and transforming pricing. 		

Method of delivery:	Full-time and Part-time
Assessment modes:	Assessment criteria will be communicated at the beginning of the semester via the working schedule

Module code: MLAW111	Semester: 1	HEQF level: 5
Title: Introduction to Business and Contract Law		
Module outcomes:		
On completion of the module the learner should be able to:		
<ul style="list-style-type: none"> • demonstrate a general knowledge of the general principles of the law of contract and the general principals of business law • apply the principles in a basic case study and make a recommendation • identify and solve a basic legal problems • logically and systematically formulate and argue a legal point of view • show insight in the connection between different aspects of the law of contracts and business law 		
Method of delivery:	Full-time and Part-time	
Assessment modes:	Assessment criteria will be communicated at the beginning of the semester via the working schedule.	

Module code: MLAW121	Semester: 2	HEQF level: 5
Title: Mercantile Law: Business forms		
Module outcomes:		
On completion of the module the learner should be able to:		
Show the theoretical and practical knowledge of the law regarding the different forms of enterprises by:		
<ul style="list-style-type: none"> • demonstrating a sound knowledge and insight of the law regarding partnership, close corporations and certain aspects of the company law. • analyzing case studies and providing legal advice • applying the applicable legal rules or norms regarding the different forms of enterprises to the establishment thereof, membership requirements, internal and external 		

relationships.
<ul style="list-style-type: none"> applying the rules in the practise.
Method of delivery: Full-time and Part-time
Assessment modes: Assessment criteria will be communicated at the beginning of the semester via the working schedule.

Module code: MLAW311	Semester: 1	HEQF level: 7
Title: Mercantile Law: Advanced Mercantile Law		
<p>Module outcomes:</p> <p>On completion of the module the learner should be able to:</p> <ul style="list-style-type: none"> demonstrate a complete theoretical and practical knowledge of the law regarding the general principles and administration of companies and demonstrate an ability to apply in case studies the relevant statutory and common law principals – with specific reference to: corporate functionaries, capacity and representation, offer of shares for subscription and sale, share capital, majority rule and minor protection, company financial statements, auditors, company groups, reorganizations and arrangements, judicial management and winding up of companies and close corporations. 		
Method of delivery: Full-time and Part-time		
Assessment modes: Assessment criteria will be communicated at the beginning of the semester via the working schedule.		

Module code: PETH311	Semester: 1	HEQF level: 7
Title: Professional Ethics for Accountants		
<p>Module outcomes:</p> <p>On completion of the module the learner should be able to:</p> <ul style="list-style-type: none"> to demonstrate a fundamental knowledge and understanding of world views and ideologies by analysing, synthesising and a critique of the nature and function of, as well as the similarities and differences between world views and ideologies, different important contemporary manifestations of these views, and 		

- the influence of these views on issues of our time and world (including poverty, change, human rights, HIV-AIDS, power abuse, corruption, scholarship, etc.);
- to demonstrate understanding for the interrelatedness of phenomena and of natural and social systems;
- to articulate a personal world view and a coherent own view about some of the core issues and problems of our time;
- to analyse and evaluate real life problems and case studies and argue and give feasible answers to these problems from an own established world view;
- and report on your knowledge and viewpoints in a typical academic manner.
- illustrate a sound introductory understanding of the ethical dimension of individual and social life experiences within the context of cultural diversity
- understand and explain the virtue theory and deontological and utilitarian ethics and the relevance thereof for business and professional ethics on basic level
- demonstrate his/her ability to apply ethical decision-making strategies, for instance, case studies
- show an understanding of the classical liberal approach to the role of business and government in society as well as the basic principles of a fair tax system
- show a sound introductory understanding of selected socio-economic ethical issues applicable to business and in professional practice and understand and explain it
- show an introductory understanding of selected issues and approaches in Business Ethics in South Africa and internationally
- have basic knowledge and understanding of corporate control in South Africa including organisations and conformation
- place in ethical perspective the knowledge and basic skills with reference to the nature of organisations and management and demonstrate the ability to link these skills and knowledge with appropriate case studies
- demonstrate sound knowledge of the nature of professionalism in general and concerning the ethical aspects
- demonstrate an understanding of the goals, structures and content of selected ethical codes of business and professions
- have an understanding of the main ethical issues and aspects of the accounting and auditing profession and understand and apply it
- demonstrate the ability to analyse case studies in the accounting profession with reference to decision making, comparative ethics and diverse ethics (where applicable)

<ul style="list-style-type: none"> show an understanding of the Professional Code of Conduct for accountants and auditors in South Africa
Method of delivery: Full-time and Part-time
Assessment modes: Assessment criteria will be communicated at the beginning of the semester via the working schedule.

Module code: PSDT111	Semester 1	NQF level: 5
Title: Professional Skills Development		
Module outcomes: Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> demonstrate personal attributes, such as self-management, taking responsibility and being motivated; know and demonstrate insight into the role of group dynamics, demonstrate an ability to work in a group, lead a group and manage diversity; demonstrate an ability to manage change; and demonstrate the ability to do career planning and understand the chosen career environment. 		
Method of delivery: Full-time and Part-time		
Assessment modes: Assessment criteria will be communicated at the beginning of the semester via the working schedule.		

Module Code: PSYC121	Semester 2	HEQF level: 5
Title: Social and Community Psychology		
Module outcomes: On completion of this module the student should be able to <ul style="list-style-type: none"> demonstrate a fundamental knowledge of and insight into the perspectives and theories on which Social and Community Psychology is based and demonstrate an informed comprehension of the concepts and terminologies as to apply it to well-defined problems or case studies like poverty, constant change, human rights, abuse of power, corruption, racism, xenophobia, etc, within a multicultural context and an insight into their 		

interdependence
<ul style="list-style-type: none"> • demonstrate skills of obtaining and assimilating information to write assignments within the context of Social and Community Psychology in individual or in group context • analyse and evaluate case studies, examples of problem situations and solutions, individually or in group context, and to reproduce these in the form of a report or consignment, verbally or written, within the prescribed conventions and formats; • demonstrate a vested conduct and ethical system towards people.
Method of delivery: Contact, full-time and part-time

Module Code: PSYC211	Semester 1	HEQF level: 6
Title: Development Psychology		
Module outcomes:		
On completion of this module the student should be able to		
<ul style="list-style-type: none"> • form a thorough base of knowledge of the physical, cognitive, social, moral and personality development of people in each stage of the life cycle • demonstrate thorough understanding of viewpoints about human nature, concepts, theories and fundamental terminology used in Development Psychology as to communicate reliable, coherent and ethically correct information via assessment assignments; • critically evaluate, analyse and synthesise information about human development as to solve simulated problems, individually or in groups • demonstrate a thorough understanding of academic discourses regarding the impact of diverse contexts like poverty, malnutrition, overpopulation, geographical circumstances, discrimination and inadequate social and physical stimulation on human development. 		
Method of delivery: Contact, full-time and part-time		

Module Code: PSYC212	Semester 1	HEQF level: 6
Title: Personality Psychology		
Module outcomes:		
On completion of this module the student should be able to		

- demonstrate fundamental knowledge with relevant insight of different, meta-theoretical reality and life standpoints, relevant to human functioning and personality thought frameworks, for example the psychodynamics, humanistic and eco-systematic
- explain and reason about the content and applicability of personality theories and Personality Psychology, substantiate it at the hand of suitable literature and communicate verbally and in writing through the integration of the basis of scientific methods and ethical principles
- analyse well-defined, upcoming, real problems, situations and case studies by using the most relevant procedures and techniques, specific to Personality Psychology to explain and compare the behaviour from the personality theories, reason about possible solutions and reproduce in a logical and coherent report.

Method of delivery: Contact, full-time and part-time

Module Code: PSYC221	Semester 2	HEQF level: 6
Title: Positive Psychology		
Module outcomes:		
On completion of this module the student should be able to		
<ul style="list-style-type: none"> demonstrate an established base of knowledge of the shift from the traditional pathogenic paradigm to the saluthogenic perspectives of human functioning and from there to a balanced perspective on wellbeing/health, from pathology to flourishing as well as the implications thereof for public health demonstrate an established base of knowledge of Positive Psychology/Psychofortology as a movement within the field of Psychology and demonstrate knowledge of the important concepts, rules, principles and theories related to psychological health, as to apply it to the identification and facilitation of own and others' functioning in a multicultural context demonstrate the ability to solve well-defined, but unfamiliar problems related to psychological and psychosocial health, by using applicable procedures and relevant evidence from a critical analysis of different theories within Positive Psychology/Psychofortology, as well as to communicate information in a reliable and coherent way, both verbally and in writing, as to prove effective and critical reasoning; apply knowledge and insight of Positive Psychology/Psychofortology, both in individual and social context in a moral, ethical and culturally sensitive way with a sensitivity for, amongst others, the collective and individualistic value systems. 		
Method of delivery:	Contact, full-time and part-time	

Module Code: PSYC311	Semester 1	HEQF level: 7
Title: Psychopathology		
Module outcomes:		
On completion of this module the student should be able to		
<ul style="list-style-type: none"> demonstrate a complete/well-rounded and systematic knowledge of psychological disturbances, in the context of a bio-psychosocial model, in a multi-cultural context show a coherent and critical understanding of the relevant concepts and terminology, theories, and processes and techniques of the Psychopathology applicable within the professional context so to apply it to undefined and more complex problematic situations, as it occurs in case studies 		

- demonstrate an understanding of pathology and interventions in the context of primary, secondary and tertiary healthcare;
- demonstrate the ability to source and process information to complete written assignments;
- critically analyse case studies or examples, individually and in group context and to present an integrated, own opinion based on theoretical grounds and to communicate it in report form according to prescribed conventions of the subject;
- demonstrate a solid moral system and ethical code of conduct in all forms of communication and interaction.

Method of delivery: Contact, full-time and part-time

Module Code: PSYC312	Semester 1	HEQF level: 7
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Title: Research and Psychometrics

Module outcomes:
 On completion of this module the student should be able to

- explain the nature and processes of psychological evaluation as embedded in the different perspectives on reality and human functioning
- know the basic attributes and technical requirements of psychological tests and to explain and evaluate (verbally and in writing) how tests and tests norms are developed
- evaluate the usefulness of psychological tests at the hand of their psychometrical attributes, taking into account the ethical aspects
- explain the control and the use of assessment measuring instruments in diverse populations through the use of suitable standards and norms
- demonstrate a coherent and informed comprehension of the research process for both quantitative and qualitative research against the background of the perspectives on reality
- attain information from virtual and other sources independently and synthesise to complete tasks such as work assignments and projects
- critically analyse and evaluate research articles, formulate an independent opinion based on supporting theories and write a report, based on the APA conventions.

Method of delivery: Contact, full-time and part-time

Module Code: PSYC321	Semester 2	HEQF level: 7
Title: Basic assistance rendering/Auxiliary work and ethical behaviour		
<p>Module outcomes:</p> <p>On completion of this module the student should be able to</p> <ul style="list-style-type: none"> • demonstrate a fundamental knowledge of a general model, the therapeutic process, typical assistance skills, a few selected fields of application (for example aids and post traumatic stress guidance) and the ethical code of assistance, and show a coherent and critical understanding of the relevant concepts, principles and theories of this field of study as to apply it within undefined complex problematic situations and ethical questions as it appears in case studies • critically analyse case studies or examples, individually and in group content and to present an own opinion based on theoretical grounds and to communicate such in report form according to the prescribed conventions of the subject. 		
Method of delivery: Contact, full-time and part-time		

Module Code: PSYC322	Semester 2	HEQF level: 7
Title: Applied Psychology		
<p>Module outcomes:</p> <p>On completion of this module the student should be able to</p> <ul style="list-style-type: none"> • demonstrate a well-rounded and systematic base of knowledge of human functioning at all levels of human development in a multi cultural context and to facilitate it in practice or simulated situation, on an integrated level • demonstrate a critical understanding of perspectives on human functioning from an own coherent world viewpoint • demonstrate effective selection and application procedures for gathering of qualitative and quantitative information and integrate it to illustrate ability to solve unknown, concrete and/or abstract problems by using witness based solutions and theory driven arguments • demonstrate a set system of values and ethical behaviour in all forms of communication and interaction • show the ability to apply and use the prescribed format, which is applicable in Psychology, in all forms of communication. 		
Method of delivery: Contact, full-time and part-time		

Module code: STTN11	Semester 1	HEQF level: 6
Title: Descriptive Statistics		
<p>Module outcomes:</p> <p>A student who has completed this module should be able to demonstrate the following: fundamental knowledge of the most important elementary statistical techniques used every day, such as sampling methods, graphical representation of data, descriptive measures of locality and scattering, least squares line fitting, predictions by means of least squares line fitting, correlation coefficients, multiple linear regression with applications to predictions, time series data and movement components in order to predict future outcomes and practical considerations with regard to questionnaires and sampling sizes; to demonstrate problem solving skills by solving familiar and unfamiliar problems; to implement the acquired knowledge by applying sampling methods, graphical representation of data, descriptive measures of</p>		

locality and scattering, least squares fittings, predictions by means of least squares fittings, correlation coefficients, interpretation of multiple regression, calculations of movement components, predictions of future outcomes of time series data and determining sampling sizes for actual data.

Module code: STTN121	Semester 2	HEQF level: 5
Title: Introductory Statistical Interference		
Module outcomes:		
Upon completion of this module, the student should be able to:		
<ul style="list-style-type: none"> demonstrate fundamental knowledge of probability and probability distributions, the central limit theorem, estimation of population parameters by the use of point and interval estimation, hypothesis testing for population means and proportions for one and two samples, one-way analysis of variance (ANOVA) and categorical data analysis, contingency tables and basic tests on categorical data. demonstrate problem solving skills by analysing known and unknown problems, using knowledge to do simple probability calculations, apply the central limit theorem, estimate population parameters using point and interval estimation, test hypotheses for population means and population proportions for one and two samples, apply one-way analysis of variance (ANOVA) methods and interpret computer output, apply methods for categorical data analysis such as contingency tables and basic tests on categorical data. 		
Method of delivery:	Full-time	

Module code: STTN122	Semester 2	HEQF level: 6
Title: Introductory Statistics		
<p>Module outcomes:</p> <p>At the end of the module the student should demonstrate knowledge of the following concepts and the ability to apply them as described below:</p> <ul style="list-style-type: none"> • statistical techniques used everyday, for example sampling methods, graphical representation of data and descriptive measures of locality and scattering; • fitting linear regression curves to bivariate data and using the least squares method; • making simple predictions by using appropriate curves, as well as by interpreting the correlation coefficient; • handling time series data and calculating movement components in order to predict future outcomes; • carrying out simple probability calculations and using probability distributions; • the central limit theorem and applying it to practical problems; • estimating population parameters by means of point and interval estimation; • hypothetical testing for population averages and population proportions in one or two sampling cases. <p>Students should be able to identify the presence and applicability of statistical concepts in a practical situation, as well as to perform statistical methods using manual analysis or statistical software.</p>		

Module code: STTN124	Semester 2	HEQF level: 6
Title: Practical Statistics		
<p>Module outcomes:</p> <p>At the end of the module the student should be able to demonstrate knowledge of the following concepts and to apply them as described below:</p> <ul style="list-style-type: none"> • correlation and its interpretation, the method of least squares fitting to a regression function, prediction by means of a regression function, multiple linear regression and selection of predictors; • factor analysis and the interpretation of its results, interpretation of factor matrices and construct validity; • interval estimation, the hypothesis testing procedure, probability calculations, the central limit theorem, level of significance and p values; 		

- one-way ANOVA testing procedures, the interpretation of results;
- practical significance of effect sizes of differences in averages and proportions for one and two populations;
- categorical data analysis by means of contingency tables, chi-squared tests and independence tests;
- distribution-free methods, the difference between parametric and non-parametric methods of inference, as well as deciding which method to use in a specific situation.

Students should be able to identify the presence and applicability of statistical concepts in a practical situation, as well as to perform statistical methods using manual analysis or statistical software.

Module code: STTK211	Semester 1	
Title: Probability Theory		
<p>Module outcomes:</p> <p>On completing the module, the student should be able to demonstrate knowledge of the following: concepts, such as outcome space, events, probability measures, counting processes, stochastic outcomes of events and the independence of events; important probability theorems, such as the law of total probability and the theorem of Bayes; stochastic variables, distribution functions and mass functions. Special attention will be given to discrete stochastic variables and the following distributions will be discussed in depth: binomial, geometric, negative binomial, hypergeometric and Poisson distributions. The following continuous random variables, together with their distribution functions will be discussed in detail: exponential, gamma and normal distributions. Functions of these variables will also be discussed. Probability structures of two or more stochastic variables will be defined in the same outcome space and functions of joint distributions. The student should be able to demonstrate knowledge of conditional distributions and the ability to apply probability calculations to conditional distributions; to demonstrate knowledge of ordered statistics and the ability to apply it; to demonstrate knowledge of the expectation value of and standard deviation from all the important mass functions and density functions previously discussed; demonstrate knowledge of covariance and correlation of two stochastic variables, together with conditional expectation values and moment generating functions; to demonstrate knowledge of the first and second moment, two of the most important theorems in probability theory, namely the so-called law of large numbers and the central limit theorem.</p>		

Method of delivery:	Full-time and Part-time (From 2011)
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Module code: TAXC221	Semester: 2	HEQF level: 6
Title: Accounting: Income tax of individuals and administration of Estate		
<p>Module outcomes:</p> <p>On completion of the module the learner should be able to:</p> <ul style="list-style-type: none"> the learner should demonstrate an ability to interpret: Interpret the Income Tax Act, administration of justice and practice notes issued by the South African Revenue Service; and calculate the normal income tax payable by individuals on taxable income from remuneration, investment income and fringe benefits. distinguish between Gross income and Exempt incomes. motivate, by means of referring to legislation and court cases, why items are taxable/ deductible. do the tax and accounting treatment of deceased and insolvent estates with reference to the act on the Administration of Estates no.66 of 1965 and the Insolvency Act no.24 of 1936. by means of referring to legislation calculate the donation tax payable. The learner must be able to, by means of referring to legislation and court cases, administer the estate. 		
Method of delivery: Full-time and Part-time		
Assessment modes: Assessment criteria will be communicated at the beginning of the semester via the working schedule.		

Module code: TAXC311	Semester 1	HEQF level: 7
Title: Accounting: Income tax of businesses and advanced income tax of individuals		
<p>Module outcomes:</p> <p>On completion of the module the learner should be able to:</p> <ul style="list-style-type: none"> interpret the Income Tax Act, court cases and SARS practice notes. identify and calculate capital and other allowances for various entities (e.g. companies, CC's, Partnerships, Farmers) and individuals. 		

<ul style="list-style-type: none"> • calculate the normal income tax payable by individuals and the following entities (e.g. companies, CC's, Partnerships, Farmers). • calculate secondary tax on companies ("STC"). • calculate the taxation on lump sums received. • calculate the different types of taxation as required by the Fourth Schedule of the Income Tax Act payable by individuals, as well as companies. (e.g. provisional tax, employees tax, etc.)
Method of delivery: Full-time and Part-time
Assessment modes: Assessment criteria will be communicated at the beginning of the semester via the working schedule.

Module code: TAXC321	Semester: 2	HEQF level: 7
Title: Accounting: Other taxes, tax avoidance and taxation of trusts		
Module outcomes: On completion of the module the learner should be able to: <ul style="list-style-type: none"> • interpret the Income Tax Act and practice notes issued by the South African Revenue Service; • interpret and calculate the Value Added Tax (VAT) according to the Value Added Tax Act. • calculate and apply the principles of Capital Gains Tax (CGT) according to the Eighth Schedule of the Income Tax Act. • identify, by means of referring to legislation and court cases, cases of tax avoidance and the consequences thereof. • calculate, by means of referring to legislation and court cases, estate duty. • calculate the relevant taxes relating to trusts and identify the relevant taxpayers as well as cases of tax avoidance in terms of Sec 7 and 25 of the Income Tax Act. • apply all taxes to advanced taxation problems and calculations. 		
Method of delivery: Full-time and Part-time		
Assessment modes: Assessment criteria will be communicated at the beginning of the semester via the working schedule.		

Module code: WISN111	Semester 1	HEQF level: 6
Title: Introductory Algebra and Analysis I		
<p>Module outcomes:</p> <p>On completing this module, students should be able to do the following: demonstrate fundamental knowledge of basic set theory and logic, the system of integer and real numbers, mathematical induction, permutations and combinations and the binomial theorem, the concept of functions, circle measure and trigonometric functions, inverse functions and inverse trigonometric functions, polynomials in one variable, rational functions, partial fractions, vectors and the operations between vectors, complex numbers, representations by polar coordinates, limits, continuity and differentiability of standard functions, indefinite integrals of simple functions, the theorem of L'Hospital and its applications, the use of derivatives in optimisation and in sketching curves; demonstrate problem solving skills by analysing familiar and unfamiliar problems, by using the knowledge of techniques to apply set notation and logic to systems of numbers, by proving theorems with mathematical induction, by determining the number of arrangements and selections from a set, by developing powers of first degree polynomials, by finding the limits of all the above mentioned functions, also by using the theorem of L'Hospital, by calculating derivatives and indefinite integrals of simple functions and sketching the functions, by formulating optimisation problems mathematically and using knowledge of derivatives to solve them, by performing operations with complex numbers and vectors, and sketching curves in polar coordinates.</p>		
Method of delivery:	Full-time	
Assessment modes:	Summative: 1 x 3 hour examination; weight – 50	
This is a guideline and can change.		

Module code: WISN121	Semester 2	HEQF level: 6
Title: Introductory Algebra and Analysis II		
<p>Module outcomes:</p> <p>On completing this module, students should be able to do the following: demonstrate fundamental knowledge of basic concepts of sequences, series and power series, and the basic theorems on the converging of series, Taylor series, the basic properties and applications of the definite integral, the fundamental theorems of differential and integral</p>		

calculus, hyperbolic and inverse hyperbolic functions, applications of integration to surfaces, lengths and volumes, first order separable differential equations, systems of linear equations, Gaussian reduction, matrices and matrix operations, determinants and Cramer's rule; demonstrate problem solving skills by analysing familiar and unfamiliar problems, using knowledge of techniques to handle systems of linear equations, judging convergence of sequences and series, calculating Taylor series, determining integrals and derivatives and integrals of exponential and hyperbolic functions, solving differential equations and calculating surfaces, lengths and volumes.

Module	code:	Semester 1	HEQF level: 6
WISN112/123			
Title: Mathematical Techniques			
Module outcomes:			
<p>At the end of this module students have mastered the following topics at an introductory level: the concept of a mathematical function elucidated from examples that include exponential and logarithmic functions; the concepts differentiation and integration; a method to solve systems of linear equations; matrix algebra; linear programming problems in two variables; analysis of the rate of change of mathematical functions by using differentiation to investigate the characteristics of the function. The student has acquired skills to recognise the presence and applicability of mathematical concepts in an economic situation and to construct a mathematical model of the problem situation in order to reach a solution by applying differentiation techniques, arithmetic techniques or linear algebra.</p>			

Module code: WVES 221	Semester 2	–HEQF level: 6
Title: Understanding the economic world		
Module outcomes:		
Upon completion of this module, you should be able to:		
<ul style="list-style-type: none"> • have a fundamental knowledge base of a selection of world views and ideologies and demonstrate their critical understanding through an ability to compare the nature and function, as well as different contemporary manifestations of these world views and ideologies; • have the ability to understand the interrelatedness of phenomena such as occurs in natural and social systems, and from this vantage point, analyse and evaluate real life problems or case studies based on core issues of our time, such as poverty, constant change, human rights, HIV-AIDS, power abuse, corruption, racism, xenophobia, etc.; • be able to articulate their personal world view and use it as a point of departure for arguing and communicating feasible solutions to core issues and problems of our time in a typical academic manner 		
Method of delivery: Full-time and Part-time		
Assessment modes:		
Formative:	3 class tests: weight – 40	Class attendance: weight – 10
Summative:	1 x 1-hour examination: weight – 50	
This is a guideline and can change.		

Module code: WVES311	Semester 1	HEQF level: 7
Title: Business ethics		
Module outcomes:		
After completion of this module, students should:		
<ul style="list-style-type: none"> • give his/her own opinion on philosophical matters of the day; • understand the science and pursuit from a Christian framework; and • handle ethical problems against this background. 		
Method of delivery: Full-time and Part-time		
Assessment modes:		
Formative:	3 class tests: weight – 40	Class attendance: weight – 10
Summative:	1 x 1-hour examination: weight – 50	
This is a guideline and can change.		

7 MODULE OUTCOMES: SPORT AND RECREATION MANAGEMENT

Module code: MBXR217	Semester 1	HEQF level: (6)7
Title: Sport management		
<p>Module outcomes:</p> <p>After completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • apply applicable factual knowledge with regard to management tasks in sport; • know, interpret and reflect the various definitions with regard to sport management; • interpret and reflect management communication skills practically; • understand and develop a financial management system of a sport club. 		
Method of delivery: Full-time		
Assessment modes: Assessment criteria will be provided at the beginning of the semester by means of a working schedule		

Module code: MBXR218	Semester 1	HEQF level: (6)7
Title: Sport commercialization, sport development and sport law		
<p>Module outcomes:</p> <p>After completion of this module, students should be able to:</p> <p>(Sport commercialization)</p> <ul style="list-style-type: none"> • understand and explain the definition of sport commercialization; • analyse, understand and apply strategic marketing management; • develop and implement a sport marketing plan in full; • determine and understand the different behaviour patterns in sport consumers; • define, understand and explain market segmentation as well as strategies and techniques, the sport product, promotions, retail and price strategies and apply it effectively; <p>(Sport development)</p> <ul style="list-style-type: none"> • manage facilities for the development of sport; • plan, work out and apply a complete session with children; • establish a club; • understand the sport structures in South Africa. 		

(Sport law)	
<ul style="list-style-type: none"> • apply law enforcement on sport, taking general-, criminal-and civil law into consideration; • understand the establishment and compilation of constitutions regarding clubs/associations/unaffiliated associations according to law; • know the legal aspects concerning injuries between two or more parties during matches, disciplinary processes as well as persons responsible during events/tournaments; • reflect knowledge and fully understand trademarks, and related legal aspects for instance copy right, patents, law as well as ethical concepts; • employ a person according to legal guidelines on labour relations, and compile a contract in line with these specifications. 	
Method of delivery:	Full-time
Assessment modes:	Assessment criteria will be provided at the beginning of the semester by means of a working schedule

Module code: MBXR219	Semester 1	HEQF level: 5b(6)
Title: Sport organization and administration		
Module outcomes:		
After completion of this module, students should be able to:		
<ul style="list-style-type: none"> • integrate complete knowledge and skills of human movement with the principles of recreation and adventure practices applicable to sport, health and human development in the acquisition of applied skills by problem solving, executing of projects, dealing with true-life case studies and practice-centred scenarios. • link evidence-driven interpretation through analysis, synthesis and evaluation to research results by founding it theoretically and effectively communicate it individually or in a group in writing by means of Information Technology and verbally to laymen and professional audiences; • demonstrate that in reaching outcomes, reasoning and communication are based on a pure world and life philosophy and an established value system. 		
Method of delivery:	Full-time	
Assessment modes:	Assessment criteria will be provided at the beginning of the semester by means of a working schedule	

Module code: RKKX113	Semester 1	HEQF level: 5a(5)
Title: Introduction to Recreation Science		
<p>Module outcomes:</p> <p>After completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • reflect basic/fundamental knowledge on the historic development of recreation, the status of recreation provision in South Africa as well as recreation structures within South Africa; • demonstrate effective and efficient skills concerning the role of a recreationist within the present-day community; • show a coherent critical understanding of the social, psychological, physical and environmental advances of recreation participation as well as the different programme areas and formats; • reflect and stimulate an ethical accountable attitude towards the different forms of recreation. 		
Method of delivery: Full-time		
Assessment modes: Assessment criteria will be provided at the beginning of the semester by means of a working schedule		

Module code: RKKX123	Semester 2	HEQF level: 5a(5)
Title: Introduction to Outdoor Recreation		
<p>Module outcomes:</p> <p>After completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • reflect basic/fundamental knowledge and critical understanding on the historic development of outdoor recreation; • demonstrate effective and efficient evaluation skills to solve known problems regarding safety management in an accountable manner; • show a coherent and critical understanding on the philosophical foundations and key principles of recreation; • supply outdoor recreation from an established ethical value system. 		

Method of delivery:	Full-time
Assessment modes:	Assessment criteria will be provided at the beginning of the semester by means of a working schedule

Module code: RKKX214	Semester 1	HEQF level: 5b(6)
Title: Recreation Leadership		
Module outcomes:		
After completion of this module, students should be able to:		
<ul style="list-style-type: none"> • demonstrate fundamental knowledge regarding recreation leadership including leadership theories and –techniques; • apply practical leadership skills in leading various target groups; • identify and solve known and unknown problems concerning recreation leadership from an established ethical value system and at the hand of various leadership principles and –theories. 		
Method of delivery:	Full-time	
Assessment modes:	Assessment criteria will be provided at the beginning of the semester by means of a working schedule	

Module code: RKKX314	Semester 1	HEQF level: (6)7
Title: Professional Issues in Recreation Science		
Module outcomes:		
After completion of this module, students should be able to:		
<ul style="list-style-type: none"> • demonstrate complete knowledge regarding the nature and importance of ethics in the provision of recreation services and demonstrate the various ethical theories; • apply competency through the utilization of ethical theories in order to analyse and rate current professional matters in recreation service provision; • identify and solve ethical dilemmas in recreation service provision. 		
Method of delivery:	Full-time	
Assessment modes:	Assessment criteria will be provided at the beginning of the semester by means of a working schedule	

Module code: RKKX325	Semester 2	HEQF level: 6(7)
Title: Recreation Management		
<p>Module outcomes:</p> <p>After completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • reflect complete knowledge regarding the nature and components of recreation management and explain it; • apply management skills in the execution of a variety of management functions; • solve known and unknown problems regarding recreation service delivery by means of effective administration and apply it within an ethical accountable framework. 		
Method of delivery: Full-time		
Assessment modes: Assessment criteria will be provided at the beginning of the semester by means of a working schedule		

8 MODULE OUTCOMES: EXTENDED PROGRAMMES BACHELOR OF COMMERCE

Accounting Special (ACCS111)/ (ACCS121)

Foundation stand alone course run over two semesters of the academic year which is preparatory for the regular first level course in Accounting. It is intended for students who have not taken accounting at a matriculation level. The courses combine some aspects of regular course material with substantial foundation provision.

Analytical thinking (BRSF111)

Foundation stand alone course run over one semester of the academic year which is generic and preparatory for the regular third level course in Economic analysis (ECON321) and Analysis of financial markets (EKRP312), Fiscal and Monetary Policy (ECON311). The courses combine some aspects of regular course material with substantial foundation provision.

Analytical thinking (BRSF111)

Foundation stand alone course run over one semester of the academic year which is generic and preparatory for the regular third level course in Accounting (ACCC371), Auditing (AUDT 321), Taxation (TAXC 311 and TAXC 321) and Cost and Management Accounting (MACC 311 and FINM 321). The courses combine some aspects of regular course material with substantial foundation provision.

Critical thinking skills (CTSS111)

Foundation stand alone course run over one semester of the academic year which is preparatory for critical thinking skills required across all regular modules.

Foundation mathematics (WISS112)/ (WISS122)

Foundation stand alone course run over two semesters of the academic year which is preparatory for the regular first level course in Mathematics in order to achieve a level of mathematical skills. The courses combine some aspects of regular course material with substantial foundation provision.

Foundation statistics (WISF211)/ (WISF221)

Foundation stand alone course run over two semesters of the academic year which is preparatory for the regular first level course in Statistics in order to achieve a level of statistical skills. The courses combine some aspects of regular course material with substantial foundation provision.

9 MODULE OUTCOMES: BACHELOR OF SCIENCE

Module code: BWIN123	Semester 2	HEQF level: 5
Title: Project: Financial Mathematics		
<p>Module outcomes: At the end of this module the student will</p> <ul style="list-style-type: none"> have acquired knowledge and insight into the calculation of interests, time value of money, nominal and effective interest rates and annuities and loans. The concepts are presented in the form of a self-created project. In this module the student acquires skills to handle vaguely defined problems and to integrate concepts from the financial-economic world that can be quantified with the aid of mathematical models and solved by means of computer spreadsheet-based implementation. Specific attention is given to playing off simulation versus the analytical, as well as to discrete versus stochastic modelling of such problems. 		
Method of delivery: Full-time		
Assessment modes: Summative: 1 x 2 hour examination; weight – 50 This is a guideline and can change.		

Module code: BWIN313	Semester 1	HEQF level: 7
Title: Financial Mathematics		
<p>Module outcomes: At the end of this module students</p> <ul style="list-style-type: none"> will have knowledge and insight into the concepts fundamental to actuarial philosophy and actuarial scientific methods, as well as generalized cash-flow models, interests and cash flow, theory of interest and compound interest functions, non-annual interest payments, discounted cash flow techniques, capital redemption insurance, annuities and stochastic interest rate models. Students will also have knowledge and insight into the concepts and notions fundamental to regression theory, fixed-interest-bearing securities, term structure of interest rates, options and futures contracts, as well as the functioning thereof. Students will have skills necessary to describe and implement actuarial scientific methods and philosophy in several investment problems. 		
Method of delivery: Full-time		
Assessment modes: Summative: 1 x 3 hour examination; weight – 50 This is a guideline and can change.		

Module code: BWIN321	Semester 2	HEQF level: 7
Title: Project: Stock Exchange Modelling and Analysis		
<p>Module outcomes:</p> <ul style="list-style-type: none"> This module builds on the concepts that were acquired in BWIN123 to a more advanced level. Teamwork play a very important roll en there are more required from students in respect of self study and research. The focus is on usage and development of more advanced system to aide in decision making. The modelling and analysis of the behaviour of securities on the securities exchange will form the framework in which the training will take place. After the successful completion of this module the student will be able to manage on his/her own his/hers own portfolio on the securities exchange and be able to work effectively in a team where the focus is on the integration of knowledge of different disciplines to solve specific problems in the financial risk environment. 		
Method of delivery: Full-time		
<p>Assessment modes: Summative: 1 x 2 hour examination; weight – 50 This is a guideline and can change.</p>		

Module code: BWIN324	Semester 2	HEQF level: 7
Title: Project: Stock Exchange Modelling and Analysis		
<p>Module outcomes:</p> <p>The module elaborates on the principles laid down in BWN123 at a more advanced level. Teamwork plays a greater role, and more is expected from students in terms of self-study and research. The focus here concerns the use and development of more advanced systems to support decision-making. Modelling and analysis of the performance of securities at the equity market will be used as the framework of training.</p> <p>On successful completion of the module the student</p> <ul style="list-style-type: none"> will be able to manage independently his own portfolio at the stock exchange and to work effectively in a team, with the focus on the integration of knowledge from different disciplines in the financial risk management environment. 		
Method of delivery: Full-time		
<p>Assessment modes: Summative: 1 x 3 hour examination; weight – 50 This is a guideline and can change.</p>		

Module code: ITRW112	Semester 1	HEQFlevel: 5
Title: Introduction to Programming		
<p>Module outcomes: Upon completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • demonstrate knowledge of the different components of the computer, an information system and programming languages and their uses. The student will also have acquired knowledge of the utilization and use of spreadsheets. The student will have knowledge of spreadsheets, which includes tables, computations, transfer of data between different applications and application environments, functions and graphs to process and present data; • demonstrate the ability to solve problems by analyzing and implementing structured programming techniques, data manipulation and data representation, event-driven applications in the spreadsheet developments environment; • proof insight into the ethical issues of the broader IT-world and be aware of the risks and dangers that challenge the IT-world; • demonstrate communication skills in writing a report after a project is completed. 		
Method of delivery: Full-time		
Assessment modes: Summative: 1 x 3 hour examination; weight – 50		
This is a guideline and can change.		

Module code: ITRW123	Semester 2	HEQF level: 5
Title: Graphical Interface Programming I		
<p>Module outcomes: Upon completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • demonstrate knowledge to write a computer program that requires theoretical foreknowledge; • solve problems by applying theoretical foreknowledge; • demonstrate that he/she has sufficient foreknowledge and insight into the graphical interface environment to develop computerized systems in a object-oriented computer language; • demonstrate an understanding and the ability to implement the repeat, conditional and sequential structures; and • aspects like graphical interface design, event-driven programming procedures and object 		

oriented programming as a basis have been established.
Method of delivery: Full-time
Assessment modes: Summative: 1 x 3 hour examination; weight – 50 This is a guideline and can change.

Module code: ITRW124	Semester 2	HEQF level: 5
Title: Programming I		
Module outcomes: Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> • demonstrate a fundamental knowledge of the basic structures, data types, methods, classes and objects and their uses an object oriented programming language; • demonstrate the ability to solve unknown problems by designing and implementing object oriented programs, do error tracing, testing and execute applications; • have insight into and understand the issues related to the broader IT-environment and be aware of risks and dangers of the IT-environment. 		
Method of delivery: Full-time		
Assessment modes: Summative: 1 x 3 hour examination; weight – 50 This is a guideline and can change.		

Module code: ITRW211	Semester 1	HEQF level: 6
Title: Graphical Interface Programming II		
Module outcomes: Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> • demonstrate a solid knowledge of multi-threading, string processing, databases, data structures and sets and show intelligent insight into the theory of graphical programming interfaces; • design systems that is directed to industry and is user friendly and apply professional and ethical codes; • identify problems, critically analyze them and suggest solutions by designing and developing computer applications with the emphasis on user friendly interfaces; and • demonstrate the ability to communicate/demonstrate solutions/programmes as individual or in a group by using applicable academic/professional oral or written reasoning. 		
Method of delivery: Full-time		

Assessment modes: Summative: 1 x 3 hour examination; weight – 50 This is a guideline and can change.
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Module code: ITRW212	Semester 1	HEQF level: 6
Title: Programming II		
Module outcomes: Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> • demonstrate knowledge of search, sort and recursion methods and the use of an object oriented programming language and concepts to solve basic problems; • analyze and solve a problem and write a structured object oriented program for the solution; • discuss, use and do calculations in different numbering systems such as the binary numbering system; and • solve problems that need file and exception handling in an object oriented programming language. 		
Method of delivery: Full-time		
Assessment modes: Summative: 1 x 4 hour examination; weight – 50 This is a guideline and can change.		

Module code: ITRW213	Semester 1	HEQF level: 6
Title: Systems Analysis and Design I		
Module outcomes: Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> • demonstrate sufficient knowledge and insight into project management techniques and apply the phases and techniques of the system development life cycle when the system is planned, analysed and developed; • demonstrate that he/she can correctly apply and use the phases and techniques of a project as individual or in a group. The student must be able to manage a practical project by applying project management techniques. The student will think and behave in a innovative and creative way when a computerized system is designed and developed; • successfully write reports of projects and present it orally; • apply a professional attitude towards clients and use computer resources ethically and responsible when they create, complete and deliver IT projects. 		

Method of delivery:	Full-time
Assessment modes:	Summative: 1 x 3 hour examination; weight – 50
This is a guideline and can change.	

Module code: ITRW214	Semester 1	HEQF level: 6
Title: Decision Support Systems I		
Module outcomes: Upon completion of this module, the student should be able to:		
<ul style="list-style-type: none"> • demonstrate sufficient knowledge and insight into decision support systems and discuss the value of such systems with a company; • formulate LP problems; • solve LP problems (graphically and by using the simplex method); • do sensitivity analysis on LP problems; and • solve transportation and assignments problems and integer programming problems while using network models and network applications. 		
Method of delivery:	Full-time	
Assessment modes:	Summative: 1 x 3 hour examination; weight – 50	
This is a guideline and can change.		

Module code: ITRW222	Semester 2	HEQF level: 6
Title: Data Structures and Algorithms		
Module outcomes: Upon completion of this module, the student should be able to:		
<ul style="list-style-type: none"> • demonstrate sufficient knowledge and insight of data structures (vectors, matrices, linked lists, stacks and queues) and the complexities of data structures by setting up and manipulating object oriented methods to create abstract data types for the named data structures to solve different problems. 		
Method of delivery:	Full-time	
Assessment modes:	Summative: 1 x 3 hour examination; weight – 50	
This is a guideline and can change.		

Module code: ITRW225	Semester 2	HEQF level: 6
Title: Systems Analysis and Design II		
<p>Module outcomes: Upon completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • demonstrate sufficient knowledge and insight into project management techniques and the phases of the system life cycle to apply when a system is designed and implemented; • demonstrate that he/she can correctly apply and use the phases and techniques of a project as individual or in a group. The student must be able to manage a practical project by applying project management techniques. The student will think and behave in an innovative and creative way when a computerized system is designed and developed; • successfully write reports of projects and present it orally; and • apply a professional attitude towards clients and use computer resources ethically and responsibly when they create, complete and deliver IT projects. 		
Method of delivery: Full-time		
Assessment modes: Summative: 1 x 3 hour examination; weight – 50 This is a guideline and can change.		

Module code: ITRW311	Semester 1	HEQF level: 7
Title: Data Bases I		
<p>Module outcomes: Upon completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • apply a rounded and systematically knowledge and insight of entity relation modelling; normalization of database tables; write SQL and PL/SQL statements; apply procedures to design databases and retrieve information to solve known and abstract computer problems within the database environment. 		
Method of delivery: Full-time		
Assessment modes: Summative: 1 x 3 hour examination; weight – 50		

Module code: ITRW313	Semester 1	HEQF level: 7
Title: Expert Systems		
<p>Module outcomes: Upon completion of this module, the student should be able to:</p>		

<ul style="list-style-type: none"> • demonstrate sufficient knowledge of the important issues of the subject area as well as the historical background of the subject area; • know the basic concepts in the field of knowledge based systems; • understand the basis techniques in the field (for example knowledge representation and inference) and demonstrate the ability to apply practical problems; and • develop simple computer programmes as expert systems by using suitable development tools or programming languages.
Method of delivery: Full-time
Assessment modes: Summative: 1 x 3 hour examination; weight – 50 This is a guideline and can change.

Module code: ITRW315	Semester 1	HEQF level: 7
Title: Communication Skills		
<p>Module outcomes:</p> <p>Learning unit A: Personal and Interpersonal efficiency Upon completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • demonstrate a basic knowledge and insight of a principal bases value system to be used to set his/her objectives; • demonstrate basic knowledge and insight to speak out on the importance of a skill in good interpersonal relationships and conflict management techniques and apply it on a small scale. <p>Learning unit B: Technical Communication Upon completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • demonstrate that basic skills in communication of writing and presenting have been achieved; and • confidently write structured reports with. 		
Method of delivery: Full-time		
Assessment modes: Summative: 1 x 3 hour examination; weight – 50 This is a guideline and can change.		

Module code: ITRW316	Semester 1	HEQF level: 7
Title: Operating Systems		
<p>Module outcomes: Upon completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • demonstrate a well rounded and systematically knowledge and insight into the principals of operating systems and the ways operating systems are implemented; • demonstrate she skills to install operating systems on computers; and • demonstrate the skills to use Linux and utility programmes in the execution of tasks. 		
Method of delivery: Full-time		
<p>Assessment modes: Summative: 1 x 3 hour examination; weight – 50 This is a guideline and can change.</p>		

Module code: ITRW317	Semester 1	HEQF level: 7
Title: Artificial Intelligence		
<p>Module outcomes: Upon completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • demonstrate a well rounded and systematically knowledge of the concepts and techniques (like knowledge representation and search) within the field of Artificial Intelligence; and • demonstrate the ability to do problem solving as an individual by writing simple computer programmes in an Artificial Intelligence language suck as Prolog. 		
Method of delivery: Full-time		
<p>Assessment modes: Summative: 1 x 3 hour examination; weight – 50 This is a guideline and can change.</p>		

Module code: ITRW321	Semester 2	HEQF level: 7
Title: Data Bases II		
<p>Module outcomes: Upon completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • apply a rounded and systematically knowledge and insight of transaction management, management of simultaneous use, distributed databases management systems and database administration as an individual or in a group, applied on the administration of databases to solve known and abstract computer problems within the database environment. 		
Method of delivery: Full-time		

Module code: ITRW322	Semester 2	HEQF level: 7
Title: Computer Networks		
<p>Module outcomes: Upon completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • demonstrate a rounded and systematically knowledge of the workings of example networks of different reference frameworks for computer networks as well as network protocols that play a role on the different levels of the reference framework; and • complete a project that has different network possibilities as an individual or in a group. 		
Method of delivery: Full-time		
Assessment modes: Summative: 1 x 3 hour examination; weight – 50		
This is a guideline and can change.		

Module code: ITRW324	Semester 2	HEQF level: 7
Title: IT Developments		
<p>Module outcomes: Upon completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • demonstrate skills to do searches on the Internet and other sources to obtain supportive material to add to the knowledge and to solve problems; • demonstrate the ability to study, investigate, master and implement new technology with self confidence and independently; • write correct reports on subjects that have been researched and mastered and systems 		

that have been designed and implemented and to orally discuss and demonstrate these reports with fellow students.
Method of delivery: Full-time
Assessment modes: Summative: Approximately 6 projects (no written examination) This is a guideline and can change.

Module code: ITRW325	Semester 2	HEQF level: 7
Title: Decision Support Systems II		
Module outcomes: Upon completion of this module, the student should be able to:		
<ul style="list-style-type: none"> • demonstrate a rounded and systematically knowledge and insight into the architecture of a decision support system; • demonstrate the skills to solve, individually or in a group, different types problems by choosing an appropriate decision support model; and • demonstrate the ability to construct a decision support system by integrating all previous obtained knowledge. 		
Method of delivery: Full-time		
Assessment modes: Summative: 1 x 3 hour examination; weight – 50 This is a guideline and can change.		

Module code: STTN111	Semester 1	HEQF level: 5
Title: Descriptive Statistics		
Module outcomes: Upon completion of this module, the student should be able to:		
<ul style="list-style-type: none"> • demonstrate fundamental knowledge of the most important elementary statistical techniques that are used daily, such as sampling methods, graphical representation of data, descriptive measures of location and spread, least squares line fitting, prediction from least squares lines, the coefficient of correlation, multiple linear regression with applications in prediction, time series data, movement components to predict future outcomes, practical considerations regarding sample surveys and sample sizes. • demonstrate problem solving skills by analysing known and unknown problems, using knowledge to apply sampling methods, graphical representation of data, descriptive measures of location and spread, least squares line fits, predictions using least squares 		

fits, correlation coefficients, interpretation of multiple linear regression output, movement component calculations, prediction of future outcomes time series data and sample size determination to real life data.
Method of delivery: Full-time
Assessment modes: Summative: 1 x 2 hour examination; weight – 50 This is a guideline and can change.

Module code: STTN121	Semester 2	HEQF level: 5
Title: Introductory Statistical Inference		
<p>Module outcomes: Upon completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> demonstrate fundamental knowledge of probability and probability distributions, the central limit theorem, estimation of population parameters by the use of point and interval estimation, hypothesis testing for population means and proportions for one and two samples, one-way analysis of variance (ANOVA) and categorical data analysis, contingency tables and basic tests on categorical data. demonstrate problem solving skills by analysing known and unknown problems, using knowledge to do simple probability calculations, apply the central limit theorem, estimate population parameters using point and interval estimation, test hypotheses for population means and population proportions for one and two samples, apply one-way analysis of variance (ANOVA) methods and interpret computer output, apply methods for categorical data analysis such as contingency tables and basic tests on categorical data. 		
Method of delivery: Full-time		

Module code: STTK211	Semester 1	HEQF level: 6
Title: Probability Theory		
<p>Module outcomes: Upon completion of this module, the student should be able to demonstrate knowledge of:</p> <ul style="list-style-type: none"> concepts such as the sample space, events, probability measures, counting methods, random outcomes of events and the independence of events; important probability theorems such as the law of total probability and the theorem of Bayes; random variables, distribution functions and mass function. Special attention will be given 		

to discrete random variables and the following distributions are discussed in detail: binomial, geometric, negative binomial, hyper geometric, and Poisson. The following continuous random variable together with the distribution function is discussed in detail: exponential, gamma and normal distributions. Functions of these variables are also discussed;

- probability structure of two or more random variables defined for the same sample space and functions of joint distributions;
- conditional distributions and the application of probability calculation on conditional distributions;
- order statistics and the application thereof;
- the expected value and standard deviation of all the important mass functions and density functions that were treated in earlier work;
- covariance and correlation of two random variables, together with conditional expected values and moment generating functions. The use of the first and second moments are also discussed;
- two of the most important theorems of Probability Theory, the so called Law of Large Numbers and the Central Limit Theorem.

Method of delivery: Full-time

Assessment modes: Summative: 1 x 3 hour examination; weight – 50
This is a guideline and can change.

Module code: STTN221	Semester 2	HEQF level: 6
Title: Sampling theory and Statistical Inference		
<p>Module outcomes: Upon completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • demonstrate fundamental knowledge of distributions derived from the normal distribution, various sampling methods and their properties, the method of moments and method of maximum likelihood to estimate parameters, efficiency of an estimator and sufficient statistics. • demonstrate problem solving skills by analysing known and unknown problems, using knowledge to derive properties of distributions derived from the normal distribution, estimate various parameters when employing different sampling techniques, estimate parameters by means of the method of moments and maximum likelihood, determine if 		

<p>an estimator is efficient and find sufficient statistics in a variety of problems.</p> <ul style="list-style-type: none"> • apply these concepts to real world data.
<p>Method of delivery: Full-time</p>
<p>Assessment modes: Summative: 1 x 3 hour examination; weight – 50</p> <p>This is a guideline and can change.</p>

Module code: STTN311	Semester 1	HEQF level: 7
Title: Statistical Interference		
<p>Module outcomes: Upon completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • demonstrate fundamental knowledge of the following statistical concepts, such as complete and sufficient statistics, testing hypotheses, the duality of confidence intervals and hypothesis testing, informal techniques for assessing goodness of fit, methods for summarizing data, measures of location and spread, comparing two samples, comparing paired samples, experimental designs, the analysis of categorical data and Bayesian inference. • demonstrate his/her ability to construct complete and sufficient statistics, use the Neyman-Pearson paradigm to perform a hypothesis test, apply the connection between hypothesis testing and confidence intervals in the context of estimation, make conclusions using descriptive methods of statistics, apply methods for summarizing data, calculate measures of location and spread, implement methods to compare two samples as well as paired samples, understand different experimental designs, analyse categorical data and use methods of Bayesian inference. 		
<p>Method of delivery: Full-time</p>		
<p>Assessment modes: Summative: 1 x 3 hour examination; weight – 50</p> <p>This is a guideline and can change.</p>		

Module code: STTN321	Semester 2	HEQF level: 7
Title: Linear Models		
<p>Module outcomes: Upon completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • Understand the simple and multiple linear regression models. Understand the reasoning behind the assumptions in the regression model and derive the distributions of the test statistics used in the inferences related to linear regression models. Derive the least 		

<p>squares and maximum likelihood estimates of the parameters in a linear regression model. Describe a linear regression model in matrix and vector notation. Diagnose any departures from the assumptions and then apply remedial measures to correct the departures from the assumptions. Understand the concepts of simultaneous inference as applied to linear regression models. Describe how qualitative and quantitative predictor variables are dealt with within the linear regression framework.</p> <ul style="list-style-type: none"> • Understand the fundamental concepts underlying nonlinear regression. Describe the process of estimation of parameters in nonlinear regression models. Describe the following models: Logistic regression models and Poisson regression models. Understand how these models are related to the generalized linear model. Perform inferences associated with these models. • Implement linear regression models by simple calculation and using computer software. Practically diagnose models using the diagnostics steps described in the theory and then apply the remedial measures in a practical context. Implement nonlinear regression models by simple calculation and using computer software.
Method of delivery: Full-time
Assessment modes: Summative: 1 x 3 hour examination; weight – 50 This is a guideline and can change.

Module code: STTN322	Semester 2	HEQF level: 7
Title: Statistics Project		
<p>Module outcomes: Upon completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • carry out a successful statistical project, from design to analysis. The learner should be able to identify which models are appropriate for a given data set, and make use of SAS or R to be able to implement the appropriate model. The learner should be able to reconcile the theory of the basic statistical analyses learnt in previous courses with the practical nature of the project and apply these techniques. The learner must also be able to compile/compose appropriate documentation for the project. Develop oral presentation skills by presenting the project in a professional setting. • demonstrate the necessary computer skills required to deal with statistical analyses using SAS and R, but also to deal with a wider variety of problems. Be able to apply computer based simulation studies using the languages R and SAS. 		
Method of delivery: Full-time		
Assessment modes: Summative: 1 x 3 hour examination; weight – 50		

This is a guideline and can change.

Module code: TGWN122	Semester 2	HEQF level: 5
Title: Mathematical Modelling and Vector Algebra		
Module outcomes: <ul style="list-style-type: none"> On completing this module, students should be able to do the following: demonstrate fundamental knowledge of the steps in the mathematical modelling process, geometric similarity, proportionalities, interpolation and fitting of a curve to data by means of least squares, the die L1 norm and the Tsjebisjeff norm, dimensional analysis, the theorem of Buckingham, differential equations, separable differential equations, initial conditions, model ling of growth processes, including Malthus and logistic growth, cooling problems, mixing problems and chemical reactions, geometric vectors, operations with them and use of them, and applications of them to forces and equilibrium problems; demonstrate problem solving skills by analysing familiar and unfamiliar problems, using knowledge of techniques to build mathematical models, solve separable differential equations, fit models to data, modelling by means of dimensional analysis; building models using separable differential equations and modelling and solving geometrical and statics problems by means of vectors. 		
Method of delivery: Full-time		
Assessment modes: Summative: 1 x 2 hour examination; weight – 50		
This is a guideline and can change.		

Module code: TGWN222	Semester 2	HEQF level: 6
Title: Numerical Analysis		
Module outcomes: <p>On completing this module the student should be able to do the following: demonstrate fundamental knowledge and insight into the theory of basic numerical methods for general occurring mathematical problems, amongst which are the solving of non-linear equations, determining interpolation polynomials and the numerical determining of definite integrals, demonstrate problem solving skills by solving non-linear equations through iteration techniques, determining the interpolation polynomials of Lagrange and Newton, determining definite integrals by means of the trapezium method, Simpson’s rule, Romberg integration and Gauss quadrature, and the computer application of these techniques, show a fondness for this field of study and demonstrate insight into the relation between reality and abstraction, model</p>		

and solution; reveal a Christian or alternative perspective on the subject.
Method of delivery: Full-time
Assessment modes: Summative: 1 x 3 hour examination; weight – 50 This is a guideline and can change.

Module code: WISN111	Semester 1	HEQF level: 5
Title: Introduction to Algebra and Analysis I		
<p>Module outcomes: On completing this module, students should be able to do the following: demonstrate fundamental knowledge of basic set theory and logic, the system of integer and real numbers, mathematical induction, permutations and combinations and the binomial theorem, the concept of functions, circle measure and trigonometric functions, inverse functions and inverse trigonometric functions, polynomials in one variable, rational functions, partial fractions, vectors and the operations between vectors, complex numbers, representations by polar coordinates, limits, continuity and differentiability of standard functions, indefinite integrals of simple functions, the theorem of L'Hospital and its applications, the use of derivatives in optimisation and in sketching curves; demonstrate problem solving skills by analysing familiar and unfamiliar problems, by using the knowledge of techniques to apply set notation and logic to systems of numbers, by proving theorems with mathematical induction, by determining the number of arrangements and selections from a set, by developing powers of first degree polynomials, by finding the limits of all the above mentioned functions, also by using the theorem of L'Hospital, by calculating derivatives and indefinite integrals of simple functions and sketching the functions, by formulating optimisation problems mathematically and using knowledge of derivatives to solve them, by performing operations with complex numbers and vectors, and sketching curves in polar coordinates.</p>		
Method of delivery: Full-time		
Assessment modes: Summative: 1 x 2 hour examination; weight – 50 This is a guideline and can change.		

Module code: WISN113	Semester 1	HEQF level: 5
Title: Basic Mathematical Techniques		
<p>Module outcomes: At the end of this module, students have mastered the following topics at an introductory level: the concept of a mathematical function elucidated from examples that include exponential and</p>		

logarithmic functions; a method to solve sets of linear equations; matrix algebra; linear programming problems in two variables; analysis of the rate of change of mathematical functions by using differentiation to investigate the characteristics of the function. The student acquires skills to recognise the presence and applicability of mathematical concepts in a scientific situation and to construct a mathematical model of the problem situation in order to reach a solution by applying differentiation techniques, arithmetic techniques or linear algebra.

Method of delivery: Full-time

Assessment modes: Summative: 1 x 2 hour examination; weight – 50

This is a guideline and can change.

Module code:	Semester 1	
WISN112/WISN123		
Title: Mathematical Techniques		
<p>Module outcomes: At the end of this module students have mastered the following topics at an introductory level: the concept of a mathematical function elucidated from examples that include exponential and logarithmic functions; the concepts differentiation and integration; a method to solve systems of linear equations; matrix algebra; linear programming problems in two variables; analysis of the rate of change of mathematical functions by using differentiation to investigate the characteristics of the function. The student has acquired skills to recognise the presence and applicability of mathematical concepts in an economic situation and to construct a mathematical model of the problem situation in order to reach a solution by applying differentiation techniques, arithmetic techniques or linear algebra.</p>		
Method of delivery: Full-time WISN123 also part-time		
Assessment modes: Summative: 1 x 2 hour examination; weight – 50		
This is a guideline and can change.		

Module code: WISN121	Semester 2	HEQF level: 5
Title: Introduction to Algebra and Analysis II		
<p>Module outcomes: On completing this module, students should be able to do the following: demonstrate fundamental knowledge of basic concepts of sequences, series and power series, and the basic theorems on the converging of series, Taylor series, the basic properties and applications of the definite integral, the fundamental theorems of differential and integral calculus, hyperbolic and inverse hyperbolic functions, applications of integration to surfaces, lengths and volumes, first order separable differential equations, systems of linear equations, Gaussian reduction, matrices and matrix operations, determinants and Cramer's rule; demonstrate problem solving skills by analysing familiar and unfamiliar problems, using knowledge of techniques to handle systems of linear equations, judging convergence of sequences and series, calculating Taylor series, determining integrals and derivatives and integrals of exponential and hyperbolic functions, solving differential equations and calculating surfaces, lengths and volumes.</p>		
Method of delivery: Full-time		
Assessment modes: Summative: 1 x 3 hour examination; weight – 50 This is a guideline and can change.		

Module code: WISN211	Semester 1	HEQF level: 6
Title: Analysis III		
<p>Module outcomes: On completing this module, students should be able to do the following: demonstrate a thorough knowledge and insight into all the aspects of the differential calculus of multivariate functions: partial and directional derivatives, the gradient function, optimisation problems, including Lagrange's method, the theory of multiple integrals to calculate partial derivatives, directional derivatives and gradients, and double and triple integrals; demonstrate problem solving skills by analysing familiar and unfamiliar problems, using knowledge of techniques to solve practical problems modelled with multivariate functions. Students should demonstrate the ability to use the geometric and physical meaning of the above-mentioned concepts to abstract the underlying mathematical structure of applied problems and to interpret the significance of the mathematical solution.</p>		
Method of delivery: Full-time		

Module code: WISN212	Semester 1	HEQF level: 6
Title: Linear Algebra I		
<p>Module outcomes: On completing this module students should be able to do the following: demonstrate a thorough knowledge and insight into the solvability of systems of linear equations; the basic properties of Euclidian spaces and linear transformations, interdependency of general vector space concepts; demonstrate the ability to determine Eigen values and Eigen vectors; demonstrate problem solving skills by analysing familiar and unfamiliar problems, using knowledge of techniques to solve systems of linear equations in the context of a vector space; to perform matrix operations; to determine bases for subspaces; to calculate Eigen values and Eigen vectors; to execute these matrix calculations and interpret the results.</p>		
Method of delivery: Full-time		
Assessment modes: Summative: 1 x 3 hour examination; weight – 50		
This is a guideline and can change.		

Module code: WISN223	Semester 2	HEQF level: 6
Title: Discrete Mathematics		
<p>Module outcomes: On completion of the module the learner should be able to:</p> <ul style="list-style-type: none"> • demonstrate knowledge of: proportional- and predicate logic and logical argumentation; general proving techniques, including direct and indirect arguments and counter examples; basic notation and the properties of set theory and Boolean algebra; calculation of probabilities by basic counting techniques; properties of mathematical functions and the pigeonhole principle; the introductory graph theory; • Apply and demonstrate the mathematical concepts; • Recognise the presence and applicability of mathematical concepts in a practical situation and be able to program the concepts in the correct way. 		
Method of delivery: Full-time		
Assessment modes: Summative: 1 x 3 hour examination; weight – 50		
This is a guideline and can change.		

Module code: WISN221	Semester 2	HEQF level: 6
Title: Analysis IV		
<p>Module outcomes: On completing this module, students should be able to do the following: demonstrate a thorough knowledge and insight into line integrals of scalar valued and vector valued functions of two and three variable functions; the fundamental theorem and Green's theorem for line integrals and their applications; surface integrals of scalar valued and vector valued functions; the theorem of Stokes and the divergence theorem of Gauss and their applications; the theory of higher order linear differential equations and methods (of undetermined coefficients and the variation of parameters) to solve second order linear differential equations with constant coefficients; sequences and series of real numbers; tests for convergence (integral test, comparison test, limit comparison test) and tests for absolute convergence of series of real numbers (ratio and root tests); demonstrate problem solving skills by analysing familiar and unfamiliar problems; using knowledge of techniques to calculate line integrals of scalar valued and of vector valued functions and use them in solving practical problems (such as the calculation of surfaces and the calculation of work done by forces along curves); by calculating surface integrals of scalar valued and vector valued functions of two and three variables and use them to solve practical problems (such as calculating flow rates through surfaces); by using the Theorem of Stokes to calculate surface integrals by using line integrals along closed curves and vice versa; by using the theorem of Gauss to calculate surface integrals of vector fields over closed surfaces by evaluating triple integrals; by determining the solutions of homogeneous linear differential equations that have constant coefficients and by solving non-homogeneous linear equations using the methods of indeterminate coefficients and the variation of parameters; by using the different (relevant) tests for the convergence of series of real numbers to test for the convergence of these series.</p>		
Method of delivery:	Full-time	
Assessment modes:	Summative: 1 x 3 hour examination; weight – 50	
This is a guideline and can change.		

Module code: WISN222	Semester 2	HEQF level: 6
Title: Linear Algebra II		
<p>Module outcomes: On completing this module, students should be able to do the following: demonstrate a thorough knowledge and insight into general vector spaces and bases; inner products; vector norms; linear transformations. The student acquires knowledge and insight into matrix and vector norms and stepwise orthogonal transformations on a matrix; learn to execute LU factorising and to calculate certain systems of differential equations; demonstrate problem-solving skills by analysing familiar and unfamiliar problems; by using knowledge of techniques to determine inner products, vector norms and linear transformations.</p>		
Method of delivery: Full-time		
<p>Assessment modes: Summative: 1 x 3 hour examination; weight – 50 This is a guideline and can change.</p>		

Module code: WISN311	Semester 1	HEQF level: 7
Title: Real Analysis I		
<p>Module outcomes: On completing this module, students should be able to do the following: demonstrate a rounded and systematic knowledge and insight into the theory of real numbers; the topology of vector spaces with finite dimensions; compactness and connectedness of sets; continuous and uniform continuous functions; continuous images of compact and connected sets; implicit functions and the implicit function theorem in three dimensions; convergence of sequences and Cauchy sequences; convergence and continuous convergence of sequences of functions; Riemann and abstract integration, sigma algebras and measurable spaces; general measurable and Borel measurable functions; measures on measurable spaces; integral and measurable functions; the monotone convergence theorem; Fatou's lemma and Lebesgue's convergence theorem; the relation between Riemann and Lebesgue integrals; the characterisation of Riemann integrable functions in terms of continuity; demonstrate problem solving skills as an individual and as member of a group by analysing familiar and unfamiliar analysis problems, by testing functions for continuity, by solving problems from integration theory and by applying abstract mathematical theorems and concepts in areas such as probability theory.</p>		
Method of delivery: Full-time		

Assessment modes: Summative: 1 x 3 hour examination; weight – 50

Module code: WISN321	Semester 2	HEQF level: 7
Title: Real Analysis II		
Module outcomes: On completing this module, students should be able to do the following: demonstrate a rounded and systematic knowledge and insight into the derivative of vector functions and of multivariate functions and applying them to determine differentials; the concept differentiability; the concept directional derivative and its application to solve familiar and unfamiliar problems in the field of real analysis. Students must also have a rounded knowledge of Taylor's theorem and its applications; the general implicit function theorem; improper integrals and the calculation of integrals, as well as the theorems of Radon-Nikodym and Fubini and how to use them. Students must demonstrate skills to test for convergence by using improper integrals and infinite series; the ability to calculate the maxima and minima of multivariable functions; to apply various theorems from measure and integration theory in areas like probability theory, functional analysis and financial mathematics.		
Method of delivery: Full-time		
Assessment modes: Summative: 1 x 3 hour examination; weight – 50 This is a guideline and can change.		

Module code: WVNS211	Semester 1	HEQF level: 6
Title: Understanding the World		
Module outcomes: Upon completion of this module, the student should be able to: <ul style="list-style-type: none">• have a fundamental knowledge base of the nature and function of world views and ideologies as reflected in the historical development of science from antiquity up to the post-modern era;• understand the relationship between norms and science; understand the influence of science and technology on the spiritual, cultural and material world view of man, his society and his environment;• understand and discuss key issues in the development of science in the context of value systems as reflected in their world view.		
Method of delivery: Full-time		

Assessment modes: Summative: 1 x 2 hour examination; weight – 50 This is a guideline and can change.
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Module code: WVNS221	Semester 2	HEQF level: 6
Title: Understanding the World		
<p>Module outcomes: Upon completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • demonstrate that they can identify and critically react to the basic issues in the contemporary discussion about science, technology and society, with specific reference to the science and technology system in South Africa; • be able to identify and critically react, according to a value-based orientation in a particular world view, to the most important ethical issues in the subject areas of a programme; • understand the role of multi-culturality in the conduct of scientific practice and in the progress of science; • be able to adopt a well-argued viewpoint on the concept of sustainable development, including the socio-economic implications thereof. • be able to discuss different systems-thinking perspectives and view contemporary issues in science and technology from a systems perspective. <p>In all cases the view expressed by the student must flow forth from a self-chosen but acknowledged frame of reference in the relevant area.</p>		
Method of delivery: Full-time		
Assessment modes: Summative: 1 x 2 hour examination; weight – 50 This is a guideline and can change.		

10 MODULE OUTCOMES: EXTENDED PROGRAMMES BACHELOR OF SCIENCES

Accounting Special (ACFS111)/ (ACFS121)

Foundation stand alone course run over two semesters of the academic year which is preparatory for the regular first level course in Accounting. The courses combine some aspects of regular course material with substantial foundation provision.

Critical thinking skills (CTSS111)

Foundation stand alone course run over one semesters of the academic year which is preparatory for critical thinking skills required across all regular modules.

Introduction to problem solving (ITSP111)

Foundation stand alone course run over one semester of the academic year which is preparatory for the regular first level course in Introduction to Programming. It is intended for students who have not taken programming at a matriculation level. The courses combine some aspects of regular course material with substantial foundation provision.

Introductory Programming Principals (ITSP121)

Foundation stand alone course run over one semester of the academic year which is preparatory for the regular first level course in Programming. The courses combine some aspects of regular course material with substantial foundation provision.

Introduction to Graphical Interface Programming (ITSP113)

Foundation stand alone course run over one semester of the academic year which is preparatory for the regular first level course in Graphical Interface Programming. The course combines some aspects of regular course material with substantial foundation provision.

Introduction to Object Oriented Programming (ITSP114)

Foundation stand alone course run over one semester of the academic year which is preparatory for the regular first level course in Programming. The course combines some aspects of regular course material with substantial foundation provision.

Introduction to probability, sampling theory and statistical inference (STTF 211)/ (STTF 221)

Foundation stand alone course run over two semesters of the academic year which is preparatory for the regular second level course in Statistics in order to achieve a level of statistical skills. The courses combine some aspects of regular course material with substantial foundation provision.

Augmented Statistical inference and Foundation data mining (STTF311)/ (STTF321)

Foundation stand alone course run over two semesters of the academic year which is preparatory for the regular third level course in Statistics and BMI in order to achieve a level of

data mining skills. The courses combine some aspects of regular course material with substantial foundation provision.

Introductory Mathematics I and Introductory Mathematics II (WISS 113)/ (WISS 123)

Foundation stand alone courses run over two semesters of the academic year which is preparatory for the regular first level course in Mathematics in order to achieve a level of mathematical skills. The courses combine some aspects of regular course material with substantial foundation provision.

Foundation mathematics (WISS 111)/ (WISS121)

Foundation stand alone course run over two semesters of the academic year which is preparatory for the regular first level course in Mathematics in order to achieve a level of mathematical skills. The courses combine some aspects of regular course material with substantial foundation provision.

11 MODULE OUTCOMES: DIPLOMA IN SPORT SCIENCE

Module code: MBXR 114	Semester 1	HEQF level: 5
Title: Basic Anatomy and energy systems		
<p>Module outcomes:</p> <p>Upon completion of this module, you should be able to:</p> <ul style="list-style-type: none"> describe as well as present diagrammatically the regional anatomy of the thorax, abdomen, pelvis, back, upper and lower limbs prepare teams in a scientifically founded way and sport psychologically for various playing conditions/matches be able to analyze sport-physiological adjustments as a result of training using exercise programmes analyze and apply basic nutrition principles and supplements that are of importance for performing well 		
Method of delivery:	Full-time	
Assessment modes:	Formative:	3 class tests: weight – 35 1 integrated assignment: weight – 15
	Summative:	1 x 3-hour examination: weight – 50
This is a guideline and can change		

Module code: MBXR 114	Semester 1	HEQF level: 5
Title: Basic Anatomy and energy systems		
<p>Module outcomes:</p> <p>Upon completion of this module, you should be able to:</p> <ul style="list-style-type: none"> describe as well as present diagrammatically the regional anatomy of the thorax, abdomen, pelvis, back, upper and lower limbs prepare teams in a scientifically founded way and sport psychologically for various playing conditions/matches be able to analyze sport-physiological adjustments as a result of training using exercise programmes analyze and apply basic nutrition principles and supplements that are of importance for 		

performing well	
Method of delivery:	Full-time
Assessment modes:	Formative: 3 class tests: weight – 35 1 integrated assignment: weight – 15 Summative: 1 x 3-hour examination: weight – 50
This is a guideline and can change	

Module code: MBXR 112	Semester 1	HEQF level: 5
Title: Supplementation and Ergogenic aids		
Module outcomes:		
Upon completion of this module, you should be able to:		
<ul style="list-style-type: none"> • able to distinguish between the different types of ergogenics • able to distinguish between legal and illegal ergogenics • do an assignment about the ethical aspects of ergogenics and their use 		
Method of delivery:	Full-time	
Assessment modes:	Formative: 3 class tests: weight – 35 1 integrated assignment: weight – 15 Summative: 1 x 3-hour examination: weight – 50	
This is a guideline and can change		

Module code: MBXK 124	Semester 2	HEQF level: 5
Title: Generic coaching science		
Module outcomes:		
Upon completion of this module, you should be able to:		
<ul style="list-style-type: none"> • a thorough knowledge regarding the nature and demands required by a coaching programme career and the leadership qualities that characterise effective coaching programmes • develop a personal life, sport and coaching philosophy • apply functionally anatomic and sport physiological knowledge in sport • illustrate basic biomechanical regularities in game performance 		
Method of delivery:	Full-time	

Assessment modes:	Formative:	3 class tests: weight – 35 1 integrated assignment: weight – 15
	Summative:	1 x 3-hour examination: weight – 50
This is a guideline and can change		

Module code: MBWK 216	Semester 2	HEQF level: 6
Title: Biomechanics		
Module outcomes:		
Upon completion of this module, you should be able to:		
<ul style="list-style-type: none"> understand the laws of movement in sport and exercise and do biomechanical analysis of different movements command the relevant factual knowledge on neurological events during learning with the aim of critically and creatively identifying and solving problems within sport practice communicate knowledge on task analysis and the facilitation of learning and execution logically apply effective and responsible self-management and justify do-it-yourself or learning models 		
Method of delivery:	Full-time	
Assessment modes:	Formative:	3 class tests: weight – 35 1 integrated assignment: weight – 15
	Summative:	1 x 3-hour examination: weight – 50
This is a guideline and can change		

Module code: MBXG 114	Semester 2	HEQF level: 5
Title: Coaching science of golf		
Module outcomes:		
Upon completion of this module, you should be able to:		
<ul style="list-style-type: none"> apply knowledge of sport scientific components in practice in golf demonstrate sport teaching and coaching programmes at basic level apply subject-specific concepts of biomechanics, exercise physiology, motor learning and psychology to the coaching programmes of individual and team activities 		

Method of delivery:	Full-time	
Assessment modes:	Formative:	3 class tests: weight – 35 1 integrated assignment: weight – 15
	Summative:	1 x 3-hour examination: weight – 50
This is a guideline and can change		

Module code: MBXR 216	Semester 2	HEQF level: 6
Title: Game national analysis and preparation		
Module outcomes:		
Upon completion of this module, you should be able to:		
<ul style="list-style-type: none"> • have knowledge of the various game plans that may be used taking into account the capabilities and deficiencies of a team • be capable of doing game notation analysis and interpret the results thereof • be able to put together according to the above mentioned 		
Method of delivery:	Full-time	
Assessment modes:	Formative:	3 class tests: weight – 35 1 integrated assignment: weight – 15
	Summative:	1 x 3-hour examination: weight – 50
This is a guideline and can change		

Module code: MBWK 219	Semester 2	HEQF level: 6
Title: Sport & Exercise Physiology 1		
Module outcomes:		
Upon completion of this module, you should be able to:		
<ul style="list-style-type: none"> • understand the energy systems and energy consumption by the body • analyze the role of oxygen and other bodily support systems during exercise • understand the functioning of the muscles during exercise and mastering 		
Method of delivery:	Full-time	
Assessment modes:	Formative:	3 class tests: weight – 35 1 integrated assignment: weight – 15
	Summative:	1 x 3-hour examination: weight – 50

This is a guideline and can change

Module code: MBWK 223	Semester 2	HEQF level: 6
Title: Kinanthropometry		
Module outcomes: Upon completion of this module, you should be able to:		
<ul style="list-style-type: none">• to measure tghe skin folds, circumferences, body mass, body length and widths correct and according to international standards• understand theoretical aspects like the determination of the percentages of fat, somatotypification, basic anatomy• understand the measuring error ect and apply them in practice• execute body measurements on patients/sportsmen• consult and write a report on it		
Method of delivery:	Full-time	
Assessment modes:	Formative:	3 class tests: weight – 35 1 integrated assignment: weight – 15
	Summative:	1 x 3-hour examination: weight – 50
This is a guideline and can change		

Module code: MBXR 218	Semester 3	HEQF level: 6
Title: Sport commercialisation, sport development and sport law		
<p>Module outcomes:</p> <p>Upon completion of this module, you should be able to:</p> <p>Sport commercialisation:</p> <ul style="list-style-type: none"> to define and understand the definition of sports commercialisation to develop and implement a sports marketing plan to determine different consumer behaviours to define and understand the market mix and market segmentation <p>Sport development:</p> <ul style="list-style-type: none"> to understand the importance of sport development to plan and implement a session with kids to start a sport club <p>Sport law:</p> <ul style="list-style-type: none"> to understand how clubs constitution must look like according to the law to know what the law say about injuries during matches to understand disciplinary hearings to treat your workers according to labour relations act 		
Method of delivery:	Full-time	
Assessment modes:	Formative:	3 class tests: weight – 35 1 integrated assignment: weight – 15
	Summative:	1 x 3-hour examination: weight – 50
This is a guideline and can change		

Module code: MBXS 225	Semester 2	HEQF level: 6
Title: Game skills application		
<p>Module outcomes:</p> <p>Upon completion of this module, you should be able to:</p> <ul style="list-style-type: none"> to coach p[layers in a scientific way in the application of game skills, game facets, defence patterns and special play in game context 		
Method of delivery:	Full-time	

Assessment modes:	Formative:	3 class tests: weight – 35 1 integrated assignment: weight – 15
	Summative:	1 x 3-hour examination: weight – 50
This is a guideline and can change		

Module code: MBXH 221	Semester 2	HEQF level: 6
Title: Coaching science of hockey		
Module outcomes: Upon completion of this module, you should be able to:		
<ul style="list-style-type: none"> • to apply knowledge of sport scientific components in practice in hockey • demonstrate sport teaching and coaching programmes at basic level • apply subjectspecific concepts of biomechanics, exercise physiology, motor learning and psychology to the coaching programmes of individual and team activities 		
Method of delivery:	Full-time	
Assessment modes:	Formative:	3 class tests: weight – 35 1 integrated assignment: weight – 15
	Summative:	1 x 3-hour examination: weight – 50
This is a guideline and can change		

Module code: MBXS 225	Semester 1	HEQF level: 6
Title: Coaching science of soccer		
Module outcomes: Upon completion of this module, you should be able to:		
<ul style="list-style-type: none"> • be able to apply knowledge of sport scientific in practice in soccer • demonstrate sport teaching and coaching programmes af basic level • apply subject-specific concepts of biomechanics, exercise physiology, motor learning and psychology to the coaching programmes of individual and teams activities 		
Method of delivery:	Full-time	
Assessment modes:	Formative:	3 class tests: weight – 35 1 integrated assignment: weight – 15
	Summative:	1 x 3-hour examination: weight – 50

This is a guideline and can change

Module code: MBWK 218	Semester 3	HEQF level: 6
Title: Introduction to sport injuries		
Module outcomes: Upon completion of this module, you should be able to: <ul style="list-style-type: none">to analyze injury risks and implement preventative measuresapply correct handling/stabilisation of injuriesidentify and treat basic medical injuriesanalyze emergency situations like over-use injury, suffocation, cardiac arrest, burns, fractures and shock		
Method of delivery: Full-time		
Assessment modes: Formative: 3 class tests: weight – 35 1 integrated assignment: weight – 15 Summative: 1 x 3-hour examination: weight – 50		
This is a guideline and can change		

Module code: MBXR 219	Semester 3	HEQF level: 6
Title: Sport organization and administration		
Module outcomes: Upon completion of this module, you should be able to: <ul style="list-style-type: none">to understand organization structures and designsto be able to manage coaches, parents, risk and financeto be able to draw a budget for the clubto know the pros and cons of being an administratorto be able to organise an event in full		
Method of delivery: Full-time		
Assessment modes: Formative: 3 class tests: weight – 35 1 integrated assignment: weight – 15 Summative: 1 x 3-hour examination: weight – 50		
This is a guideline and can change		

Module code: MBXR 217	Semester 3	HEQF level: 6
Title: Sport management		
Module outcomes: Upon completion of this module, you should be able to:		
<ul style="list-style-type: none"> • to understand the basic fundamentals of sport management • to know about leadership styles • to be able to manage the sport environment 		
Method of delivery: Full-time		
Assessment modes: Formative: 3 class tests: weight – 35 1 integrated assignment: weight – 15 Summative: 1 x 3-hour examination: weight – 50 This is a guideline and can change		

Module code: MBWK 226	Semester 3	HEQF level: 6
Title: Sport and exercise psychology		
Module outcomes: Upon completion of this module, you should be able to:		
<ul style="list-style-type: none"> • to apply theoretical knowledge regarding various sport-psychological skills like image-building, psychic energy management, stress management at basic level by accompanying sportsmen • understand and communicate the value of psychological accompaniment for persons with different exercise needs • apply knowledge on psychological skills like motivation, leadership, meaningful communication and setting of objectives within specific contexts 		
Method of delivery: Full-time		
Assessment modes: Formative: 3 class tests: weight – 35 1 integrated assignment: weight – 15 Summative: 1 x 3-hour examination: weight – 50 This is a guideline and can change		



NORTH-WEST UNIVERSITY[®]
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
VAAL TRIANGLE CAMPUS

CALENDAR 2011

POSTGRADUATE

VAAL TRIANGLE CAMPUS

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PLEASE MENTION YOUR UNIVERSITY NUMBER IN ALL CORRESPONDENCE

The General Academic Rules of the University, to which all students have to subject themselves and which apply to all the qualifications offered by the University, appear in a separate publication and are available on the web page (<http://www.nwu.ac.za>).

Please note: Although the information in this Calendar has been compiled with the utmost care and accuracy, the Senate and the Council of the University accept no responsibility whatsoever for errors that may occur. Before students finally decide on the selection of modules, they must consult the class timetable. If a clash occurs in the planned selection of a student, the relevant module combination is not permitted.

WARNING AGAINST PLAGIARISM: Assignments are individual tasks and not group activities (unless explicitly indicated as group activities). For further details see: <http://www.nwu.ac.za>

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Director: Research Development: Prof AS Coetzee van Rooy

RESEARCH DIRECTORS

Focus area: Understanding and Processing Language in Complex Settings (UPSET)

Director: Prof AJ van Rooy

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Subject Chair: Prof HJM van Deventer

Philosophy

Subject Chair: Mr WJA Luyt

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Subject Chair: Prof P de Klerk

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Auditing

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Business Management

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Risk management

Subject Chair: Dr PG Vosloo

Marketing

Subject Chair: Dr WP Viljoen

Sport Sciences

Subject Chair: Vacant

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Information Technology

Subject Chair: Prof DB Jordaan

Business Mathematics and Informatics

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Mathematics

Subject Chair: Prof PD Pretorius

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FACULTY BOARD HUMANITIES	FACULTY BOARD ECONOMIC SCIENCES AND INFORMATION TECHNOLOGY
<p>Theron AMC (Chair) Coetzee van Rooy AS De Klerk P Fourie JE Kruger JL Malindi MJ Möller PL Rabali TC Selepe TJ Stander MW Tempelhoff JWN Van Eeden C Vermeulen CW SRC Academic Ward SCP (Scribe)</p>	<p>Van der Merwe HJ (Chair) Barnard, E Bevan-Dye, A Delpont, M Garnett, A Gilliland, S Grobler, WCJ Janse van Vuuren, HH Lucouw, P May, C Pelser Carstens,V Pretorius, PD Slabbert, TJC Vermeulen, CW SRC Academic Jooste, H (Scribe)</p>

V.6 INTRODUCTORY FACULTY RULES

V.6.1 AUTHORITY OF THE A-RULES

The faculty rules contained in this calendar with respect to the various curricula offered by this Campus, are subject to the General Academic Rules of the University, as periodically determined by the Council of the University on recommendation of the Senate, and should therefore be read in conjunction with those General Academic Rules.

The General Academic Rules appear on the home page of the University at <http://www.nwu.ac.za> .

CAPACITY STIPULATION

Please take cognisance of the fact that, owing to specific capacity constraints, the University reserves the right to select candidates for placement in certain fields of study. This means that prospective students who comply with the minimum requirements may not necessarily be admitted to the relevant courses

V.6.2 SCHOOLS IN THE FACULTY OF HUMANITIES

The faculty of Humanities consists of four schools which some comprise a number of subject groups. At the head of each school is a director. The schools are mainly responsible for the teaching of undergraduate and postgraduate curricula. The respective schools and subject groups are as follows:

School	Subject groups
School of Basic Sciences	History Philosophy Public Management and Administration Political Studies Theology
School of Behavioural Sciences	Labour Law Industrial Psychology Labour Relations Management Psychology Social Work Sociology
School of Languages	Afrikaans and Dutch Communication Studies English French German Language Practice Sesotho Academic Literacy
School of Education Sciences	National Professional Diploma in Education (NPDE) Advanced Certificate in Education (ACE) Postgraduate Certificate in Education (PGCE) Postgraduate degrees in Education

V.6.3

SCHOOLS IN THE FACULTY OF ECONOMIC SCIENCES AND INFORMATION TECHNOLOGY

This faculty consists of three schools of which some comprise a number of subject groups. At the head of each school is a director. The schools are mainly responsible for the teaching of undergraduate and postgraduate curricula. The respective schools and subject groups are as follows:

School	Subject group
School of Accounting Sciences	Accounting Auditing Management Accounting Commercial Law Tax
School of Economic Sciences	Business Management Economics Marketing Management Risk Management Sport Sciences
School of Information Technology	Information Technology Mathematics Business Mathematics and Informatics Statistics & Operational Research

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

V.6.4

QUALIFICATIONS, PROGRAMMES AND CURRICULA

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

- d) The University is authorised to award the following postgraduate qualifications at the Vaal Triangle Campus:

FACULTY OF HUMANITIES

Qualification	Programme code	Curriculum	Curriculum code	HEQF level
Honours Bachelor of Arts (Hons BA)				
Full-time and Part-time	102130	Afrikaans and Dutch	L603V	8
Full-time and Part-time	102131	English	L606V	8
Full-time and Part-time	102143	Sesotho	L632V	8
Full-time and Part-time	102144	Language Practice	L610V	8
Full-time and Part-time	102133	History	L602V	8
Full-time and Part-time	102122	Communication	L601V	8
Full-time and Part-time	102145	Theology	T626V	8
Full-time and Part-time	102163	Medical Sociology	L641V	8
Full-time and Part-time	102162	Psychology	G638V	8
Full-time and Part-time	102154	Industrial Psychological Counselling	L615V	8
Full-time and Part-time	102151	Human Resources Management	L616V	8
Full-time and Part-time	102152	Labour Relations Management	L617V	8
Full-time and Part-time	194100	Public Management and Governance	L601V	8
Full-time and Part-time	102180	Political Studies	L601V	8

Qualification	Programme code	Curriculum	Curriculum code	HEQF level
Master of Arts (MA)				
Full-time and Part-time	103130	Afrikaans and Dutch	L800V	9
Full-time and Part-time	103165	Linguistics and Literary Theory	L803V	9
Full-time and Part-time	103166	Toegepaste Taalstudie	L805V	9
Full-time and Part-time	103168	Applied Language Studies	L812V	9
Full-time and Part-time	103129	English	L810V	9
Full-time and Part-time	103144	Sesotho (lectured)	L801V	9
Full-time and Part-time	103144	Sesotho (dissertation)	L802V	9
Full-time and Part-time	103145	Language Practice (dissertation)	L835V	9
Full-time and Part-time	103133	History (dissertation)	L801V	9
Full-time and Part-time	103164	Theology/Biblical Studies (lectured) (cf. compilation of curricula)	L801V, L810V-L812V	9
Full-time and Part-time	103164	Theology/Biblical Studies (dissertation) (cf. compilation of curricula)	L813V-L818V	9
Full-time and Part-time	103177	Medical Sociology (dissertation)	L805V	9
Full-time and Part-time	103177	Medical Sociology (lectured)	L835V	9
Full-time and Part-time	103181	Psychology (dissertation)	G801V	9
Full-time and Part-time	113104	Social Work (dissertation)	G801V	9
Full-time and Part-time	103171	Industrial Psychology (dissertation)	E807V	9

Qualification	Programme code	Curriculum	Curriculum code	HEQF level
Full-time and Part-time	103171	Industrial Psychology (mini dissertation)	E808V	9
Full-time and Part-time	103186	Labour Relations Management (dissertation)	E827V	9
Full-time and Part-time	103138	Political Studies	L801V	9
Master of Arts in Development and Management (MA)				
Full-time and Part-time	103137	Public Management and Governance (dissertation)	L800V	9
Full-time and Part-time	195100	Public Management and Governance (lectured)	L865V	9
Full-time and Part-time	195100	Water Studies (lectured)	L874V	9
Not presented in 2011	557100	Public Administration (lectured)	L831V	9
Doctor of Philosophy (PhD)				
Full-time and Part-time	104114	History	L902V	10
Full-time and Part-time	104124	Theology/Biblical Studies	L906V	10
Full-time and Part-time	104111	Afrikaans and Dutch	L900V	10
Full-time and Part-time	104128	Linguistics and Literary Studies	L901V	10
Full-time and Part-time	104138	English	L910V	10
Full-time and Part-time	104125	Sesotho	L932V	10
Full-time and Part-time	104126	Language Practice	L934V	10
Full-time and Part-time	805110	Psychology	G931V	10
Full-time and Part-time	805108	Social Work	G921V	10

Qualification	Programme code	Curriculum	Curriculum code	HEQF level
Full-time and Part-time	104121	Sociology	L905V	10
Full-time and Part-time	104120	Political Studies	L945V	10
Doctor of Philosophy in Development and Management (PhD)				
Full-time and Part-time	104127	Public Management and Governance	L900V	10

Qualification	Programme code	Curriculum	Curriculum code	HEQF level
Postgraduate Certificate in Education (PGCE)				
Full-time and Part-time	424107	Senior- and continued teaching- and training phase	O160V	6
Honours Bachelor of Education (Hons BEd)				
Part-time	464140	Curriculum Studies	O603V	8
Part-time	464121	Education Management, Law and Systems	O605V	8
Part-time	464148	Learner Support	O611V	8
Master of Education (MEd)				
Full-time and Part-time	403120	Learning and Teaching	O801V	9
Full-time and Part-time	403122	Education Management	O803V	9
Full-time and Part-time	403123	Education Law	O804V	9
Full-time and Part-time	403124	Educational Psychology	O805V	9
Full-time and Part-time	403125	Comparative Education	O806V	9
Full-time and Part-time	403127	Learner Support	O808V	9
Full-time and Part-time	403128	School Counselling and Guidance	O809V	9

Qualification	Programme code	Curriculum	Curriculum code	HEQF level
Doctor of Philosophy (PhD)				
Full-time and Part-time	404110	Teaching and Learning	O901V	10
Full-time and Part-time	404112	Education Management	O903V	10
Full-time and Part-time	404113	Education Law	O904V	10
Full-time and Part-time	404114	Educational Psychology	O905V	10
Full-time and Part-time	404115	Comparative Education	O906V	10
Full-time and Part-time	404117	Learner Support	O908V	10
Full-time and Part-time	404118	School Counselling and Guidance	O909V	10

FACULTY OF ECONOMIC SCIENCES AND INFORMATION TECHNOLOGY

Qualification	Programme code	Curriculum	Curriculum code	HEQF level
Honours Bachelors of Science				
Full-time and Part-time	202125	Information Technology	N637V	8
Full-time and Part-time	202134	Computer Science and Information Systems	N653V	8
Not presented in 2011	202 133	Psychology	G627V	8
Master of Science (MSc in Computer Science)				
Full-time and Part-time	203180	Operational Research	N801V	9
Full-time and Part-time	203180	Computer Science	N802V	9
Doctor of Philosophy (PhD)				
Full-time and Part-time	204131	Operational Research	N901V	10
Full-time and Part-time	204130	Information Technology	N937V	10
Honours Bachelors of Commerce (Hons BCom)				
Full-time	504126	Economics	E644V	8
Full-time	504128	Risk Management	E646V	8
Full-time and Part-time	504130	Entrepreneurship and Marketing	E654V	8
Full-time	504123	Chartered Accountancy	E630V	8
Full-time and Part-time	504124	Financial Accountancy	E631V	8
Full-time and Part-time	504120	Industrial Psychological Counselling	E625V	8
Full-time and Part-time	504121	Human Resources Management	E626V	8
Full-time and Part-time	504122	Labour Relations Management	E627V	8

Qualification	Programme code	Curriculum	Curriculum code	HEQF level
Master of Commerce (MCom)				
Full-time and Part-time	505132	South African and International Tax (dissertation)	E834V	9
Full-time and Part-time	505120	Economics	E803V	9
Full-time and Part-time	505122	Risk Management	E805V	9
Full-time and Part-time	505124	Entrepreneurship	E814v	
Full-time and Part-time	505134	Business Management	E816V	9
Full-time and Part-time	505137	Management Accountancy (lectured)	E830V	9
Full-time and Part-time	505137	Management Accountancy (dissertation)	E831V	9
Full-time and Part-time	505130	Accountancy	E842V	9
Full-time and Part-time	505126	Industrial Psychology (dissertation)	E820V	9
Full-time and Part-time	505126	Industrial Psychology (mini dissertation)	E821V	9
Full-time and Part-time	505145	Labour Relations Management (dissertation)	E826V	9
Full-time and Part-time	505122	Risk Management	E805V	9
Doctor of Philosophy (PhD)				
Full-time and Part-time	506132	Tax	E934V	10
Full-time and Part-time	506121	International Trade	E901V	10
Full-time and Part-time	506122	Risk Management	E902V	10
Full-time and Part-time	506120	Economics	E903V	10
Full-time and Part-time	506125	Marketing Management	E914V	10
FT and PT	506124	Entrepreneurship	E915V	10

Qualification	Programme code	Curriculum	Curriculum code	HEQF level
Doctor of Philosophy (PhD) continued				
Full-time and Part-time	506108	Business Management	E916V	10
Full-time and Part-time	506134	Business and Management Accounting	E931V	10
Full-time and Part-time	506130	Accountancy	E932V	10
Full-time and Part-time	506127	Industrial Psychology	E920V	10
Full-time and Part-time	506136	Labour Relations Management	E923V	10

V.6.5 MODULES AND CREDITS

- a) A postgraduate qualification is obtained after the relevant module(s) within a chosen curriculum have been passed individually. Each of the modules has a credit value of 8 or factors of 8.
- b) Each module has a module code and descriptive name. The module code consists of a four-letter subject abbreviation, followed by 3 digits, for example: BYBL671.

V.6.6 RECOGNITION OF PREVIOUS LEARNING

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

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

V.6.7 REGISTRATION

- a) Registration for postgraduate qualifications takes place in terms of the following general rules: A.6.3 with regard to honours degrees, A.7.4 with regard to master's degrees; A.8.4 with regard to doctoral degrees; and A.6.3 with regard to diplomas.
- b) Registration is the prescribed completed process followed by a student to be registered as a student of the University.
- c) An admitted student registers annually for the duration of the study for a specific study curriculum at the time and place as determined by the University. The process involves payment of the prescribed registration fees, completion of the registration form and effecting this by means of the required signatures.
- d) The registration form is handed in to the registration department by the student, upon which proof of registration is issued.

V.6.8 TEACHERS' TRAINING

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

V.6.9 EXAMINATION

The general rules regarding examination are regulated by rule A.6.4. in the case of the Honours degree, rule A.7.5 in the case of the Masters degree and rule A.8.5 in the Doctoral degree.

V.6.9.1 HONOURS STUDY

V.6.9.1.1 Participation mark

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

V.6.9.1.2 Admission to the exam

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

V.6.9.1.3 Module mark

The module mark is calculated as a relation between the participation mark and examination mark as indicated in the study guide (Cf. A.1.41).

V.6.9.1.4 Requirements for passing a module and curriculum

- a) A curriculum is passed by individually passing all the modules which the curriculum consists of.
- b) The sub minimum for all modules in which an examination is written, is 40%.
- c) The pass requirement for a module in which (an) exam(s) is/are written, is 50%.
- d) A module is passed with distinction if a module mark of at least 75% is obtained.
- e) A student who obtained at least 75% in the core modules of a curriculum, obtains the qualification with distinction.

V.6.9.1.5 Repeating of modules

A once-off repeating of modules that were not passed takes place in terms of the conditions of general rule A.6.4.1.

V.6.9.2 MASTERS' DEGREES

V.6.9.2.1 Nomination of examiners

- a) For each paper of a module presented within a school on master's level, the school director, in consultation with the relevant research director, appoints at least one internal examiner and one moderator who can be internal or external.
- b) For the evaluation of a mini-dissertation/dissertation, at least two examiners of which at least one should be external, are appointed for each student by the school director in consultation with the relevant research director. For every study leader who is also involved as examiner, an additional examiner is nominated.

V.6.9.2.2 Admission to the exam

Admission to any exam is only granted to a student who has proven to the satisfaction of the school director that he/she has adhered to the requirements of the relevant curriculum and/or module.

V.6.9.2.3 Examination

The examination for the master's degree consists of:

- a) only a dissertation, or
- b) one or more exams and a mini-dissertation in the relevant field.
- c) In instances where examination papers form part of the curriculum, the papers should be completed during the first year of study.

V.6.9.2.4 Requirements in respect of the mini-dissertation/dissertation

Apart from the following requirements that should be adhered to, a mini-dissertation or dissertation may only be submitted with the consent of the study leader:

- a) A dissertation/mini-dissertation should prove that the student is familiar with the method of research.

- b) With regard to technical requirements, a dissertation/mini-dissertation should adhere to the requirements set in this regard by the Faculty Board (cf. *Manual for Postgraduate Study*).

V.6.9.2.5 Participation mark

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

V.6.9.2.6 Module mark

The module mark is calculated as a relation between the participation mark and the exam mark as indicated in the study guide (cf. A.1.41).

V.6.9.2.7 Pass requirements

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

V.6.9.2.8 Repeating of modules

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

V.6.9.3 DOCTORAL STUDY

For the evaluation of a thesis, at least three examiners of whom two (A.8.5.3.1) should be external are appointed for each student by the school director in consultation with the relevant research director. For every study leader who is also involved as examiner, an additional examiner is nominated.

V.6.9.3.1 Examination

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

V.6.9.3.2 Repeating of modules

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

V.7 RULES FOR HONOURS DEGREES

This qualification can be obtained in one of the programmes and curricula described in rule V.6.4 (d) and can be taken full-time or part-time.

V.7.1 RULES FOR THE DEGREE HONOURS BACHELOR OF ARTS

V.7.1.1 MINIMUM AND MAXIMUM DURATION

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

V.7.1.2 ADMISSION

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

V.7.1.3 PROGRAMME: HUMANITIES (LANGUAGES)

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

V.7.1.3.1 SPECIFIC ADMISSIONS REQUIREMENTS

See heading "Other rules" at the relevant curriculum.

V.7.1.3.2 CURRICULUM: AFRIKAANS AND DUTCH (L603V)

V.7.1.3.2.1 Curriculum outcomes (the same outcomes apply for the following curricula: English, L606V; Sesotho, L632V; as well as Language Practice, L610V)

The honours curricula in the School of Languages have the following broad outcomes:

- a) The collection of scientific factual knowledge, insight into the connection between related issues by treating the academic offering in an interdisciplinary manner.
- b) The capability to identify and solve problems in a creative manner.
- c) The capability to acquire knowledge independently, as well as to master, analyse, integrate and evaluate it in a well-founded manner.
- d) The capability to be an efficient student who realises the importance of life-long learning.
- e) The ability to verbalise and motivate an own mindset with reference to the Christian and other world views.
- f) The ability to deal with methodologies of different theories critically.

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

V.7.1.3.2.2 Articulation and exit point

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

V.7.1.3.2.3 Other rules

- a) The various modules from which a student can choose, are in all cases limited to that which can be presented by a school and subject group according to specific circumstances in a particular year. Factors such as leave of academic personnel, number restrictions, etc. can play a role.
- b) Under specific circumstances and with the approval of the respective directors of schools, a student may be granted permission to take one or two modules from a related subject as part of the curriculum. Consult the relevant subject chairperson in this regard.
- c) A student can apply in writing to the Faculty Board on the basis of his/her academic merits, to take a maximum of two additional modules to the minimum requirements of the prescribed curriculum without payment of additional class fees.
- d) A student registers for AFLL679 and four other modules.
- e) The compilation of the student's honours curriculum is in all cases subject to final approval by the subject chairperson as well as the director of the School of Languages.
- f) The following categories of students may be expected to take a compulsory module from the following categories and/or sit an entrance exam: (a) students who obtained their first B.-degree at another university; and (b) students who majored in Afrikaans and Dutch, but did not achieve an average of 60% on level 3.

V.7.1.3.2.4 Compilation of the curriculum (L603V)

Module code	Descriptive name	Ct
AFLL671	Afrikaanse poësie: Poësie en intertekst	24
AFLL672	Afrikaanse verhalende tekste	24
AFLL674	Temas uit die Nederlandse letterkunde	24
CHOICE: One of the following:	ENLG672, ENLG673, ENLG674, ENLG675, ENLG679, ENLG680, ENLL673, ENLL680, SSOL671, SSOL672, SSOL673, SSOL674 LPRA671, LPRA681, LPRA682, LPRA673, LPRA674, LPRA675, LPRA676, LPRA684	24
AFLL679	Navorsingsmetodologie en skripsie	32
AFLG673	Taal en samelewing	24
AFLG674	Teksstudie en tekslinguistiek	24
Credit total for the curriculum		128

V.7.1.3.3 CURRICULUM: ENGLISH (L606V)

V.7.1.3.3.1 Curriculum outcomes

See the curriculum outcomes under V.7.1.3.2.1.

V.7.1.3.3.2 Articulation and exit point

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

V.7.1.3.3.3 Other rules

- a) The various modules from which a student can choose, are in all cases limited to that which can be presented by a school and subject group according to specific circumstances in a particular year. Factors such as leave of academic personnel, number restrictions, etc. can play a role.
- b) Under specific circumstances and with the approval of the respective directors of schools, a student may be granted permission to take one or two modules from a related subject as part of the curriculum. Consult the relevant subject chairperson in this regard.
- c) A student can apply in writing to the Faculty Board on the basis of his/her academic merits, to take a maximum of two additional modules to the minimum requirements of the prescribed curriculum without payment of additional class fees.
- d) A student registers for ENLL671 or ENLG671 and four other modules.
- e) The compilation of the student's honours curriculum is in all cases subject to final approval by the subject chairperson as well as the director of the School of Languages.
- f) In order to enrol for the honours curriculum in English, a student must have obtained a minimum module mark of 60% for the third level modules in English. Students who did not obtain this minimum can apply to sit an entrance exam.

V.7.1.3.3.4 Compilation of the curriculum (L606V)

Module code	Descriptive name	Ct
LINGUISTIC MODULES		
ENLG671	Research methodology and mini-dissertation: Language	32
ENLG672	Linguistic theory	24
ENLG673	The study of language	24
ENLG674	Linguistic analysis and corpus linguistics	24
ENLG675	English sociolinguistics	24
ENLG679	Applied language studies	24
ENLG680	Academic literacy	24

LITERATURE MODULES		
ENLL671	Research methodology and mini-dissertation: Literature	32
LPRA671	Theory of Language Practice	24
ENLL673	South African Postcolonial Literature in English	24
ENLL680	Twentieth-Century Literature in English	24
CHOICE: One of the following:	AFLL671, AFLL672, AFLL674, AFLG673, AFLG674, SSOL671, SSOL672, SSOL673, SSOL674 LPRA671, LPRA681, LPRA682, LPRA673, LPRA674, LPRA675, LPRA676, LPRA684	24
Credit total for the curriculum		128

V.7.1.3.4 CURRICULUM: SESOTHO (L632V)

V.7.1.3.4.1 Curriculum outcomes

See the curriculum outcomes under V.7.1.3.2.1.

V.7.1.3.4.2 Articulation and exit point

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

V.7.1.3.4.3 Other rules

- a) The various modules from which a student can choose, are in all cases limited to that which can be presented by a school and subject group according to specific circumstances in a particular year. Factors such as leave of academic personnel, number restriction, etc. can play a role.
- b) Under specific circumstances and with the approval of the respective directors of schools, a student may be granted permission to take one module from a related subject as part of the curriculum. Consult the relevant subject chairperson in this regard.
- c) A student can apply in writing to the Faculty Board on the basis of his/her academic merits, to take a maximum of two additional modules to the minimum requirements of the prescribed curriculum without payment of additional class fees.
- d) A student registers for SSOL679 and four other modules.
- e) The compilation of the student's honours curriculum is in all cases subject to final approval by the subject chairperson as well as the director of the School of Languages.
- f) Students should adhere to the prerequisite of 60% in Sesotho on the third level for selection for honours study in Language Practice within the Sesotho framework.
- g) Any student who reports for the honours study more than six years after completion of the B. degree and who has complied with the prerequisite of 60% in the degree study, should sit an additional entrance exam.

V.7.1.3.4.4 Compilation of the curriculum (L632V)

Module code	Descriptive name	Ct
SSOL671	SA and African comparative literature	24
SSOL672	Contemporary Sesotho literary trends	24
SSOL673	Overview of developments in Sesotho literature	24
SSOL674	Sesotho linguistics	24
CHOICE: One of the following:	AFLL671, AFLL672, AFLL674, AFLG673, AFLG674, ENLG672, ENLG673, ENLG674, ENLG675, ENLG679, ENLG680, ENLL673, ENLL680, LPRA671, LPRA681, LPRA682, LPRA673, LPRA674, LPRA675, LPRA676, LPRA684	24
SSOL679	Mini-dissertation	32
Credit total for the curriculum		128

V.7.1.3.5 CURRICULUM: LANGUAGE PRACTICE (L610V)

V.7.1.3.5.1 Curriculum outcomes

See the curriculum outcomes under V.7.1.3.2.1.

V.7.1.3.5.2 Articulation and exit point

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

V.7.1.3.5.3 Other rules

- a) Students must adhere to the prerequisite of 65% in Sesotho/English/Afrikaans/Communication studies on third level for selection for the honours study in Language Practice.
- b) Every prospective student will be expected to successfully sit an entrance exam.
- c) A student registers for the following compulsory modules: LPRA671, LPRA679 and LPRA683.
- d) A student further registers for any three of the following modules: LPRA 681, LPRA 682, LPRA684, LPRA 673, LPRA 674, LPRA 675 and LPRA 676.
- e) The compilation of the student's honours curriculum is in all cases subject to the final approval of the subject chairperson as well as the director of the School of Languages.

V.7.1.3.5.4 Compilation of the curriculum (L610V)

Module code	Descriptive name	Ct
(Compulsory modules)		
LPRA 671	Theory of Language Practice	24
LPRA 679	Mini-dissertation	32
LPRA 683	Internship	8
(Choose any three of the following modules)		
LPRA 681	Applications in language practice: translation	24
LPRA 682	Applications in language practice: text editing	24
LPRA684	Journalism and desktop publishing	24
LPRA 673	Language, text and context	24
LPRA 674	Media translation (subtitling)	24
LPRA675	Literary translation	24
LPRA676	Film studies	24
CHOICE: One of the following:	AFLL671, AFLL672, AFLL674, AFLG673, AFLG674, ENLG672, ENLG673, ENLG674, ENLG675, ENLG679, ENLG680, ENLL673, ENLL680, SSOL671, SSOL672, SSOL673, SSOL674	24
Credit total for the curriculum		136

V.7.1.3.6 CURRICULUM: COMMUNICATION (L601V)

V.7.1.3.6.1 Curriculum outcomes

See the curriculum outcomes under V.7.1.3.2.1.

V.7.1.3.6.2 Other rules

- a) A three year degree in Communication Studies with an average pass rate of 60% for the core modules on third year level in Communication Studies, namely KOMS312, 315, 324 and 325 or an equivalent qualification with a pass rate of 60% for selected modules.
- b) All applicants are screened before admission.
- c) Admission to the specialization fields Journalism is subject to screening according to the criteria stated in the student guide.
- d) An average of at least 60% for the research module KOMS324.
- e) The compilation of the student's honours curriculum is in all cases subject to the final approval of the subject chairperson as well as the director of the School of Languages.

V.7.1.3.6.3 Compilation of the curriculum (L601V)

Module code	Descriptive name	Ct
KCMN611	Research Methodology	16
KCMN621	Research Article	16
KCMO611	Development Communication: Contexts and Application	16
KCMJ671	Journalism Practice and Application	32
KCMJ672	Journalism: Media and society	16
KCMJ611	Radio Journalism	16
KCMJ621	Photo Journalism	16
Credit total for the curriculum		128

V.7.1.4 PROGRAMME: HUMANITIES (GENERAL)

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

V.7.1.4.1 SPECIFIC ADMISSIONS REQUIREMENTS

See heading "Other rules" at the relevant curriculum.

V.7.1.4.2 CURRICULUM: HISTORY (L601V)

V.7.1.4.2.1 Curriculum outcomes

On completion of this programme students should be able to:

- a) demonstrate comprehensive and systematic knowledge of historical questions in a chosen theme and period, which are relevant within a contemporary global and African context and use this knowledge in solving a research problem;
- b) formulate an own frame of references regarding the above-mentioned historical questions from the perspectives of a chosen value system;
- c) motivate appropriate research methods and techniques, and use them in researching, analysing, identifying and evaluating a typical historical question from research literature;
- d) write a report on the above-mentioned research problem that meets the academic and professional requirements set for it; and
- e) communicate the report to laymen as well as to an academic audience with the use of appropriate media

V.7.1.4.2.2 Articulation and exit point

Successful completion of this curriculum allows access to registration for the qualification Master of Arts. There are no earlier exit points.

V.7.1.4.2.3 Other rules

- a) Students in possession of a BA degree or equivalent qualification with History as major or who have obtained at least 120 credits in the subject, can be considered for admission to this degree. In particular circumstances, the Senate may allow a student who is in possession of a first degree but who does not adhere all of the requirements to register for the curriculum, taking into account previous learning.
- b) The curriculum consists of two fixed modules (56 credits in total) and three choice modules (72 credits in total).
- c) At least three of the choice modules are presented annually or biannually at the Vaal Triangle campus. Other modules can be enrolled for at the Potchefstroom campus if the student is able to attend classes there.
- d) The selection is made by the student in consultation with the relevant subject chairperson.

V.7.1.4.2.4 Compilation of the curriculum (L601V)

Module code	Descriptive name	Ct
	Compulsory modules	
HIST611	Method and Theory	24
HIST612	Historiography	32
	Choice modules (3)	
HIST623	South African History: a selected theme	24
HIST624	African history: a selected theme	24
HIST625	World history: a selected theme	24
HIST626	Research Project	24
Credit total for the curriculum		128

V.7.1.4.3 CURRICULUM: THEOLOGY (T626V)

V.7.1.4.3.1 Curriculum outcomes

On completion of this curriculum the student should:

- a) from a firm foundation and historical orientation possess a well formed, extended and systematic knowledge base in fascets of the following: valid interpretation and explication of the Bible (with aids), church ministry, pastoral ministry, ethical orientation and value establishment, missionary call fulfilment;
- b) analyse and synthesise scientific theories in the various disciplines.

V.7.1.4.3.2 Articulation and exit point

- a) Successful completion of this curriculum allows access to registration for the qualification Master of Arts. There are no earlier exit points.
- b) Prospective students who do not meet the requirement in a) above, can be admitted to the programme after the person has done preparatory study, to the satisfaction of the relevant School Director.

- c) Selection takes place on the basis of the student's academic performance and insight into the relevant module(s) for the first degree.
- d) A mark of 60% in the relevant module(s) on third level of the first B. degree is required for the honours study.

V.7.1.4.3.3 Compilation of the curriculum (T626V)

Module code	Descriptive name	Ct
	Compulsory modules (72 ct)	
NTES673	New Testament	20
OTES674	Old Testament	20
TEOL671	Mini dissertation (research component)	32
	Elective modules (72 ct)	
MISS672	Missiology	16
ETIE672	Ethics	16
KDGE672	Church and Dogma history	16
PAST671	General and Specific Counselling	16
HOMV671	Homiltics	8
Credit total for the curriculum		144

V.7.1.5 PROGRAMME: BEHAVIOURAL SCIENCES

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

V.7.1.5.1 SPECIFIC ADMISSIONS REQUIREMENTS

See heading "Other rules" at the relevant curriculum.

V.7.1.5.2 CURRICULUM: MEDICAL SOCIOLOGY (L641V)

V.7.1.5.2.1 Curriculum outcomes

On completion of this curriculum, the student should:

- a) demonstrate a comprehensive and systematic knowledge base of Sociology in Medicine and be informed about current developments and debates in this new field of study;
- b) present a comprehensive health care plan based on the relevant theoretical knowledge;
- c) be able to function supportively as a health care worker and be able to facilitate social health training;
- d) be able to implement health care systems on community and personal level;
- e) be able to undertake a research project related to health care which entails knowledge of research methods, and be able to identify shortcomings in existing research, and be able to gather relevant data

accordingly, be able to analyse, evaluate and utilise articles in journals and be able to analyse data and to compile a research report;

- f) to be able to convey and defend findings orally by way of suitable media.

V.7.1.5.2.2 Articulation and exit point

Successful completion of this curriculum allows access to register for the qualification Master of Arts.

V.7.1.5.2.3 Other rules

- a) Selection of candidates for the curriculum is done prior to the start of the curriculum.
- b) The minimum duration of the curriculum is one year.
- c) Should the student not have Sociology as major for the first bachelors degree, knowledge of a related subject and/or job experience and/or related training or in-service training by a recognised institution can be considered as admission criteria after suitable evaluation, and the director may require the student to acquire the relevant sociological knowledge.

V.7.1.5.2.4 Compilation of the curriculum (L641V)

Module code	Descriptive name	Ct
SGVK681	Theory of Medical Sociology	16
SGVK682	Research Methodology and Project	32
SGVK683	Sociological Health Behaviour	16
SGVK684	Sociology in Medicine	16
SGVK685	Ethics in Medical Sociology	16
SGVK686	Sociological Dynamics in Health Care Systems	16
SGVK687	Lifestyle Coaching and HIV/AIDS	16
Credit total for the curriculum		128

V.7.1.5.3 CURRICULUM: PSYCHOLOGY (G638V)

V.7.1.5.3.1 Curriculum outcomes

On completion of this curriculum, the student should:

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

V.7.1.5.3.2 Articulation of exit points

- a) Successful completion of this curriculum allows access to registration for the qualification Master of Arts.
- b) Successful completion of this curriculum provides articulation to the training practicum leading to registration as a Psychological Counsellor. This practicum entails further study of course specific modules as well as an internship of 720 hours.

V.7.1.5.3.3 Other rules

- a) Prospective students are subject to an annual personality screening as arranged by the particular school.
- b) A minimum average mark of 60% for Psychology as major subject is required.
- c) A student should take all the modules.

V.7.1.5.3.4 Compilation of the curriculum (G638V)

Module code	Descriptive name	Ct
PSYC671	Psychometrics	8
PSYC672	Psychological Evaluation	16
PSYC673	Applied Positive Psychology	16
PSYC674	Research Methodology	16
PSYC675	Intervention Techniques	16
PSYC676	Theoretical Perspectives on Aid	16
PSYC677	Community Psychology	16
PSYC678	Psychopathology	16
PSYC679	Ethics and Professional Conduct	8
PSYC681	Facilitation and Community Wellness	16
STTN111	Descriptive Statistics	12
STTN124	Practical Statistics	12
Credit total for the curriculum		168

V.7.1.5.4 CURRICULUM: INDUSTRIAL PSYCHOLOGICAL COUNSELLING (L615V)

V.7.1.5.4.1 Curriculum outcomes

On completion of this curriculum, the student should be able to apply advanced functions and skills through which psychological phenomena in the work context can be investigated and managed.

V.7.1.5.4.2 Articulation and exit point

Successful completion of this curriculum allows access to registration for the qualification Master of Arts. There are no earlier exit points.

V.7.1.5.4.3 Other rules

- a) The student should be in possession of a BA degree or have been granted BA status as approved by the Faculty Board. Students should meet all the core module requirements of the primary part of the proposed Hons. B.A. study.
- b) The specific requirements for the relevant curriculum should also be met.
- c) The student's general ability and academic performance in these core modules must be to the satisfaction of the relevant school director regarding each module included.

V.7.1.5.4.4 Compilation of the curriculum (L615V)

Module code	Descriptive name	Ct
	First semester	
BSKP611	Psychometrics	8
BSKP612	Psychological Evaluation	8
BSKP613	Organisational Behaviour	8
BSKP671	Human Resources Management Strategies	16
BSKP616	Career Psychology	8
BSKP617	Research Methodology	8
BSKP631	Facilitation	8
	Second semester	
BSKP621	Organisational Development	8
BSKP622	Human Capacity Development	8
BSKP623	Research Report	16
BSKP626	Employee Wellness	8
BSKP627	Advanced Practical Work	48
BSOP624	Applied Labour Relations	16
Credit total		168

V.7.1.5.5 CURRICULUM: HUMAN RESOURCE MANAGEMENT (L616V)

V.7.1.5.5.1 Curriculum outcomes

On completion of this curriculum, the student should be able to apply advanced functions and skills through which sociological phenomena in the work context can be investigated and managed.

V.7.1.5.5.2 Articulation and exit point

Successful completion of this curriculum allows access to registration for the qualification Master of Arts. There are no earlier exit points.

V.7.1.5.5.3 Other rules

- The student should be in possession of a BA degree or have been granted BA status as approved by the Faculty Board. Students should adhere to all core module requirements of the primary part of the proposed Hons BA-study.
- The specific requirements for the relevant curriculum should also be met.
- The student's general ability and academic performance in each of these core modules must be to the satisfaction of the relevant school director.

V.7.1.5.5.4 Compilation of the curriculum (L616V)

Module code	Descriptive name	Ct
	First Semester	
BSKP611	Psychometrics	8
BSKP612	Psychological Evaluation	8
BSKP613	Organisational Behaviour	8
BSKP671	Human Resources Management Strategies	16
BSKP631	Facilitation	8
BSKP616	Career Psychology	8
BSKP617	Research Methodology	8
BSOP671	Industrial Sociological Theories	8
	Second semester	
BSKP621	Organisational Development	8
BSKP622	Human Capacity Development	8
BSKP623	Research Report	16
BSKP628	Practical Work	16
BSKP626	Employee Wellness	8
BSOP624	Applied Labour Relations	16
Credit total		144

V.7.1.5.6 CURRICULUM: LABOUR RELATIONS (L617V)

V.7.1.5.6.1 Curriculum outcomes

On completion of this curriculum, the student should be able to apply advanced functions and skills through which sociological phenomena in the work context can be investigated and managed.

V.7.1.5.6.2 Articulation and exit point

Successful completion of this curriculum allows access to registration for the qualification Master of Arts. There are no earlier exit points.

V.7.1.5.6.3 Other rules

- a) The student should be in possession of a BA degree or have been granted BA status as approved by the Faculty Board. Students should adhere to all the core module requirements of the primary part of the proposed Hons. BA-study.
- b) The specific requirements for the relevant curriculum should also be met.
- c) The student's general ability and academic performance in each of these core modules must be to the satisfaction of the relevant school director.

V.7.1.5.6.4 Compilation of the curriculum (617V)

Module-code	Descriptive name	Ct
	First semester	
BSKP613	Organisational behaviour	8
BSOP671	Industrial Sociological Theory	8
BSKP671	Human Resource Management Strategies	16
BSOP615	Advanced Labour Relations	32
BSOP616	Labour Market Principles	16
BSOP614	Research Methodology	8
	Second semester	
BSKP621	Organisational Development	8
BSKP622	Human Capacity Development	8
BSOP621	Group Dynamics	16
BSOP624	Applied Labour Relations	16
BSKP626	Employee Wellness	8
BSAP623	Research report	16
Credit total		160

V.7.2 RULES FOR THE DEGREES HONOURS BACHELOR OF ARTS IN DEVELOPMENT AND MANAGEMENT AND HONOURS BACHELOR OF ARTS IN POLITICAL STUDIES

These qualifications can be obtained in the programmes and curriculums described in rule V.6.4 (d) and can be taken full-time or part-time.

V.7.2.1 MINIMUM AND MAXIMUM DURATION

The minimum duration for the study of these qualifications is **one year** for full-time and **two years** for part-time students; the maximum duration is **two years**.

V.7.2.2 ADMISSION

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

V.7.2.3 PROGRAMME: DEVELOPMENT AND MANAGEMENT

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

V.7.2.3.1 SPECIFIC ADMISSION REQUIREMENTS

See heading "Other rules" at the relevant curriculum.

V.7.2.3.2 CURRICULUM: PUBLIC MANAGEMENT AND GOVERNANCE (L601V)

V.7.2.3.2.1 Curriculum outcomes

On completion of this curriculum, the student should identify, analyse and solve highly complex, concrete and abstract problems using appropriate scientific research methodologies and conventions; demonstrate an advanced understanding of the world as set of related systems and that public governance occurs within multiple contexts; provide effective strategic leadership to public institutions by accessing appropriate frameworks, theories, models, and indigenous knowledge systems; utilise appropriate methodologies, processes and systems to optimally utilise people capital of public institutions; apply appropriate project management methodology to operationalise strategic objectives of public institutions; apply appropriate performance management methodology for the effective, efficient and economical functioning of public institutions and all its systems and resources; optimally utilise public resources for improved service delivery; apply appropriate statutory stipulations and regulations for public financial management, budgeting and supply chain processes in the public sector; apply appropriate conceptual models and theoretical frameworks to debate issues in local government.

V.7.2.3.2.2 Articulation and exit point

Successful completion of this curriculum gives admission to registration for the qualification Master of Arts. There are no earlier exit points.

V.7.2.3.2.3 Other rules

A student should complete seven modules successfully.

V.7.2.3.2.4 Compilation of the curriculum (601V)

Module code	Descriptive name	Ct
PUMA611	Research Methodology	32
PUMA612	Public Management and Leadership	16
PUMA613	Public Policy Analysis	16
PUMA621	Public Financial Management	16
PUMA622	Public Human Resource Management	16
PUMA623	Municipal Governance	16
PUMA624	Public Performance- and Project Management	16
Credit total for the curriculum		128

V.7.2.4 PROGRAMME: POLITICAL STUDIES

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

V.7.2.4.1 SPECIFIC ADMISSION REQUIREMENTS

See heading "Other rules" at the relevant curriculum.

V.7.2.4.2 CURRICULUM: POLITICAL STUDIES (L601V)

V.7.2.4.2.1 Curriculum outcomes

On completion of this programme students should be able to:

- a) able to motivate and use applicable research methods and techniques to examine, analyse and evaluate typical issues in the field of Political Science and International Politics from relevant research literature;
- b) able to describe, critically evaluate and judge the most important political ideas;
- c) able to describe, critically evaluate and judge important issues in world politics;
- d) able to understand analytical approaches to the study of politics, apply them within the global context of a developing world, and critically explain and evaluate them;
- e) able to understand and apply methods of political comparisons and compare and evaluate political systems in the world;
- f) able to analyse formulated policy (in general but also specific policy outputs in SA) and evaluate it according to specific criteria in order to determine the potential of success;
- g) able to evaluate South Africa's political system and compare it with other democracies in the rest of the world, in order to point out the differences and similarities.

V.7.2.4.2.2 Articulation and exit point

Successful completion of this curriculum gives admission to registration for the qualification Master of Arts. There are no earlier exit points.

V.7.2.4.2.3 Other rules

Additional to General Academic Rule A.6.1 and V.7.2.2, the following apply

- a) Registration for Honours studies should not be later than 31 January.
- b) a B-degree in which all the modules of Political Studies were passed at the various undergraduate year levels
- c) the modules passed in Political Studies of the final undergraduate year, barring exceptions, and approved by the School Director, in consultation with the subject chair, must be passed with an average of at least 65%

V.7.2.4.2.4 Compilation of the curriculum (L601V)

Module code	Descriptive name	Ct
Core modules		
POLS611	Methodology	16
POLS612	Policy Studies	16
POLS613	Political Philosophy	16
POLS673	Research Project	32
Electives		
POLS622	Issues in World Politics	16
POLS625	Politics in Africa	16
POLS626	Governance and Political Transformation	16
Electives not presented in 2011		
POLS621	Comparative Politics	16
POLS623	Political Dynamics	16
POLS624	Politics in the Developing World	16
POLS627	Political Economy	16
Credit total for the curriculum		128

V.7.3 RULES FOR THE DEGREE HONOURS BACHELOR OF COMMERCE

This qualification can be obtained in one of the programmes and curricula described in rule V.6.4 (d) and can be taken full-time or part-time.

V.7.3.1 MINIMUM AND MAXIMUM DURATION

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

V.7.3.2 ADMISSION

- a) A student should already be in possession of an applicable bachelors degree, or equivalent qualification, as approved by Senate (cf. Rule A.6.1).
- b) There should be adhered to all the requirements related to majors for the primary part of the proposed Hons BCom study. An average of at least 60% for the relevant major in the final year is required.
- c) The general capability and academic performance of the student in this/these major(s) for each of the modules included in the curriculum, should be to the satisfaction of the relevant director.
- d) B.Com. status is only conferred if the following modules have been passed or exemption on basis of specific assignments for curricula was granted by the director: EKNP111, EKNP121; ONBP111, ONBP121; RECP111, RECP121.

- e) In addition to (d) above, the director may also require of a student to have passed relevant modules in the following programmes before B.Com. status is conferred to the relevant student: Human Sciences, Mathematics, Statistics, Computer Studies.

V.7.3.3 PROGRAMME: ECONOMICS

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

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

V.7.3.3.1 SPECIFIC ADMISSION REQUIREMENTS

- a) The general guidelines is a minimum of 60% per module or as required by the relevant school, obtained in the following modules: ECON211, ECON221, EKIP211, EKIP221, EKNP311 and ECON321.
- b) For Risk Management:
- 60% for each of the following modules: EKRP211, EKRP221, EKRP311, EKRP321, ECON211, ECON321
- or
- 60% for each of the following modules: EKRP311, BWIA221, BWIA271, ECON211, STTK321

V.7.3.3.2 CURRICULUM: ECONOMICS (E644V)

V.7.3.3.2.1 Curriculum outcomes

On completion of this curriculum, the student should:

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

V.7.3.3.2.2 Articulation and exit point

On vertical level, the Honours BCom qualification articulates with the possibility to apply for admission to NQF level 8 or HEQF level 9-qualifications, specifically the Magister qualifications within the student's chosen specialist discipline.

V.7.3.3.2.3 Other rules (cf. Compilation of curriculum under V.7.3.3.2.4)

Students register for all eight modules (16 credits each) that have to be completed successfully.

V.7.3.3.2.4 Compilation of the curriculum (E644V)

Module code	Descriptive name	Ct
	First semester	
ECON611	Micro Economics	16
ECON612	Macro Economics	16
ECON614	Economic Development	16
ECON618	Development Economics Research Methods	16
	Second semester	
ECON621	International Trade Relations	16
ECON622	Monetary and Fiscal Policy	16
ECON624	Economic Modeling	16
ECON627	Research Project	16
Credit total for the curriculum		128

V.7.3.3.3 CURRICULUM: RISK MANAGEMENT (E646V)

V.7.3.3.3.1 Curriculum outcomes

On completion of this curriculum, the student should:

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

V.7.3.3.3.2 Articulation and exit point

On vertical level, the Honours BCom qualification articulates with the possibility to apply for admission to NQF level 8 or HEQF level 9-qualifications, specifically the Magister qualifications within the student's chosen specialist discipline.

V.7.3.3.3.3 Other rules

Students register for all eight modules (16 credits each) that have to be completed successfully.

V.7.3.3.3.4 Compilation of the curriculum (E646V)

Module code	Descriptive name	Ct
	First semester	
ECON610	Investment Management	16
ECON612	Macro Economics	16
ECON615	Derivatives	16
ECON617	Econometrics	16
	Second semester	
ECON621	International Trade Relations	16
ECON622	Monetary and Fiscal Policy	16
ECON623	Risk Management	16
ECON627	Research Project	16
Credit total for the curriculum		128
Prerequisite 60% for each of the following modules: EKRP211, EKRP221, EKRP311, EKRP321, ECON211, ECON321 or 60% for each of the following modules: EKRP311, BWIA221, BWIA271, ECON211, STTK321		

V.7.3.3.4 PROGRAMME: ENTREPRENEURSHIP AND MARKETING

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

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

V.7.3.3.5 SPECIFIC ADMISSION REQUIREMENTS

The general guideline is a minimum of 60% per module or as required by the relevant school, obtained in the following semester courses: ONBP121, ONBP211, ONBP221, ONB311, ONB321.

V.7.3.3.6 CURRICULUM: ENTREPRENEURSHIP AND MARKETING (E654V)

V.7.3.3.6.1 Curriculum outcomes

On completion of this curriculum, the student should:

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

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

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

V.7.3.3.6.2 Articulation and exit point

On vertical level, the Honours BCom -qualification articulates with the possibility to apply for admission for NQF level 8 or HEQF level 9-qualifications, specifically the Magister qualifications within the student's chosen specialist discipline.

V.7.3.3.6.3 Other rules

A student should complete all the modules.

V.7.3.3.6.4 Compilation of the curriculum (E654V)

Module code	Descriptive name	Ct
First semester		
BMAN 611	Integrated Management Application	16
BMAN 612	Advanced Entrepreneurship	16
BMAR 611	Retail management	16
BMAR 671	Marketing Research	16
Second semester		
BMAN 621 or BMAR 621	Business plan / Marketing plan	16
BMAN 622 or BMAR 622	Financial Management / International Marketing	16
BMAR 623	Sales Management	16
BMAR 671	Marketing Research	16
Credit total for the curriculum		128

V.7.3.4 PROGRAMME: ACCOUNTING SCIENCES

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

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

V.7.3.4.1 CURRICULUM: CHARTERED ACCOUNTANCY (E630V)

V.7.3.4.1.1 Curriculum outcomes

On completion of this curriculum, the student should:

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

V.7.3.4.1.2 Articulation and exit point

On vertical level, the Honours BCom qualification articulates with the possibility to apply for admission for NQF level 8 or HEQF level 9-qualifications, specifically the Magister qualifications within the student's chosen specialist discipline.

V.7.3.4.1.3 Other rules

- a) In order to be admitted to the Chartered Accountancy curriculum, the student should be in possession of a BCom, B.Acc. or other degree as approved by the Faculty Board, with the following modules (or equivalent): Accounting (RECP371); Auditing (REOP321); Management accounting (BRKP311, 321); Income tax (REBP312, 322) and Commercial law (RHRP311).
- b) In order to be admitted to the Chartered Accountancy curriculum and be allowed to one year full-time study, the student should have obtained an average of at least 60% in Accountancy and Management accounting, and at least 55% in Auditing and Income Tax in his/her final year. Admission to two year full-time study will be considered on the grounds of the student's academic performance.
- c) In order to be admitted to the Chartered Accountancy curriculum, the student should apply to the director of the School of Accounting Sciences on the prescribed form before the start of the academic year.
- d) This curriculum is only offered in English.
- e) All full-time Hons BCom (Accountancy) students should acquire at least one month per year practical experience at an accountancy firm.
- f) Students must pass all the modules during one examination period in order to obtain the degree. Re-admission to this curriculum does not follow automatically. If only **three** modules are passed the qualification Honours BCom (Financial Accountancy) is obtained.
- g) The Chartered Accountancy curriculum can be completed over one or two years.

V.7.3.4.1.4 Compilation of the curriculum (E630V)

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

V.7.3.4.2 CURRICULUM: FINANCIAL ACCOUNTANCY (E631V)

V.7.3.4.2.1 Curriculum outcomes

On completion of this curriculum, the student should:

- a) display in-depth knowledge of and insight into the economic and business environments and solve the problems resulting from these, also by making use of other disciplines;
- b) identify and solve convergent and divergent economic and business-related problems creatively and critically on the basis of his/her knowledge of multidisciplinary concepts, structures, models, theories, principles and research methods;
- c) display an understanding of the need for retaining competency and healthy practices in order to keep pace with the changing economic environment of new methods, techniques and competing challenges.

V.7.3.4.2.2 Other rules

- a) In order to be admitted to the Hons BCom (Financial Accountancy) curriculum, the student should be in possession of a BCom or other degree as approved by the Faculty Board, with the following modules (or equivalent): Financial Accounting (RECP371/RECP311, 321); Auditing (REOP211, 221); Management accounting (BRKP211, 221, 311, 321); Income tax (REBP312, 322) and Commercial law (RHRP121, 311). For RECP371/RECP311, 321 and REBP312, 322 or equivalent modules the student should have obtained an average of at least 60% and for the other modules 50%
- b) In order to be admitted to the Financial Accountancy curriculum, the student should apply to the director of the School of Accounting Sciences on the prescribed form before the start of the academic year.
- c) Successful completion of this Hons BCom (Financial Accountancy) degree could provide access to the Hons BCom (Chartered Accountancy) degree to students who meet the required average pass mark of 60%. In such a case, the student must already have obtained credit for Auditing (REOP321) and Commercial Law (RHRP311).

V.7.3.4.2.3 Compilation of the curriculum (E631V)

Module code	Descriptive name	Ct
REKP671	Accounting: Advanced IRFS and Group statements	32
REKP672	Accounting: Practical Accountancy	32
REKP673	Accounting: Financial Analysis	32
REIP671	Taxation: Advanced Taxation and trusts	32
BRKP671	Financial decision making: Financial Management and Strategy	32
Credit total for the curriculum		160

V.7.3.5 PROGRAMME: BEHAVIOURAL SCIENCES

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

V.7.3.5.1 SPECIFIC ADMISSION REQUIREMENTS

See heading "Other rules" at the relevant curriculum.

V.7.3.5.2 CURRICULUM: INDUSTRIAL PSYCHOLOGY (E625V)

V.7.3.5.2.1 Curriculum outcomes

On completion of this curriculum, the student should be able to apply advanced functions and skills through which psychological phenomena in the work context can be investigated and managed.

V.7.3.5.2.2 Articulation and exit point

Successful completion of this curriculum allows access to registration for the qualification Master of Commerce. There are no earlier exit points.

V.7.3.5.2.3 Other rules

- a) The student should be in possession of a BCom degree or had been granted BCom status as approved by the Faculty Board. Students should adhere to all the core module requirements of the primary part of the proposed Hons BCom study.
- b) The specific requirements for the relevant curriculum should also be met.
- c) The student's general competency and academic performance in each of these core modules must be to the satisfaction of the relevant school director.

V.7.3.5.2.4 Compilation of the curriculum (E625V)

Module code	Descriptive name	Ct
	First semester	
BSKP611	Psychometrics	8
BSKP612	Psychological Evaluation	8
BSKP613	Organisational Behaviour	8
BSKP616	Career Psychology	8
BSKP617	Research Methodology	8
BSKP631	Facilitation	8
BSKP671	Human Resources Management Strategies	16
	Second semester	
BSKP621	Organisational Development	8
BSKP622	Human Capacity Development	8
BSKP623	Research Report	16
BSKP626	Employee Wellness	8
BSKP627	Advanced Practical Work	48
BSOP624	Applied Labour Relations	16
Credit total		168

V.7.3.5.3 CURRICULUM: HUMAN RESOURCE MANAGEMENT (E626V)

V.7.3.5.3.1 Curriculum outcomes

On completion of this curriculum, the student should be able to apply advanced functions and skills through which sociological phenomena in the work context can be investigated and managed.

V.7.3.5.3.2 Articulation and exit point

Successful completion of this curriculum allows access to registration for the qualification Master of Commerce. There are no earlier exit points.

V.7.3.5.3.3 Other rules

- a) The student should be in possession of a BCom degree or have been granted BCom status as approved by the Faculty Board. Students should adhere to all the core module requirements of the primary part of the proposed Hons BCom-study.
- b) The specific requirements for the relevant curriculum should also be met.
- c) The student's general competency and academic performance in each of these core modules must be to the satisfaction of the relevant school director.

V.7.3.5.3.4 Compilation of the curriculum (E626V)

Module-code	Descriptive name	Ct
	First semester	
BSKP611	Psychometrics	8
BSKP612	Psychological Evaluation	8
BSKP613	Organisational Behaviour	8
BSKP671	Human Resources Management Strategies	16
BSKP631	Facilitation	8
BSKP616	Career Psychology	8
BSKP617	Research Methodology	8
BSOP671	Industrial Sociological Theories	8
	Second semester	
BSKP621	Organisational Development	8
BSKP622	Human Capacity Development	8
BSKP623	Research Report	16
BSKP628	Practical Work	16
BSKP626	Employee Wellness	8
BSOP624	Applied Labour Relations	16
Credit total		144

V.7.3.5.4 CURRICULUM: LABOUR RELATIONS MANAGEMENT (E627V)

V.7.3.5.4.1 Curriculum outcomes

On completion of this curriculum, the student should be able to apply advanced functions and skills through which sociological phenomena in the work context can be investigated and managed.

V.7.3.5.4.2 Articulation and exit point

Successful completion of this curriculum allows access to registration for the qualification Master of Commerce. There are no earlier exit points.

V.7.3.5.4.3 Other rules

- a) The student should be in possession of a BCom degree or have been granted BCom status as approved by the Faculty Board. Students should adhere to all the core module requirements of the primary part of the proposed Hons BCom -study.
- b) The specific requirements for the relevant curriculum should also be met.
- c) The student's general competency and academic performance in each of these core modules must be to the satisfaction of the relevant school director.

V.7.3.5.4.4 Compilation of the curriculum (E627V)

Module-code	Descriptive name	Ct
	First semester	
BSKP613	Organisational Behaviour	8
BSOP671	Industrial Sociological Theories	8
BSKP671	Human Resource Strategies	16
BSOP615	Advanced Labour Relations	32
BSOP616	Principles of Labour Markets	16
BSOP614	Research Methodology	8
	Second semester	
BSKP621	Organisational Development	8
BSKP622	Human Capacity Development	8
BSOP621	Group Dynamics	16
BSOP624	Applied Labour Relations	16
BSKP626	Employee Wellness	8
BSOP623	Research Report	16
Credit total		160

V.7.4 RULES FOR THE DEGREE HONOURS BACHELOR OF SCIENCE

This qualification can be obtained in the programme and curriculum described in rule V.6.4 (d) and can be taken full-time or part-time.

V.7.4.1 MINIMUM AND MAXIMUM DURATION

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

V.7.4.2 ADMISSION

A student should already be in possession of an applicable bachelors degree or equivalent qualification, as approved by the Senate.

V.7.4.3 PROGRAMME: INFORMATION TECHNOLOGY

The curriculum compiled in this programme offers advanced and career-focused training in Information Technology. In the compilation of the curriculum consideration was given to career opportunities and the manpower requirements of our country. This curriculum also prepares the student for further postgraduate study (NQF-level 8 or HEQF level 9) in specific specialist curricula.

V.7.4.3.1 SPECIFIC ADMISSION REQUIREMENTS

Admission to this curriculum occurs in terms of the General Rules of the University.

V.7.4.3.2 CURRICULUM: INFORMATION TECHNOLOGY (N637V)

V.7.4.3.2.1 Curriculum outcomes

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

V.7.4.3.2.2 Articulation and exit point

The Honours BSc can give admission to further learning for the MSc degree.

V.7.4.3.2.3 Articulation to and from other institutions

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

V.7.4.3.2.4 Other rules

The curriculum is compiled in a fixed format as explained in V.7.4.3.2.5 below. The project should be selected in consultation with the director of the School of Information Technology, and preferably be done in collaboration with industries.

V.7.4.3.2.5 Compilation of the curriculum (N637V)

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

V.7.4.3.3 CURRICULUM: COMPUTER SCIENCE AND INFORMATION SYSTEMS (N653V)

V.7.4.3.3.1 Curriculum outcomes

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

V.7.4.3.3.2 Articulation and exit point

The Honours BSc can give admission to further learning for the MSc degree.

V.7.4.3.3.3 Articulation to and from other institutions

- a) Credit will be given for modules from other faculties and institutions, on condition that the outcomes and total credit requirements for this curriculum have been adhered to in full.

- b) With the basic and applicable skills acquired by the student with this qualification, the student will be equipped to continue with further learning at other institutions.

V.7.4.3.3.4 Other rules

The curriculum is compiled in a fixed format as explained in V.7.4.3.3.5 below. The project should be selected in consultation with the director of the School of Information Technology, and preferably be done in collaboration with industries.

V.7.4.3.3.5 Compilation of the curriculum (N653V)

Module code	Descriptive name	Ct
First Semester		
ITRI671	Project	32
AND FOUR of the following modules in consultation with the school director:		
ITRI611	Data Warehouses I	12
ITRI612	Linear Programming I	12
ITRI613	Databases I	12
ITRI614	Information Systems Engineering I	12
ITRI615	Computer Security I	12
ITRI616	Artificial Intelligence I	12
ITRI617	Image Processing I	12
ITRI618	Decision Support Systems I	12
Second Semester		
AND FOUR of the following modules in consultation with the school director:		
ITRI621	Data Warehouses II	12
ITRI622	Linear Programming II	12
ITRI623	Databases II	12
ITRI624	Information Systems Engineering II	12
ITRI625	Computer Security II	12
ITRI626	Artificial Intelligence II	12
ITRI627	Image Processing II	12
ITRI628	Decision Support Systems II	12
Credit total for the curriculum		128

V.7.5 RULES FOR THE DEGREE HONOURS BACHELOR OF EDUCATION

This qualification can be obtained in one of the directions and curricula described in V.6.4 (d) and can be enrolled only part-time.

The outcomes of these directions and curricula are negotiated in mainly three programmes, namely Education Management, Law and Systems; Curriculum Studies; and Learner Support

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

V.7.5.1 NATURE AND AIMS OF THE QUALIFICATION

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

V.7.5.2 PROGRAMME OUTCOMES

- a) Students demonstrate that they have acquired a sound knowledge base and critical understanding of education, in general, and of their area(s) of specialisation in particular.
- b) Students demonstrate the ability to critically analyse and evaluate knowledge in their area(s) of specialisation, and to contribute to systematic and disciplined thinking about educational matters and issues, with particular reference to their area(s) of specialisation.
- c) Students demonstrate the ability to conduct independent inquiry (under supervision) in a specialised field of education, training or development, and to report their findings in academically appropriate ways.
- d) Students exhibit the potential to act as academic leaders and experts in the field of education, training and development.
- e) Students demonstrate the ability to make responsible decisions and solve salient problems in respect of crucial educational matters.
- f) Students demonstrate the ability to work effectively with others as a team, with the staff and the learners of the school as teaching-learning organisation and in other relevant contexts.

V.7.5.3 SPECIFIC OBJECTIVES

- a) This qualification prepares students for studies leading to a Master's degree in Education (MEd) at HEQF level 9.
- b) Students will be able to understand the role that research plays in education, make basic evaluations and conduct educational research.
- c) These studies will enable students to play a leadership role in professional educational activities in the different sectors of teaching in South Africa.

V.7.5.4 DURATION OF THE STUDIES

The minimum duration of the studies for this degree is one year.

V.7.5.5 ADMISSION REQUIREMENTS

Admission to this qualification takes place according to the General Rules of the university. In particular the following admission requirements are valid for the Hons BEd degree.

V.7.5.6 GENERAL ADMISSION REQUIREMENTS

Demonstration of learning outcomes at NQF level 6 or HEQF level 7 (480 credits of which 72 at NQF level 6 or HEQF level 7) comprising the following:

- a) pass in a Bachelor degree (360 credits) plus a Post-graduate Certificate in Education or any other professional education qualification [120 credits, of which 72 at level 6 (7)]; or

- b) pass in a Bachelor of Education degree (480 credits); or
- c) pass in a Bachelor degree (480 credits) that is evaluated as applicable; or
- d) any other recognised education qualification that adds up to 480 credits (of which 72 at NQF level 6 or HEQF level 7)
- e) A minimum pass of 65% average in the final year of the qualification that permits entry to the Hons BEd.

V.7.5.7 LIST OF MODULES

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

MODULE CODE	MODULE NAME	REQUIREMENT	CR
FUNDAMENTAL MODULES			
FOER611	Foundations of Education Research		32
RSPR671	Research Project		32
CORE MODULES			
APLS 673	Applied Learning Support		32
CEPS 612	Community Educational Psychology		8
CLIN 611	Classroom Instruction		16
CUDE 611	Curriculum Development		16
FLCE 621	Facilitation and Lay Counselling for Educators		8
LORE 671	Life Orientation		32
EMLO 611	Education Management and organisations		16
ONWR 611	Education Law: theory and praxis		16
TLAS 612	Teaching, Learning and Assessment		16
TSCU 621	The School Curriculum		16
VGLO 624	Education Systems: structure and functions		16

ELECTIVE MODULES			
ONWB 624	Human Resources Management and development in Education		16
ELEA 611	E-learning		8
ISCS 611	Issues in curriculum studies		8
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

V.7.5.8 HONS BED PROGRAMMES

V.7.5.9 Programme: 464 121 Curriculum Studies

Curriculum: Curriculum Studies (O603V)

Curriculum outcomes

After completing this curriculum students will demonstrate an advanced reflexive competency regarding:

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

Student choose TWO of the three elective modules. THUS 2 x 8 credit modules = 16 credits

Curriculum structure: Curriculum Studies O603V

1st YEAR					
FIRST SEMESTER			SECOND SEMESTER		
Code	Descriptive name	Ct	Code	Descriptive name	Ct
FOER611	Foundations of Education Research	16	TSCU621	The School Curriculum	16
CUDE611	Curriculum Development	16	SLAD621	Strategic Learning and Development (Elective)	8
CLIN611	Classroom Instruction	16			
Total credits		48	Total credits (24 if SLAD is chosen)		(16)
2 nd YEAR					
FIRST SEMESTER			SECOND SEMESTER		
Code	Descriptive name	Ct	Code	Descriptive name	Ct
TLAS612	Teaching, Learning and Assessment	16			
RSPR671	Research Project	16	RSPR671	Research Project	16
ELEA611	E-learning (Elective)	8			
ISCS611	Issues in Curriculum Studies (Elective)	8			
Total credits (Depend on electives chosen) 32 credits compulsory modules		32	Total credits		16

V.7.5.10 Programme: 464 121 Education Management, Law and Systems

Curriculum: Education Management, Law and Systems (O605V)

Curriculum outcomes

After completing this curriculum students will demonstrate an advanced reflexive competency regarding:

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

Curriculum structure: Education Management, Law and Systems (O605V)

1 st YEAR					
FIRST SEMESTER			SECOND SEMESTER		
Code	Descriptive name	Ct	Code	Descriptive name	Ct
FOER611	Foundations of Education Research	16	VGLO 624	Education Systems: structure and functions	16
EMLO611	Education Management, Leadership and Organisations	16			
ONWR611	Education Law: Theory and Praxis	16			
Total credits		48	Total credits		16

2 nd YEAR					
FIRST SEMESTER			SECOND SEMESTER		
Code	Descriptive name	Ct	Code	Descriptive name	Ct
RSPR671	Research Project	16	RSPR671	Research Project	16
				Choose two electives from the following:	
			ONWR624	Labour Law & School Governance	16
			ONWR625	Human Rights and Democracy in Education	16
				OR	
			ONWB624	Human Resources, Management and Development in Education	16
			ONWB625	Financial School Management	16
				OR	
			VGLO622	Modern Education Systems	
			VGLO623	Contemporary Education Issues: Comparative perspectives	
Total credits		16	Total credits		48

V.7.5.11 Programme: 464 148 Learner Support

Curriculum: Learner Support (O611V)

Curriculum outcomes

After completing this curriculum students will demonstrate an advanced reflexive competency regarding:

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

Curriculum structure: Learner Support (O611V)

1 ST YEAR					
FIRST SEMESTER			SECOND SEMESTER		
Code	Descriptive name	Ct	Code	Descriptive name	Ct
FOER611	Foundations of Education Research	16	FLCE621	Facilitation and Lay for Counselling Educators	8
LORE671	Life Orientation	16	LORE671	Life Orientation	16
			RSPR671	Research Project	8
Total credits		32	Total credits		32
2 nd YEAR					
FIRST SEMESTER			SECOND SEMESTER		
Code	Descriptive name	Ct	Code	Descriptive name	Ct
CEPS612	Community Educational Psychology	8			
RSPR671	Research Project	12	RSPR671	Research Project	12
APLS673	Applied Learning Support	16	APLS673	Applied Learning Support	16
Total credits		36	Total credits		28

V.7.5.12 EXIT LEVEL OUTCOMES

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

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

V.7.5.13 CHANGE IN ENROLLMENT FOR A CURRICULUM

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

V.7.5.14 ARTICULATION POSSIBILITIES

The Hons BEd degree grants admission to the Master's Degree of Education provided the student must obtain an average of 65% for the Hons BEd degree/modules.

V.7.5.15 EXAMINATION

V.7.5.15.1 Composition of participation marks

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

V.7.5.15.2 Admission to the examinations

Admission to the examinations in any module in which examinations are taken is obtained by acquisition of a proof of participation which is issued if

- a) a student has complied with the particular/specific requirements as stated in a particular study guide, and
- b) a participation mark of at least 40% has been obtained in a module.

V.7.5.15.3 Module mark

The module mark is calculated according to the prescriptions of A.1.38 regarding the relation between participation marks and examination marks as indicated by the module outcomes.

V.7.5.15.4 Pass requirements of a curriculum

- a) The sub-minimum for all modules in which examinations are taken is 40%.
- b) The requirement for passing a module in which examinations are taken is a module mark of 50%.

V.7.5.15.5 Repetition of modules

- a) Within the maximum study period of three years a student may once repeat modules not exceeding 25% of the total curriculum.
- b) A student repeating modules must register again for these modules and obtain participation marks or fulfil other requirements as determined by the school director in order to be granted admission to examinations in these modules.
- c) If a student that repeats modules does not pass those specific modules in the next examination period, A.6.4 will apply. (Termination of study.)

V.7.5.15.6 Termination of studies

Studies of a student can be terminated in terms of A.6.6 if:

- a) the student fails to comply with the requirements laid down by the Senate and/or faculty; or
- b) exceeds the maximum duration of the study period;
- c) fails more than 25% of the modules of the curriculum concerned (cf. A.6.4.1.2)

A student whose studies have been terminated, may apply to the respective Campus Registrar for re-admission to the University. In the event of re-admission, it will be subject to the conditions laid down by the University.

V.8 RULES FOR THE POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE)

This qualification can be taken on a full-time or part time basis on the campus.

V.8.1 NATURE AND AIMS OF THE CERTIFICATE

- a) The PGCE serves as a professional 'capping' qualification for candidates who have completed an appropriate 360 or 480 credit Bachelor's degree.
- b) The PGCE provides qualifiers with a classroom focus that will enable them to fulfill all the contextual roles and competencies of an effective/efficient educator.

V.8.2 PROGRAMME OUTCOMES

After completion of the programme students should be able to:

- a) develop and demonstrate a deep knowledge and understanding of education theory and practice
- b) integrate education theory and practice with applied competence
- c) demonstrate and assess the knowledge base that underpins the planning, development and implementation of learning programmes in the Senior and FET phases and act as assessor and learning facilitator
- d) develop and demonstrate skills, attitudes and values to become responsible, independent and contributing members of the professional educational community in a diverse and changing national and international context.
- e) develop and demonstrate critical, creative and reflective problem solving skills within educational and societal context

V.8.3 MINIMUM AND MAXIMUM DURATION

The minimum duration of study for this qualification is one (1) year of the period necessary to acquire the required number of credits and the maximum duration is two (2) years.

V.8.4 ADMISSION REQUIREMENTS

- a) A first university degree with at least 128 credits in recognised learning areas and/or school subjects, or a recognised qualification that amounts to 360 credits at NQF level 6 or HEQF level 7 and includes at least 128 credits in recognised learning areas and/or school subjects.
- b) Students must also be able to take two (2) methodologies in order to obtain the qualification. The curriculum of the degree may be structured in one of the following ways:
 - i) Recognised school subject/learning area at level 3 (96 credits) + recognised subject/learning area at level 1 (32 credits);
 - ii) Recognised school subject/learning area at level 2 (64 credits) + recognised school subject/learning area at level 2 (64 credits);
 - iii) Recognised school subject/learning area at level 2 (64 credits) + recognised school subject/learning area at level 1(32 credits) +

recognised school subject/learning area at level 1 (32 credits); in the case of a language, it is recommended that the candidate has at least completed level 2.

- iv) In the case of a choice between subject didactics for academic subjects already passed for a prior qualification students must take the subject in which he/she obtained the highest qualification.
- c) A student who included only Botany and Zoology or Physiology (at least one as main subject) and no other school subject in his undergraduate course will receive full recognition for his degree and the PGCE with Methodology of Life Sciences and Methodology of the Learning Area Physical Sciences. These students must register for LIFD511 and LAND521 as well as LAND411 and ADSD521.
- d) A student who included only Physics and Chemistry (at least one as main subject) and no other school subject in his undergraduate course will receive full recognition for his degree and the PGCE with Subject Didactics of Physics and Chemistry and Subject Didactics of the Learning Area Physical Sciences.
- e) A student who wants to take the Methodology of Mathematics must have completed Mathematics on level 2 or otherwise Mathematics on level 1 with one of the following on level 2: Statistics, Mathematical Statistics, Applied Mathematics and Financial Mathematics. A student with only Mathematics as main subject must register for MATD511, MATD521 as well as MATD411 and ADSD521.
- f) A student who wants to take the Methodology of Life Orientation must have two of the following subjects on degree level: Sociology, Psychology, Political Studies, Human Movement Science, Labour –and Industrial Studies, Human Rights and Ethics. The student must already have a second school subject on degree level for the second methodology.
- g) A student who wants to take the Methodology of any language must have completed it on level 2. If the student passed Communications Studies, level 1 can be accepted.
- h) Students who have as yet not completed their first degree may be admitted by way of exception. They have to make a special application to the director for this admission.

V.8.5 LIST OF MODULES

Remark:

- 1) The PM 40% indicates participation marks of 40% during the semester.
- 2) This list of modules is valid for all programmes of study in this qualification.

MODULE CODE	MODULE NAME	PREREQUISITES	CR
ACCD511	Accounting Methodology		12
ADSD521	Additional Subject Methodology: Creativity for Education		12
AFRD511	Afrikaansmetodiek: Praktykgerigte Fasilitering volgens die NKV (gr 7-12)		12
AFRD521	Afrikaansmetodiek: Voorgesette Fasilitering volgens die NKV (gr 7-12)		12
BSTD511	Business Studies Methodology		12
CATD511	Computer Application Technology Methodology		12
COMF511	Computers in Education		8
ECOD511	Economics Methodology		12
EDCC511	Education Theory		8
EDCC512	Assessment		8
EDCC513	Professional Studies		8
EDCC521	Educational Psychology		12
EDCC522	Education Law, Systems and Administration		12
EDCC523	Professional Studies		8
ENGD511	English Methodology		12
ENGD521	English Methodology		12
GEOD511	Geography Methodology		12
HISD511	History Methodology		12
LABD521	Learning Area Economic and Management Sciences Methodology		12
LAND521	learning area natural sciences methodology		12
LASD521	Learning Area Social Sciences Methodology		12
LIFD511	Life Sciences Methodology	Students who only have Physiology, Botany or Zoology as a major subject are provisionally admitted to the pgce until they can provide proof that the basic knowledge with regard to botany, Physiology, Ecology and Zoology has been acquired	12

MODULE CODE	MODULE NAME	PREREQUISITES	CR
LLOD511	Learning Area Life Orientation Methodology		12
LLOD521	Learning Area Life Orientation Methodology		12
MATD511	Mathematics Methodology		12
MATD521	Mathematics Methodology		12
PHSD511	Physical Sciences methodology		12
SEMD511	Sesotho Methodology (mother tongue)		12
SEMD521	Sesotho Methodology (mother tongue)		12
TECD521	Technology		12
TGNO511	Technology		8
TGNO521	Technology		8
LIFF521	Life Skills		12

V.8.6 PROGRAMME: PGCE SENIOR AND FURTHER EDUCATION AND TRAINING PHASE 424 107

With this certificate an educator can teach from Grade 7 to Grade 12.

V.8.6.1 List of Modules

Consult the list above (V.8.5).

V.8.6.2 Compilation of the curriculum

A student compiles his/her curriculum from the compulsory modules (see V.8.6.3) and a selection of two methodologies from the list of core modules (methodologies).

V.8.6.3 CURRICULUM: O160V PGCE SUBJECT DIDACTICS

FIRST SEMESTER	
MODULE CODE	CREDITS
Fundamental modules	
COMF511	8
TGNO511	8
Core modules	
EDCC511	8
EDCC512	8
EDCC513	8
TWO of the following	
ACCD511	12
AFRD511	12
BSTD511	12
CATD511	12
ECOD511	12
ENGD511	12
GEOD511	12
HISD511	12
LIFD511	12
LLOD511	12
MATD511	12
PHSD511	12
SEMD511	12
Total 1st semester	64

SECOND SEMESTER	
MODULE CODE	CREDITS
Fundamental modules	
LIFF521	12
TGNO521	8
Core modules	
EDCC521	12
EDCC522	12
EDCC523	8
Select two of the following	
AFTB521	2
ENTB521	
SSTB521	
Continuation of chosen subject didactics	
LABD521 or ADSD521	12
AFRD521	12
LABD521 or ADSD521	12
TECD521	12
LABD521 or ADSD521	12
ENGD521	12
LASD521	12
LASD521 or ADSD521	12
LAND521	12
LLOD521	12
MATD521	12
LAND521 or ADSD521	12
SEMD521	12
Total 2nd semester	78
Total for the curriculum	142

V.8.7 EXAMINATIONS (ASSESSMENT)

V.8.7.1 Admission to examinations

- a) Admission to examinations in any module in which examinations are written is gained by obtaining proof of participation from the school director after the student complied with the requirements of the curriculum and/or module.
- b) Participation marks for a module depend upon results of tests, assignments and practical work where applicable.
- c) The relation between theory and practical work in calculating the participation marks is explained in the study guides.

V.8.7.2 Module marks

Module marks for a module in which examinations are written are calculated according to the prescriptions of A.1.41 in accordance with the relation between the participation marks and the examination marks.

V.8.7.3 Progress and pass requirements of the curriculum

- a) The sub-minimum for all modules in which examinations are written is 40%.
- b) The pass requirement for a module in which examinations are written is 50% (A.5.4.4).
- c) A curriculum is passed by separately passing each of the modules in the curriculum.
- d) Formative assessment will take place in the form of compulsory class tests, assignments, microteaching, projects semester examinations or portfolios.
- e) By means of continuous assessment students may complete learning units if the specific formulated outcomes are attained.
- f) Formative and summative assessment directed at attaining the outcomes are integrated into the curriculum and take place during practical lessons and microteaching.
- g) In this curriculum the following assessment methods will be used:
 - i) Criteria tests (to test the mastering of knowledge);
 - ii) Projects (to evaluate problem solving skills);
 - iii) Self-assessment;
 - iv) Designing learning curriculums (to test or assess the acquisition of knowledge and insight into subject content, as well as the skills to design learning curriculum's);
 - v) Writing research reports (to assess research skills);
 - vi) Micro- and practical education (to gain a holistic view of students' knowledge, insight and skills as prospective educators).

V.8.8 EXIT AND ASSUMED LEARNING REQUIREMENTS

- a) On completing the prescribed 142 credits successfully the Post-Graduate Certificate in Education at NQF level 6 or HEQF level 7 is awarded.
- b) The certificate grants admission to the Honours Bachelor of Education. The prior training, however, also grants a candidate admission to post-graduate studies in other study programmes.

V.8.9 OTHER RULES

V.8.9.1 Directed observation

- a) Before starting the course a student must attend an approved school for preparatory practical teaching (observation) for at least two (2) weeks .
- b) If there are valid reasons for a student not fulfilling this requirement, it may be undertaken earlier/later with the written consent of the Director.

V.8.9.2 Practical education

All students must participate in the practical teaching programme.

All students must complete twelve (12) weeks (time of observation included) of practical education before the certificate can be awarded.

Should a student hold a teaching post, proof must be provided in order to receive acknowledgement for the practical component.

V.8.9.3 Taking further academic modules

A student already in possession of a Baccalaureus or a higher degree may, with the permission of the director of the School of Educational Science, obtain 48 credits at the most in further academic modules in the PGCE study year.

V.8.9.4 Obtaining language endorsements

All students must obtain two (2) language endorsements. All students (mother tongue speakers) receive an A, E or T automatically due to the fact that they passed matric and completed a first degree. Non-mother tongue speakers wishing to qualify for an A, E or T must report for a language competency test for which an additional payment has to be made. An annual date will be set for the writing of language competency tests as well as for the application for A, E or T.

V.9 RULES FOR MASTER'S DEGREES

This qualification can be obtained in one of the programmes and curricula listed in V.6.4 (d) and can be taken either part-time or full-time.

V.9.1 RULES FOR THE DEGREE MASTER OF ARTS (MA)

V.9.1.1 MINIMUM AND MAXIMUM DURATION

The minimum duration of study for the MA -qualification is one (1) year, except in cases where the degree is only presented part-time, in which case the minimum duration is two (2) years. The maximum duration for the completion of the degree is three (3) years, with the understanding that this period can be extended as specified in rule A.7.6.

V.9.1.2 ADMISSION

- a) Admission to the master's study occurs in accordance with rule A.7.1.
- b) Apart from exceptions that may be approved by the Senate, the subject in which the study is undertaken, is the subject in which the student has obtained the Honours Bachelor of Arts or in which status of such a degree has been conferred on him/her, or the subject in which the student has completed a four year degree or in which status of such a degree has been conferred on him/her, or the subject in which the student, on recommendation of the school director and with the approval of Senate had complied with the prerequisites of a three year degree without obtaining a Honours Bachelor degree.

V.9.1.3 PROGRAMMES AND CURRICULA

V.9.1.3.1 Curriculum outcomes

On completion of these curricula:

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

V.9.1.4 PROGRAMME AFRIKAANS AND DUTCH

V.9.1.4.1 SPECIFIC ADMISSION REQUIREMENTS

Bykomend tot Algemene Reël A.7.1 van die Universiteit geld die volgende:

- a) 'n Student moet in besit wees van 'n Honneurs- BA-graad in Afrikaans en Nederlands of die status hê van sodanige graad soos deur die Senaat goedgekeur. Die studie-inhoud daarvan moet tot die bevrediging van die vakgroepvoorsitter, die direkteur van die navorsingseenheid en, waar nodig, die direkteur van die Skool vir Tale, wees met die oog op die voorgenome MA-studie.

- b) 'n Student moet 'n gemiddelde punt van minstens 60% in die Honneurs-BA-eksamen behaal het. In die geval waar 'n student nie 60% in die Honneurs-BA-eksamen behaal het nie, mag hy/sy aansoek doen om 'n onderhoud te voer met die betrokke vakgroepvoorsitter, die skooldirekteur en die direkteur van die navorsingseenheid.
- c) Die studente moet ook 'n aanvaarbare vlak van akademiese geletterdheid demonstreer.

V.9.1.4.2 PROGRAMME OUTCOMES

Die student moet die vermoë demonstreer om -

- a) literêre of linguistiese probleme op 'n kritiese en kreatiewe manier te kan identifiseer en te kan oplos;
- b) kennis onafhanklik te kan verwerf, te beheers, toe te pas, te ontleed, te integreer en gefundeerd te kan evalueer
- c) die aard en inhoud van die letterkunde of taalkunde in Afrikaans en Nederlands te begryp;
- d) toepaslike literêre of linguistiese teorieë te kan beheers;
- e) toepaslike metodologieë vir die studie te kan identifiseer en te kan toepas;
- f) op grond van inhoudelike en teoretiese kennis 'n ingeligte eie standpunt te kan formuleer;
- g) die probleem en bevindings van die studie in die breër sosiale en kulturele konteks en, waar toepaslik, binne 'n uitgesproke wêreldvisie te kan plaas; en
- h) die bevindings van die studie in toepaslike akademiese taal te kan aanbied.

V.9.1.4.3 CURRICULUM: AFRIKAANS AND DUTCH (L800V)

V.9.1.4.3.1 Specific rules

- a) Students only write a dissertation (180 credits) in this curriculum.
- b) The title of the dissertation, after it has been approved by the relevant research director, is finally approved by the Faculty Board on recommendation of the relevant school director.

V.9.1.4.3.2 Compilation of the curriculum L800V

Module code	Descriptive name	Ct
AFL871	Dissertation	180
Credit total for the curriculum		180

V.9.1.5 PROGRAMME LINGUISTICS AND LITERARY THEORY

V.9.1.5.1 SPECIFIC ADMISSION REQUIREMENTS

Bykomend tot Algemene Reël A.7.1 van die Universiteit geld die volgende:

- a) 'n Student moet in besit wees van 'n Honneurs-BA-graad in 'n taal of in Algemene Taal- en Literatuurwetenskap of die status hê van sodanige

graad soos deur die Senaat goedgekeur. Die studie-inhoud daarvan moet tot die bevrediging van die vakgroepvoorsitter, die direkteur van die navorsingseenheid en, waar nodig, die direkteur van die Skool vir Tale, wees met die oog op die voorgenome MA-studie.

- b) 'n Student moet 'n gemiddelde punt van minstens 60% in die Honneurs-BA-eksamen behaal het. In die geval waar 'n student nie 60% in die Honneurs-BA-eksamen behaal het nie, mag hy/sy aansoek doen om 'n onderhoud te voer met die betrokke vakgroepvoorsitter, die skooldirekteur en die direkteur van die navorsingseenheid.
- c) Die studente moet ook 'n aanvaarbare vlak van akademiese geletterdheid demonstreer.

V.9.1.5.2 PROGRAMME OUTCOMES

Die student moet die vermoë demonstreer om

- a) literêre of linguistiese probleme op 'n kritiese en kreatiewe manier te kan identifiseer en te kan oplos;
- b) kennis onafhanklik te kan verwerf, te beheers, toe te pas, te ontleed, te integreer en gefundeerd te kan evalueer
- c) oorspronklike insigte tot die veld by te dra;
- d) die aard en inhoud van die Algemene Taal- of Literatuurwetenskap te begryp;
- e) toepaslike literêre of linguistiese teorieë te kan beheers;
- f) toepaslike metodologieë vir die studie te kan identifiseer en te kan toepas;
- g) op grond van inhoudelike en teoretiese kennis 'n ingeligte eie standpunt te kan formuleer;
- h) die probleem en bevindings van die studie in die breër sosiale en kulturele konteks en, waar toepaslik, binne 'n uitgesproke wêreldvisie te kan plaas; en
- i) die bevindings van die studie in toepaslike akademiese taal te kan aanbied.

V.9.1.5.3 CURRICULUM: LINGUISTICS AND LITERARY THEORY (L802V)

V.9.1.5.3.1 Specific rules

- a) Students only write a dissertation (180 credits) in this curriculum.
- b) The title of the dissertation, after it has been approved by the relevant research director, is finally approved by the Faculty Board on recommendation of the relevant school director.

V.9.1.5.3.2 Compilation of the curriculum L802V

Module code	Descriptive name	Ct
ATLW871	Dissertation	180
Credit total for the curriculum		180

V.9.1.5.4 CURRICULUM: LINGUISTICS AND LITERARY THEORY (L803V)

V.9.1.5.4.1 Specific rules

Students write a mini-dissertation and two modules

V.9.1.5.4.2 Compilation of curriculum L803V

Module code	Descriptive name	Ct
ATLW873	Minni-Dissertation	90
ATLW874	Advanced Introduction	45
ATLW875	Theme Trend	45
Credit total for the curriculum		180

V.9.1.6 PROGRAMME TOEGEPASTE TAALSTUDIES

V.9.1.6.1 SPECIFIC ADMISSION REQUIREMENTS

In addition to General Rule A.7.1 of the University the following is also applicable:

- a) A student must have a four-year Bachelor's degree in Language Technology, an Honours degree in a language or in General Linguistics and/or Literary Theory or have the status of such a degree approved by Senate. Its study contents must be to the satisfaction of the Chairperson of the Subject Group, the Director of the Research Unit, and where necessary, the Director of the School of Languages, for the proposed MA study.
- b) A student must have obtained an average mark of at least 60% in the fourth year or Honours examination. In case a student did not obtain 60% in the preceding examination, he/she may apply for an interview with the Chairperson of the particular subject group, the School Director and the Director of the Research Unit.
- c) The student also has to demonstrate an acceptable level of academic literacy.

V.9.1.6.2 PROGRAMME OUTCOMES

The student must demonstrate the ability to

- a) identify and solve applied linguistic problems in a critical and creative manner;
- b) acquire, master, apply, analyse, and integrate knowledge independently, as well as evaluate it in a principled and well-grounded manner;
- c) understand the nature and content of Applied Linguistics;
- d) master appropriate literary or linguistic theories;
- e) identify and apply appropriate methodologies for the study;
- f) formulate an informed viewpoint based on subject specific and theoretical knowledge;
- g) situate the problem and findings of the study in their broader societal and cultural context and within an articulated world view if and where appropriate; and

- h) present the findings of the study in appropriate academic language.

V.9.1.6.3 CURRICULUM: TOEGEPASTE TAALSTUDIES (L805V)

V.9.1.6.3.1 Specific rules

- a) Students only write a dissertation (180 credits) in this curriculum.
- b) The title of the dissertation, after it has been approved by the relevant research director, is finally approved by the Faculty Board on recommendation of the relevant school director.

V.9.1.6.3.2 Compilation of the curriculum L805V

Module code	Descriptive name	Ct
ATLL871	Dissertation	180
Credit total for the curriculum		180

V.9.1.7 PROGRAMME APPLIED LANGUAGE STUDIES

V.9.1.7.1 SPECIFIC ADMISSION REQUIREMENTS

In addition to General Rule A.7.1 of the University the following is also applicable:

- a) A student must have an Honours degree in English or have the status of such a degree approved by Senate. Its study contents must be to the satisfaction of the Chairperson of the Subject Group, the Director of the Research Unit, and where necessary, the Director of the School of Languages, for the proposed MA study.
- b) A student must have obtained an average mark of at least 60% in the Honours examination. In case a student did not obtain 60% in the Honours examination, he/she may apply for an interview with the Chairperson of the particular subject group, the School Director and the Director of the Research Unit.
- c) The student also has to demonstrate an acceptable level of academic literacy.

V.9.1.7.2 PROGRAMME OUTCOMES

The student must demonstrate the ability to

- a) identify and solve applied linguistic problems in a critical and creative manner;
- b) acquire, master, apply, analyse, and integrate knowledge independently, as well as evaluate it in a principled and well-grounded manner;
- c) understand the nature and content of Applied Linguistics;
- d) master appropriate literary or linguistic theories;
- e) identify and apply appropriate methodologies for the study;
- f) formulate an informed viewpoint based on subject specific and theoretical knowledge;

- g) situate the problem and findings of the study in their broader societal and cultural context and within an articulated world view if and where appropriate; and
- h) present the findings of the study in appropriate academic language.

V.9.1.7.3 CURRICULUM: APPLIED LANGUAGE STUDIES (L812V)

V.9.1.7.3.1 Specific rules

- a) Students only write a dissertation (180 credits) in this curriculum.
- b) The title of the dissertation, after it has been approved by the relevant research director, is finally approved by the Faculty Board on recommendation of the relevant school director.

V.9.1.7.3.2 Compilation of the curriculum L812V

Module code	Descriptive name	Ct
ALST871	Dissertation	180
Credit total for the curriculum		180

V.9.1.8 PROGRAMME ENGLISH

V.9.1.8.1 SPECIFIC ADMISSION REQUIREMENTS

In addition to General Rule A.7.1 of the University the following is also applicable:

- a) A student must have an Honours degree in English or have the status of such a degree approved by Senate. Its study contents must be to the satisfaction of the Chairperson of the Subject Group, the Director of the Research Unit, and where necessary, the Director of the School of Languages, for a proposed MA study.
- b) A student must have obtained an average mark of at least 60% in the honours examination. In case a student did not obtain 60% in the honours examination, he/she may apply for an interview with the Chairperson of the particular subject group, the School Director and the Director of the Research Unit.
- c) The student also has to demonstrate an acceptable level of academic literacy.

V.9.1.8.2 PROGRAMME OUTCOMES

The student must demonstrate the ability to

- a) identify and solve literary or linguistic problems in a critical and creative manner;
- b) acquire, master, apply, analyse, and integrate knowledge independently, as well as evaluate it in a principled and well-grounded manner;
- c) understand the nature and content of English language or literature;
- d) master appropriate literary or linguistic theories;
- e) identify and apply appropriate methodologies for the study;

- f) formulate an informed viewpoint based on subject specific and theoretical knowledge;
- g) situate the problem and findings of the study in their broader societal and cultural context and within an articulated world view if and where appropriate; and
- h) present the findings of the study in appropriate academic language.

V.9.1.8.3 CURRICULUM: ENGLISH (L810V)

V.9.1.8.3.1 Specific rules

- a) Students only write a dissertation (180 credits) in this curriculum.
- b) The title of the dissertation, after it has been approved by the relevant research director, is finally approved by the Faculty Board on recommendation of the relevant school director.

V.9.1.8.3.2 Compilation of the curriculum L810V

Module code	Descriptive name	Ct
ENLL871	Dissertation	180
Credit total for the curriculum		180

V.9.1.9 PROGRAMME SESOTHO

V.9.1.9.1 SPECIFIC ADMISSION REQUIREMENTS

In addition to General Rule A.7.1 of the University the following is also applicable:

- a) A student must have an Honours degree in Sesotho or have the status of such a degree approved by Senate. Its study contents must be to the satisfaction of the Chairperson of the Subject Group, the Director of the Research Unit, and where necessary, the Director of the School of Languages, for a proposed MA study.
- b) A student must have obtained an average mark of at least 60% in the honours examination. In case a student did not obtain 60% in the honours examination, he/she may apply for an interview with the Chairperson of the particular subject group, the School Director and the Director of the Research Unit.
- c) The student also has to demonstrate an acceptable level of academic literacy.

V.9.1.9.2 PROGRAMME OUTCOMES

Lectured MA:

The student must demonstrate the ability to

- a) Identify and solve linguistic and/or literary problems in a critical and creative manner;
- b) Master appropriate linguistic and literary theories;

- c) Formulate an informed viewpoint based on subject specific and theoretical knowledge;
- d) Understand the nature and content of Sesotho language and literature;
- e) Acquire, master, apply, analyse, and integrate knowledge independently;
- f) Evaluate knowledge in a principled and well-grounded manner;
- g) Situate the problem and findings of study in a broader societal and cultural contexts and within an articulated worldview; and
- h) Present findings of the study in appropriate academic language.

Dissertation MA:

The student must demonstrate the ability to

- a) identify and solve literary or linguistic problems in a critical and creative manner;
- b) acquire, master, apply, analyse, and integrate knowledge independently, as well as evaluate it in a principled and well-grounded manner;
- c) understand the nature and content of Sesotho language or literature;
- d) master appropriate literary or linguistic theories;
- e) identify and apply appropriate methodologies for the study;
- f) formulate an informed viewpoint based on subject specific and theoretical knowledge;
- g) situate the problem and findings of the study in their broader societal and cultural context and within an articulated world view if and where appropriate; and
- h) present the findings of the study in appropriate academic language.

V.9.1.9.3 CURRICULUM: SESOTHO LECTURED (L801V)

V.9.1.9.3.1 Compilation of the curriculum L801V

Module code	Descriptive name	Ct
SLL873	Mini-dissertation	100
SLL874	Theory language/literature	40
SLL875	Application language/literature	40
Credit total for the curriculum		180

V.9.1.9.4 CURRICULUM: SESOTHO DISSERTATION (L802V)

V.9.1.9.4.1 Specific rules

- a) Students only write a dissertation (180 credits) in this curriculum.
- b) The title of the dissertation, after it has been approved by the relevant research director, is finally approved by the Faculty Board on recommendation of the relevant school director.

V.9.1.9.4.2 Compilation of the curriculum L802V

Module code	Descriptive name	Ct
SLL871	Dissertation	180
Credit total for the curriculum		180

V.9.1.10 PROGRAMME: LANGUAGE PRACTICE

The curriculum designed in this programme provides highly specialised training in Language Practice.

V.9.1.10.1 SPECIFIC ADMISSION REQUIREMENTS

Cf. V.9.1.2

V.9.1.10.2 PROGRAMME OUTCOMES

The student should:

- a) possess a systematic and comprehensive knowledge of historical and current developments in language practice broadly, and sophisticated knowledge of particular areas of specialisation
- b) possess a coherent and critical understanding of key terms, concepts, principles, theories, debates and current issues in language practice, and be able to evaluate current and advanced research in a particular area of specialisation
- c) be able to reflect epistemologically on theoretical principles and debates in a particular field of language practice
- d) understand the key research methods, techniques and technologies appropriate to language practice and select and apply these in order to investigate a particular problem
- e) identify, analyse and engage with complex, real-life problems and situations related to a field of specialisation in language practice by means of theoretical and logical argumentation, as well as qualitative and quantitative research where applicable
- f) identify, collect, critically analyse, synthesise and independently evaluate qualitative and quantitative information on a particular topic in language practice effectively and responsibly by using various types of high-level academic and professional sources
- g) communicate academic-professional work coherently by applying the conventions of academic discourse in writing a dissertation, and adapt

communication strategies in order to effectively communicate with a variety of audiences in different contexts

- h) be committed to a process of life-long learning, specifically with reference to social, economic, political, and technological developments in the language professions.

V.9.1.10.3 CURRICULUM: LANGUAGE PRACTICE (L835V)

V.9.1.10.3.1 Specific rules

- a) Students who completed a Honours BA in any language (e.g. English, Afrikaans, Sesotho) or Language Practice may be admitted to this curriculum, if admission is recommended by the research and school directors.
- b) Students write only a dissertation (180 credits) in this curriculum.
- c) After the topic of the dissertation has been approved by the relevant focus area director the faculty board finally approves it on the recommendation of the relevant research and school directors.

V.9.1.10.3.2 Compilation of the curriculum L835V

Module code	Descriptive name	Ct
LPRA871	Dissertation	180
Total credits for the curriculum		180

V.9.1.11 PROGRAMME: HUMANITIES

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

V.9.1.11.1 Specific admission requirements

Cf. V9.1.2.

V.9.1.11.2 CURRICULA: BIBLICAL STUDIES / THEOLOGY (Lectured)

V.9.1.11.2.1 Specific rules

- a) Students write a mini-dissertation (64 credits) in one of the four specialist fields. The chosen field of specialisation determines the curriculum code the students register for. The mini-dissertation includes a compulsory course in research methodology.
- b) The rest of the curricula consists of compulsory and choice modules with a total credit value of 64 credits.

V.9.1.11.2.2 Compilation of the curriculum

Curriculum Codes	Module code	Descriptive name	Ct
		Mini-dissertation in one of the following:	
L801V	HERV873	Mini-dissertation (Hermeneutics)	64
L810V	ETIV873	Mini-dissertation (Ethics)	64
L811V	MISV873	Mini-dissertation (Missiology)	64
L812V	KDGV873	Mini-dissertation (Church and Dogma history)	64
		Compulsory modules:	
	HERV874	Biblical Hermeneutics: theoretical perspectives	16
	ETIV874	Ethical perspectives	16
	MISV874	Missiological perspectives	16
		Choice modules (one of the following):	
	KDGV874	Church and Dogma history	16
	PASV874	Pastoral Perspectives	16
	EXEV874	Biblical Hermeneutics: application	16
Credit total for the curriculum			128

V.9.1.11.3 CURRICULA: BIBLICAL STUDIES / THEOLOGY (Dissertation)

V.9.1.11.3.1 Specific rules

- a) Students write a dissertation (96 credits) in one of the six specialist fields. The chosen field of specialisation determines the curriculum code the students register for.
- b) Students choose one of the choice modules (32 credits) that should relate to the field of specialisation in which the dissertation is written.

V.9.1.11.3.2 Compilation of the curriculum

Curriculum Codes	Module code	Descriptive name	Ct
		Mini-dissertation in one of the following:	
L813V	HERV872	Dissertation (Hermeneutics)	96
L814V	ETIV872	Dissertation (Ethics)	96
L815V	MISV872	Dissertation (Missiology)	96
L816V	OTEV872	Dissertation (Old Testament)	96
L817V	NTEV872	Dissertation (New Testament)	96
L818V	KDGV872	Dissertation (Church and Dogma history)	96
		Choice modules (one of the following):	
	HERV875	Hermeneutic perspectives	32
	ETIV875	Ethical perspectives	32
	MISV875	Missiological perspectives	32
	OTEV875	Old Testament	32
	NTEV875	New Testament	32
	KDGV875	Church and Dogma history	32
Credit total for the curriculum			128

V.9.1.11.4 CURRICULUM: HISTORY (L801)

V.9.1.11.4.1 Specific rules

- a) Students may choose to write only a dissertation (180 credits) in this curriculum (L801V).
- b) The subject of the dissertation should be approved by the Faculty Board on recommendation of the relevant director.

V.9.1.11.4.2 Compilation of the curriculum

Curriculum Codes	Module code	Descriptive name	Ct
L801V	HIST871	Dissertation	180
Credit total for the curricula			180

V.9.1.11.5 CURRICULUM: POLITICAL STUDIES (L801V)

In addition to General Academic Rule 7.1 an applicant must be in possession of a Honours degree in Political Studies, or an equivalent qualification, to be admitted into the Master's programme

Students should write a dissertation (180 credits) in this curriculum.

V.9.1.11.5.1 Compilation of the curriculum

Curriculum code	Module code	Descriptive name	Ct
L801V	POLS871	Dissertation	180
Credit total for the curriculum			180

V.9.1.12 PROGRAMME: BEHAVIOURAL SCIENCES

The curricula designed in this programme provide highly specialised training in the Behavioural Sciences.

V.9.1.12.1 Specific admission requirements

Cf. V.9.1.2

V.9.1.12.2 CURRICULUM: PSYCHOLOGY (G801V)

V.9.1.12.2.1 Specific rules

- a) Students should write a dissertation (180 credits) in this curriculum.
- b) The subject of the dissertation/mini-dissertation should be approved by the Faculty Board on recommendation of the relevant director.

V.9.1.12.2.2 Compilation of the curriculum

Module code	Descriptive name	Ct
PSYC871	Dissertation	180
Credit total for the curriculum		180

V.9.1.12.3 CURRICULA: MEDICAL SOCIOLOGY (L835V or L805V – Dissertation)

V.9.1.12.3.1 Specific rules

- a) Students who want to obtain the qualification in Sociology register for curriculum L805V and write a dissertation (180 credits);
- b) Students who want to obtain the qualification in Medical Sociology register for curriculum L835V and write a mini dissertation (90 credits). For these students the following also apply:
 - i) Screening of candidates for the curriculum will take place prior to registration.
 - ii) The minimum duration of the curriculum is two years.
 - iii) Should a student not have Sociology as major for the first bachelors degree, knowledge of a related subject and/or job experience and/or related training or in-service training by a

recognised institution can be considered as admission criteria after suitable evaluation, and the director may require the student to acquire the relevant sociological knowledge.

V.9.1.12.3.2 Compilation of the curriculum

Curriculum Codes	Module code	Descriptive name	Ct
L805V	SGVK871	Dissertation	180
or	or	or	
L835V	SGVK873	Mini-dissertation	90
	SGVK878	Advanced Sociological Theory	45
	SGVK879	Clinical Sociology	45
Credit total for the curricula			180

V.9.1.12.4 CURRICULA: INDUSTRIAL PSYCHOLOGY (E807V – dissertation; E808V – mini dissertation)

V.9.1.12.4.1 Specific admission requirements

- a) Students with an Hons degree in Industrial Psychology who for whatever reason, cannot continue with an M degree in Industrial Psychology, will be allowed on completion of a preliminary exam to the satisfaction of the curriculum leader Industrial Sociology: Labour Relations, to register for a M degree in Industrial Sociology: Labour Relations on condition that all academic requirements for the latter curriculum have been complied with.
- b) All students applying for the Masters Programme in Industrial Psychology or Human Resource Management at the North-West University (Potchefstroom Campus or Vaal Triangle Campus), should pass a competency examination in Statistics. Students who do not obtain a minimum of 50% in this examination, can be denied admission to the Masters Programme in Industrial Psychology, or must be prepared to complete a workshop on basic statistical methods (as prescribed by the Programme for Industrial Psychology) at their own cost. Students must complete this workshop within the first six months of their Masters Training, but will be allowed to do it simultaneously with the other compulsory modules which form part of the Masters Programme.

V.9.1.12.4.2 Specific rules (cf. compilation of curriculum)

- a) If a student registers for BPKV872 (dissertation – 192 credits) two further modules of 24 credits each are required.
- b) If a student registers for BPKV873 (mini-dissertation – 120 credits) five further modules of 24 credits each are required.
- c) The subject of the dissertation/mini-dissertation must be approved by the Faculty Board, on recommendation of the relevant director.

V.9.1.12.4.3 Compilation of the curriculum

Curriculum Codes	Module code	Descriptive name	Ct
E807V	BPKV872	Dissertation	192
or	Or	or	
E808V	BPKV873	Mini-dissertation	120
		Choice modules	
	BPKP874	Career Psychology	24
	BPKP875	Advanced Counselling	24
	BPKP876	Human Resource Development	24
	BPKP877	Professional Industrial Psychology	24
	BPKP878	Research Methodology	24
Credit total for the curricula			240

V.9.1.12.5 CURRICULUM: LABOUR RELATIONS MANAGEMENT (E827V)

V.9.1.12.5.1 Specific rule

Students must write a dissertation (180 credits).

V.9.1.12.5.2 Compilation of the curriculum

Module code	Descriptive name	Ct
LARM871	Dissertation	180
Credit total for the curriculum		180

V.9.1.12.6 RULES FOR THE DEGREE MAGISTER ARTIUM (SOCIAL WORK): SOCIAL WORK (MSW) (G801V)

V.9.1.12.6.1 SPECIFIC ADMISSION REQUIREMENTS

- A student admitted to this programme should have an honours degree in Social Work or a four-year BA degree with Social Work.
- Admission will be considered by taking into account the student's previous academic performance.
- Students registering for this study programme should supply proof of registration as social workers as required by the Act on Social Work, 1978 (Act 110 of 1978).
- Students need to write an admission exam in which the student need to obtain a minimum of 65%. Information may be obtained from the subject chairperson.

V.9.1.12.6.2 CURRICULUM SOCIAL WORK - DISSERTATION

- Writing of a dissertation on a topic of the student's choice within the Focus area of the Subject Group Social Work and the Faculty of Humanities.

V.9.1.12.6.3 Curriculum outcomes – dissertation

The student should be able to

- a) identify a research problem in Social Work that is in line with the Research Focus area of the School of Behavioural Sciences and Subject Group Social Work;
- b) formulate and apply a research topic and procedure;
- c) present the research results in the form of a dissertation of high standard and
- d) collaborate effectively in the research process with co-researchers, research teams, respondents, organisations and communities.

V.9.1.12.6.4 Articulation and exit point

The qualification enables the student to be admitted to the programme at doctoral level at all South African universities and possibly to foreign training institutions where Social Work is presented at postgraduate level.

V.9.1.12.6.5 Compilation of the curriculum

Module code	Descriptive name	Ct
MWKN871	Dissertation	180
Credit total for the curriculum		180

V.9.2 RULES FOR THE MASTER DEGREES IN DEVELOPMENT AND MANAGEMENT

V.9.2.1 MINIMUM AND MAXIMUM DURATION

The minimum duration of study for the MA -qualification is one year, except in cases where the degree is only presented part-time, in which case the minimum duration is two years. The maximum duration for the completion of the degree is three (3) years, with the understanding that this period can be extended as specified in rule A.7.6.

V.9.2.2 ADMISSION

- a) Admission to the master's study occurs in accordance with rule A.7.1.
- b) A Honours degree Public Management and Development or equivalent qualification.

V.9.2.3 PROGRAMMES AND CURRICULA

The following programmes are offered on the Vaal Triangle Campus: Programme Master in Development and Management, curriculum Public Management and Governance (dissertation); Programme Master in Development and Management, curriculum Water Studies; and Programme, Master in Development and Management, lectured curriculum in Public Management and Governance.

V.9.2.4 ARTICULATION

On successful completion of the curriculum students can be admitted to study for the PhD qualification in Public Management and Governance and in Political Studies.

V.9.2.5 CURRICULUM: PUBLIC MANAGEMENT AND GOVERNANCE (L800V)

V.9.2.5.1 Specific rules

A student writes a dissertation after completion of the registration procedure.

V.9.2.5.2 Compilation of the curriculum

Module code	Descriptive name	Ct
PUMA871	Public Management and Governance (dissertation)	180
Credit total for the curriculum		180

V.9.2.6 CURRICULUM: PUBLIC MANAGEMENT AND GOVERNANCE (L865V)

V.9.2.6.1 Specific rules

- a) A student should complete all the 16-ct. modules.
- b) One of the mini-dissertations (MPGO873 or MPGP873) has to be completed.

V.9.2.6.2 Compilation of the curriculum

Module code	Descriptive name	Ct
MPGA817	Research Methodology	16
DIMA811	Disaster Risk Reduction	16
MPGA815	Applied Project Management	16
MPGA822	Public Financial Management	16
MPGO873	Public Management: (mini-dissertation)	64
MPGP873	Political Studies: (mini-dissertation)	64
Credit total for the curriculum		128

V.9.2.7 CURRICULUM: WATER STUDIES (L874V)

V.9.2.7.1 Specific admission requirements for the curriculum

Honours degree (equivalent qualification) in Public Management and Governance. The number of students admitted will depend upon the available capacity and compliance with the minimum requirements does not automatically imply admission

V.9.2.7.2 Curriculum outcomes

The knowledge acquired from this curriculum, will equip students with an advanced level of management skills for their respective professions so that the complex South African social environment can be effectively managed. Specific focus will be placed on the following aspects:

- a) to contextualise the concept of sustainable social development in Africa and within the global world;
- b) to analyse, interpret and apply the philosophical tenets for sustainable social development;

- c) to apply suitable, specialised theoretical frameworks and relevant methodological techniques within specific and integrated development environments
- d) to use acquired management skills effectively in the planning and management of his/her own research and projects;
- e) to understand the ethical problematics within the development context, evaluate it critically and take the appropriate action.

V.9.2.7.3 Articulation

On successful completion of the curriculum, candidates may be admitted to a PhD degree in Public Administration and Governance.

V.9.2.7.4 Computation of the curriculum: L874V

Module Code	Description	Credits
Compulsory modules		
SOCL811	Sustainable Development: Theoretical Orientation	16
MPMA811	Methodology	16
MPMA812	Public Management	16
MPMA814	Applied Project Management	16
DIMA821	Disaster Risk Reduction	16
MPMA826	Performance Management	16
MSDW873	Mini-dissertation: Water Studies	64
Total credits of compulsory modules		160
Water Studies		
MSDW821	Cultural Dynamics of Water	16
MSDW822	Integrated Water Studies	16
MSDW823	Hydro-Politics	16
Total credits for elective modules		32
Total credits		192

V.9.3 RULES FOR THE DEGREE MASTER OF COMMERCE (MCOM)

V.9.3.1 DURATION OF STUDIES

The minimum duration for all MCom degrees is one year, with the exception of MCom (Industrial Psychology) of which the minimum duration is two years. The maximum duration for the completion of the degree is three (3) years, with the understanding that this period may be extended as determined in rule A.7.6. The study may be terminated by the Senate on the recommendation of the Faculty Board on the basis of unsatisfactory progress.

V.9.3.2 ADMISSION

Admission to Magister study occurs in accordance with rule A.7.1.

- a) A student must be in possession of an Hons BCom Acc degree or the status of an Hons BCom Acc degree as approved by the Faculty Board. The study contents of such a degree should be to the satisfaction of the director for the proposed MCom study.
- b) A student should have obtained an average of at least 60% in the Hons BCom.
- c) The student should have obtained a minimum of 60% in the relevant Hons BCom modules upon which the proposed study is based.
- d) The research capability of the student should be to the satisfaction of the relevant director. Prospective MCom (Industrial Psychology) students are subject to a selection programme which is available from the director.

V.9.3.3 PROGRAMMES AND CURRICULA

V.9.3.3.1 Curriculum outcomes

On completion of the curriculum:

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

V.9.3.3.2 PROGRAMME AND CURRICULUM: ECONOMICS (E803V)

Module code	Descriptive name	Ct
ECON872	Dissertation	148
ECON874	Advanced Micro-economics	16
ECON876	Advanced Research Methodology	16
Credit total for the curriculum		180

V.9.3.3.3 PROGRAMME AND CURRICULUM: INTERNATIONAL TRADE (E804V)

Module code	Descriptive name	Ct
ECON872	Dissertation	148
ECON879	Advanced International Trade	16
ECON876	Advanced Research Methodology	16
Credit total for the curriculum		180

V.9.3.3.4 PROGRAMME AND CURRICULUM: RISK MANAGEMENT (E805V)

Module code	Descriptive name	Ct
ECON872	Dissertation	148
ECON882	Advanced Risk Management	16
ECON876	Advanced Research Methodology	16
Credit total for the curriculum		180

V.9.3.3.5 PROGRAMME AND CURRICULUM: ENTREPRENEURSHIP (E814V)

Module code	Descriptive name	Ct
ENTR827	Dissertation	144
ENTR874	Advanced Entrepreneurship (Capita Selecta)	36
Credit total for the curriculum		180

V.9.3.3.6 PROGRAMME AND CURRICULUM: MARKETING MANAGEMENT (E815V)

Module code	Descriptive name	Ct
BMAR872	Dissertation	144
BMAR874	Advanced Business Management (Capita Selecta)	36
Credit total for the curriculum		180

V.9.3.3.7 PROGRAMME AND CURRICULUM: BUSINESS MANAGEMENT (E816V)

Module code	Descriptive name	Ct
	Compulsory module	
BMAN872	Dissertation	144
BMAN874	Advanced Business Management	36
Credit total for the curriculum		180

V.9.3.3.8 PROGRAMME: ACCOUNTING SCIENCES

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

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

V.9.3.3.8.1 CURRICULUM: COST AND MANAGEMENT ACCOUNTING (E830V and E831V)

9.3.3.8.1.1 Specific rules

- a) Two modules of 32 credits each and a mini-dissertation of 64 credits are required, of which at least one module should be in the department where the mini-dissertation is done (E830V).
- b) Students may also choose to write only a dissertation of 128 credits (E831V).
- c) The subject of the dissertation should be approved by the Faculty Board on recommendation of the relevant director.

9.3.3.8.1.2 Compilation of the curriculum

Curriculum Codes	Module code	Descriptive name	Ct
E831V	BRKP871	Dissertation	128
or	or	or	
E830V	BRKP873	Mini-dissertation	64
	BRKP874	Advanced Financial Management and Strategy	32
	BRKP875	Advanced Management Accounting and Business Strategy	32
Credit total for the curriculum			128

V.9.3.3.8.2 CURRICULUM: ACCOUNTING (E842V)

9.3.3.8.2.1 Specific rules

- a) The student should write a dissertation (180 credits).
- b) The subject of the dissertation should be approved by the Faculty Board on recommendation of the relevant director.

9.3.3.8.2.2 Compilation of the curriculum E842V

Module code	Descriptive name	Ct
ACCC871	Dissertation	180
Credit total for the curriculum		180

V.9.3.3.8.3 PROGRAMME: SOUTH AFRICAN AND INTERNATIONAL TAX (dissertation) (E834V)

9.3.3.8.3.1 Specific rules

- a) Students may only write a dissertation (188 credits).
- b) The subject of the dissertation should be approved by the Faculty Board on recommendation of the relevant director.

9.3.3.8.3.2 Compilation of the curriculum E834V

Module code	Descriptive name	Ct
TAXM871	Taxation: Dissertation	188
Credit total for the curriculum		188

V.9.3.3.9 PROGRAMME: BEHAVIOURAL SCIENCES

The curricula compiled in this programme give highly specialised training in the Behavioural Sciences.

V.9.3.3.9.1 SPECIFIC ADMISSION REQUIREMENTS

- a) Students with an Hons degree in Industrial Psychology who for whatever reason, do cannot continue with an M degree in Industrial Psychology, will be allowed, on completion of a preliminary exam, to the satisfaction of the curriculum leader Industrial Sociology: Labour Relations Management, to register for a Masters degree in Industrial Sociology: Labour Relations Management on condition that all academic requirements for the latter curriculum have been complied with.
- b) All students applying for the Masters Programme in Industrial Psychology or Human Resource Management at the North-West University (Potchefstroom Campus or Vaal Triangle Campus), should pass a competency examination in Statistics. Students who do not obtain a minimum of 50% in this examination, can be denied admission to the Masters Programme in Industrial Psychology, or must be prepared to complete a workshop on basic statistical methods (as prescribed by the Programme for Industrial Psychology) at their own cost. Students must complete this workshop within the first six months of their Masters Training, but will be allowed to do it simultaneously with the other compulsory modules which form part of the Masters Programme.

V.9.3.3.9.2 CURRICULUM: INDUSTRIAL PSYCHOLOGY (E820V and E821V)

9.3.3.9.2.1 Specific rules

- a) If a student registers for BPKV872 (dissertation – 192 credits) **two** further modules of 24 credits each from the list of choice modules are required.
- b) If a student registers for BPKV873 (mini-dissertation – 120 credits) **five** further modules of 24 credits each from the list of choice modules are required.
- c) The subject of the dissertation/mini-dissertation must be approved by Faculty Board on recommendation of the relevant director.

9.3.3.9.2.2 Compilation of the curriculum

Curriculum Codes	Module code	Descriptive name	Ct
E820V	BPKV872	Dissertation	192
or	or	or	
E821V	BPKV873	Mini-dissertation	120
		Choice modules	
	BPKP874	Career psychology	24
	BPKP875	Advanced interviewing	24
	BPKP876	Human resource development	24
	BPKP877	Professional Industrial Psychology	24
	BPKP878	Research methodology	24
Credit total for the curriculum			240

V.9.3.3.9.3 CURRICULUM: LABOUR RELATIONS MANAGEMENT (E826V)

9.3.3.9.3.1 Specific rules

Students must write a dissertation (180 credits).

9.3.3.9.3.2 Compilation of the curriculum

Module code	Descriptive name	Ct
LARM871	Dissertation	180
Credit total for the curriculum		180

V.9.4 RULES FOR THE DEGREE MASTER OF SCIENCE

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

V.9.4.1 MINIMUM AND MAXIMUM DURATION

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

V.9.4.2 SPECIFIC ADMISSION REQUIREMENTS

A student who envisages enrolling for the master's degree, should obtain permission to undertake the study from the director of the research unit for Business Mathematics and Informatics, who will act in consultation with the director of the School of Information Technology. Admission occurs according to the General Rules (A.7.1) of the University.

V.9.4.2.1 CURRICULUM: COMPUTER SCIENCE (N802V)

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

V.9.4.2.2 CURRICULUM OUTCOMES

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

V.9.4.2.3 ARTICULATION AND EXIT POINT

V.9.4.2.3.1 Articulation for further study

On the successful completion of the MSc qualification, the student will have immediate access to further learning for the doctoral degree on HEQF level 10.

V.9.4.2.3.2 Articulation to and from other institutions

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

V.9.4.2.4 Compilation of the curriculum (N802V)

A student chooses in consultation with the director of the research unit for Business mathematics and Informatics and the director of the School of Information Technology a suitable theme for a dissertation.

Programme	Module code	Descriptive name	Credits
N802V	ITWV871	Dissertation	180
Credit total for the curricula			180

V.9.4.2.5 CURRICULUM: OPERATIONAL RESEARCH (N801V)

Barring high exemptions that must be approved by the Senate, the research required for a master's dissertation or mini-dissertation, should be done within a research unit or one of the research focus areas.

V.9.4.2.6 CURRICULUM OUTCOMES

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

V.9.4.2.7 **ARTICULATION AND EXIT POINT**

V.9.4.2.7.1 **Articulation for further study**

On the successful completion of the MSc qualification, the student will have immediate access to further learning for the doctoral degree on HEQF level 10 in the appropriate program.

V.9.4.2.7.2 **Articulation to and from other institutions**

Credit will be given for modules from other faculties and institutions, on condition that the outcomes and total credit requirements for this curriculum have been fully adhered to.

V.9.4.2.8 **Compilation of the curriculum (N801V)**

A student chooses in consultation with the director of the research unit for Business mathematics and Informatics and the director of the School of Information Technology a suitable theme for a dissertation.

Module code	Descriptive name	Ct
ONAV872	Mini-Dissertation	64
ITWV874	Data-mining 1	32
ITWV875	Data-Mining 2	32
Credit total for the curriculum		128

V.9.5 **RULES FOR THE DEGREE MASTER OF EDUCATION (MED)**

The **research master's degree** can be obtained in one of the curricula in V.9.5.1.7 and can be on a full-time or part-time basis.

All master's programmes fall within the research focus area **Teaching-learning Organisations** and must contribute to the development of the research focus area.

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

V.9.5.1 **RESEARCH MASTER'S DEGREE**

V.9.5.1.1 **NATURE AND AIMS OF THE QUALIFICATION**

V.9.5.1.1.1 **General aim**

The aim of the master's 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.

V.9.5.1.1.2 **Specific objectives**

The specific objectives of the qualification are:

- promoting educational expertise and development of students through an advanced and profound knowledge and a critical attitude in one of the programmes in V.9.5.1.7 to enable them to contribute to the improvement

of education at a local and national level by rendering service (middle and high level) in a responsible and meaningful way; and

- b) developing the 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).

V.9.5.1.2 ADMISSION REQUIREMENTS AND REGISTRATION

V.9.5.1.2.1 General admission requirements

- a) A Hons BEd in the direction for which the candidate wishes to register, plus one of the following:
- b) Minimum pass marks of 70% (average) in the Hons BEd and a minimum average of 70% with specific reference to the research modules in the degree Honours Bachelor of Education.
- c) Any other recognised education qualification that adds up to 600 credits (of which at least 72 are at NQF level 7 or HEQF level 8).
- d) Candidates must further,
 - i) have a computer at their disposal
 - ii) be computer literate, and
 - iii) be competent in accessing Internet sources and data bases.
- e) Applicants from universities other than the NWU have to write an admission test based on the research modules in the degree Honours Bachelor of Education. 70% must be obtained for the test in order to qualify for the MEd degree.

V.9.5.1.3 RECOGNITION OF PRIOR LEARNING

Prior knowledge as recognised by the faculty council.

V.9.5.1.4 STUDY PROGRAMME

- a) A student for the master's degree must, unless the research director decides otherwise, follow an approved study programme in the research focus area in consultation with the school director (A.7.3).
- b) A student that has been admitted to the master's degree must present a research proposal to the executive committee of the faculty council for approval in consultation with the research director and school director within six months after registration as a student.
- c) If a student fails in presenting the research proposal for approval within six months, the studies are terminated.

V.9.5.1.5 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.

V.9.5.1.6 EXTENSION OF STUDY PERIOD

- a) A student that does not complete the studies within the maximum period must apply to the school director for an extension of the study period by one academic year at the end of the third year of the studies.
- b) An application for the extension of the study period must be in the form of a proposal in which the following are indicated:
 - i) that the research topic is still relevant;
 - ii) what progress has already been made;
 - iii) what still has to be done to complete the studies; and
 - iv) whether the study leader is still available.
- c) If the study period is extended, it will be granted at a levy determined by the council from time to time.

V.9.5.1.7 LIST OF PROGRAMMES

Programme code	Curriculum code	Descriptive name	Module code	Ct
403 120	O801V	Learning and Teaching	LEON871	240
403 122	O803V	Education Management	ONWB871	240
403 123	O804V	Education Law	ONWR871	240
403 124	O805V	Educational Psychology	OPSK871	240
403 125	O806V	Comparative Education	VGLO871	240
403 127	O808V	Learner Support	OPSL871	240
403 128	O809V	School Counselling and Guidance	OPSS871	240

V.9.5.1.8 EXAMINATIONS

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

V.9.5.1.8.1 Appointment of examiners

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

V.9.5.1.8.2 Requirements to which the dissertation must conform

- a) A dissertation must be a proof that the student is at home in the method of research.
- b) Regarding the technical requirements a dissertation must comply with the requirements prescribed by the faculty council (A.7.5.7) and the Manual for Postgraduate studies.
- c) If a dissertation 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 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.

V.9.5.1.8.3 Submission of the dissertation for examination

- a) A dissertation may be submitted for examination only with the permission of the study leader.
- b) A dissertation that has been submitted for examination cannot be withdrawn by the student or study leader(s).

V.9.5.1.8.4 Requirements for passing

- a) A dissertation passes if the student obtains marks of at least 50%.
- b) A dissertation passes with distinction if the student obtains marks of at least 75%.
- c) A student failing a dissertation may apply once at the most to be admitted to studies for the master's degree at the university again, in which case new studies must be undertaken (A.7.5.2).

V.9.5.1.9 TERMINATION OF STUDIES

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

V.10 RULES FOR THE DEGREE DOCTOR OF PHILOSOPHY (PHD)

This qualification can be obtained in one of the programmes and curricula listed in V.6.4 (d) and which are described in more detail below, and can be taken either part-time or full-time.

V.10.1 RULES FOR THE DEGREE DOCTOR OF PHILOSOPHY (PHD)

V.10.1.1 MINIMUM AND MAXIMUM DURATION

The minimum duration for the degree study is two academic years and barring exceptions, a maximum of four academic years, with the understanding that this period can be extended as determined in rule A.8.6. The study may be terminated by the Senate on the recommendation of the Faculty Board on the basis of unsatisfactory progress.

V.10.1.2 ADMISSION

- a) Admission to doctoral studies takes place in accordance with rule A.8.1.
- b) A candidate should possess a master's degree in the curriculum for which the candidate would like to register for a PhD.

V.10.2 SCHOOL OF LANGUAGES

V.10.2.1 PROGRAMME AFRIKAANS AND DUTCH

V.10.2.1.1 SPECIFIC ADMISSION REQUIREMENTS

- a) Benewens die vereistes gestel in Algemene Reël A.8.1 van die Universiteit moet 'n student oor 'n magistergraad in Afrikaans en Nederlands of in Algemene Taal- en/of Literatuurwetenskap of 'n gelykwaardige kwalifikasie beskik.
- b) Die magistergraad wat toelating tot hierdie kurrikulum bied, moet met 'n gemiddelde punt van minstens 60% verwerf word. Studente wat nie 'n punt van 60% vir die toepaslike magistergraad verwerf het nie, kan aansoek doen om met die betrokke vakgroepvoorsitter, die skooldirekteur en die direkteur van die navorsingseenheid 'n onderhoud te voer.
- c) Voordat 'n student kan registreer vir 'n doktorsgraad, kan die direkteur van die navorsingseenheid in oorleg met die vakgroepvoorsitter van hom/haar verwag om by wyse van 'n tentamen en/of seminare bewys te lewer dat hy/sy tuis is op die hele terrein van die Afrikaanse en Nederlandse letterkunde of taalkunde, sowel as die teorie van die taal of literatuur.

V.10.2.1.2 PROGRAMME OUTCOMES

Die student moet die vermoë demonstreer om -

- a) literêre of linguistiese probleme op 'n kritiese en kreatiewe manier te kan identifiseer en te kan oplos;
- b) kennis onafhanklik te kan verwerf, te beheers, toe te pas, te ontleed, te integreer en gefundeerd te kan evalueer
- c) oorspronklike insigte tot die veld by te dra;

- d) die aard en inhoud van die letterkunde of taalkunde in Afrikaans en Nederlands te begryp;
- e) toepaslike literêre of linguistiese teorieë te kan beheers;
- f) toepaslike metodologieë vir die studie te kan identifiseer en te kan toepas;
- g) op grond van inhoudelike en teoretiese kennis 'n ingeligte eie standpunt te kan formuleer;
- h) die probleem en bevindings van die studie in die breër sosiale en kulturele konteks en, waar toepaslik, binne 'n uitgesproke wêreldvisie te kan plaas; en
- i) die bevindings van die studie in toepaslike akademiese taal te kan aanbied.

V.10.2.1.3 CURRICULUM: AFRIKAANS AND DUTCH (L900V)

V.10.2.1.3.1 Specific rules

- a) Students only write a thesis (360 credits) in this curriculum.
- b) The title of the thesis, after it has been approved by the relevant research director, is finally approved by the Faculty Board on recommendation of the relevant school director.

V.10.2.1.3.2 Compilation of the curriculum L900V

Module code	Descriptive name	Ct
AFLL971	Thesis	360
Credit total for the curriculum		360

V.10.2.2 PROGRAMME LINGUISTICS AND LITERARY STUDIES

V.10.2.2.1 SPECIFIC ADMISSION REQUIREMENTS

- a) Benewens die vereistes gestel in Algemene Reël A.8.1 van die Universiteit moet 'n student oor 'n magistergraad in 'n taal of in Algemene Taal- en/of Literatuurwetenskap of 'n gelykwaardige kwalifikasie beskik.
- b) Die magistergraad wat toelating tot hierdie kurrikulum bied, moet met 'n gemiddelde punt van minstens 60% verwerf word. Studente wat nie 'n punt van 60% vir die toepaslike magistergraad verwerf het nie, kan aansoek doen om met die betrokke vakgroepvoorsitter, die skooldirekteur en die direkteur van die navorsingseenheid 'n onderhoud te voer.

V.10.2.2.2 PROGRAMME OUTCOMES

Die student moet die vermoë demonstreer om

- a) literêre of linguistiese probleme op 'n kritiese en kreatiewe manier te kan identifiseer en te kan oplos;
- b) kennis onafhanklik te kan verwerf, te beheers, toe te pas, te ontleed, te integreer en gefundeerd te kan evalueer
- c) oorspronklike insigte tot die veld by te dra deur die gebruik van kwalitatiewe en/of kwantitatiewe navorsings metodologieë;

- d) toepaslike literêre of linguistiese teorieë te kan beheers;
- e) toepaslike metodologieë vir die studie te kan identifiseer en te kan toepas;
- f) op grond van inhoudelike en teoretiese kennis 'n ingeligte eie standpunt te kan formuleer;
- g) die probleem en bevindings van die studie in die breër sosiale en kulturele konteks en, waar toepaslik, binne 'n uitgesproke wêreldvisie te kan plaas;
- h) die bevindings van die studie in toepaslike akademiese taal te kan aanbied en
- i) 'n unieke bydrae te lewer in die uitbouing van die studieterrein.

V.10.2.2.3 CURRICULUM: LINGUISTICS AND LITERARY STUDIES (L901V)

V.10.2.2.3.1 Specific rules

- a) Students only write a thesis (360 credits) in this curriculum.
- b) The title of the thesis, after it has been approved by the relevant research director, is finally approved by the Faculty Board on recommendation of the relevant school director.

V.10.2.2.3.2 Compilation of the curriculum L901V

Module code	Descriptive name	Ct
ATLW971	Thesis	360
Credit total for the curriculum		360

V.10.2.3 PROGRAMME ENGLISH

V.10.2.3.1 SPECIFIC ADMISSION REQUIREMENTS

Apart from the requirements stated in General Rule A.8.1 of the University, only students who obtained 60% or more in the preceding MA study will be considered for admission to PhD study in English. Students who did not obtain this required minimum may arrange for a joint interview with the chairperson of the subject group, and the director of the research unit.

V.10.2.3.2 PROGRAMME OUTCOMES

The student must demonstrate the ability to

- a) identify and solve literary or linguistic problems in a critical and creative manner;
- b) acquire, master, apply, analyse, and integrate knowledge independently, as well as evaluate it in a principled and well-grounded manner;
- c) contribute original insights to the field;
- d) understand the nature and content of English literature or linguistics;
- e) master appropriate literary or linguistic theories;
- f) identify and apply appropriate methodologies for the study;
- g) formulate an informed viewpoint based on subject specific and theoretical knowledge;

- h) situate the problem and findings of the study in their broader societal and cultural context and within an articulated word view if and where appropriate; and
- i) present the findings of the study in appropriate academic language.

V.10.2.3.3 CURRICULUM: ENGLISH (L910V)

V.10.2.3.3.1 Specific rules

- a) Students only write a thesis (360 credits) in this curriculum.
- b) The title of the thesis, after it has been approved by the relevant research director, is finally approved by the Faculty Board on recommendation of the relevant school director.

V.10.2.3.3.2 Compilation of the curriculum L910V

Module code	Descriptive name	Ct
ENLL971	Thesis	360
Credit total for the curriculum		360

V.10.2.4 PROGRAMME SESOTHO

V.10.2.4.1 SPECIFIC ADMISSION REQUIREMENTS

Apart from the requirements stated in General Rule A.8.1 of the University, only students who obtained 60% or more in the preceding MA study will be considered for admission to PhD study in Sesotho. Students who did not obtain this required minimum may arrange for a joint interview with the chairperson of the subject group, and the director of the research unit.

V.10.2.4.2 PROGRAMME OUTCOMES

The student must demonstrate the ability to

- a) identify and solve literary or linguistic problems in a critical and creative manner;
- b) acquire, master, apply, analyse, and integrate knowledge independently, as well as evaluate it in a principled and well-grounded manner;
- c) contribute original insights to the field;
- d) understand the nature and content of Sesotho literature or linguistics;
- e) master appropriate literary or linguistic theories;
- f) identify and apply appropriate methodologies for the study;
- g) formulate an informed viewpoint based on subject specific and theoretical knowledge;
- h) situate the problem and findings of the study in their broader societal and cultural context and within an articulated word view if and where appropriate; and
- i) present the findings of the study in appropriate academic language.

V.10.2.4.3 CURRICULUM: SESOTHO (L932V)

V.10.2.4.3.1 Specific rules

- a) Students only write a thesis (360 credits) in this curriculum.
- b) The title of the thesis, after it has been approved by the relevant research director, is finally approved by the Faculty Board on recommendation of the relevant school director.

V.10.2.4.3.2 Compilation of the curriculum L932V

Module code	Descriptive name	Ct
SSLL971	Thesis	360
Credit total for the curriculum		360

V.10.2.5 PROGRAMME LANGUAGE PRACTICE

V.10.2.5.1 SPECIFIC ADMISSION REQUIREMENTS

Apart from the requirements stated in General Rule A.8.1 of the University, only students who obtained 60% or more in the preceding MA study will be considered for admission to PhD study in Language Practice. Students who did not obtain this required minimum may arrange for a joint interview with the chairperson of the subject group, and the director of the focus area (UPSET).

V.10.2.5.2 PROGRAMME OUTCOMES

The student must demonstrate the ability to

- a) possess a systematic and comprehensive knowledge of historical and current developments in language practice broadly, and sophisticated and specialised knowledge of a state-of-the-art area within the discipline, a subdiscipline, or the language professions
- b) possess a coherent and critical understanding of the theory, research methodologies and techniques applicable to a particular area of specialisation in language practice, and be able to critically evaluate current and advanced research in a particular area of specialisation and participate in current debates
- c) be able to reflect epistemologically on theoretical principles and debates in a particular field of language practice, and to relate theory and practice
- d) master the research methods, techniques and technologies appropriate to the area of specialisation and select and apply these in order to investigate a particular problem
- e) identify, analyse and engage with complex, real-life problems and situations related to a field of specialisation in language practice by means of innovative and creative theoretical and logical argumentation, as well as qualitative and quantitative research where applicable
- f) identify, collect, critically analyse, synthesise and independently evaluate qualitative and quantitative information on a particular topic in language practice at a sophisticated level, by using various types of high-level academic and professional sources

- g) communicate academic-professional work coherently by applying the conventions of academic discourse in writing a thesis and adapt communication strategies in order to effectively communicate with a variety of audiences in different contexts
- h) be committed to a process of life-long learning, specifically with reference to social, economic, political, and technological developments in the language professions.

V.10.2.5.3 CURRICULUM: LANGUAGE PRACTICE (L934V)

V.10.2.5.3.1 Specific rules

- a) Students only write a thesis (360 credits) in this curriculum.
- b) The title of the thesis, after it has been approved by the relevant research director, is finally approved by the Faculty Board on recommendation of the relevant school director.

V.10.2.5.3.2 Compilation of the curriculum L934V

Module code	Descriptive name	Ct
LPRA971	Thesis	360
Credit total for the curriculum		360

V.10.3 SCHOOL OF BASIC SCIENCES

V.10.3.1 Curricula

The student registers for the following curriculum in consultation with the school and research directors:

Curriculum	Module code	Descriptive name	Ct
L901V	HIST971	History	360
L900V	PUMA971	Public Management and Governance	360
L942V	MSDW971	Water Studies	360
L901V	POLS971	Political Studies	360
L906V	BYBL971	Biblical Studies / Theology	256

V.10.4 SCHOOL OF BEHAVIOURAL SCIENCES

V.10.4.1 Curricula

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

Curriculum	Module code	Descriptive name	Ct
G931V	PSYC971	Psychology	360
L905V	SGVK971	Sociology	256
E920V	BPKP971	Industrial Psychology	360
E923V	LARM971	Labour Relations Management	360

V.10.4.2 PROGRAMME :SOCIAL WORK (G921V) Ph.D (SW)

The curriculum composed in this programme is of an academic nature. It gives the opportunity for the development of specialised and advanced knowledge, and should enable the qualified student to distinguish himself/herself as a leader and researcher in the field of Social Work.

V.10.4.2.1 SPECIFIC ADMISSION REQUIREMENTS

Admission to this programme/curriculum takes place after obtaining the master's degree in Social Work and with consideration of the student's previous academic performance.

- a) Students registering for this programme/curriculum should supply proof of registration as a social worker according to the Act on Social Work, 1978 (Act 110 of 1978).
- b) The student chooses a topic in consultation with the subject head and his/her promoter with the reservation that the topic will fall within the approved focus area of both the Subject Group Social Work and the Faculty of Humanities.
- c) Students need to write an admission exam in which the student need to obtain a minimum of 65%. Information may be obtained from the subject chairperson.

V.10.4.2.2 CURRICULUM SOCIAL WORK:

Curriculum	Module code	Descriptive name	Credits
G921V	MWKN971	Thesis	360

V.10.4.2.2.1 Curriculum outcomes

The student will be skilled in:

- a) The utilisation of the ecosystems approach in the extensions and promotion of Social Work knowledge;
- b) The identification of a research problem of highly complicated nature in the field of Social Work, of which the solution can contribute to the extension of the knowledge base of Social work;
- c) The formulation and application of a suitable research topic and procedure;
- d) The analysis and application, interpretation and critical evaluation of research-related data;
- e) The presentation and report writing of research data in the form of a thesis of high quality; and
- f) The distribution of the newly obtained knowledge to social workers and other relevant role players.

V.10.4.2.3 Articulation and exit point

The qualification enables the student to possibly be admitted to programmes at postdoctoral level at overseas universities.

V.10.5 SCHOOL OF ACCOUNTING SCIENCES

V.10.5.1 Curricula

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

Curriculum	Module code	Descriptive name	Ct
E931V	BRKP971	Business and Management Accounting	360
E934V	REIP971	Tax	360
E936V	ACCC971	Accountancy	360

V.10.6 SCHOOL OF ECONOMICAL SCIENCES

V.10.6.1 Curricula

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

Curriculum	Module code	Descriptive name	Ct
E901V	EKIP971	International Commerce	360
E902V	EKRP971	Risk Management	360
E903V	ECON971	Economics	360
E914V	BMAR971	Marketing Management	360
E915V	ENTR971	Entrepreneurship	360
E916V	BMAN971	Business Management	360

V.10.7 SCHOOL OF INFORMATION TECHNOLOGY

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

V.10.7.1 Specific Admission Requirements

A student who envisages enrolling for the doctoral degree, should obtain permission to undertake the study from the director of the research unit for Business Mathematics and Informatics, who will decide in consultation with the director of the School of Information Technology. Admission occurs according to the General Rules (A.8.1) of the University.

V.10.7.2 Curriculum Outcomes

The outcomes as described for the Master of Science are further refined and polished in this curriculum to enable the student to make a specific contribution to the development of new knowledge and skills in the field of specialisation.

V.10.7.3 Articulation to and from other institutions

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

V.10.7.4 Compilation of the curriculum

- a) The area of research in which the thesis can be written, is determined by the research sub-programmes within the Research Unit for Business Mathematics and Informatics. The subject for a PhD-thesis should be chosen in consultation with the director of the research unit for Business mathematics and Informatics and the director of the School of Information Technology, from one of the following research areas:
 - i) Decision support systems
 - ii) Data-mining
 - iii) Human-computer interaction

The curriculum for this programme is compiled as follows:

Curriculum	Module code	Descriptive name	Credits
N937V	ITWV971	Thesis	360

- b) The area of research in which the thesis can be written for the PhD in Operational Research that follows on the MSc in Operational Research should be chosen in consultation with the director of the research unit for Business Mathematics and Informatics and the Director of the School of Information Technology. The curriculum for this programme is compiled as follows:

Curriculum	Module code	Descriptive name	Credits
N901V	ONAV971	Thesis	256

V.10.8 SCHOOL OF EDUCATIONAL SCIENCES

V.10.8.1 SPECIFIC ADMISSION REQUIREMENTS

- a) A master's degree in the direction for which the candidate wishes to register for the PhD.
- b) A pass mark of 65% in the research master's degree.
- c) A pass mark of 65% in the structured master's degree.
- d) Candidates must further
 - i) have a computer at their disposal,
 - ii) be computer literate, and

- iii) be competent in accessing Internet sources and data bases.
- e) Applicants from universities other than the NWU have to write an admission test based on the research modules in the degree Honours Bachelor of Education. 70% must be obtained for the test in order to qualify for the PhD degree.

V.10.8.2 PROGRAMMES AND CURRICULA

V.10.8.2.1 Programme outcomes

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

V.10.8.2.2 List of programmes

Programme code	Curriculum code	Descriptive name	Module code	Ct
404 110	0901V	Learning and Teaching	LEON971	384
404 112	0903V	Education Management	ONWB971	384
404 113	0904V	Education Law	ONWR971	384
404 114	0905V	Educational Psychology	OPSK971	384
404 115	0906V	Comparative Education	VGLO971	384
404 117	0908V	Student Support	OPSL971	384
404 118	0909V	School Counselling and Guidance	OPSS971	384

V.11 MODULE-OUTCOMES OF POSTGRADUATE MODULES

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

AFL671 (8) (24) AFRIKAANSE POËSIE: POËSIE EN INTERTEKSE

Ná suksesvolle voltooiing van die module behoort die student oor 'n deeglike kennis van en insig in die kompleksiteit van die genre van die poësie te beskik; in staat te wees om poëtiese style en tegnieke op gevorderde vlak te kan beskryf, analiseer, interpreteer en evalueer; kennis en insig te toon in die oeuvres van belangrike Afrikaanse digters; die intertekstuele aard van die poësie te begryp en kan verreken in komplekse interpretasies; verskillende literêre teorieë te kan gebruik om poëtiese tekste te interpreteer; en van hulle kennis en insig verslag te kan doen in referate wat as wetenskaplike verslae teoreties, vakinhoudelik en vormlik van hoë gehalte is soos wat op nagraadse vlak verwag word.

AFL672 (8) (24) AFRIKAANSE VERHALENDE TEKSTE

Na afloop van hierdie module behoort studente die literêr-historiese ontwikkeling in die Afrikaanse prosa van die begin van die twintigste eeu tot die hede te ken en verstaan en resente tendense kan beskryf en verduidelik; 'n gevorderde narratologiese analise van enige verhalende teks te kan maak en die resultaat van die analise met behulp van verskeie teoretiese raamwerke kan interpreteer; in staat te wees om teorie en teksanalise te integreer en kontekstualiseer; die verskyningsvorme van estetiese werkswyses in die Afrikaanse prosa te kan aantoon en bespreek; te kan deelneem aan 'n debat oor waardes na aanleiding van die gesprek tussen tekste en werklikheid en waardesisteme wat insluit die vermoë om 'n eie siening en evaluering van 'n verhalende teks te vorm en te verwoord; en 'n goed gestruktureerde wetenskaplike referaat te kan skryf waarin die beskrywing, analise, interpretasie, vergelyking en evaluering van tekste sowel teoreties begrond as gekontekstualiseer aangebied word.

AFL674 (8) (24) TEMAS UIT DIE NEDERLANDSE LETTERKUNDE

Na afloop van hierdie module behoort studente die Nederlandse literatuur te geniet en entoesiasias te wees oor die venster wat dit oopmaak op die Nederlandstalige wêreld; die basiese lyne van die Nederlandse literatuurgeskiedenis te ken en kan verduidelik en die bestudeerde werke en outeurs in hulle literêr-historiese konteks kan plaas; sekere eksemplariese werke, outeurs, temas en probleme uit die Nederlandse letterkunde ondersoekend te kan benader, ontleed en interpreteer; die gekose werke, outeurs en probleme met die Suid-Afrikaanse situasie en die Afrikaanse letterkunde te kan vergelyk; en teoretiese konsepte vrugbaar te kan gebruik in en deur die studie van die gekose werke, outeurs en temas.

AFL679 (8) (32) NAVORSINGSMETODOLOGIE EN SKRIPSIE

Na afloop van hierdie module moet studente kan demonstree dat hulle bekwame navorsers is, wat beteken dat hulle verskillende sienings van navorsing moet kan beskryf en kan toepas; die navorsingsproses moet kan beskryf en in hulle eie navorsing moet kan toepas; 'n eie projek moet kan ontwerp en 'n navorsingsvoorstel daarvoor moet kan skryf; die projek volgens goeie navorsingspraktyk moet kan uitvoer om betroubare resultate te kan bereik; en 'n behoorlike essay (of navorsingsverslag van die projek) moet kan skryf. In hierdie module skryf die student ook 'n **skripsie** wat voldoen aan gespesifiseerde vereistes.

AFL673 (8) (24) TAAL EN SAMELEWING

Na afloop van hierdie module behoort die student in staat te wees om die basiese terminologie van die sosiolinguïstiek en taalsosiologie te definieer en te gebruik; om die oorsake van taalvariasie te identifiseer en verklaar; om die dataversamelingstegnieke van die

sosiolinguistiek te verduidelik en self toe te pas in navorsingsprojekte; om die data-interpretasiemetodes van die sosiolinguistiek te verduidelik en self toe te pas in navorsingsprojekte; om primêre navorsingsliteratuur selfstandig te bestudeer en interpreter; om 'n navorsingsprojek te beplan en uit te voer; om resultate van 'n navorsingsprojek op gepaste wyses in geskrewe en gesproke media te kommunikeer; om die standpunte oor die standaardisering van Afrikaans te identifiseer, verduidelik, sintetiseer en 'n eie gemotiveerde standpunt te formuleer; en om die Suid-Afrikaanse taalbeleid te verduidelik.

AFLG674 (8) (24) TEKSSTUDIE EN TEKSLINGUISTIEK

Na afloop van hierdie module behoort die student in staat wees om die basiese teoretiese uitgangspunte van die tekslinguistiek te kan beheers; om die insigte van die tekslinguistiek op gekose tekste te kan toepas; om hom/haar te kan verantwoord oor die geldigheid van 'n goeie "teks" al dan nie; en om 'n selfstandige werkstuk oor 'n gekose onderwerp te skryf waarin die beginsels van die tekslinguistiek duidelik geïllustreer word.

APLS673 (8) (32) APPLIED LEARNING SUPPORT

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;

BMAN611 (8) (16) SUBJECT INTEGRATED MANAGEMENT APPLICATION

Upon completion of this module, the student should be able to demonstrate a systematic and theoretical knowledge of the elements that contribute to an effective business plan as well as the elements that contributes to a feasible business opportunity, an understanding of the importance of composing functional plans as part of the business plan, the skills to use the theoretical knowledge to identify and analyse business opportunities and the ability to compile and present a business plan.

BMAN612 (8) (16) SUBJECT ADVANCED ENTREPRENEURSHIP

Upon completion of module, the student should be able to apply the role of entrepreneurship in the economy, the broad meaning of the term entrepreneurship, entrepreneurial mindset and success skills in different contexts, analyse the dominant themes for entrepreneurial success, develop and present a personal entrepreneurial . career strategy, apply the driving forces of entrepreneurship in the entrepreneurial process, analyse various opportunities by means of the window of opportunity, analyse opportunities by means of opportunity scanning, know how to get access to various financing alternative, analyse a franchise as opportunity, know the basic principles of taxation for the individual and business, write and analyse a case study, know how to manage a business in the start-up and growth phase, work in groups on assignments and give effective feedback and make meaningful presentations.

BMAN621 (8) (16) SUBJECT BUSINESS PLAN

Upon completion of this module you should be able to do demonstrate the skills to use the theoretical knowledge to identify and analyse business opportunities, the ability to do an

industry and market analysis of a business venture, the ability to identify a feasible business opportunities and the ability to draw up and present a structured business plans.

BMAN622 (8) (16) SUBJECT FINANCIAL MANAGEMENT

After completion of this module, the student should be able to demonstrate a complete and systematic knowledge of financial statements and cash management, fixed assets, analysis of financial management and working capital, time value of money, valuation and the required rate of return, financial decisions and dividend policy, skills based upon an informed comprehension of theories and concepts, evaluating and analysing financial statement, calculating all calculations on the time value of money, financial aspects and making decisions based on these results, the ability to undertake a literature and environmental review, prepare a basic report on financial issues as individual or as a member of a team and to communicate in writing as well verbally the report to an audience and the ability to solve problems and case studies based on the above-mentioned aspects.

BMAR 611 (8) (16) SUBJECT RETAIL MANAGEMENT

Upon completion of this module, the student should be able to demonstrate knowledge regarding retailing management, do a situation analysis, target the right customer for a retail store, choose a location for a retail store, manage a retail store, demonstrate knowledge regarding the management of a retail store, demonstrate knowledge about the inventory and pricing structure used in retail store management, identify how to communicate with customers and write a retail plan.

BMAR621 (8) (16) SUBJECT BUSINESS PLAN

Upon completion of this module the student should be able to analyse the business 'current' situation, analyse markets and customers, perform a swot analysis, perform market segmentation, target marketing and positioning of business products, set financial, marketing and societal objectives, develop a marketing strategy, develop marketing programmes, draft a marketing plan covering all constructs as discussed above and present a marketing plan to stakeholders

BMAR622 (8) (16) SUBJECT INTERNATIONAL MARKETING

Upon completion of this module the student should be able to express a thorough understanding of the theory as set out in the prescribed textbook and apply this to casestudies, to compile a profile from a marketing and possible international export point of view for a given country and or region in terms of specific criteria, to apply the factors of the socio-economic, legal, economic, political, physical and technological environments to an international marketing campaign, explain the importance of international marketing research, to formulate a product idea for a international marketing plan and discuss aspects of importance when incorporating the product in the marketing mix, to develop and submit a written international marketing plan and to present an international plan by means of a 15 minute sales presentation where the idea and its components are presented to management and other possible investors.

BMAR623 (8) (16) SUBJECT SALES MANAGEMENT

After completion of this module the student should be able to develop a personal selling philosophy, a relationship strategy, a product strategy, a customer strategy and a presentation strategy.

BMAR671 (8) (16) SUBJECT MARKETING RESEARCH

After completion of this module, the student should be able to demonstrate the ability to compile a research proposal, demonstrate the ability to compile a questionnaire, gather primary data by means of fieldwork under the target sample respondents, capture and analyse data obtained from the fieldwork and demonstrate the ability to write an academic article.

BRKP671 (8) (16) FINANCIAL DECISION MAKING

After completion of this module, the student should be able to:

- Identify and interpret appropriate criterion for performance, risk and uncertainty;
- Recommendations regarding investment-, financing- and dividend decisions;
- Evaluate a business entity's financial statements and provide analysis of performance;
- Develop relevant cash flows for long-term projects taking account of inflation and taxation, where appropriate, evaluate projects using discounting and traditional methods, critically assess alternative methods of evaluation and place evaluation techniques in the context of the whole process of investment decision making;
- Apply the principles of financing to the valuation of a business and the valuation of financial assets by using the appropriate valuation techniques;
- Assess and control the short term financial requirements of a business entity;
- Make recommendations to management regarding working capital management, foreign exchange management and investment;
- Evaluate and choose appropriate financial instruments to minimise risk.

BSKP 611 (8) (8) PSYCHOMETRICS

The student should know and understand the issues (eg. Ethics and fairness) involved in psychometric assessment of the human resource; and use the principles underlying the development, evaluation and application of psychometric measuring devices used in the work place for diagnosis, prognosis and prediction of work-related behaviour. The student should know and understand psychometrics, testing and assessment which form and underpin the process of testing; and use tests in a professional and ethical manner by following good testing practices. The student should apply contextual knowledge and skills (relative to diverse client populations that could be evaluated).

BSKP 612 (8) (8) PSYCHOLOGICAL EVALUATION

The student should know which tests registered counselors in work and educational contexts could use on national and international level, and know and understand the principles of psychological evaluation. The student should know and understand various psychological tests that registered counselors can use to evaluate individual' (on national and international level) cognitive abilities, personality, interests, and motivation. The student should apply knowledge and skills to report about individuals' functioning, indicating treatment and/or referral options; and apply knowledge and skills to provide feedback to individuals and to stimulate growth. The student should know and understand the ethics involved in the psychological evaluation of individuals and apply knowledge and skills to use technically sound tests, make the necessary preparations for a test session, administer tests properly under standardised conditions, score, analyse and interpret results and to provide feedback. The student should apply contingency management skills to deal with test-related problems.

BSKP 613 (8) (8) ORGANISATIONAL BEHAVIOUR

The student should understand and evaluate different motivation theories and integrate these theories to identify ways to measure and improve work motivation. The student should understand and evaluate the role of personality characteristics of employees and managers in organisational behaviour (including motivation, perception, attitude, group behaviour and organisational culture) on national and international level; and know and understand human diversity in work context, problems surrounding it and interventions that could be used to manage diversity. The student should understand models of group behaviour and apply knowledge and skills to diagnose group/team behaviour and to intervene to increase the effectiveness of work groups and teams.

Know and understand the nature, dimensions and levels of organisational culture and evaluate various ways to change organisational culture. The student should understand and evaluate organisational processes and suggest steps to improve them; and understand and evaluate

organisational structures and apply knowledge and skills to identify life-cycles of organizations and to design organizations.

BSKP 616 (8) (8) CAREER PSYCHOLOGY

The student should know and understand the concept of the career and the historical roots and the nature and foundations of career psychology and apply this knowledge and understanding to analyse its relationship with the other specialization fields of industrial psychology. The student should know and understand the meaning and functions of work and working and the relationship between work and leisure for the contemporary worker and apply this knowledge and understanding to gain insight into the modern-day work ethic. The student should know and understand the different theories of career choice and adjustment and utilize this knowledge to gain insight into the dynamics of and to enhance own and others' occupational / career choice and adjustment. The student should know and understand the dynamics of adolescent and adult career behaviour, career development and career self-management (including those of minority and special groups such as handicapped workers and working women) and the role of an organization in this regard and apply this knowledge and understanding to enhance own and others' entry into the world of work, socialization, innovation stabilization, mid-career, late-career and adjustment to retirement. The student should know and understand the dynamics underlying current career issues and apply this knowledge and understanding in addressing own and others' career

BSKP 617 (8) (8) RESEARCH METHODOLOGY

The student should know and understand the dimensions of social science research and apply an integrated model of scientific research to industrial psychology research, and know and understand the approaches to research. The student should know and understand the focus areas of research at the North-West University, and know and apply the statistical tools used in research. The student should know the components of research problems and be able to formulate a problem statement. The student should apply knowledge and skills to compile a reference list according to APA publication guidelines, and formulate guidelines to ensure ethical psychological research. The student should know the components of a research proposal and be able to write one. The student should know and understand the various forms of research and indicate how the validity of conclusions could be promoted. The student should evaluate the various forms of sampling and state the considerations in determining sample size. The student should evaluate the various research designs, show how bias in the design could be managed, demonstrate knowledge of the selection and/or developing of measuring instruments and describe how results should be presented and interpreted.

BSKP 621 (8) (8) ORGANISATIONAL DEVELOPMENT

The student should understand and evaluate the concept, components and characteristics of organisational development, and apply the knowledge and skills to explain organisational functioning and changes. The student should know and understand the nature of current and future changes that could impact on organisations, as well as the strategies that organisations can use to address these changes. The student should evaluate the role of paradigms in change management, and know and understand process consultation as an organisational developmental intervention and apply process consultation skills in diagnosing and intervening in organisations. The student should apply knowledge and skills regarding organisational diagnoses in order to address problems and identify opportunities within the organisation, and apply knowledge and skills to evaluate organisational development strategies (at individual, group and organisational level) and to intervene within organisations.

BSKP 622 (8) (8) HUMAN CAPACITY DEVELOPMENT

The student should understand and evaluate the organisation's vision, values and strategic objectives and direct human resource development activities while keeping in mind the national training strategy. The student should analyse the external and internal environmental

forces which have an impact on training and development and formulate a Human Resource Development mission, main values and strategic objectives (human resource development plan) which correlate with the organisation's strategy. The student should examine and obtain knowledge of the needs of clients of the human resource development department (capabilities of the training and development consultant, competency-based training and development, performance management, models of identifying, training and development needs). The student should apply knowledge and skills about psychological strengths to evaluate individuals and the drafting of self-development programmes for employees at different levels of an organisation and design and implement training strategies to close the gap between training needs and actual work ability. The student should understand and implement different evaluation strategies and understand and sketch the different rolls of the training and development consultant.

BSKP 623 (8) (16) RESEARCH REPORT

The student should evaluate and integrate industrial psychology literature in order to identify research opportunities to come up with solutions for problems. The student should apply knowledge and skills to do a scientific, empirical research project of limited range, where valid conclusions and relevant recommendations can be made.

BSKP627 (8) (48) ADVANCED PRACTICAL WORK

The student should know the various ways in which to counsel people in the workplace and be able to refer persons to other experts if necessary. The student should be able to apply his/her knowledge and skills to counsel those who are retiring, to research and facilitate adaptation of employees in the workplace, and to counsel persons in need (e.g. during organisation transformation, retrenchment or other crises). The student should also be able to identify the various symptoms of the various forms of psychopathology in the work context and be able to diagnose these according to an internationally applicable model (e.g. DSM IV); understand the psychodynamics underlying psychopathology; apply his/her knowledge and skills to deal with ethical issues and ensure fairness in the use of psychometric assessment instruments; apply his/her psychometric knowledge to provide a diagnosis, prognosis and prediction of work-related behaviour; use tests and questionnaires in a professional and ethical manner by following good test practices; apply his/her contextual knowledge and skills to ensure that diverse client populations are evaluated in a scientific and fair manner; apply his/her knowledge and skills to provide feedback to individuals and to stimulate growth; use technically reliable tests and questionnaires; prepare for a test session; apply tests and questionnaires under standardised circumstances; mark tests and questionnaires; analyse and to interpret test results according to the prescribed procedures and provide feedback; apply contingent management skills to deal with test-related problems; use various instruments to investigate the motivation levels of employees and to suggest correctional actions; and use the action research model effectively.

BSKP 628 (8) (16) PRACTICAL WORK

The student should know and be able to apply different ways of counselling people in the workplace, and should be able to refer people to other specialists for help where applicable. The student should be able to apply knowledge and skills to counsel people who retire and apply knowledge and skills to develop, present and evaluate a life-skills workshop for students and adults in the work context. The student should have knowledge and skills to investigate and facilitate adjustment of employees in the work place, and apply skills to counsel people in crisis (e.g. in organisational transformation, retrenchment and other crises).

BSKP631 (8) (8) FACILITATION

The student should have a comprehensive knowledge of the principles, theory and functioning of a sensible facilitation model, and be able to apply this in the analysis and evaluation of psychological problems such as emotional issues; be able to, through facilitation skills, describe and elucidate problems in the establishment of effective solution aims; be able to identify sensible facilitation strategies and to integrate these in a strategic plan which will form

part of the wellness promotion plan of an organisation; be able to discuss solutions for problems on the basis of proof-driven arguments; be able to find, interpret, integrate and use relevant literature in order to investigate (in accordance with various relevant research methods and techniques) complex and real problems and issues, and to communicate the results orally and in writing making use of information technology. The student should be able to apply the principles associated with this module from an ethical perspective.

BSKP671 (8) (16) HUMAN RESOURCES MANAGEMENT STRATEGIES

The student should know and understand the extent, reality and complexity of personnel psychology and strategic human resources management; understand the relation between this field of study and other specialist fields of industrial psychology; and be able to apply this knowledge and understanding in solving complex human resources management issues in order to contribute to the so-called 'bottom-line' of any organisation. The student should know and understand the nature of usefulness theory and a system-outlook on personnel psychology, strategic human resources management and planning, screening of management personnel (with specific reference to the assessment centre as a screening and development instrument), strategic personnel provision, strategic performance evaluation and remuneration, evaluation of the personnel or human resource management activities or functions and the management of personnel or the human resource function. The student should also understand the components of a strategic approach to human resources planning; know and understand the variables and changing trends (in a global context) which may have an impact on human resources management in South Africa; be able to explain trends and variables in South Africa's broader social, political and economic environment which may have implications for the management of people who work in South African organisations; be able to explain how the South African economy is doing (measured against international standards) and how this relates with human resources management; demonstrate an understanding of the impact and effect of the international economy on South African organisations; understand the dynamics of the South African labour market; and be able to apply his/her knowledge of environmental trends to understand, predict and manage human resources problems and opportunities.

BPKP874 (9) (24) CAREER PSYCHOLOGY

Know and understand the foundations of career psychology and apply this knowledge and understanding in resolving complex career issues in organisational settings. Know and understand the role of theories in career psychology and apply this knowledge and understanding in enhancing individual career development. Know and understand the factors influencing workers and their careers and apply this knowledge and understanding in enhancing career self-management. Know and understand the nature of the world of work and careers and apply this knowledge and understanding in enhancing individual work adjustment. Know and understand the nature of the career development process and of career development procedures and apply this knowledge and understanding in effecting systematic career development programming. Know and understand the concept of the career and the historical roots and the nature and foundations of career psychology and apply this knowledge and understanding to analyse its relationship with the other specialisation fields of industrial psychology. Know and understand the meaning and functions of work and working and the relationship between work and leisure for the contemporary worker and apply this knowledge and understanding to gain insight into the modern-day work ethic. Know and understand the different theories of career choice and adjustment and utilise this knowledge to gain insight into the dynamics of and to enhance own and others' occupational/career choice and adjustment. Know and understand the dynamics of adolescent and adult career behaviour, career development and career self-management (including those of minority and special groups (such as handicapped workers and working women) and the role of an organisation in this regard and apply this knowledge and understanding to enhance own and others' entry into the world of work, socialisation, innovation, stabilisation, mid-career, late-career and adjustment to retirement. Know and understand the dynamics underlying current career

issues and apply this knowledge and understanding in addressing own and others' career development needs and issues.

BPKP875 (9) (24) ADVANCED COUNSELLING

Know and understand the different psychological paradigms from which various counselling techniques originated. Know and understand the theoretical basis on which a specific counselling technique is based. Know and understand the scope and impact of various psychological counselling techniques on human behaviour. Demonstrate an understanding of psychological functioning, as well as psychopathology, in order to be able to diagnose a problem(s) correctly, and be able to choose the applicable intervention strategy. Demonstrate the ability to master and implement different counselling techniques applicable to counselling individuals, groups, families, organisations and communities. Demonstrate referral expertise (to refer clients to medical and other specialists). Be able to describe the personality profile (personality characteristics, skills and knowledge) of an effective facilitator (as shown by research), compare himself/herself against this profile and initiate development plans to grow towards the ideal profile. Be able to apply the helping process in groups and organisations and demonstrate the core dimensions of sensitive relationships (respect, empathy, genuineness and concreteness) in his/her helping behaviour (verbal and non-verbal) (on at least a Level 4 as measured by the Carkhuff scales). Apply helping skills to manage the "bad news conversation" and crisis intervention effectively.

BPKP876 (9) (24) HUMAN RESOURCE DEVELOPMENT

Know and understand the phases in the training cycle. Apply knowledge and skills to identify training needs. Know and understand the technology of outcomes-based training and development and apply knowledge to identify training outcomes, assessment criteria and forms of integrated assessment. Discuss how you would create a training environment in which effective learning may occur. Compare various training methods and decide which method would work best in a particular situation. Apply knowledge and skills to select and use training aids optimally. Know and understand how training and development programmes could be evaluated and apply knowledge to develop assessment criteria and methods. Explain the role of the training department with regard to the strategic planning of an enterprise. Discuss the relationship between strategic planning, human resource management and training and development. Develop a management development programme (including assessment tools) for managers of international organisations.

BPKP877 (9) (24) PROFESSIONAL INDUSTRIAL PSYCHOLOGY

Know and understand Ethics, Change management; Work force reduction, downsizing, rightsizing, outplacement and inplacement, labour/employee relations; Self-development, Employment Equity and Globalisation. Apply these in contemporary South Africa.

BPKP878 (9) (24) RESEARCH METHODOLOGY

Apply knowledge about the dimensions of social science research (sociological, ontological, teleological, epistemological, and methodological) to evaluate research projects. Apply an integrated model of scientific research to industrial psychological research. Understand the focus areas of research at the Potchefstroom University for CHE. Apply the tools of research, including the library and its resources, the computer and its software, techniques of measurement and language correctly. Know and understand how to write a reliable and valid literature review according to the guidelines of the AP A. Be able to formulate guidelines to ensure ethical psychological research. Apply knowledge and skills to write and defend a research proposal. Evaluate the various non-experimental designs, motivate the selection of a non-experimental design for a specific study, know the procedures of sampling, show how bias in the design could be managed, demonstrate knowledge of the selection and/or development of measuring instruments and describe how results should be presented and interpreted. Evaluate various experimental and quasi-experimental designs (including independent groups designs, repeated measures designs, complex designs, single case designs and quasi-experimental designs), describe variance and identify the role of secondary

variance (disturbance factors) in research, apply methods of controlling secondary variance, and discuss the difference between internal and external validity with the aim of generalising results. Administer qualitative research techniques correctly and score and interpret the results generated in the correct way. Apply methods to ensure the reliability and validity of qualitative research methods; Identify the various technical requirements (style, format and organisation) applicable to the research report correctly.

BPKP893 (9) (120) MINI-DISSERTATION

Evaluate and integrate industrial psychological literature to identify research opportunities and solutions to problems. Apply knowledge and skills to undertake scientific empirical research of limited scope, draw valid conclusions and suggest relevant recommendations.

BSOP614 (8) (8) RESEARCH METHODOLOGY

Evaluate and integrate industrial sociological literature with research opportunities to identify problem-solving methods. The application of knowledge and skills to undertake scientific research to determine reliable and relevant consequences to make the required recommendations.

BSOP615 (7)(32) ADVANCED LABOUR RELATIONS.

The student should know and understand the components of healthy labour relations and be able to apply his/her skills in the effective management of labour relations; and know and understand how to practise as a labour relations specialist.

BSOP616 (8) (16) LABOUR MARKET PRINCIPLES

The student should have comprehensive knowledge of the principles, theory and functioning of the labour market and be able to apply this knowledge in the analysis and evaluation of labour market issues, such as labour demand and supply, wages and productivity, human capital investment, globalisation, labour market inequalities and discrimination. The student should also have knowledge of labour market institutions and be able to discuss solutions for problems on the basis of proof-driven arguments; find, interpret, integrate and use relevant literature in order to investigate (in accordance with various relevant research methods and techniques) complex and real problems and issues, and to communicate the results orally and in writing by making use of information technology. The student should be able to apply the principles associated with this module from an ethical perspective.

BSOP621 (8) (16) GROUP DYNAMICS

Know and understand the study area of Group Dynamics, the importance, structure and function of small groups as subsystems in interaction. Know the most prominent exponents and their relevant perspectives as reiterated in the field of Group Dynamics. Geared with the necessary capabilities, to explore and apply explanatory possibilities to empirical problems within an organisation. To demonstrate knowledge and understanding of concepts like group communication, group cohesion, task groups, the importance and implications of small groups to the individual and the development of group dynamics. To apply gained knowledge of group dynamics by exploring explanatory possibilities regarding the individual and groups.

BSOP623 (8) (16) RESEARCH REPORT

Evaluate and integrate industrial sociological literature with research opportunities to identify problem-solving methods. The application of knowledge and skills to undertake scientific research to determine reliable and relevant consequences to make the required recommendations.

BSOP624 (8) (16) APPLIED LABOUR RELATIONS

To understand the external regulations that have an impact on labour relations. Integrate and manage labour relation procedures at different levels in the workplace. The application of external regulation requirements to improve the labour relations climate in the organisation.

The management of related workplace issues to the advantage of both management and labour.

BSOP671 (8) (8) INDUSTRIAL SOCIOLOGICAL THEORIES

Evaluate various sociological thought schools and theories and to apply such to sociological problems. To apply sociological theories to current and identified labour relations problems and to suggest possible solutions to such problems. Know and understand social change in society and the effect of this on organisations. To apply knowledge and skills regarding social change in order to identify, explain and solve problematic labour situations.

CEPS612 (8) (8) COMMUNITY EDUCATIONAL PSYCHOLOGY

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

well-rounded knowledge of the theoretical underpinnings of educational psychology as contained in the eco-systemic perspective as well as the theoretical underpinnings of community psychology; well-rounded knowledge concerning the principles of community psychology, including health promotion, and the different role-players participating in the process; integrated knowledge and skills in order to apply community educational psychology theory as well as health promotion principles; applied, integrated knowledge, skills and values in order to execute organisational development interventions for improving the health and well-being in various contexts

CLIN 611 (8) (16) CLASSROOM INSTRUCTION

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.

CUDE611 (8) (16) CURRICULUM DEVELOPMENT

By the end of the module, students 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.

DIMA821 (9) (16) DISASTER RISK REDUCTION

After the completion of this module the students should be able to:

- Describe disaster risk reduction, its internal logic and the main concepts and rationale it is based on.
- Have a thorough understanding of key international conventions linked to DRR.
- Explain various factors contributing to Southern Africa's disaster risk profile.
- Critically assess the role DRR in Southern Africa's development.
- Demonstrate an understanding of the most important criticisms of DRR.
- Critically discuss and analyse all disaster reduction variables.

DIMA821 (9) (16) DISASTER RISK MANAGEMENT

After the completion of this module the students should be able to:

- Contextualise disaster risk management within contemporary thinking in sustainable development.
- Apply the principles of disaster risk management on any level/sphere of government and development.
- Design and implement appropriate systems, strategies, policies, programmes and projects in order to give effect to disaster risk management.
- Determine disaster risk by means of a multi-disciplinary process.

- Strategically integrate disaster risk management within any sphere of development.

ECON611 (8) (16) SUBJECT INTEGRATED MANAGEMENT APPLICATION

After completion of this module the student should be able to demonstrate the ability to solve micro-economic problems using logical and quantitative skills, the ability to think critically and analytically on "real world" issues and to analyse critically a range of micro-economic policy issues, the ability to evaluate micro-economic arguments and evidence and the ability to present micro-economic arguments orally in writing.

ECON612 (8) (16) SUBJECT MACRO-ECONOMICS

After completion of this module the student should be able to demonstrate a thorough understanding of the functioning of the macro-economy over both the long- and short-term, demonstrate the ability to analyse the address macro-economic problems, such as growth, inflation and unemployment, using various analytical methods, apply knowledge of the different viewpoints concerning the interrelationships and interdependencies of the economy as a whole to evaluate macro-economic policy recommendations in the South African context

ECON614 (8) (16) SUBJECT ECONOMIC DEVELOPMENT

After completion of this module, the student should be able to demonstrate a solid knowledge of the principles and application of economic development, participate intelligently as an economist in the development debate, interpret, understand and express the interrelated aspects and applications of economic development within the theoretical framework, understand the practical circumstances in less development countries (idcs), formulate consistent economic policy advice that could address the economic problems of less development countries, especially for African countries of the Sahara, including South Africa, draft a socio-economic analysis of an area and write reports including the application of regression analysis and other techniques that were studied in other related disciplines to apply and explain various aspects of economic development phenomena and suggest an economic policy framework.

ECON615 (8) (16) SUBJECT DERIVATIVES IN PRACTICE

After completion of the module the student should be able to apply derivative instruments of cbot, lme, saffex and related markets to solve risk management scenarios, demonstrate practical knowledge of how to hedge price risks of plastic, selected metals, gold, maize, wheat, sunflower, shares on the JSE, bonds, interest rate and foreign exchange with derivative instruments.

ECON617 (8) (16) SUBJECT ECONOMETRICS

After completion of this module the student should be able to demonstrate well-rounded and systematic knowledge of time series regression models and specification testing of the results, demonstrate as an individual and/or part of a group the practical skills to estimate and test time series regression models with eviews software, undertake specification testing, including testing for stationarity, structural breaks, multicollinearity, heteroscedasticity, autocorrelation and co-integration and formulate for practical problems in the field of economic analyses and demonstrate the competence to identify a research question in the fields of economics, risk management or international trade, retrieve relevant information, apply time series econometric methods to analyse and interpret the research results and the communicate the findings in an ethically oral presentation using the appropriate it as well as in report / article of 20 pages.

ECON 618 (8) (16) SUBJECT RESEARCH METHODS

After completion of this module you should be able to demonstrate well-rounded and systematic knowledge of the research process construction of questionnaires, conducting surveys and analysis of survey data, demonstrate as individual and/or part of a group, the practical skills to plan a research project, design a questionnaire, undertake a pilot study, analyse the results using SPSS and disseminate them and demonstrate the competence to

identify a research question in the fields of economics, risk management or international trade, retrieve information, apply basic statistics and economic methods to analyse and interpret the research results and then communicate the findings in an ethically sound oral presentation using the appropriate it as well as in project report / article of 20 pages.

ECON 621 (8) (16) SUBJECT INTERNATIONAL TRADE RELATIONS

After completion of this module you should be able to demonstrate well-rounded and systematic knowledge of the changing face of the world economy and the factors influencing international competitiveness, demonstrate the competence to evaluate the underlying causes of economic wellbeing as reflected in a country's economic growth and development as well as the role of the balance of payments and other selected indicators in highlighting a country's general economic performance and potential, analyse as an individual and/or part of a group the macro-economic policies that a country's national authorities implement to maximise savings and investment control inflation and currency fluctuations and enhance a country's competitiveness, demonstrate well-rounded and systematic knowledge of the composition of the international monetary system and analyse as an individual and/or as a group the economic events and decisions- both locally and internationally, that have moulded South Africa environment in recent years.

ECON622 (8) (16) SUBJECT FISCAL AND MONETARY POLICY

After completion of this module the student should be able to demonstrate well-rounded and systematic knowledge of current fiscal and monetary policies issues in South African context, demonstrate as an individual and/or as part of a group, the practical skills to identify current policy issues (e.g. fiscal rules or monetary targets) and to recommend the appropriate policy action and to demonstrate the competence to evaluate different forms of government intervention in the economy and to communicate recommendations to policymakers and stakeholders in written reports and oral presentations using the appropriate it.

ECON 623 (8) (16) SUBJECT RISK MANAGEMENT

After the completion of this module the student should be able to demonstrate a solid knowledge of bank risk management and regulation with the focus on strategic risk management strategies and less on the actual risk measurement. Demonstrate in depth knowledge of Basel II, discuss strategic risk management and the role of the ALCO, and describe the management of interest rate risk, liquidity risk, credit risk, market risk, operational risk and foreign exchange risk in banks in written reports

ECON624 (8) (16) SUBJECT ECONOMIC MODELLING

Upon completion of this module the student should be able to demonstrate well-rounded and systematic knowledge of general equilibrium and macro-economic models and their application to answer 'what if' questions in economics, demonstrate as individual and/or as part of a group the practical skills to build 1-2-3 general equilibrium (in Excel) and a small macro-economic model (in EViews) and run a simulation and demonstrate the competence to identify a research question in the field of economics retrieve relevant information, use small general equilibrium model or macro-econometric model to simulate the shock interpret the results and the communicate the findings in an ethically sound oral presentation using the appropriate it as well as in a report / article of 20 pages.

ECON627 (8) (16) SUBJECT RESEARCH PROJECT

After completion of this module the student should be able to demonstrate well-rounded and systematic knowledge of the research process, demonstrate as an individual the practical skills to plan a research project, undertake the study, analyse the results and disseminate them and demonstrate the competence to identify a research question in the fields of economics, risk management or international trade, retrieve relevant information, apply basic statistics and econometric methods to analyse and interpret the research results, and the communicate the findings in an ethically sound oral presentation using the appropriate it as well as an honours dissertation.

ELEA611 (8) (8) E-LEARNING

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.

EMLO611 (8) (16) EDUCATION MANAGEMENT AND ORGANISATIONS

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

ENLG671 (8) (32) RESEARCH METHODOLOGY AND MINI-DISSERTATION: LINGUISTICS

The student should be able to explain and distinguish between different kinds of research methods and designs; use a range of relevant electronic databases, Internet, and other research resources; draft research proposals which conform with generally-accepted norms and criteria; formulate valid and scholarly problem statements; construct/design research theses/hypotheses; write an extended research paper in which he/she demonstrates the ability to analyse linguistic phenomena; integrate other viewpoints and criticism of schools of thought, theories, views and trends into an independent argument; formulate a personal viewpoint logically and coherently while acknowledging and evaluating those of others in a responsible and scholarly manner; manage critical and scholarly discourse in fluent English; and transfer these skills to the writing of shorter papers in other English courses.

ENLG672 (8) (24) LINGUISTIC THEORY

The student should be able to discuss a broad range of theoretical views about the way language can be approached as an object of scientific and scholarly investigation; be able to evaluate conflicting views about the nature of language and formulate an own view; be able to compare and relate selected theories and their key concerns; be able to apply selected models of analysis emerging from different theoretical positions; be knowledgeable about the assumptions, methods, advantages and limitations of selected theories so as to be able to develop a personal critique of these theories; and be able to manage critical and theoretical discourse in fluent and fairly sophisticated English.

ENLG674 (8) (24) LINGUISTIC ANALYSIS AND CORPUS LINGUISTICS

On completion of this module the student should explain the principles of organisation at different levels of linguistic organisation; analyse linguistic structures and functions in depth; identify and discuss the major publicly available corpora in English and evaluate their uses; explain the principles of corpus design; use appropriate software to analyse corpora; analyse and interpret data on the lexical and grammatical levels in corpora, including the relationship between the two levels; interpret the findings of linguistic analysis within a consistent theoretical framework.

ENLG675 (8) (24) ENGLISH SOCIOLINGUISTICS

On completion of this module the student should demonstrate a critical awareness of how language functions in society; be able to identify and analyse variable language data in terms of its forms and uses; identify, apply and evaluate models of varieties of English; and evaluate

language policy proposals and present a motivated viewpoint about the role of English in the South African society.

ENLG679 (8) (24) APPLIED LANGUAGE STUDIES

On completion of this module the student should be able to explain the key issues in SLA; explain the role of selected factors that influence SLA; characterise interlanguage; discuss and evaluate the universal grammar theory of SLA; discuss the role of formal instruction in SLA; distinguish between approaches and methods in language teaching; describe and evaluate selected approaches and methods in language teaching, covering all four language skills (reading, writing, speaking and listening); design syllabi and teaching materials.

ENLG680 (8) (24) ACADEMIC LITERACY

On completion of this module the student should be able to explain the various theoretical conceptions of academic literacy in higher education and formulate a point of view regarding controversies in this regard; explain the various theoretical conceptions of the relationships between language and cognition at the higher education level and how these are reflected in theoretical conceptions of academic literacy; describe and evaluate features of academic discourse in higher education; conduct a needs analysis for an academic literacy course for higher education; design an academic literacy course for higher education; describe and evaluate teaching and learning methodologies for an academic literacy course in a higher education context; design materials for an academic literacy course in a higher education context; evaluate existing assessment instruments used for determining academic literacy in higher education; and conduct research into academic literacy in higher education.

ENLL671 (8) (32) RESEARCH METHODOLOGY AND MINI-DISSERTATION: LITERATURE

On completion of this module the student should be knowledgeable about literary research methodologies in general; able to use a range of relevant electronic databases, Internet, and other research resources; able to draft research proposals which conform with generally-accepted norms and criteria; able to formulate valid and scholarly problem statements; able to construct/design research theses/hypotheses; able to write an extended research paper in which he/she demonstrates the ability to analyse literary texts; able to integrate other viewpoints and criticism of schools of thought, theories, views and trends into a reasonably independent argument; able to formulate a personal viewpoint logically and coherently while acknowledging and evaluating those of others in a responsible and scholarly manner; able to manage critical and scholarly discourse in fluent and fairly sophisticated English; and able to transfer these above skills to the writing of shorter papers in other English courses.

ENLL680 (8) (24) TWENTIETH CENTURY LITERATURE IN ENGLISH

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

ENLL673 (8) (24) SOUTH AFRICAN POSTCOLONIAL LITERATURE IN ENGLISH

The student should be able to construct and motivate a viable definition of the term "postcolonial"; discuss recent trends in South African literature critically; be knowledgeable about important South African postcolonial writers in general; be able to discuss and refer to several seminal South African postcolonial authors in particular; be able to relate postcolonial

writing to the South African context; be able to distinguish major voices in South African literature; engage critically with the questions of subjectivity and identity formation; explore with some sophistication generic representations of postcolonial issues; interpret selected poems, novels and autobiographies from the angles of race, class and gender; be cognisant of relevant and related theories; substantiate conclusions about the significance of applicable approaches and their value for contemporary South African society; and be cognisant of relevant critical material in the field.

ETIE672 (8) (16) HUMAN RIGHTS

On completion of this module the student should be able to understand the concept of human rights as expressed in a constitutional democracy; give a Christian foundation for the concept of human rights; evaluate the universal declaration of human rights ethically; evaluate individual human rights ethically; evaluate fundamental human rights violations ethically.

FLCE621 (8) (8) FACILITATION AND LAY COUNSELLING FOR EDUCATORS

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

FOER 611 (8) FOUNDATIONS OF EDUCATION RESEARCH

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.

HIST611 (8) (24) METHOD AND THEORY

The student should be proficient in a variety of methodological strategies used in the discipline of History to interpret and analyse sources containing information pertaining to the past. Of particular importance would also be the ability to identify and apply certain theoretical underpinnings in the discipline and related fields of investigation in the humanities and social sciences.

HIST672 (8) (32) HISTORIOGRAPHY

The student should be able to identify and analyse the various schools in Historiography (focusing on Western and South African traditions) up to modern times, and point out their meaning for History as a discipline.

HIST623 (8) (24) SOUTH AFRICAN HISTORY: A SELECTED THEME

Concerning a selected theme about South African history the student should be able to Collect scientific factual knowledge and point out the coherence of related matters with the necessary insight; identify, analyse and evaluate historical issues and suggest creative proposals to solutions; as an effective student, realise the need for life-long learning; and

articulate and take a stance from a personal frame of reference, while referring to the Christian and other world views..

HIST624 (8) (24) AFRICA HISTORY: A SELECTED THEME

Concerning a selected theme about African history the student should be able to Collect scientific factual knowledge and point out the coherence of related matters with the necessary insight; identify, analyse and evaluate historical issues and suggest creative proposals to solutions; as an effective student, realise the need for life-long learning; and articulate and take a stance from a personal frame of reference, while referring to the Christian and other world views..

HIST625 (8) (24) WORLD HISTORY: A SELECTED THEME

Concerning a selected theme about World history the student should be able to Collect scientific factual knowledge and point out the coherence of related matters with the necessary insight; identify, analyse and evaluate historical issues and suggest creative proposals to solutions; as an effective student, realise the need for life-long learning; and articulate and take a stance from a personal frame of reference, while referring to the Christian and other world views..

HIST626 (8) (24) RESEARCH PROJECT

The student should be able to execute a research project of limited scope through the phases of a) identifying a research theme; b) collecting information (heuristics); c) evaluating the information (criticism); d) interpreting the date (hermeneutics/analysis); and e) reporting on the findings in an informed and articulate manner.

HIST871 (9) (180) DISSERTATION

The student must demonstrate the ability to undertake advanced research on aspects relating to history and report on it in a scientific manner. The master's degree studies will prepare the student to proceed with doctoral studies.

HIST873 (9) (60) EXTENDED ESSAY

The student must produce an acceptable mini-dissertation (based on a topic of own choice) reflecting an appropriate and effective use of research skills in history.

HIST811 (9) (30) OVERVIEW OF LAND TENURE IN SOUTH AFRICA UP TO 1994

The student must investigate and demonstrate a critical understanding of land issues in South Africa by critiquing literature on such issues and exploring empathy with perceptions held by both the Voortrekkers and Africans regarding the land questions.

HIST813 (9) (30) PROCESSES OF LAND ACQUISITION BY AFRICANS

The student must evaluate processes of land acquisition by Africans during the period 1850 – 1900.

HIST823 (9) (30) SOUTH AFRICA'S POLITICS OF FORCED REMOVALS OF AFRICANS FROM LAND

The student must demonstrate the ability to undertake advanced research on aspects relating to history and report on it in a scientific manner. The master's degree studies will prepare the student to proceed with doctoral studies.

HIST824 (9) (30) SOUTH AFRICA'S LAND REFORM PROGRAMME SINCE 1994: AN EVALUATION OF SUCCESSES AND CHALLENGES

The student must evaluate and compare South Africa's land reform programme and those of other neighbouring countries since the 1900's..

HIST971 (10) (360) HISTORY THESIS

After the completion of module a candidate should be able to formulate a research title, problem, goals and/or hypotheses; demonstrate a comprehensive and systematic grasp of the underlying theory pertaining to the research subject; demonstrate a critical understanding of the most advanced research methodology techniques and draw sensible conclusions based on results obtained using the relevant methods; report literature and research results logically; make sufficient use of a variety of sources in the research process; communicate research results effectively and according to an agreeable format; conduct research successfully; make an original contribution to the field of Historical Studies.

HOMV671 (8) (8) HOMILETICS

The student should be able to outline Trinitarian preaching and indicate the characteristics thereof; describe and apply the elements of indicative, imperative and promise in a sermon; define and apply goal orientated preaching; indicate the main communication elements in the delivering of a sermon; outline the prerequisites for a sermon in a post-modern context.

HPGA618 (8) (16) PUBLIC HUMAN RESOURCE MANAGEMENT

The student should be able to explain the extent to which HRM has been transformed by legislation since 1994; be able to strategise and plan a model of public human resources system; and be able to practise in the functional areas of human resource provisioning.

HPGA626 (8) (16) EUROPEAN UNION STUDIES IN AFRICA

The student should be able to analyse the extent to which ideological difference affected the founding and objectives of the Organisation of African Unity, which eventually lead to its ineffectiveness; trace the route to organizational reform to the African Union; identify the core principles of NEPAD as an economic blueprint to engage the EU and the G8; describe the concept development co-operation and apply this to the structure and mechanisms of the European Union development co-operation strategy to developing countries.

HPGA625 (8) (16) MANAGEMENT FOR SUSTAINABLE DEVELOPMENT

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

HPGV622 (8) (16) POLITICAL DEVELOPMENT IN AFRICA

The student should have acquired an in-depth knowledge and understanding of contemporary development issues in sub-Saharan Africa, with specific reference to the reasons and extent of underdevelopment in the region. The student should be able to suggest and analyse possible solutions. The student should be able to give a constructive contribution to solving development problems in sub-Saharan Africa.

ITWV671 (8) (32) RESEARCH METHODOLOGY AND PROJECT

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

ITWV672 (8) (32) DECISION SUPPORT SYSTEMS

The student should be able to demonstrate that decision support systems are computer-based systems that support choices by enabling the decision maker to arrange information and model outcomes; integrate information from various sources; help to arrange and analyse

information; facilitate the development and evaluation of models for the decision process; use a good user-interface for easy interaction and navigation by the user; be able to develop decision support systems from a systems-thinking framework; define conceptual models for decision support systems; use decision support packages; develop user-friendly interfaces for easy interaction and navigation of decision support systems.

ITWV673 (8) (32) DATA-MINING

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

ITWV674 (8)(32) HUMAN-COMPUTER INTERACTION

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

KCMN611 (8) (16) RESEARCH METHODOLOGY

On successful completion of the module, the student should be able to design a research proposal in a scientific and professional manner for the purposes of identified problems in applied communication research; demonstrate a comprehensive knowledge base of the different types of research designs for the purposes of applying such critical understanding to applied communication research contexts; demonstrate an extensive knowledge and critical comprehension of the different types of sampling designs, and the proper application thereof in an applied communication research environment; illustrate a coherent and critical understanding of different types of measuring instruments for application thereof in an applied communication research context; demonstrate a solid knowledge and critical understanding of elementary statistical analyses techniques, and the ability to properly apply such techniques to applied communication research data; use basic data interpretation principles and skills in interpreting applied communication research data; and prepare and compile a scientific research report in an ethically sound manner and/or the ability to present result findings to peers.

KCMN621 (8) (16) RESEARCH ARTICLE

On successful completion of this module, the student should be able to conduct independent research on a communication problem of limited scope by using the relevant scientific method and report on it in written form.

KCMO611 (8) (16) DEVELOPMENT COMMUNICATION: CONTEXT AND APPLICATION

After successful completion of the module, the student will be able to coherently and critically understand a multi-sector approach to development and be able to present their own ideas and opinions thereof in well-structured arguments among peers; analyse the role of the private sector, government and the NGO sector in the development process and communicate their findings orally and in written format using theory-driven arguments; and demonstrate a critical understanding of the implications of the HIV/Aids pandemic in the workplace and defend their particular arguments regarding the role of communication and the communication practitioner in addressing the HIV/Aids problematic.

KCMJ671 (8) (32) PRINT AND INTERNET JOURNALISM

After completion of the module, the student should be able to demonstrate knowledge and skills in writing different kinds of news reports and feature articles for the printed media (newspapers and magazines); demonstrate the ability to perform copy-editing tasks as could be expected from an entry level sub-editor; apply skills in desktop publishing regarding the layout of newspapers and magazines; demonstrate knowledge of the role of media convergence; and demonstrate knowledge of the characteristics of Internet journalism and skills in writing/compiling/adapting news items for this medium.

KCMJ672 (8) (16) JOURNALISM: MEDIA AND SOCIETY

On completion of the module, the student should be able to demonstrate a coherent and critical understanding of the changing context in which South African journalists function; demonstrate a comprehensive and systematic knowledge base of the most important theories in the field of media and society, including issues such as media and democracy, critical theory and the journalist as opinion leader; compile an academic research report and present research findings to peers; critically discuss the major ethical issues encountered by journalists; demonstrate the ability to deal individually and in a group with ethical problems in a manner consistent with general accepted journalistic practices; source and research relevant academic material regarding the major ethical issues in a systematic academic document; apply their theoretical knowledge to analyse relevant ethical issues and case studies and present their findings in the form of a seminar to fellow students; and demonstrate the ability to describe and analyse major libel case studies within the South African constitutional context.

KCMJ673 (8) (16) RADIO JOURNALISM

On completion of the module, the student should be able to demonstrate well-rounded knowledge of the characteristics of radio news bulletins and critical know-how in identifying, writing and compiling such news reports into news bulletins that are fit for radio broadcast; understand the different types of radio interviews and indicate the ability to identify, prepare, and conduct interviews fit for radio broadcasting; and demonstrate solid theoretical understanding of radio current affairs programmes and the application of critical skills necessary in identifying, preparing, and editing such material in written format and / or audio format fit for broadcast, in addition to presenting such programmes on air.

KCMJ674 (8) (16) PHOTO JOURNALISM

On successful completion of the module the student should be able to compare the historical origins of photojournalism with modern approaches in this field; understand the selection criteria used by photo editors; discuss ethical issues *re* picture manipulation; master the operational and creative possibilities of SLR-cameras; perform basic picture manipulation in © Adobe Photoshop; and execute all the tasks necessary to construct a photo essay.

KDGV671 (8) (16) GENERAL AND SOUTH AFRICAN CHURCH AND DOGMA HISTORY

Section 1: General Church and Dogma History

The student should be able to demonstrate knowledge of the history of the early Christian Church and especially the doctrinal struggles during that time; understand and evaluate the development of the church and especially the history of missions during the time of the Middle Ages.

Section 2: South African Church and Dogma History

The student should be able to demonstrate in-depth knowledge of the history of the church in South Africa; understand the history of his/her own ecclesiastical tradition against the backdrop of the South African church history; understand and critically evaluate the influence of socio-political developments in South Africa on the missionary work of the church.

LORE671 (8) (32) LIFE ORIENTATION

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.

LPRA671 (8) (24) THEORY OF THE LANGUAGE PRACTICE

Upon successful completion of this module the student should be able to demonstrate a comprehensive, informed and systematic understanding of key historical and contemporary developments in the theory of translation; select, apply and integrate principles, techniques and theoretical approaches within translation studies in applications of theory to practice; identify and solve unfamiliar concrete and abstract translation problems by means of sophisticated theoretical reflection, and assess the success of solutions; identify, collect, analyse and synthesise quantitative and qualitative information on the theory of translation and use sources appropriately; and present and communicate academic-professional work on the theory of translation effectively and appropriately to a variety of audiences. **Note:** LPRA671 is a compulsory module.

LPRA673 (8)(24) LANGUAGE, TEXT AND CONTEXT

Upon successful completion of this module the student should be able to demonstrate a comprehensive, informed and systematic understanding of sociolinguistic and text-linguistic theories as they apply to the work of language practitioners; select, apply and integrate principles, techniques and theoretical approaches from sociolinguistics and text-linguistics in order to produce professionally acceptable language products; identify and solve unfamiliar concrete and abstract language-practice problems by using appropriate aids for language practice together with sophisticated theoretical reflection, and assess the success of solutions; identify, collect, analyse and synthesise quantitative and qualitative information on sociolinguistic and text-linguistic theories and use sources appropriately; and present and communicate academic-professional work on the relevance of sociolinguistic and text-linguistic theories for language practice effectively and appropriately to a variety of audiences.

LPRA674 (8)(24) MEDIA TRANSLATION

Upon successful completion of this module the student should be able to demonstrate a comprehensive, informed and systematic understanding of the theory and practice of audiovisual translation, including subtitling, dubbing, respeaking and audio-description; select, apply and integrate principles, techniques and theoretical approaches from audiovisual translation in order to produce professionally acceptable language products; identify and solve unfamiliar concrete and abstract audiovisual translation problems by using appropriate aids for language practice together with sophisticated theoretical reflection, and assess the success of solutions; identify, collect, analyse and synthesise quantitative and qualitative information on audiovisual translation and use sources appropriately; and present and communicate academic-professional work on audiovisual translation effectively and appropriately to a variety of audiences.

LPRA675 (8) (24) LITERARY TRANSLATION

Upon successful completion of this module the student should be able to demonstrate a comprehensive, informed and systematic understanding of key historical and contemporary developments in the theory and practice of literary translation; select, apply and integrate principles, techniques and theoretical approaches in the field of literary translation in order to produce acceptable literary translations; identify and solve unfamiliar concrete and abstract problems in literary translation by using appropriate aids for translation together with sophisticated theoretical reflection, and assess the success of solutions; identify, collect, analyse and synthesise quantitative and qualitative information on the theory and practice of literary translation and use sources appropriately; and present and communicate academic-professional work on the theory and practice of literary translation effectively and appropriately to a variety of audiences.

LPRA676 (8) (24) FILM STUDIES

Upon successful completion of this module the student should be able to demonstrate a comprehensive, informed and systematic understanding of key historical and contemporary developments in film studies; select, apply and integrate principles, techniques and theoretical approaches within film studies in the analysis of film texts; identify and solve unfamiliar concrete and abstract problems in film studies; identify, collect, analyse and synthesise quantitative and qualitative information on film studies and use sources appropriately; and present and communicate academic-professional work in film studies effectively and appropriately to a variety of audiences.

LPRA679 (8) (32) MINI-DISSERTATION

Upon successful completion of this module the student should be able to demonstrate a comprehensive, informed and systematic understanding of a chosen field in language practice in a research project; select, apply and integrate principles, techniques and theoretical approaches from a chosen field in language practice for a research project; identify and solve unfamiliar concrete and abstract language-practice problems by using appropriate aids for language practice together with sophisticated theoretical reflection, by means of a research project; identify, collect, analyse and synthesise quantitative and qualitative information on a chosen language-practice problem in a research project; and present and communicate academic-professional work on a chosen problem in the field of language practice effectively and appropriately in a research project. **Note:** LPRA679 is a compulsory module.

LPRA681 (8) (24) APPLICATIONS IN LANGUAGE PRACTICE: TRANSLATION

Upon successful completion of this module the student should be able to demonstrate a comprehensive, informed and systematic understanding of key historical and contemporary developments in the field of practical translation; select, apply and integrate principles, techniques and theoretical approaches in practical translation; identify and solve unfamiliar concrete and abstract translation problems; identify, collect, analyse and synthesise quantitative and qualitative information on practical translation issues and use sources appropriately; and present and communicate academic-professional work in practical translation effectively and appropriately to a variety of audiences.

LPRA682 (8) (24) APPLICATIONS IN LANGUAGE PRACTICE: TEXT EDITING

Upon successful completion of this module the student should be able to demonstrate a comprehensive, informed and systematic understanding of key historical and contemporary developments in editing; select, apply and integrate principles, techniques and theoretical approaches within editing in practical editing work; identify and solve unfamiliar concrete and abstract editing problems; identify, collect, analyse and synthesise quantitative and qualitative information on editing and use sources appropriately; and present and communicate academic-professional work in editing effectively and appropriately to a variety of audiences.

LPRA683 (8) (8) INTERNSHIP

Upon successful completion of this module the student should be able to demonstrate a comprehensive, informed and systematic understanding of the field of language practice in the context of a practical internship; select, apply and integrate principles, techniques and approaches from a particular field in language practice in the context of a practical internship; identify and solve unfamiliar concrete and abstract language-practice problems by using appropriate aids for language practice in the context of a practical internship; identify, collect, analyse and synthesise quantitative and qualitative information in the context of a practical internship; and present and communicate professional work effectively and appropriately in the context of a practical internship. **Note:** LPRA683 is a compulsory module.

LPRA684 (8) (24) JOURNALISM AND PUBLISHING PRACTICE

Upon successful completion of this module the student should be able to select and apply specific techniques of information gathering for journalistic purposes; demonstrate knowledge of the characteristics and style of a variety of journalistic genres (including the article, profile and review) and apply these in practice for different publications; demonstrate knowledge of the characteristics and writing style of different journalistic beats and apply these in practice;

create journalistic text elements and demonstrate electronic page layout skills for a variety of publications; take photos for media purposes and edit it with software; and demonstrate knowledge and skills of media entrepreneurship.

MISS671 (8) (24) MISSIOLOGICAL PERSPECTIVES

Part 1: Missiology: Introductory historical aspects

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

Part 2: Missiology: Theoretical aspects

The student should be able to compare and evaluate the most important ideologies of our time; discuss the difference between a miraculous and a religious philosophy; explain the current position of religions in the world; describe the missionary congregation and discuss its functioning; discuss the relation between the visible and invisible dimensions of church unity and indicate the importance of this for churches in South Africa; describe the contribution of the Africa-Christianity to world missiology; explain central themes in Christian Africa-theology; formulated well-founded strategies for missiology today; provide informed advice with regard to various aspects of missiology.

MPMA811 (9) (16) METHODOLOGY

After the completion of this module the student should be able to:

- Apply appropriate scientific methods and procedural techniques in government institutions and scientifically integrate data gathering instruments and techniques (such as questionnaires, interviewing, attitude and expectation polls, etc.) to gather, process and interpret data and arrive at scientifically based conclusions, that will be presented as procedures and findings in a basic report.
- Methodologically analyse problems and issues in government institutions on the basis of acquired knowledge and offer solutions on the basis of scientific methods and procedures.
- Demonstrate basic scientific knowledge that would enable the use of methodological and procedural techniques in the scientific implementation of data-gathering instruments and techniques.

MPMA812 (9) (16) PUBLIC MANAGEMENT

After the completion of this module the student should be able to:

- Address management issues at central, provincial and local government spheres by referring to existing theories of management.
- Implement management practices and techniques that would encourage and motivate subordinates to work effectively in government practices in line with government policy.

MPMA814 (9) (16) APPLIED PROJECT MANAGEMENT

After the completion of this module the student should be able to:

- Analyse the principles, theories and techniques of project management as applied in the public sector.
- Plan, implement and control projects in public institutions with the view to operationalise strategic objectives and improve service delivery.

MPMA826 (9) (16) PERFORMANCE MANAGEMENT

After the completion of this module the student should be able to:

- Analyse public performance management systems and practices.

- Utilise the theories and principles of performance management for the efficient, effective, and economical functioning of public institutions.
- Apply techniques and models for the management of the total performance of public institutions.
- Apply the principles of performance management to human resources with specific reference to performance appraisals.

MSDW821 (9) (16) THE CULTURAL DYNAMICS OF WATER

After the completion of this module the student should be able to have an understanding:

- of the historical evolution of water governance in South Africa;
- crucial issues of anticipated future water scarcity;
- the importance of the hydrosphere in sustainable environmental development; and
- applying historical thought in research on the hydrosphere.

MSDW822 (9) (16) INTEGRATED WATER RESOURCE MANAGEMENT

After the completion of this module the student should be able to:

- Analyse and apply the principles, theories, tools and techniques of more effective, efficient, economical and sustainable Water Resources Management to their activities regarding basic public potable water and sanitation service delivery at especially the local government sphere of the country.

MSDW823 (9) (16) HYDRO POLITICS

After the completion of this module the learner should be able to:

- Describe the emergence of hydro politics as a field of study
- Define and describe hydro politics
- Explain and discuss the theoretical concepts of hydro politics
- Discuss hydro politics on meta, macro and micro level.

NTES672 (8) (24) NEW TESTAMENT

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

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

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

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

Part 3: The Synoptic Gospels.

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

ONAV673 (8) (16) PRACTICAL STATISTICS: HUMANITIES.

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

ONAV673 (8) (16) PRACTICAL STATISTICS: HUMANITIES

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

ONWB624 (8) (16) HUMAN RESOURCES MANAGEMENT AND DEVELOPMENT IN EDUCATION

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.

ONWB625 (8) (16) FINANCIAL SCHOOL MANAGEMENT

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.

ONWR611 (8) (16) EDUCATION LAW ; THEORY AND PRAXIS

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.

ONWR624 (8) (16) LABOUR LAW AND SCHOOL GOVERNANCE

After completing this module, students demonstrate that they have acquired: a sufficient practically usable knowledge of the applicable labour legislation in education; 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.

ONWR625 (8) (16) HUMAN RIGHTS AND DEMOCRACY IN EDUCATION

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.

OPSK612 (8) (16) STUDENTS WITH SPECIAL NEEDS A

Students will be able to understand students with special needs in general in their social context by making use of an eco-systemic perspective. Students will also be able to identify and help students with special needs – particularly individual learning problems.

OPSK613 (8) (16) HEALTH PROMOTION AND ORGANISATIONAL DEVELOPMENT

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

OPSK624 (8) (8) SCHOOL GUIDANCE

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

OPSK625 (8) (8) STUDENTS WITH SPECIAL NEEDS B

Students will be able to identify and help students with special needs – particularly individual disabilities like physical and sensory disabilities, epilepsy, chronic diseases, etc. Students should be able to give an overview of current research in science education, understand and apply appropriate research techniques to examples in natural science subjects.

OTES672 (8) (24) OLD TESTAMENT

Part 1:

The student should be able to evaluate the principles and methods for the interpretation of the Old Testament; interpret a section from the Old Testament by making use of a valid methodology; evaluate exegetical problems and formulate suggestions to solve these problems.

Part 2:

The student should be able to give an overview of the study of the Old Testament; evaluate different approaches to the study of the Old Testament.

Part 3: Prophetic Literature

The student should be able to give an overview of the study of the Old Testament Theology (History of Revelation) and evaluate different approaches.

PAST671 (8) (16) GENERAL AND SPECIFIC COUNSELLING

Part 1: General counselling

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

Part 2: Specific counselling

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

POLS611 (8) (16) METHODOLOGY

The student should be able to understand the code of conduct, values and ethics of post-graduate study; have a basic orientation on the nature of scientific knowledge and the epistemology of the humanities; demonstrate knowledge and understanding of/about the values and ethics of post-graduate study; develop skills in research design, the writing of a research proposal and a research report, as well as the ability to think critically and to proceed with scientific reasoning whenever necessary.

POLS612 (8) (16) POLICY STUDIES

The student should be able to demonstrate knowledge and understanding of/about the levels and types of public policy, the theoretical foundation of public policy analysis, differences of public policy in more and lesser developed states, the importance of problem identification and the necessity of clear objectives and the policy implementation process, and policy dynamics in general..

POLS613 (8)(16) POLITICAL PHILOSOPHY

The student should be able to demonstrate knowledge and understanding of the relevance and importance of political philosophy as a subject matter that need to be practiced in a disciplined and unprejudiced manner; discuss the difficulties raised by the quest for justification of authority, global economic justice, liberty, democracy and war; understand the different arguments that philosophers have developed regarding the common good and the theory of the social contract.

POLS621 (8) (16) COMPARATIVE POLITICS

The student should be able to demonstrate knowledge and understanding about methods and application of political comparisons, the evaluation and comparison of the South African political system with other democracies and conclusions in regard to political phenomena in comparative perspective

POLS625 (8) (16) POLITICS IN AFRICA

The student should be able to demonstrate knowledge and understanding of the decolonisation of Africa, the general impact of ethnicity on politics, the different political ideologies that influences Africa, the internal and external factors that determine the domestic and foreign policy of African states, common developmental challenges faced by African countries and apply relevant conceptual frameworks to all of the above.

POLS626 (8) (16) GOVERNANCE AND POLITICAL TRANSFORMATION

The student should be able to demonstrate knowledge and understanding of/about the nature of political development, social transformation and political transformation.

POLS673 (8) (32) RESEARCH PROJECT

The student should be able to Demonstrate comprehensive and systematic knowledge in one of the sub-fields of Political Studies; Demonstrate a coherent and critical understanding of the underlying theory, research methodologies and techniques relevant to the research topic; Master the relevant research methodology and draw sensible conclusions based on results obtained using the relevant methods.

POLS871 (9) (180) DISSERTATION

The student should be able to demonstrate the ability to undertake advanced research on a theme within the field of political science and report on it in a scientific manner, in the form of a dissertation preparing the student to proceed with doctoral studies..

POLS971 (10) (360) THESIS

The student should be able to write a thesis displaying comprehensive and systematic knowledge in the field of the Political Studies subject group; demonstrate a comprehensive

and systematic grasp of the underlying theory pertaining to the research subject; demonstrate a critical understanding of the most advanced research methodology techniques...

PSYC671 (8) (8) PSYCHOMETRICS

After completion of the module successful students should be able to demonstrate a comprehensive and systematic knowledge base and critical understanding of factors that helped shape psychological assessment internationally and in South Africa, and which continue to steer it today, as well as the nature and process of psychological evaluation; demonstrate the skill to rate the utility of tests according to their psychometric properties, and evaluate and interpret the performance of individuals in various tests or test batteries (Students should also be able to use the basic properties and technical requirements of tests, including the way in which tests and their testing norms are developed, as individuals and in group context, to develop a new psychological measuring instrument to be used in a complex and real-life problem situation.); demonstrate the ability to combine test scores, do cross-cultural test adjustments and interpret these; manage tests and ethical standards; take care of administrative arrangements involved in assessment procedures; and communicate test results to an audience of peers in the form of written research reports, or orally while using appropriate IT; demonstrate the ability, individually or in group context, to undertake appropriate literature searches to serve as frame of reference when reasoning about the above aspects; and reflect on the impact of the study material on the self as a person and as a future care giver.

PSYC672 (8) (16) PSYCHOLOGICAL EVALUATION

After completion of the module successful students should be able to demonstrate a comprehensive and systematic knowledge base and critical understanding of the processes of psychological evaluation aimed at providing an holistic picture of the child, adolescent and/or adult; demonstrate a coherent and critical understanding of various methods of evaluating psychological functioning and apply them ethically; apply a comprehensive knowledge of the core methods of psychological evaluation to clearly defined unfamiliar case studies; critically evaluate qualitative and quantitative outcomes of psychological evaluation and synthesise them into a conclusion contained in a well-structured report meant for a probable reader; and demonstrate the ability independently to garner information from appropriate research articles and other reliable sources, critically to analyse the information and synthesise it, and to present findings in relevant academic and professional discourse.

PSYC673 (8) (16) APPLIED POSITIVE PSYCHOLOGY

After completion of this module the student should be able to demonstrate a comprehensive knowledge base of Positive Psychology/Psychofortology as a movement in the field of Psychology, as well as the important paradigms, theories, concepts and ethical aspects that have a bearing on psychological health, and to apply them in order to identify and facilitate the functioning of the self and others in a multicultural context; to apply relevant theories/research in cultural context while being sensitive to biopsychological coherence in order to contextualise behavioural problems and facilitate psychosocial wellness from a positive psychological/psychofortological perspective; demonstrate the ability to resolve complex and poorly defined modern-day problems that relate to psychological and psychosocial health, by using appropriate procedures and reliable evidence from a critical analysis of various theories in Positive Psychology/Psychofortology, as well as communicate the information in a reliable and coherent manner, both orally and in writing, thereby providing evidence of effective and critical reasoning; and apply a variety of specifically selected research-based strategies in a moral-ethical and culture-sensitive way in order to promote positive psychological wellness in individuals, groups and communities while recognising important biopsychosocial associations and being sensitive to, among other things, collectivistic and individualistic value systems.

PSYC 674 (8) (16) RESEARCH PSYCHOLOGY

After completion of the module successful students should be able to demonstrate understanding of research being planned and carried out from a specific paradigmatic

perspective which represents the researcher's philosophic and conceptual framework and which is reflected in his/her assumptions about the world and the research process; demonstrate a well-funded knowledge base of all aspects relating to research, as well as the phases of the research process; apply research skills in a practical and ethical way, thereby demonstrating the ability to effectively select appropriate research methods for collecting and dealing with data in real-life situations; present the research findings orally in an innovative way, as well as produce a coherent written report which demonstrates a critical understanding of using research-based solutions and theory; identify when institution variance or two-way ANOVA (analysis of variance) is used; and identify the purpose of multiple regression methods and differentiate between the various types and assumptions

PSYC 675 (8) (16) INTERVENTION TECHNIQUES

After completion of the module successful students should be able to have an advanced knowledge and understanding of the theory of relevant short-term intervention techniques (six-phase crisis intervention model); demonstrate the ability to rate intervention theories and effectively apply core procedures, actions and techniques in various socio-cultural contexts; demonstrate the ability independently to garner information from relevant research articles and other reliable sources, critically analyse and synthesise the information, and present the findings in appropriate academic and professional discourse; and demonstrate a clear value system and ethical code of conduct in all modes of communication and behaviour

PSYC 676 (8) (16) THEORETICAL PERSPECTIVES ON AID RENDERING

After completion of the module successful students should be able to demonstrate comprehensive knowledge of and insight into various models and processes of psychological aid rendering; apply this knowledge of various therapeutic theories and techniques to unfamiliar case studies, develop suitable interventions on the basis of theory-driven arguments and communicate them in reports according to the prescribed conventions of the subject; and demonstrate information garnering and processing skills for finalising written assignments.

PSYC677 (8) (16) COMMUNITY PSYCHOLOGY

After completion of the module successful students should be able to demonstrate comprehensive and systematic knowledge of what community psychology comprises and what may be regarded as geographic and social communities; demonstrate competence to suggest appropriate interventions based on the conceptual models for community psychology; demonstrate skills to facilitate, plan and evaluate community competence by using suitable research methods; and be sensitive to the contextual embedment of communities in the macro environment characterised by poverty, violence, HIV and homelessness.

PSYC678 (8) (16) PSYCHOPATHOLOGY

After completion of the module successful students should be able to demonstrate comprehensive knowledge and understanding of Western and African perspectives on the various forms of psychopathology in children, adolescents and adults; demonstrate skills to recognise, analyse and correctly diagnose possible etiologies relating to psychopathology in case studies; make meaningful and relevant referrals for continued and advanced intervention after studying case studies; and demonstrate ethical behaviour in all actions and base these actions on an established value system

PSYC681 (8) (16) FACILITATION OF COMMUNITY WELLNESS

After completion of the module successful students should be able to demonstrate knowledge and skills to identify needs, shortcomings, strengths and/or sources of individuals, groups or communities, garner information and interpret and analyse the data obtained in this way; and plan suitable interventions in a way that is ethically responsible on the basis of the data gathered, suggest implementation plans, evaluate interventions and make adjustments according to the available feedback.

PSYC679 (8) (8) ETHICS AND PROFESSIONAL BEHAVIOUR

After completion of the module successful students should be able to demonstrate a comprehensive and systematic knowledge base and critical understanding of the various pieces of legislation, ethical principles and professional codes of conduct that give direction to psychology as a profession, both internationally and in South Africa; demonstrate skills to identify ethical, legal and professional dilemmas in a complex and real-life problem situation and arrive at an acceptable outcome; and demonstrate information gathering and processing skills in terms of finalising oral and written assignments; and demonstrate a clear value system and ethical code of conduct in all modes of communication and behaviour.

PUMA611 (8) (32) RESEARCH METHODOLOGY

The student should be able to master the methodological fundamentals of public management by analysing scientific methods and procedural techniques at all management levels and apply them in practice; demonstrate basic scientific knowledge that would enable the use of methodological and procedural techniques in the scientific implementation of data-gathering instruments and techniques; identify, analyse and solve concrete and abstract public sector problems using appropriate scientific research methodologies and conventions..

PUMA612 (8) (16) PUBLIC MANAGEMENT AND LEADERSHIP

The student should be able to acquire knowledge about the concept of public management and understand what strategic leadership means within the context of public sector management; be empowered to master the necessary techniques within certain theoretical frameworks that would enable them to act as strategic and innovative leaders who could motivate public employees and provide them with applicable frameworks to gain their cooperation for the effective implementation of strategic plans in a creative manner.

PUMA613 (8) (16) PUBLIC POLICY ANALYSIS

The student should be able to analyse the policy context in a developmental state like South Africa, unpack the policy-making process, and evaluate the significance of Policy Analysis for improved policy decisions.

PUMA621 (8) (16) PUBLIC FINANCIAL MANAGEMENT

The student should be able to effectively apply the core responsibilities such as budgeting, financial accountability, applicable legislative requirements, supply Chain Management, Asset Management and financial management systems in public sector institutions.

PUMA622 (8) (16) PUBLIC HUMAN RESOURCE MANAGEMENT

The student should be able to master theories, principles and best practices concerning human resources at all management levels in the public sector; be able to manage human resource practices such as recruitment, selection, career development, health and safety, training and development, and performance management with the view to further improve existing practices in public sector institutions.

PUMA623 (8) (16) MUNICIPAL GOVERNANCE

The student should be able to analyse the environment and service delivery context of developmental local governance in South Africa; evaluate the core administrative, political and managerial processes and systems in municipalities; appraise core municipal policy, strategies and programmes such as integrated development planning and service delivery and budget implementation plans.

STTK111 (7) (12) DESCRIPTIVE STATISTICS

After completion of the module successful students should be able to demonstrate fundamental knowledge of the most important statistical techniques including: sampling, graphic presentation of data, descriptive measures of locality and dispersion, least-squares line fitting, prediction of least squares, correlation coefficient, multiple linear regression (and applying it to predictions and time series data), and demonstrate knowledge of movement

components to predict outcomes and take practical considerations into account for sampling and sample size; demonstrate problem-solving skills in terms of known and unknown problems by using samples, graphic presentation of data, descriptive measures of locality and dispersion, least-squares line fitting, prediction of least squares, correlation coefficients, multiple linear regression, and applying it for purposes of predicting time series data; critically compare various methods and techniques including sampling and descriptive measures of locality and dispersion in unfamiliar real-life situations.

STTK124 (7) (12) PRACTICAL STATISTICS

After completion of the module successful students should be able to demonstrate knowledge of, and apply in practice, the following: -Correlation and interpretation of least-squares line fitting, fitting of a regression function, prediction by means of regression function, multiple linear regression and selection of predictors; -Factor analysis and analysis of results of factor analysis, interpretation of factor matrices and construct validity; -Hypothesis testing, calculation of probability, central limit setting, significance and p-values; -One-way ANOVA testing and the interpretation of results obtained with it; -The practical significance of effect sizes of differences in the means of two populations; -Categorical data analysis based on contingency tables, chi-square goodness of fit tests and independence tests; -Distribution methods, parametric and non-parametric inferential methods; and identify statistical concepts in practice, and apply suitable statistical methods to summarise, understand and analyse data by using computer software developed for statistical purposes.

RECP671 (8) (16) ADVANCED FINANCIAL ACCOUNTING

On completion of the module the student should:

- demonstrate the ability to compile advanced financial statements according to International Financial Reporting Standards and the Companies Act of South Africa, including consolidated financial statements, based on extensive and systematic knowledge of the subject
- technically analyse, evaluate and selectively handle standards, individually as well as in an integrated manner, according to the demand of the problem (e.g. journal entry, ledger or financial statements) and theoretically motivate and discuss them
- communicate academic, professional and vocational information effectively orally or in writing, with evidence of creative interpretation and solutions for problems applicable to the context

RECP672 (8) (16) ADVANCED AUDITING

On completion of the module the student should be able to display knowledge and apply this knowledge on cases with regard to:

- principles of Corporate Governance
- legislated and Regulatory Corporate Governance
- the Code of Corporate Practices and Conduct of the King II Report
- business ethics and SAICA Code of Professional Conduct
- risk management and internal control
- the legal and regulatory environment governing auditors and their responsibilities, functions and qualities
- the audit process
- competencies in applying IT in business/accounting
- competencies in managing IT
- competencies in evaluating IT

RECP673 (8) (16) ADVANCED INCOME TAX

On completion of the module the student should be able to:

- interpret the Income Tax Act case law as well as practice notes issued by the South African Revenue Service

- demonstrate his/her ability to calculate the normal income tax payable by individuals on taxable income, including remuneration, fringe benefits, lump sum receipts and the operation of an enterprise or business
- deal with advanced tax questions on tax advice and planning covering the entire spectrum of taxpayers and sections and taxes
- demonstrate his/her ability to calculate employee tax to be deducted from remuneration as well as provisional tax payable on income other than remuneration.
- substantiate with reference to legislation and case law why items are taxable/deductible
- comply with all legislation and requirements of the attached SAICA syllabus
- make your decisions and applications in this course in an ethically accountable manner.

RECP674 (8) (16) MANAGEMENT ACCOUNTING AND FINANCIAL MANAGEMENT

Management Accounting

Upon completion of this module, the student should be able to:

General

- be able to do planning, control and decision making to act as a responsible steward
- be able to apply profit planning and budgetary control in the planning process resulting in the optimum usage of available resources, but also supply in the needs of consumers
- exercise control to ensure that that goals that have been set with planning, are achieved
- take informed decisions by the conscious exercise of a choice between two or more alternatives
- be able to take into account and supply the necessary information in taking a decision
- be able to obtain the necessary information by using methods, systems and techniques so that the goals of decision making, planning and control are met

Specific

- develop budgets using both traditional and contemporary techniques
- explain and apply the principles of standard costing, calculate variances in a variety of contexts and critically evaluate the worth of standard costing in the light of contemporary criticisms
- separate costs into their fixed and variable components and use these in break-even analysis and in decision-making under multiple constraints
- establish relevant cash flows for decision making and apply these principles in a variety of contexts including process/product viability and pricing including evaluation of the tension between short-term, "contribution based" pricing and long-term, "return on investment" pricing. and learning curves
- undertake sensitivity analysis and assess the impact of risk in decision models using probability analysis, expected value tables and decision trees as appropriate
- apply learning curves in forecasting future costs and the techniques of activity-based management target costing and value analysis is managing future costs
- prepare appropriate financial statements for cost, profit and investment centre managers, calculate appropriate financial performance indicators, assess the impact of alternative transfer pricing policies and discuss the behavioural consequences of management control systems based on responsibility accounting decentralization and delegation

Financial Management

Upon completion of this module, the student should be able to:

General

- obtain knowledge in order to understand complex investments, financing and dividend decisions, within the context of the company as well as the contexts of the environment
- to obtain the ability to make suggestions with regards to the responsible management of a company and its assets by effective use of financial aids within the boundaries of the strategic aim of the company

Specific

- Identify and interpret guidelines for performance, risk and uncertainty
- give advice on complex investing, financing and dividend decisions
- apply the principles of financing to the valuation of a company and the valuation of financial assets by using the valuation techniques
- advise management with regards to current asset management, foreign exchange and investments
- give advice with regards to changes in ownership transactions
- evaluate and choose financial instruments for effective minimizing of risk

REIP 671 (8) (16) : TAXATION: ADVANCED TAXATION AND TRUSTS

After completion of this module, the student should be able to:

- interpret the Income Tax Act, Legal Opinions and Practice Notes issued by the South African Revenue Services
- demonstrate his/her ability to calculate normal taxation payable by individuals based on taxable income from remuneration, fringe benefits, lump sums and the carrying on of a trade or business
- demonstrate his/her ability to calculate normal taxation payable by companies and trusts
- solve advanced case studies relating to estate duty, donations tax, capital gains tax and value added tax
- motivate, by referring to tax case law and the Income Tax Act, why certain specified items are taxable/tax deductible
- Capita Selecta

REKP671 (8) (16) ACCOUNTING: ADVANCED IFRS AND GROUP STATEMENTS

After completion of this module, the student should be able to:

- demonstrate his/her ability to identify and interpret transactions and related information in accordance with International Financial Reporting Standards
- demonstrate his/her ability to apply principles prescribed by International Financial Reporting Standards
- demonstrate his/her ability to compile financial statements in accordance with International Financial Reporting Standards
- Capita Selecta (including Announced International Standards, Interpretations and Exposure Drafts)

REKP672 (8) (16) ACCOUNTING: PRACTICAL ACCOUNTANCY

After completion of this module, the student should be able to:

- Deceased Estates: List and discuss the different types of marriages, explain different scenario's regarding intestate succession and solve various case studies in this regard, demonstrate his/her ability to solve problems relating to the execution and revocation of wills, discuss different conditions in the will including usufruct and fideicommission, name the functions of the Master and the Executor of an estate and compile a liquidation- and distribution account to be presented to the Master
- Insolvent Estates: Provide a summary of the sequestration process, explain the duties of the curator, list the rules relating to the realisation of the different type of assets in the insolvent estate, explain the legal position of the different categories of creditors, do the calculations regarding the secured assets, free residual, distribution and contribution, compile various insolvent estate accounts
- demonstrate his/her knowledge and understanding of corporate governance in South Africa
- demonstrate his/her understanding of the ethical aspects of the accounting profession and the Professional Code of Ethics for accountants in South Africa with specific

reference to the Code Of Ethics of the South African Institute of Professional Accountants (SAIPA)

- Capita Selecta

REKP673 (8) (16) ACCOUNTING: FINANCIAL ANALYSIS

After completion of this module, the student should be able to:

- Demonstrate his/her knowledge of International Accounting Standard (IAS) 24 of which the objective is to set out the disclosure of related party transactions
- Demonstrate his/her knowledge of IAS 27 of which the objective is to set out the standard for the preparation and presentation of consolidated financial statements and separate financial statements
- Demonstrate his/her understanding IAS 28 of which the objective is to set out the disclosure of investments in associates
- Compile consolidated financial statements including intercompany transactions, interim acquisitions and changes in equity
- Demonstrate his/her understanding of International Accounting Reporting Standard (IFRS) 3 of which the objective is to account for business combinations
- Solve case studies relating to changes in the capital structure of businesses including mergers, take-overs, reconstructions and liquidations
- Capita Selecta

RSPR 671 (8) RESEARCH PROJECT

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.

SGVK 681 (8) (16) THEORY OF MEDICAL SOCIOLOGY

At the end of this module the student will be able to demonstrate knowledge of the theory of medical sociology and how it applies to the critical role that social factors play in health care; evaluate it and provide an independent opinion; apply the concept of holistic health care with relation to the broader scope of the socio-physical context; integrate different significant models of health care with specific reference to complementary health care; demonstrate basic knowledge, and insight of how it relates to practical issues, of the complex relationship between social factors and the level of health characteristic of various groups and societies with reference to: contrasting ideas about health and social behaviour; the medicalization of society; issues of public and community health such as infectious and chronic diseases; metatheoretical issues such as causality and holism and how it relates to health care and problem solving.

SGVK 682 (8) (32) RESEARCH METHODOLOGY AND RESEARCH PROJECT

At the end of this module the student ought to be able to demonstrate critical insight in the sociological scientific method; apply quantitative and qualitative research methods effectively and ethically; apply and utilise research methods and techniques purposefully to the benefit of the research process; undertake literature study and communicate information and apply it in terms of the research project and report; plan and conduct research of a limited scope; analyze, synthesize, evaluate, interpret research finding, report in writing and implementation of research findings; demonstrate computer skills as well as the ability to use science and technology effectively, critically and responsibly.

SGVK 683 (8) (16) SOCIOLOGICAL HEALTH BEHAVIOR

At the end of this module the student should be able to explain the relation between health lifestyles and disease with special reference to the work of Weber, health lifestyle motivation,

health lifestyles in Western Society and Africa with reference to practice and preventative care.

SGVK 684 (8) (16) SOCIOLOGY IN MEDICINE

At the end of this module the student should be able to demonstrate the influence of modernization and disease on different communities with reference to epidemiological diseases and social demographic tendencies.

SGVK 685 (8) (16) ETHICS IN MEDICAL SOCIOLOGY

At the end of this module the student should be able to demonstrate knowledge about the general aspects of ethics in Medical Sociology with reference to society, culture, patient and health care worker and the interaction in these systems; in social health care demonstrate competence to manage and research ethically on the terrain of focussed expertise in order to deliver effective service to a community; demonstrate critical cognizance in the report with reference to interventions in a community as well as sensitivity for the personal, social and culturale values and norms, prescribed by the professional constitution of the profession; demonstrate the necessary knowledge in his or her report for the application of legislation, guidelines, regulations and standards.

SGVK 686 (8) (16) SOCIAL DYNAMICS: IN HEALTH CARE SYSTEMS

At the end of this module the student should be able to give an overview of healing options with reference to allopathic and complementary; systems of health care evaluate illness behaviour with reference to self care, sociodemographic variables, and horizontal and vertical disease; demonstrate health care worker/doctor – patient interaction with reference to models of interaction, cultural differences in communication, the use of technology and genetics and the professionalization and socialization of the health care worker/doctor.

SGVK 687 (8) (16) LIFE STYLE COACHING AND HIV/AIDS

At the end of this module the student should be able to provide life style coaching with reference to: patient responsibility, tagging, and stigmatization; Factors which may contribute to optimal wellbeing such as diet and nutrition, emotional wellbeing, exercise, and social stress management; Social conditioning and cultural conduct that could co-determine life style.

SGVK 876 (9) (32) ADVANCED THEORY OF SOCIOLOGY

At the end of this module the student will be able to critically evaluate and do an in depth analysis into the role and contribution respectively of allopathic and complementary health workers in a changing society with special references to social control, prevalent paradigms, training regimens, equity in health services, legislation, cultural conditioning and Government policies; critically evaluate the health care delivery system of South Africa with reference to issues related to historical development, demography, social policy, health care delivery practices, health reform, distribution of services, hospitalization and health care cost, medical aid systems and make relevant recommendations; discuss and critically evaluate health care in developed countries with reference to socialized and decentralized national health programmes contextualized in Medical Sociology such as Canada, Great Britain, Japan Germany and France and make critical recommendations in the South African context.

SGVK 877 (9) (32) CLINICAL SOCIOLOGY

At the end of this module the student will be able to make recommendations on the handling of social stress with reference to the meaning and impact of social stress on health; to understand theories of social stress such as Symbolic Interactionism (Thomas and Goffman) and functionalism (Durkheim) in order to demonstrate its application in practice; weigh healing options to cope with stress with special reference to Allopathic, Complementary and Alternative Medicine (CAMS); evaluate critically the value of training health professionals in behavioural sciences in order to make recommendations in the South African context; demonstrate insight in the relationship between culture and health with special reference to cultural aspects of health, the role and position of Allopathic, Complementary and Alternative

Healing Systems and social inequality and apply principles of health in support of problem solving.

SLAD621 (8) (8) STRATEGIC LEARNING AND DEVELOPMENT

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.

SOCL811 (9) (16) SUSTAINABLE DEVELOPMENT: THEORETICAL ORIENTATION

After the completion of this module the student should be able to:

- comprehend the conceptual framework of the concept Sustainable Development.
- understand and criticise the theoretical framework regarding Sustainable Development: macro as well as micro approaches will be put under the magnifying lens.
- reflect on and critically discuss specific relevant developmental issues in South Africa.
- describe, analyse and make recommendations regarding a specific developmental issue in South Africa by submitting a formal and scientific assignment.

SSOL671 (8) (24) SA AND AFRICAN COMPARATIVE LITERATURE

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

SSOL672 (8) (24) CONTEMPORARY TRENDS IN SESOTHO LITERATURE

The student should be able to recognise developmental trends in Sesotho literature; be able to understand and give account of movements that influence literary development; be able to identify and classify authors according to the profile of their contribution to Sesotho literature; be able to relate literary development to social development; be able to develop informed theoretical arguments for the evaluation of literary texts; be able to recognise implications of typical social trends such as gender, culture, space and identity; be able to understand and apply features of various genres in literary appreciation; be able to analyse, interpret and discuss the literary interface between traditional and modern literature.

SSOL673 (8) (24) OVERVIEW OF DEVELOPMENTS IN SESOTHO LITERATURE

The student should be able to discuss various aspects of specific genres in Sesotho literature, mainly focusing on a combination of traditional to contemporary drama and oral to contemporary poetry and fiction in Sesotho. The student should further be able to discuss the developments in these genres from their traditional roots to their contemporary manifestations.

SSOL674 (8) (24) SESOTHO LINGUISTICS

The student should have a solid knowledge on the various linguistic aspects of Sesotho, including the fields of morphology, syntax, semantics, pragmatics and phonology. The student should also be conversant in the general language theories and their applications, with an emphasis on sociolinguistics, discourse analysis and psycholinguistics.

SSOL679 (8) (32) MINI-DISSERTATION

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

TAXF671 (8) (8) ADVANCED TAXATION

After completion of this module, the student should be able to:

- interpret the relevant income tax law, case law and practice notes issued by the South African Revenue Services;
- demonstrate a clear understanding of the definition of gross income, deductible expenses and taxable income of individuals, farmers, partnerships, companies and trusts;
- calculate income tax payable by individuals, farmers, partners, companies and trusts, calculate Donations tax and Estate duty payable;
- interpret the Value Added Tax Act (VAT) and calculate VAT;
- interpret the schedule on Capital Gains Tax (CGT) and calculate CGT.
- be able to advise on various tax matters.

TLAS612 (8) (16) TEACHING LEARNING AND ASSESSMENT

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

TSCU621 (8) (16) THE SCHOOL CURRICULUM

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.

VGLO621 (8) (16) EDUCATION SYSTEMS; STRUCTURE AND FUNCTIONS

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.

VGLO622 (8) (16) MODERN EDUCATION SYSTEMS

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.

VGLO623 (8) (16) CONTEMPORARY EDUCATION ISSUES: COMPARATIVE PERSPECTIVES

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

an understanding of policy development in developing countries; the ability to make judgements 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.

VGLO624 (8) (16) EDUCATION SYSTEMS, STRUCTURE AND FUNCTIONS

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.

- om die voorskrifte van relevante departementele dokumente in breë trekke in ag te neem by die uitvoering van portefeulje-opdragte oor verskillende fasette van die onderrig van Afrikaans.

MODE OF DELIVERY: Contact
 ASSESSMENT MODE: Continuous assessment 50%,
 1x3 hour written examination 50%

AFRD521 SEMESTER: 2 CREDITS: 12 HEQF level: 6
AFRIKAANSMETODIEK

Na voltooiing van die module behoort die student in staat te wees om:

- met insig en in fyner besonderhede uitvoering te gee aan die voorskrifte van relevante departementele dokumente wanneer geïntegreerde lesse vir leerders in die Senior Fase saamgestel word én
- wanneer verslag gedoen word van leerdervordering; departementele voorskrifte ten opsigte van die samestelling van werkskedules, assesseringsprogramme en lesbeplanning vir die onderrig van Afrikaans aan leerders in Gr. 7-12 te kan uitvoer
- verskillende handboeke en ander soorte leermateriaal te kan beoordeel ten opsigte van die geskiktheid daarvan vir bepaalde leerdergroepe en bepaalde onderrigsituasies

MODE OF DELIVERY: Contact
 ASSESSMENT MODE: Continuous assessment 50%,
 1x3 hour written examination 50%

BSTD511 SEMESTER: 1 CREDITS: 12 HEQF level: 6
BUSINESS STUDIES METHODOLOGY

After completion of this module, the student should be able to:

- demonstrate a comprehensive and systematic knowledge base of the National Curriculum Statement applicable to Business Studies in the FET phase, teacher portfolios, learning programmes and assessment
- identify themes relevant to the National Curriculum Statement applicable to Business Studies in the FET phase and plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules
- use unknown and abstract information in this regard by using graphs and theory driven arguments; effectively use IT skills to collect, organise, critically analyse and to interpret
- demonstrate problem-solving abilities to plan and present lessons for specific application to Business Studies, using appropriate technologies, unknown and abstract information, graphs and theory driven arguments and IT skills to collect, organise, critically analyse and to interpret, giving evidence of theoretical underpinning and
- effectively communicate Business Studies didactical aspects ethically, coherently and reliably to learners in the classroom situation by using individual or group methods

MODE OF DELIVERY: Contact
 ASSESSMENT MODE: Continuous assessment 50%,
 1x3 hour written examination 50%

CATD511 SEMESTER: 1 CREDITS: 12 HEQF level: 6
COMPUTER APPLICATION TECHNOLOGY METHODOLOGY

After completion of this module, the student should be able to:

- demonstrate comprehensive and systematic knowledge of appropriate policy documents of Computer Application Technology in the FET phase

- demonstrate profound practical skills in the planning, presentation and assessment of both theoretical and practical CAT lessons
- demonstrate the ability to facilitate teaching and learning OBE Computer Application Technology in the FET phase and
- demonstrate and evaluate the ethical use of different learning material for CAT

MODE OF DELIVERY: Contact
 ASSESSMENT MODE: Continuous assessment 50%,
 1x3 hour written examination 50%

COMF511 SEMESTER: 1 CREDITS: 8 HEQF level: 6
COMPUTERS IN EDUCATION

Upon completion of this module, the student should be able to:

- demonstrate a sound knowledge of e-Education and the Policy on e-Education
- demonstrate knowledge and practical skills of ICT integration in schools
- demonstrate profound problem-solving abilities to plan computer-integrated lessons and
- demonstrate and evaluate ethical and moral aspects regarding the use of computers in education

MODE OF DELIVERY: Contact
 ASSESSMENT MODE: Continuous assessment 50%,
 1x2 hour written examination 50%

ECOD511 SEMESTER: 1 CREDITS: 12 HEQF level: 6
ECONOMICS METHODOLOGY

Upon completion of this module the student should be able to:

- illustrate and apply comprehensive and systematic knowledge of the National Curriculum Statement and other related educational policy documents for grades 10-12 and display an informed and critical understanding of the principles and theories with regard to classroom management, creative teaching and active learning in the Economics classroom in the context of postgraduate education
- execute critical analyses, syntheses and evaluations of quantitative and qualitative information with regard to classroom administration, classroom organisation and record-keeping
- effectively present academically professional information with regard to assessment of Economics teaching, as well as plan and prepare Economics lessons using his/her IT-skills and communicate coherently and creditably as an individual or as part of a group and
- use the knowledge and skills mastered in this module effectively to present the subject Economics to grade 10-12 learners using the Outcomes-based Educational approach and implement norms and values prescribed by the Education Department

MODE OF DELIVERY: Contact
 ASSESSMENT MODE: Continuous assessment 50%,
 1x3 hour written examination 50%

EDCC511 SEMESTER: 1 CREDITS: 8 HEQF level: 6
EDUCATION THEORY

After completion of this module the student should be able to:

- develop a broad understanding of the range of education theories, ideas and concepts that mark the current social science and educational landscape

- develop a basic level of competence to apply the major education theories, ideas and concepts within their future educational practices as professional educators working in various contexts (schools, clinics, colleges, universities, parastatals, NGOs, developmental organisations and government)
- develop an ability to apply theoretical understanding to the conduct of basic research in education and to extend their theoretical insights based on the results of empirical inquiry

MODE OF DELIVERY: Contact
 ASSESSMENT MODE: Continuous assessment 50%,
 1x2 hour written examination 50%

EDCC512 SEMESTER: 1 CREDITS: 8 HEQF level: 6
ASSESSMENT

After completion of this module the student should be able to:

- demonstrate an understanding of outcomes-based assessment theoretical underpinning
- demonstrate understanding and application of integrated assessment
- demonstrate understanding of inclusively mainstream curriculum and the ordinary classroom environment
- demonstrate an ability to plan for teaching, learning and assessment within an OBE approach
- demonstrate the ability to conduct outcomes-based assessment
- demonstrate an understanding and application of recording, recordkeeping and reporting within an OBE approach
- demonstrate the ability to review assessment

MODE OF DELIVERY: Contact
 ASSESSMENT MODE: Continuous assessment 50%,
 Portfolio assessment 50%

EDCC513 SEMESTER: 1 CREDITS: 8 HEQF level: 6
PROFESSIONAL STUDIES

After completion of this module, the student should be able to:

- demonstrate fundamental knowledge regarding the theoretical underpinnings and principles of an outcomes-based curriculum
- identify and explain the components of an outcomes-based curriculum cycle
- interpret the outcomes-based National Curriculum Statement and other related policies
- design a learning programme, work schedule and lesson plan using OBE principles;
- demonstrate fundamental knowledge and skills in the selection, planning and implementation of direct and indirect teaching strategies and related instructional skills and teaching methods
- develop his/her own strategic teaching-learning approach
- develop and manage professional portfolios
- apply appropriate knowledge, skills and attitudes in teaching practice.

MODE OF DELIVERY: Contact
 ASSESSMENT MODE: Continuous assessment 50%,
 1x2 hour written examination 50%

EDCC521 SEMESTER: 2 CREDITS: 12 HEQF level: 6
EDUCATIONAL PSYCHOLOGY

After completion of this module, the student should be able to:

- demonstrate fundamental knowledge of the theoretical underpinnings of educational and community psychology as well as the ecosystemic perspective
- act as an agent of change by integrating the theoretical underpinnings of educational and community psychology as well as the ecosystemic perspective in their education practice
- demonstrate well-rounded (fundamental and in-depth) knowledge of health promotion in diverse educational settings
- demonstrate fundamental knowledge of Inclusive Education and integrate this knowledge to create environments that value all learners
- understand the learner as a developing person from the ecosystemic perspective;
- critically reflect on interpersonal dynamics in educational settings

MODE OF DELIVERY: Contact
 ASSESSMENT MODE: Continuous assessment 50%,
 1x3 hour written examination 50%

EDCC522 SEMESTER: 2 CREDITS: 12 HEQF level: 6
EDUCATION LAW, SYSTEMS AND ADMINISTRATION

After completion of this module, the student should be able to:

- contribute to quality education in a diverse community;
- have a deep knowledge and understanding of the nature and aims of the South African education system
- function within this education system to the advantage of the South African community and to contribute to the solution of challenges
- have the ability to integrate education management theory and practice to develop professional classroom management skills in a diverse and changing national and international context
- demonstrate knowledge and understanding of education law principles, and the ability to interpret and apply legislation and policy correctly in order to become responsible, independent and a contributing member of the professional education community
- have the ability to assess external influences on the education system and the classroom in order to develop critical, creative and reflective problem-solving skills within an educational and societal context by assessing external influences on the education system and the classroom.

MODE OF DELIVERY: Contact
 ASSESSMENT MODE: Continuous assessment 50%,
 1x3 hour written examination 50%

EDCC523 SEMESTER: 2 CREDITS: 8 HEQF level: 6
PROFESSIONAL STUDIES

After completion of this module, the student should be able to:

- Apply theoretical knowledge, practical skills and the required attitudes in teaching practice
- demonstrate knowledge of and insight into ethical aspects of the teaching profession and the SACE Code of Conduct
- demonstrate knowledge and understanding of the complexity of classroom discipline and
- identify, make, integrate and evaluate media in the teaching-learning situation.

MODE OF DELIVERY: Contact
 ASSESSMENT MODE: Participation mark 30 %
 * Practical Teaching 40 %
 Theoretical examination 30 %

* It is a prerequisite that a student must meet with all the requirements to pass teaching practice.

ENGD511 SEMESTER: 1 CREDITS: 12 HEQF level: 6
ENGLISH METHODOLOGY

After completion of this module the student should be able to:

- apply OBE principles (outcome of the generic module EDCC512) in the different phases at school level for teaching English and to interpret learning outcomes for the outcomes of each phase; demonstrate systematic and comprehensive skills in the planning and execution of English lessons, integration with other learning areas and interpretation of the NCS
- demonstrate sophisticated competence as educator and in the selection of appropriate learning material and teaching strategies for all phases
- demonstrate refined and cultivated values regarding the English language teaching profession, and showing responsibility towards learners and the community.

MODE OF DELIVERY: Contact
ASSESSMENT MODE: Continuous assessment 50%,
1x3 hour written examination 50%

ENGD521 SEMESTER: 2 CREDITS: 12 HEQF level: 6
ENGLISH METHODOLOGY

After completion of this module the student should be able to:

- demonstrate comprehensive knowledge of principles regarding the planning of lessons for teaching of English First Additional Language for Senior and FET Phases
- demonstrate systematic and comprehensive skills in the planning and execution of English lessons and learning programmes; integration of other subjects; interpretation of the NCS with regard to the learning outcomes and assessment standards set per grade in the Senior and FET Phases
- demonstrate sophisticated competence as educator and in the selection of appropriate learning material and teaching strategies for Senior and FET Phases
- demonstrate refined and cultivated values regarding the English language teaching profession and show responsibility towards learners and the community.

MODE OF DELIVERY: Contact
ASSESSMENT MODE: Continuous assessment 50%,
1x3 hour written examination 50%

GEOD511 SEMESTER: 1 CREDITS: 12 HEQF level: 6
GEOGRAPHY METHODOLOGY

After completion of this module, the student should be able to:

- have thorough and systematic knowledge to apply integrated, specific skills to design and effectively implement Geography learning experiences
- integrate theory and practical components with regard to curriculum development and act as a curriculum planner
- distinguish between the different teaching and learning approaches, styles, strategies, methods and techniques and to evaluate which of these are specifically the most effective learning content in Geography, and subsequently implementing these in a creative, logical and systematic manner

- demonstrate a thorough and systematic knowledge in applying integrated critical skills to ensure that correct summative and formative continuous assessment methods, techniques, testing and examining of Geography knowledge are correctly implemented
- analyse and implement the effective management and organisation of a Geography classroom, as well as the management and evaluation of the Geography department and personnel.

MODE OF DELIVERY: Contact
 ASSESSMENT MODE: Continuous assessment 50%,
 1x3 hour written examination 50%

**HISD511 SEMESTER: 1 CREDITS: 12 HEQF level: 6
 HISTORY METHODOLOGY**

After completion of this module, the student should be able to:

- demonstrate an extended and systematic knowledge of the methodology of History in context of the National Curriculum Statement
- demonstrate extended skills in the analysis and synthesis of sources, the planning, design and implementation of various assessment strategies, the design of tests, examination papers and memoranda, as well as year planning (learning programmes and working schedules)
- demonstrate competence in analysing and synthesising sources and the ability to plan practically, to design and implement various assessment strategies, to set tests, examination papers and memoranda as well as to conduct year planning (learner programmes and working schedules) and
- demonstrate values of an ethically professional nature with regard to the interpretation of historical facts, which should always be true and contextual, in accordance with the Manifesto on Values, Education and Democracy.

MODE OF DELIVERY: Contact
 ASSESSMENT MODE: Continuous assessment 50%,
 1x3 hour written examination 50%

**INTD511 SEMESTER: 1 CREDITS: 12 HEQF level: 6
 INFORMATION TECHNOLOGY METHODOLOGY**

After completion of this module, the student should be able to:

- demonstrate comprehensive knowledge of departmental policy documents on Information Technology in the FET phase, learning programmes and work schedules in applicable learning contexts, a variety of assessment techniques, methods and instruments applicable to Information Technology, as well as learning material for Information Technology and the organisation and administration of a computer centre
- demonstrate profound skills in analysing, interpreting and applying departmental policy documents to Information Technology in the FET phase, the planning, presentation and evaluation of both theoretical and practical lessons and the planning, implementation and evaluation of the principles of assessment in IT
- demonstrate the ability to implement and apply learning contexts and learning programmes to enhance effective learning in Information Technology and to develop applicable learning activities to measure learners' attainment of specific assessment standards and
- demonstrate the ability to evaluate and debate the profile of the ideal Information Technology facilitator.

MODE OF DELIVERY: Contact
 ASSESSMENT MODE: Continuous assessment 50%,

1x3 hour written examination 50%

LAAD511 SEMESTER: 1 CREDITS: 12 HEQF level: 6

LEARNING AREA ARTS AND CULTURE METHODOLOGY

After completion of this module, the student should be able to:

- demonstrate a comprehensive and systematic knowledge base of teaching African Arts, didactic principles such as planning lessons, work schedules and a learning programme in the learning area Arts and Culture, teaching methods in the arts and assessment in the arts should be able to debate and motivate his/her preferences;
- independently evaluate the value of play in the learning area Arts and Culture and apply dance, drama, music and visual arts games in the learning area Arts and Culture
- demonstrate an ability to identify, analyse and deal with complex and/or real world problems in applying practical teaching skills during micro-lessons and practical teaching in the learning area Arts and Culture
- evaluate all opinions from one's own well-established worldview while teaching dance, drama, music and visual arts in the learning area Arts and Culture during micro-lessons and in practical teaching and be aware of social and ethical implications of applying knowledge in a certain context.

MODE OF DELIVERY: Contact

ASSESSMENT MODE: Continuous assessment 50%,
1x3 hour written examination 50%

LAAD521 SEMESTER: 2 CREDITS: 12 HEQF level: 6

LARNING AREA ARTS AND CULTURE METHODOLOGY

After completion of this module, the student should be able to:

- demonstrate a comprehensive and systematic knowledge base and a coherent and critical understanding of integrated arts education, multicultural arts education and inclusive arts education
- critically analyse, synthesize and independently evaluate different models for integrating the Arts in the learning area Arts and Culture in the Senior Phase;
- demonstrate an ability to identify, analyse and deal with complex and/or real world problems in applying genres, which are inherently integrated, such as theatre and musical storytelling
- evaluate all opinions from one's own well-established worldview while teaching inclusive arts education in the learning area Arts and Culture during micro-lessons and in practical teaching and be aware of social and ethical implications of applying knowledge in a certain context.

MODE OF DELIVERY: Contact

ASSESSMENT MODE: Continuous assessment 50%,
1x3 hour written examination 50%

LABD521 SEMESTER: 2 CREDITS: 12 HEQF level: 6

LEARNING AREA ECONOMIC AND MANAGEMENT SCIENCES METHODOLOGY

After completing this module the student should be able to:

- demonstrate in-depth knowledge and understanding of the National Curriculum Statement applicable to the learning area Economic and Management Science in the Senior Phase with regards to key terms, rules, concepts, principles and theories in this regard
- identify themes, plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules

- use known and abstract information by using graphs and theory driven arguments, and effectively use IT skills to collect, organise, critically analyse and to interpret; demonstrate problem-solving abilities to plan and present lessons for specific application to EMS
- effectively communicate EMS didactical aspects ethically, coherently and reliably to learners in the classroom situation by using individual or group methods
- to plan, prepare and present a lesson according to the learning outcomes and assessment standards included in the National Curriculum statement for the senior phase.

MODE OF DELIVERY: Contact
 ASSESSMENT MODE: Continuous assessment 50%,
 1x3 hour written examination 50%

LAND521 SEMESTER: 2 CREDITS: 12 HEQF level: 6
LEARNING AREA NATURAL SCIENCES METHODOLOGY

After completing this module the student should be able to:

- demonstrate a comprehensive and systematic knowledge of the learning area Natural Science in the context of OBE concerning the following: facilitation in the Intermediate Phase, didactic principles of Natural Science education and the learning area Natural Sciences laboratory
- identify and solve problems within the themes mentioned above, and plan activities which support a comprehensive understanding of ideas, theories, principles and rules within these themes
- act in a problem-solving manner, in the planning and presentation of lessons and practical sessions within the context of the above-mentioned theoretical themes by using applicable technological resources and
- demonstrate an appreciation of the contribution made by indigenous knowledge systems to educational issues concerning the above-mentioned content as well as demonstrate an ethical professional attitude and behaviour towards the content of Natural Science.

MODE OF DELIVERY: Contact
 ASSESSMENT MODE: Continuous assessment 50%,
 1x2 hour written examination 50%

LIFD511 SEMESTER: 1 CREDITS: 12 HEQF LEVEL: 6
LIFE SCIENCES METHODOLOGY

After completion of this module, the student should be able to:

- design a learning programme (subject framework, work schedule and lesson plans) and assessment instruments, apply laboratory techniques in Life Sciences and apply Environmental Education in Life Sciences
- identify and solve problems within the above themes as well as plan activities that support the comprehensive understanding of ideas, theories and principles and rules within the themes
- use problem-solving abilities regarding the planning and presentation of lessons and practical sessions within the context of the theoretical themes mentioned above by, amongst others, the use of suitable technological aids
- display an appreciation for the contribution that indigenous knowledge systems play in pharmacology, bio-ethical issues in the above content and the ethical accountability towards the content of the Living Sciences.

MODE OF DELIVERY: Contact
 ASSESSMENT MODE: Continuous assessment 50%,

1x3 hour written examination 50%

LIFF521 SEMESTER: 1 CREDITS: 12 HEQF LEVEL: 6

LIFE SKILLS

After completion of this module, the student should be able to:

- demonstrate fundamental knowledge of issues relating to diversity, HIV/Aids, values and environmental education
- demonstrate an understanding of appropriate skills, attitudes and values to contribute and maintain a healthy environment
- integrate HIV/Aids, diversity, values and environmental education in the classroom.

MODE OF DELIVERY: Contact
ASSESSMENT MODE: Continuous assessment 50%,
1x2 hour written examination 50%

LLOD511 SEMESTER: 1 CREDITS: 12 HEQF LEVEL: 6

LEARNING AREA LIFE ORIENTATION METHODOLOGY

After completion of this module, the student should be able to:

- demonstrate a comprehensive and systematic knowledge base of the terminology, rules, concepts, principles, theories, methods and strategies pertaining to the presentation of the four focus areas of Life Orientation in the Senior and FET phase
- demonstrate an ability to interpret, convert, evaluate and apply essential theories, text, methods and strategies pertaining to the presentation of Life Orientation in the Senior and FET phase
- demonstrate the ability to attained knowledge to solve unfamiliar, concrete and abstract problems pertaining to the planning and implementation of Life Orientation learning programmes for the Senior and FET Phase, using appropriate technological skills and giving evidence of theoretical underpinning
- act ethically responsible and value-driven in all circumstances and forms of communication, written as well as orally, related to the planning and presentation of Life Orientation in the Senior and FET phase.

MODE OF DELIVERY: Contact
ASSESSMENT MODE: Continuous assessment 50%,
1x3 hour written examination 50%

LLOD521 SEMESTER: 2 CREDITS: 12 HEQF LEVEL: 6

LEARNING AREA LIFE ORIENTATION METHODOLOGY

After completion of this module, the student should be able to:

- Apply the outcomes for social development and citizenship in such a way that it will encourage learner-centred and activity-based learning activities and to identify the critical as well as the specific outcomes for the grades you are being trained for and motivate the rationale for them
- motivate self-knowledge and career knowledge as the two major components of career planning, indicate the process of obtaining information on job opportunities and evaluate these aspects in learners by means of questionnaires and self-help instruments
- apply and practise health promotion and personal well-being so as to promote learner-centred and associated activity in the classroom situation
- evaluate inclusive teaching on the basis of personality traits and personal development aspects
- apply and practise physical development and physical education so as to encourage learner-centred and associated activities in the classroom situation.

MODE OF DELIVERY: Contact

ASSESSMENT MODE: Continuous assessment 50%,
1x3 hour written examination 50%

MATD511 SEMESTER: 1 CREDITS: 12 HEQF LEVEL: 6
MATHEMATICS METHODOLOGY

After completion of this module, the student should be able to:

- demonstrate comprehensive knowledge, insight and skills regarding
- the learning and teaching of mathematics world-wide
- assessment of and for the learning of mathematics
- the effective use of technology in the teaching and learning of school mathematics
- the value of mathematics in real life.

MODE OF DELIVERY: Contact
ASSESSMENT MODE: Continuous assessment 50%,
1x3 hour written examination 50%

MATD521 SEMESTER: 2 CREDITS: 12 HEQF LEVEL: 6
MATHEMATICS METHODOLOGY

After completion of this module, the student should be able to:

- apply conceptual and pedagogical knowledge, insight and skills regarding
- the content and structure of the Mathematics Curriculum applicable to the Senior Phase and FET band
- the implementation of Mathematical Literacy as a compulsory subject in the FET band
- the effective teaching of mathematics in multilingual classrooms;
- the value of mathematics in real life.

MODE OF DELIVERY: Contact
ASSESSMENT MODE: Continuous assessment 50%,
1x3 hour written examination 50%

PHSD511 SEMESTER: 1 CREDITS: 12 HEQF LEVEL: 6
PHYSICAL SCIENCES METHODOLOGY

After completion of this module, students should be able to:

- demonstrate the knowledge and skills they have acquired with regard to
- the integration of pedagogical content knowledge and physical sciences content knowledge
- progression of content knowledge and process skills of Physical Science from grade 7 to 12
- Nature of Science and its relationships to technology, society and the environment
- learning theories and teaching strategies as implemented in Physical Sciences
- assessment models in Physical sciences, and laboratory management.

MODE OF DELIVERY: Contact
ASSESSMENT MODE: Continuous assessment 50%,
1x3 hour written examination 50%

SEMD511 SEMESTER: 1 CREDITS: 12 HEQF LEVEL: 6
SETSWANA METHODOLOGY (MOTHER TONGUE)

Kwa bokhutlong jwa mojulu o, moithuti o tshwanets go:

- go tlhama ditiragatso tsa go ithuta go nonofisa bokgoni jwa puo mo dikgatong tse di farologaneng

- go supetsa kitso e e lotaganeng e e rulaganeng le go bopa lenaanethuto le sejulu ya tiro ya thuto ya Setswana ya mephato e e farologaneng
- go supetsa le go tlhalosa mekgwa e e farologaneng e e maleba ya tekanyetso ya thuto ya Puo
- go tlhama le go tshola direkoto tsa tekanyetso
- go go sekaseka le go anaanela ditokomane tsa Lefapha la thuto tse di maleba le thuto ya Dipuo
- go supetsa go tlhaloganya dikarolo tse supa tsa morutabana, bogolosegolo yo o rutang Dipuo

MOKGWA WA GO RUTA:

Ka Kopano mo khampaseng

MEKGWA YA GO TLHATLHOBA:

Tlhatlho e e tsweleng 50%

Diura tsa tlhatlho e e kwadiwang

1x2 ke 50%

SEMD521 SEMESTER: 2 CREDITS: 12 HEQF LEVEL: 6
SETSWANA METHODOLOGY (MOTHER TONGUE)

Kwa bokhutlong jwa mojulu o, moithuti o tshwanets go:

- go tlhama ditiragatso tsa go ithuta go nonofisa bokgoni jwa puo mo dikgatong tse di farologaneng
- go supetsa kitso e e lotaganeng e e rulaganeng le go bopa lenaanethuto le sejulu ya tiro ya thuto ya Setswana ya mephato e e farologaneng
- go supetsa le go tlhalosa mekgwa e e farologaneng e e maleba ya tekanyetso ya thuto ya Puo
- go tlhama le go tshola direkoto tsa tekanyetso
- go go sekaseka le go anaanela ditokomane tsa Lefapha la thuto tse di maleba le thuto ya Dipuo
- go supetsa go tlhaloganya dikarolo tse supa tsa morutabana, bogolosegolo yo o rutang Dipuo

MOKGWA WA GO RUTA:

Ka Kopano mo khampaseng

MEKGWA YA GO TLHATLHOBA:

Tlhatlho e e tsweleng 50%

Diura tsa tlhatlho e e kwadiwang

1x2 ke 50%

TECD521 SEMESTER: 2 CREDITS: 12 HEQF LEVEL: 6
LEARNING AREA TECHNOLOGY METHODOLOGY

After completion of this module, the student should be able to:

- demonstrate a fundamental knowledge of the NCS document with regard to the learning area Technology; apply interpretation and designing skills in the development and planning of learning programmes, work schedules and lesson planning
- show a comprehensive understanding of different teaching-learning and assessment strategies that are appropriate for the learning area Technology
- demonstrate an understanding of the nature of organising and managing a practical technology class room and workshop, including safety aspects relevant to practical technology tasks
- apply relevant knowledge and skills in the practical teaching of the learning area Technology.

MODE OF DELIVERY:

Contact

ASSESSMENT MODE:

Continuous assessment 50%,

1x3 hour written examination 50%

