University of Pretoria Yearbook 2023

Faculty of Education

Welcome to the Faculty of Education

In the undergraduate programme, one of the innovations is to dramatically increase the amount of time spent by pre-service teachers on the school-site under the mentorship of highly competent mentor teachers who are trained and supported by the University. This model of learning to teach through on-site observation and practice (rather than through extended periods of theoretical training) has given our students a definite advantage in the market with the result that all of them find placement in schools well ahead of completion of their studies.

In the postgraduate programme, the Faculty has sharply increased selectivity into our master's and PhD programmes to ensure that the quality of research and the culture of research is built around a group of highly motivated and highly intelligent students who would make a major national and international contributions in their fields of professional endeavour.

Faculty regulations and information

The regulations and rules for the degrees published here are subject to change and may be amended after the publication of this information.

The General Academic Regulations and General Student Rules apply to all faculties and registered students of the University, as well as all prospective students who have accepted an offer of a place at the University of Pretoria. On registering for a programme, the student bears the responsibility of ensuring that they familiarise themselves with the General Academic Regulations applicable to their registration, as well as the relevant faculty-specific and programme-specific regulations and information as stipulated in the relevant yearbook. Ignorance concerning these regulations will not be accepted as an excuse for any transgression, or basis for an exception to any of the aforementioned regulations.

1. Selection

A selection procedure takes place prior to admission to:

- selected undergraduate programmes;
- all postgraduate certificate programmes (PGCE); and
- all BEd honours, master’s and doctoral programmes.

2. Leave of Absence

Students who are unable to participate in teaching and learning activities due to compelling reasons such as medical or extensive participation in national sport or students who do not meet scheduled assessment requirements in modules will be advised to apply for a leave of absence for at least one semester, if it proves to be impossible to accommodate the student with reasonable alternative participation and assessment opportunities.

3. Examinations

3.1 Examination admission and pass requirements

A subminimum of 40% is required for the year and/or semester mark for admission to the examination in each module. A student who obtains a final mark of 40 – 49% in a module qualifies for a supplementary examination. If a pass mark has been obtained in a module, but the required sub-minimum of 40% has not been obtained in the

examination, the student will have to write a supplementary examination. A final mark of at least 50% is required to pass a module.

3.2 Examination periods

The examinations for first semester modules take place in May/June, while all other examinations (second semester and year modules) take place in October/November.

3.3 Examinations

After completion of an examination and before the examination results are published, the examiners may summon a student for an ancillary examination on particular aspects of the work of that module.

3.4 Examinations

Students, who do not write their examinations on the scheduled day, may apply for a special examination at the Student Administration Offices. Lecturers are not allowed to grant any permission for this category of examination. It is the responsibility of the student to ascertain whether their request has been successful. If permission has been granted, the student must write the special examination during the supplementary examination. Such a student will not qualify for a further supplementary examination.

Application for the above examination must be handed in at the Student Administration Offices together with a valid medical certificate not later than three working days after the module should have been written.

A student who has been granted permission to write a special examination and who then fails to write the examination will not qualify to submit any such application at a later stage.

Only a valid medical certificate issued in terms of Section 23 of the Basic conditions of Employment Act will be accepted. The medical certificate is considered valid when it contains the information required as described in Rule 15(1) of the Ethical and Professional Rules of the Medical and Dental Board of the Health Professions Council of South Africa.

In cases where a reason other than sickness is provided, the student must submit an affidavit that reflects the reason for their absence from the examination. Further evidentiary documents or supporting affidavits from persons who may be able to give evidence regarding the situation must also be submitted. In the event of a funeral, a copy of the death certificate of the deceased or other substantiating evidence is required together with an explanation of the relationship between the student and the deceased.

3.5 Perusal and remarking of examination papers

After an examination, departments provide an opportunity for students to peruse their examination script to obtain feedback about the assessment framework that was used by the examiners during the examination. The way in which feedback is given is determined by the departmental heads. A student may, after having perused their examination paper, apply for re-marking of the examination paper within 14 calendar days after commencement of lectures in the next semester. The prescribed fee has to be paid and the paper will then be re-marked by an external examiner appointed by the relevant head of department. In the case of online assessments, students must be given access to the online assessment for purposes of perusal. Perusal and re-marking of scripts is only available in the case of a traditional sit-down examination or a final assessment opportunity.

3.6 Supplementary examinations

i. Supplementary examinations in first semester modules take place after the May/June examinations, while those in second semester and year modules take place after the October/November examinations.
ii. Subject to other faculty regulations, a student may be admitted to a supplementary examination in a module, in cases where:

- a final mark between 40% and 49% has been obtained; or
- a pass mark has been obtained, but the required subminimum in the examination section of the module or

divisions thereof has not been obtained.

iii. Subject to other faculty regulations, a student must obtain a final mark of at least 50% in order to pass a supplementary examination. The semester or year mark is not taken into account and the supplementary mark is the final mark.
iv. The highest final mark that may be awarded to a student in a supplementary examination is 50%.
v. Special supplementary examinations are not arranged for students who are unable to write the examination at the times scheduled for supplementary examinations.
vi. Supplementary examinations are not awarded in the case of modules where continuous assessment is used and where there is no final summative examination, provided that the continuous assessment consists of at least four formative assessment opportunities for modules that are more than 6 credit points and three for modules that are 6 credit points and less.

4. Requirements for Promotion to the next year of study

i. Re-registration is permitted only:

- in the case of full-time students, if the student has passed at least the equivalent of 66% of the total credits required for the programme up to the year level for which the student is registered., with the proviso that faculty boards may stipulate other requirements for progress that students must comply with in order to be readmitted.
- in the case of full-time students, if the student completes the degree for which he or she is still registered within the prescribed minimum period plus one year: with the proviso that faculty boards may stipulate other requirements for progress that students must comply with in order to be readmitted.
- Students can be promoted to the fourth year of study only (i) if they have a maximum of three modules outstanding of the first three years of study , and (ii) the outstanding modules do not clash with their WIL placements.

ii. A student who does not comply with the requirements in (i) and who seeks readmission to the faculty may submit a written request to the Dean that his or her application for readmission to the faculty be (ii)considered in terms of the Faculty Appeals process.
iii. These requirements are mutatis mutandis applicable to students from other tertiary institutions who register at the University.
iv. Module-specific Promotion requirements
    i. Students who have reached the required standard in a module may be promoted in selected year- or semester modules where promotion is applicable, subject to other Faculty regulations, to a next level or semester in a module without writing the prescribed examination in that module.
    ii. Students have reached the required standard in selected modules if they have attained a year or semester mark of at least 70% in the particular module.

Responsible and ethical research

All research projects in the Faculty of Education are subject to prior approval and clearance from the Research Ethics Committee which implements the University of Pretoria's regulations for responsible and ethical research. All researchers (staff and students) of the University of Pretoria have to familiarise themselves with the Ethics Committee's guidelines which are available at the following link: https://www.up.ac.za/faculty-of-education/article/30611/research-ethics

Regulations and information for Distance Education programmes

1. Registration for a particular year of study

On successful application a student will be registered for the complete programme.

2. Registration for examination

A student registers for a programme before 1 September to write examinations in April of the following year, or before 1 March to write examinations in October of the same year. Distance education students are required to pass a minimum of the equivalent of two semester modules to qualify for re-registration in the subsequent year.

3. Examination admission and pass requirements

3.1 Final mark composition

A final mark of at least 50% is required to pass a module. The final mark is calculated by using the following three marks: assignment 1 = 10%; assignment 2 = 20% and the examination/project = 70%.

3.2 Examinations

Examinations take place twice a year, (during April and October), at examination centres countrywide (if circumstances allow), or online. Students must register for examinations as stipulated in paragraph 2 above.

3.3 Remarking of examination papers (also consult General Academic Regulation G14.2)

After an examination, students may request written feedback about the framework that was used by the examiners during the examination. The departmental heads determine the way in which feedback is given. A student may apply for re-marking of the examination paper within 3 weeks of the date on which final marks were released. The prescribed fee has to be paid. An examiner, appointed by the relevant head of department, will re-mark the paper.

4. Re-registration for a module

If a student failed the final examination in a module twice, the student will have to re-register for the module. A student who re-registers for a module has to pay the fees for that module again, and will have to resubmit both assignments 1 and 2. Assignment marks obtained previously will not be carried over.

5. Termination of studies

A student, who decides to terminate his or her studies during the course of the academic year, must notify the Unit for Distance Education in writing.

Undergrad Diploma/Certificate

AdvDip in School Leadership and Management (Distance Education) (09122070)

Minimum duration of study	1 year

Programme information

- Applicants must be able to demonstrate sufficient computer literacy that will be assessed, or must have a recognised Information Technology qualification which meets this need.
- Applicants must have access to Internet Communications infrastructure.

Admission requirements

1. Bachelor’s degree from a recognised university
   or
   level 6 Diploma in an Educational Field (at least 360 credits)
   or
   three-year professional qualification and appropriate prior learning deemed adequate by the Advanced Diploma Selection Committee, for admission to the programme
2. Computer literacy proficiency as determined by a proficiency test
   or
   recognised Information Technology qualification
3. access to Internet Communications infrastructure

Additional requirements

Recognition of prior learning (RPL)

- In line with the South African Qualifications Authority (SAQA), institutional guidelines and policies, RPL may be awarded for a maximum of 50% of the credits for the programme based on appropriate assessment of evidence of competence related to the programme and module outcomes.
- It should be noted that while there is extensive overlap between the former Advanced Certificate in Education (Education Management), and the new Advanced Diploma (SLM), these qualifications are at two different NQF levels and therefore an RPL process will be required to gain credit for the former to a maximum of 50% of the latter.
- Students who possess the ACE (Educational management) (or equivalent) register for the module PFO 335. On successful completion, the modules EDM 331, EDO 330, ELP 330 and PFO 335 of the Advanced Diploma will be credited for a total of 60 credits.

Examinations and pass requirements

Chancellor's examinations in the Faculty of Education

A final-year student who has failed a maximum of three semester modules or their equivalent with a final mark of at least 40% in each, may be admitted by the Dean to a Chancellor's examination in these modules during January of the following year, provided that this will enable the student to comply with all the requirements for the postgraduate diploma.

Pass with distinction

Diploma with distinction
The advanced diploma is awarded with distinction to a student who has obtained a credit weighted average (GPA) of at least 75% (no rounding).

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.

Curriculum: Block 1
Minimum credits: 15

Candidates cannot be credited with both PFO 335 and PFO 336; thus students only select one of the two modules.

Core modules
School leadership and management 330 (EDM 330) - Credits: 15.00
Information and communication technology for teachers 330 (ICT 330) - Credits: 12.00
Professional portfolio 335 (PFO 335) - Credits: 15.00
Professional portfolio 336 (PFO 336) - Credits: 15.00

Curriculum: Block 2
Minimum credits: 15

Core modules
School leadership and management 331 (EDM 331) - Credits: 15.00
Personnel management 330 (MBR 330) - Credits: 15.00

Curriculum: Block 3
Minimum credits: 15

Core modules
Organisational management 330 (EDO 330) - Credits: 15.00
Community management 330 (OWG 330) - Credits: 15.00

Curriculum: Block 4
Minimum credits: 15

Core modules

Education system, law and policy 330 (ELP 330) - Credits: 15.00
Professional portfolio 337 (PFO 337) - Credits: 15.00

AdvDip in Visual Impairment Studies (Distance Education) (09122071)

Minimum duration of study	2 years

Programme information

This advanced diploma in Education underscores the importance of visual impairment education for teachers and practitioners who teach and collaborate with learners who with a visual impairment. The qualification focuses on understanding visual impairment, in terms of low vision and blindness. The aim is to equip teachers and practitioners, in support of learners with visual impairment and also to enhance ongoing research in this field.

Admission requirements

1. Four-year Bachelor of Education or equivalent degree, **or** General first degree or diploma, plus a Postgraduate Certificate in Education, **or** Advanced Certificate in Education (Level 6 on the former 8-level NQF), **or** Further Diploma in Education which follows a former professional teaching qualification, **or** Four-year Higher Diploma in Education.
2. Demonstration of computer literacy skills

General information

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Curriculum: Block 1

Minimum credits: 18

ICT 300 is a non-credit bearing module that students need to complete, as a requirement before graduation, if the student cannot demonstrate competence (or submit proof of completion of a similar module) as determined by the baseline assessment.

Fundamental modules

Information and communication technology for teachers 300 (ICT 300) - Credits: 0.00

Core modules

Understanding inclusive education and disability as diversity 330 (VIS 330) - Credits: 18.00

Curriculum: Block 2

Minimum credits: 18

Core modules

Understanding and teaching learners with visual impairment 331 (VIS 331) - Credits: 18.00
Supporting learners with visual impairment 332 (VIS 332) - Credits: 18.00

Curriculum: Block 3

Minimum credits: 30

Core modules

Research and practice in visual impairment 301 (VIS 301) - Credits: 30.00

Curriculum: Final year

Minimum credits: 18

Select any 2 of the 4 listed elective modules.

Elective modules

Orientation and mobility for learners with visual impairment 333 (VIS 333) - Credits: 18.00
Assistive technology for learners with visual disabilities impairment 334 (VIS 334) - Credits: 18.00
Facilitating partnerships and stakeholder involvement 335 (VIS 335) - Credits: 18.00
School leadership and management of schools for learners with visual impairment 336 (VIS 336) - Credits: 18.00

Higher Certificate in Sports Sciences (09110001)

Minimum duration of study	1 year

Programme information

This programme provides a basis for knowledge and skills development to improve athlete performance by means of physical assessment, exercise and conditioning prescription, and research. It aims to develop coaches who can function successfully in an interdisciplinary environment in order to improve athletes' and sports teams' performances using the latest techniques and research. It will therefore strive towards internationally recognised academic excellence, but with local relevance. The programme will create an ideal learning environment incorporating lectures, tutorials, practical sessions, and problem solving. Students will receive teaching and training by leaders in the field of Sports Science and coaching. Students will get the opportunity to work with various sporting codes and athletes of various skill levels. Upon completion, it will provide students wanting to further their studies with the opportunity to apply for the BEd degree in the Faculty of Education, provided that a student is in possession of an NSC and complies with the minimum requirements for admission to a bachelor's degree.

Admission requirements

Important information for all prospective students for 2023

The admission requirements below apply to all who apply for admission to the University of Pretoria with a **National Senior Certificate (NSC) and Independent Examination Board (IEB) qualifications. Click here for this Faculty Brochure.**

Minimum requirements

Achievement level	
English Home Language or English First Additional Language	**APS**
NSC/IEB	
4	**20**

You will be considered for final admission if space allows, and if you have a National Senior Certificate (NSC) or equivalent qualification with admission to bachelor's degree or diploma studies, and comply with the minimum subject requirements as well as the APS requirements of this programme.

Life Orientation is excluded when calculating the APS.

***Admission to BEd with a Higher Certificate in Sports Sciences**

Applicants who obtained Diploma Studies endorsement for the NSC or equivalent qualification, may be considered for admission to the BEd Senior Phase and FET Teaching degree (09133031), with specialisation in the elective combination of Human Movement Studies and Sport Management, if they successfully complete the Higher Certificate in Sports Sciences with a minimum cumulative weighted average of 60% (excluding JRC 150 (Sports Practical 150)).

Applicants with qualifications other than the abovementioned should refer to the Brochure: Undergraduate Programme Information 2023: Qualifications other than the NSC and IEB, available at click here.

International students: Click here.

Transferring students

A transferring student is a student who, at the time of applying at the University of Pretoria (UP) is/was a registered student at another tertiary institution. A transferring student will be considered for admission based on NSC or equivalent qualification and previous academic performance. Students who have been dismissed from other institutions due to poor academic performance will not be considered for admission to UP.

Closing dates: Same as above.

Returning students

A returning student is a student who, at the time of application for a degree programme is/was a registered student at UP, and wants to transfer to another degree at UP. A returning student will be considered for admission based on NSC or equivalent qualification and previous academic performance.

Note:

- Students who have been excluded/dismissed from a faculty due to poor academic performance may be considered for admission to another programme at UP, as per faculty-specific requirements.
- Only ONE transfer between UP faculties and TWO transfers within a faculty will be allowed.
- Admission of returning students will always depend on the faculty concerned and the availability of space in the programmes for which they apply.

Closing date for applications from returning students

Same as above.

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are

legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.

Curriculum: Final year

Minimum credits: 120

Fundamental modules

Academic orientation 109 (UPO 109) - Credits: 0.00

Core modules

Personal development and life skills training 150 (JLO 150) - Credits: 12.00
Literacies in education 150 (JLZ 150) - Credits: 6.00
Literacies in education 151 (JLZ 151) - Credits: 6.00
Sports and physical education management 114 (JMB 114) - Credits: 8.00
Human motor skills development 116 (JMB 116) - Credits: 8.00
Basic human anatomy and physiology 125 (JMB 125) - Credits: 8.00
Sports practical (basic) 150 (JRC 150) - Credits: 32.00
Foundations of recreation 111 (JRM 111) - Credits: 8.00
Sport injuries 141 (JXE 141) - Credits: 10.00
Fundamental nutrition 143 (JXE 143) - Credits: 8.00
Exercise and training principles 151 (JXE 151) - Credits: 8.00
Coaching professionalism 151 (JXP 151) - Credits: 8.00

Undergraduate Degree

BEd (Foundation Phase Teaching) (09133011)

Minimum duration of study	4 years

Admission requirements

Important information for all prospective students for 2023

The admission requirements below apply to all who apply for admission to the University of Pretoria with a **National Senior Certificate (NSC) and Independent Examination Board (IEB) qualifications. Click here for this Faculty Brochure.**

Minimum requirements	
Achievement level	
English Home Language or English First Additional Language	**APS**
NSC/IEB	
4	**28**

Life Orientation is excluded when calculating the APS.

You will be considered for final admission to degree studies if space allows, and if you have a National Senior Certificate (NSC) or equivalent qualification with admission to bachelor's degree studies, and comply with the minimum subject requirements as well as the APS requirements of your chosen programme.

Applicants with qualifications other than the abovementioned should refer to the Brochure: Undergraduate Programme Information 2023: Qualifications other than the NSC and IEB, available at click here.

International students: Click here.

Transferring students

A transferring student is a student who, at the time of applying at the University of Pretoria (UP) is/was a registered student at another tertiary institution. A transferring student will be considered for admission based on NSC or equivalent qualification and previous academic performance. Students who have been dismissed from other institutions due to poor academic performance will not be considered for admission to UP.

Closing dates: Same as above.

Returning students

A returning student is a student who, at the time of application for a degree programme is/was a registered student at UP, and wants to transfer to another degree at UP. A returning student will be considered for admission based on NSC or equivalent qualification and previous academic performance.

Note:

- Students who have been excluded/dismissed from a faculty due to poor academic performance may be considered for admission to another programme at UP, as per faculty-specific requirements.
- Only ONE transfer between UP faculties and TWO transfers within a faculty will be allowed.
- Admission of returning students will always depend on the faculty concerned and the availability of space in the programmes for which they apply.

Closing date for applications from returning students

Unless capacity allows for an extension of the closing date, applications from returning students must be submitted before the end of August via your UP Student Centre.

Other programme-specific information

Module description	Module code	Credits Y1	Credits Y2	Credits Y3	Credits Y4
Fundamental modules					
Academic information management	AIM 111, 121	8			
Literacies in education	JLZ 110, 120 or JLZ 111, 121	12			
Professional Practice	JFP 471				3
Core modules					
Conversational Competence: One of: IsiZulu, or Sepedi, or Setswana (An exemption exam can be written)	CCZ 100, or CCI 100, or CCW 100	12			
Education	OPV 112, 122	24			
	OPV 212, 222		40		
	OPV 312, 322			60	
Classroom literacies	JLZ 300			12	
Research project	JNM 461, 464				24
Teaching practice	PRO 280		6		
	PRO 380			6	
	PRO 452, 453				56
Health and safety	JGV 210		6		
Foundation phase mathematics	JGS 121	6			
	JGS 211		12		
	JGS 212		12		
Literacy practices: English or Literacy Practices: Afrikaans (*Geletterheidspraktyke*)	JGL 110 or JGL 113	6			
	JGL 200 or JGL 213		12		
	JGL 311, or JGL 313			6	
	JGL 461				6
	JGL 464				6
Human movement studies	JMB 124	6			
Learning support	JLD 220		12		
ECD-studies	JVK 130	12			
Professional practice	JFP 111	6			
	JFP 451				12
Arts and culture	JLK 110, 120	12			
NS and technology	JST 320			12	
Life skills programme	JLP 220		12		
Methodology of learning support	JMD 351			6	
ECD-studies **or**	JVK 400 **or**				24
Learning support	JLD 400				24
Elective modules **One of the following Languages must be chosen at first-year level and should also be taken at second-year level.**					

IsiZulu	For beginners:		
	ZUL 110, 120	24	
	ZUL 210, 220		40
	For speakers of IsiZulu as a home language or 1st or 2nd additional language:	24	
	ZUL 111, AFT 121		40
	ZUL 211, AFT 220		
Sepedi	For beginners:		
	SEP 110, 120	24	
	SEP 210, 220		40
	For speakers of Sepedi as home language or 1st or 2nd additional language:	24	
	SEP 111, AFT 121		40
	SEP 211, AFT 220		
Setswana	For beginners:		
	STW 110, STW 120	24	
	STW 210, STW 220		40
	For speakers of Setswana as home language or 1st or 2nd additional language:	24	
	STW 111, AFT 121		40
	STW 211, AFT 220		
IsiNdebele (Only for speakers of isiNdbele as a home language or first or second additional language)	NDE 110, AFT 121	24	
	NDE 210, AFT 220		40
Afrikaans	AFR 110, 120	24	
	AFR 214, 220		40
English	ENG 110, 120	24	
	ENG 210, 220		40

Class attendance

The teacher education programmes of the Faculty of Education have been approved and accredited by the Department of Higher Education and Training. Due to the fact that the Faculty places high emphasis on the development of skills and competences, class attendance is compulsory for all student teachers for the full duration of the training period specified by SAQA (South African Qualification Authority).

Examinations and pass requirements

Special and Chancellor's examinations

- A third-year student who has failed a maximum of four semester modules or the equivalent thereof, with a final mark of at least 40% in each, may be admitted by the Dean to a special examination in those modules during January of the following year, provided that this will enable the student to comply with all requirements for promotion to the fourth year of study.
- A final-year BEd student requiring a maximum of 4 semester modules or the equivalent thereof to complete his or her degree, with a final mark of 40% in each, may be admitted to a Chancellor's examination, during January of the following year. If the Chancellor's examination is conducted before 1 February, a student is not required to register again and the examination is treated as a supplementary examination. If the Chancellor's examination is conducted on or after 1 February, the student must register again for the module(s) in question

and the lecturer may require that a semester mark be obtained in an appropriate manner. In such a case, the result of the examination will not be taken into consideration with a view to the graduation ceremonies in March/April.
- Students will be promoted to the next semester or year without writing the prescribed examination if their semester mark in the relevant module (OPV 112, 122) is 70% or higher, with the understanding that students will only receive credit for the modules in which they were promoted if the modules are concluded with a prescribed examination in the second semester of the final year (OPV 322).

Pass with distinction

The degree is conferred with distinction to a student who obtains an overall weighted average (GPA) of 75% with a minimum of 70% in the first three years of study (no rounding) with the condition that the degree is completed in the prescribed 4 years.

General information

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Curriculum: Year 1

Minimum credits: 170

Additional information

Only one of CCZ 100, CCI 100 or CCW 100 must be selected. An exemption exam can also be written for one of the Conversational competence modules.

Elective modules:

One of the following Languages must be chosen at first-year level and should also be taken at second–year level

isiZulu

For beginners: ZUL 110, 120
For speakers of isiZulu as a home language or first or second additional language: ZUL 111, AFT 121

Sepedi

For beginners: SEP 110, 120
For speakers of Sepedi as a home language or first or second additional language: SEP 111, AFT 121

Setswana

For beginners: STW 110, 120
For speakers of Setswana as home language or first or second additional language: STW 111, AFT 121

IsiNdebele: Only for speakers of isiNdebele as a home language or first or second additional language: NDE 110, AFT 121

English: ENG 110, 120

Afrikaans: AFR 110, 120

Fundamental modules
Academic information management 111 (AIM 111) - Credits: 4.00
Academic information management 121 (AIM 121) - Credits: 4.00
Literacies in education 110 (JLZ 110) - Credits: 6.00
Literacies in education 111 (JLZ 111) - Credits: 6.00
Literacies in education 120 (JLZ 120) - Credits: 6.00
Literacies in education 121 (JLZ 121) - Credits: 6.00
Academic orientation 109 (UPO 109) - Credits: 0.00

Core modules
Conversational Competence: Sepedi 100 (CCI 100) - Credits: 12.00
Conversational Competence: Setswana 100 (CCW 100) - Credits: 12.00
Conversational Competence: IsiZulu 100 (CCZ 100) - Credits: 12.00
Professional practice 111 (JFP 111) - Credits: 6.00
Literacy practices: English 110 (JGL 110) - Credits: 6.00
Geletterheidspraktyke: Afrikaans 113 (JGL 113) - Credits: 6.00
Foundation phase mathematics 121 (JGS 121) - Credits: 6.00
Arts and culture 110 (JLK 110) - Credits: 6.00
Arts and culture 120 (JLK 120) - Credits: 6.00
Human movement studies 124 (JMB 124) - Credits: 6.00
Early childhood development studies 130 (JVK 130) - Credits: 12.00
Education 112 (OPV 112) - Credits: 12.00
Education 122 (OPV 122) - Credits: 12.00

Elective modules
Afrikaans 110 (AFR 110) - Credits: 12.00
Afrikaans 120 (AFR 120) - Credits: 12.00
African languages literature: Capita selecta 121 (AFT 121) - Credits: 12.00
English 110 (ENG 110) - Credits: 12.00
English 120 (ENG 120) - Credits: 12.00
Introduction to isiNdebele Grammar – Capita selecta 110 (NDE 110) - Credits: 12.00
Sepedi for beginners 110 (SEP 110) - Credits: 12.00
Introduction to Sepedi grammar - Capita selecta 111 (SEP 111) - Credits: 12.00
Sepedi 120 (SEP 120) - Credits: 12.00
Setswana for beginners 110 (STW 110) - Credits: 12.00
Introduction to Setswana grammar – Capita selecta 111 (STW 111) - Credits: 12.00
Setswana 120 (STW 120) - Credits: 12.00
isiZulu for beginners 110 (ZUL 110) - Credits: 12.00
Introduction to isiZulu grammar – Capita selecta 111 (ZUL 111) - Credits: 12.00
isiZulu 120 (ZUL 120) - Credits: 12.00

Curriculum: Year 2
Minimum credits: 170

Elective modules:
Students continue with one of the following Languages as selected on first-year level:

isiZulu
For beginners: ZUL 210, 220
For speakers of isiZulu as a home language or first or second additional language: ZUL 211, AFT 220

Sepedi
For beginners: SEP 210, 220
For speakers of Sepedi as a home language or first or second additional language: SEP 211, AFT 220

Setswana
For beginners: STW 210, 220
For speakers of Setswana as home language or first or second additional language: STW 211, AFT 220

IsiNdebele: Only for speakers of isiNdebele as a home language or first or second additional language: NDE 210, AFT 220

English: ENG 210, 220

Afrikaans: AFR 210, 220

Core modules
Literacy practices: English 200 (JGL 200) - Credits: 12.00
Geletterdheidspraktyke: Afrikaans 213 (JGL 213) - Credits: 12.00
Foundation phase mathematics 211 (JGS 211) - Credits: 12.00
Foundation phase mathematics 212 (JGS 212) - Credits: 12.00
Health and safety 210 (JGV 210) - Credits: 6.00
Learning support 220 (JLD 220) - Credits: 12.00
Life skills programme 220 (JLP 220) - Credits: 12.00
Education 212 (OPV 212) - Credits: 20.00
Education 222 (OPV 222) - Credits: 20.00
Teaching practice 280 (PRO 280) - Credits: 6.00

Elective modules
Afrikaans 214 (AFR 214) - Credits: 20.00
Afrikaans 220 (AFR 220) - Credits: 20.00
African languages literature: Capita selecta 220 (AFT 220) - Credits: 20.00
Modern English literature and English studies 210 (ENG 210) - Credits: 20.00
English 220 (ENG 220) - Credits: 20.00
isiNdebele 210 (NDE 210) - Credits: 20.00
Sepedi 210 (SEP 210) - Credits: 20.00
Sepedi grammar – Capita selecta 211 (SEP 211) - Credits: 20.00
Sepedi 220 (SEP 220) - Credits: 20.00
Setswana 210 (STW 210) - Credits: 20.00
Setswana Grammar – Capita selecta 211 (STW 211) - Credits: 20.00
Setswana 220 (STW 220) - Credits: 20.00
isiZulu 210 (ZUL 210) - Credits: 20.00
IsiZulu grammar – Capita selecta 211 (ZUL 211) - Credits: 20.00
isiZulu 220 (ZUL 220) - Credits: 20.00

Curriculum: Year 3
Minimum credits: 170

Core modules

Literacy practices: English 311 (JGL 311) - Credits: 6.00
Geletterdheidspraktyke: Afrikaans 313 (JGL 313) - Credits: 6.00
Classroom literacies 300 (JLZ 300) - Credits: 12.00
Methodology of Learning support 351 (JMD 351) - Credits: 6.00
Natural science and technology 320 (JST 320) - Credits: 12.00
Education 312 (OPV 312) - Credits: 30.00
Education 322 (OPV 322) - Credits: 30.00
Teaching practice 380 (PRO 380) - Credits: 6.00

Curriculum: Final year

Minimum credits: 170

Fundamental modules

Professional practice 471 (JFP 471) - Credits: 3.00

Core modules

Professional practice 451 (JFP 451) - Credits: 12.00
Literacy Practices 461 (JGL 461) - Credits: 6.00
Literacy practices: English 464 (JGL 464) - Credits: 6.00
Learning support 400 (JLD 400) - Credits: 24.00
Research project 461 (JNM 461) - Credits: 12.00
Research project 464 (JNM 464) - Credits: 12.00
Early childhood development studies 400 (JVK 400) - Credits: 24.00
Teaching practice 452 (PRO 452) - Credits: 28.00
Teaching practice 453 (PRO 453) - Credits: 28.00

BEd (Intermediate Phase Teaching) (09133021)

Minimum duration of study	4 years

Admission requirements

Important information for all prospective students for 2023

The admission requirements below apply to all who apply for admission to the University of Pretoria with a **National Senior Certificate (NSC) and Independent Examination Board (IEB) qualifications. Click here for this Faculty Brochure.**

Minimum requirements	
Achievement level	
English Home Language or English First Additional Language	**APS**
NSC/IEB	
4	**28**

Life Orientation is excluded when calculating the APS.

You will be considered for final admission to degree studies if space allows, and if you have a National Senior Certificate (NSC) or equivalent qualification with admission to bachelor's degree studies, and comply with the

minimum subject requirements as well as the APS requirements of your chosen programme.

Applicants with qualifications other than the abovementioned should refer to the Brochure: Undergraduate Programme Information 2023: Qualifications other than the NSC and IEB, available at click here.

International students: Click here.

Transferring students

A transferring student is a student who, at the time of applying at the University of Pretoria (UP) is/was a registered student at another tertiary institution. A transferring student will be considered for admission based on NSC or equivalent qualification and previous academic performance. Students who have been dismissed from other institutions due to poor academic performance will not be considered for admission to UP.

Closing dates: Same as above.

Returning students

A returning student is a student who, at the time of application for a degree programme is/was a registered student at UP, and wants to transfer to another degree at UP. A returning student will be considered for admission based on NSC or equivalent qualification and previous academic performance.

Note:

- Students who have been excluded/dismissed from a faculty due to poor academic performance may be considered for admission to another programme at UP, as per faculty-specific requirements.
- Only ONE transfer between UP faculties and TWO transfers within a faculty will be allowed.
- Admission of returning students will always depend on the faculty concerned and the availability of space in the programmes for which they apply.

Closing date for applications from returning students

Unless capacity allows for an extension of the closing date, applications from returning students must be submitted before the end of August via your UP Student Centre.

Other programme-specific information

Module description	Module code	Credits			
		Y1	Y2	Y3	Y4
Fundamental modules					
Academic information management	AIM 111, 121	8			
Classroom literacies	JLZ 110, 120 or JLZ 111, 121	12			
Professional Practice	JFP 471				3
Core modules					
Conversational competence: One of IsiZulu, Sepedi, Setswana (an exemption can be written)	CCZ 100 or CCI 100 or CCW 100	12			
Literacies in education	JLZ 300				
Education	OPV 112, 122 OPV 212, 222 OPV 312, 322	24	40	60	
Research project	JNM 461, 464				24

Teaching practice	PRO 280 PRO 380 PRO 452, 453		6	6	56
Professional studies	JPS 121	6			
Learning support (Students who choose Natural science or Design and technology as a specialisation module on third year level do not have to take JLD 320)	JLD 221 JLD 320		12	6	
Methodology of E-Learning	JLT 330			12	
Fundamental Mathematics Concepts (Not required if Mathematics is chosen as elective)	JWI 181	6			
Methodology of English first additional language	JME 210		6		
Basic economic and management sciences (Not required if Mathematics and Science and Technology are taken as full electives)	JLE 181	12			
Elective modules Choose two electives at first-year level of which one must be a language. These electives should also be taken up to second year level of which the language taken at first- year level must be one of the second year electives. If Intermediate Mathematics is chosen as an elective, all modules listed must be taken, the same applies for Science and Technology chosen as an elective combination. Students who choose History or Geography as an elective must take all first year modules for both subjects, and then choose either Geography or History on second year-level. Modules are chosen according to the class timetable. NO TIMETABLE CLASHES ARE ALLOWED.					
IsiZulu	For beginners: ZUL 110, 120 ZUL 210, 220 For speakers of IsiZulu as a home language or 1st or 2nd additional language: ZUL 111, AFT 121 ZUL 211, AFT 220	24 24	 40 40		
Sepedi	For beginners: SEP 110, 120 SEP 210, 220 For speakers of Sepedi as home language or 1st or 2nd additional language: SEP 111, AFT 121 SEP 211, AFT 220	24 24	 40 40		
IsiNdebele (Only for speakers of isiNdbele as a home language or first or second additional language)	NDE 110, AFT 121 NDE 210, AFT 220	24	40		

Setswana	For beginners: STW 110, 120 STW 210, 220 For speakers of Setswana as home language or 1st or 2nd additional language: STW 111, AFT 121 STW 211, AFT 220	24 24	 40 40		
Afrikaans	AFR 110, 120 AFR 214, 220 JAF 361	24	40	12	
English	ENG 110, 120 ENG 210, 220 JEN 361	16	24	40	
Intermediate mathematics	WTW 133, 144 JGT 210, JGI 220 JWI 311, 321	16	25	40	
JLD 320 and JLE 181 are not required if Mathematics is taken together with this elective.					
Natural Science and Design and technology	JWT 115, 125 JWT 230, JOT 240 JWT 315, 325	16	24	40	
Students may only choose Art Education or Music Education or Life Orientation and Human Movement studies and Sport management as a second elective. All modules listed must be taken from first to second year level.					
Art education	JKG 100, JKU 101 JKG 200, JKU 201	24	32		
Music education	JMO 181, 182 JMO 201, 202, 203, 204	24	 40		
Life orientation and Human movement studies and sport management (must be taken together)	JLO 110, 120 JLO 210, 220 and JMB 112, 113, 122, 123 JMB 212, 213, 222, 223	24 24	 40		
Social Sciences Students choose either History or Geography at second- year level but take all listed first year modules.					
Geography and History	GGY 156, 168 GES 110, 120 ENV 101 GGY 201, 252, GIS 221 ENV 201	20 24 8	 38 14		
History and Geography	GES 110, 120 GGY 156, 168 ENV 101 GES 210, 220 ENV 201	24 20 8	 40 14		
Methodology of electives modules **Choose at least two methodologies in accordance with the teaching specialisations. The same methodologies will be taken at second, third and fourth-year levels.**					
Methodology of Afrikaans	JMA 200, 300, 451, 454		6	6	12
Methodology of English	JME 200, 300, 4514, 454		6	6	12

Methodology of IsiZulu	JZL 200, 300, 451, 454		6	6	12
Methodology of Sepedi	JSP 200, 300, 451, 454		6	6	12
Methodology of IsiNdebele	JND 200, 300, 451, 454		6	6	12
Methodology of Setswana	JSW 200, 300, 451, 454		6	6	12
Methodology of Geography	JMG 200, 300, 451, 454		6	6	12
Methodology of History	JMH 200, 300, 451, 454		6	6	12
Methodology of Art education	JMK 201, 301, 451, 454		6	6	12
Methodology of Music Education	JMM 200, 300, 451, 454		6	6	12
Methodology of Life Orientation (JLO) and Physical Education (JMB)	JML 201, 301, 461, 464		6	6	12
Methodology of Intermediate Mathematics/Mathematics	JMW 204, 303, 453, 456		6	6	12
Methodology of Science and Technology	JMN 204, 304, 451, 454		6	6	12

Class attendance

The teacher education programmes of the Faculty of Education have been approved and accredited by the Department of Higher Education and Training. Due to the fact that the Faculty places high emphasis on the development of skills and competences, class attendance is compulsory for all student teachers for the full duration of the training period specified by SAQA (South African Qualification Authority).

JNH 454 First aid is compulsory only for students who take Human Movement Studies and Sport Management as elective up to 3rd year level.

Mathematics modules

WTW 146 and WTW 148 are available to BEd students who take only a single full year of Mathematics as an elective with either WTW 114 or WTW 134 as first semester module.

Examinations and pass requirements

Special and Chancellor's examinations

- A third-year student who has failed a maximum of four semester modules or the equivalent thereof, with a final mark of at least 40% in each, may be admitted by the Dean to a special examination in those modules during January of the following year, provided that this will enable the student to comply with all requirements for promotion to the fourth year of study.
- A final-year BEd student requiring a maximum of 4 semester modules or the equivalent thereof to complete his or her degree, with a final mark of 40% in each, may be admitted to a Chancellor's examination, during January of the following year. If the Chancellor's examination is conducted before 1 February, a student is not required to register again and the examination is treated as a supplementary examination. If the Chancellor's examination is conducted on or after 1 February, the student must register again for the module(s) in question and the lecturer may require that a semester mark be obtained in an appropriate manner. In such a case, the result of the examination will not be taken into consideration with a view to the graduation ceremonies in March/April.
- Students will be promoted to the next semester or year without writing the prescribed examination if their semester mark in the relevant module (OPV 112, 122) is 70% or higher, with the understanding that students will only receive credit for the modules in which they were promoted if the modules are concluded with a prescribed examination in the second semester of the final year (OPV 322).

Pass with distinction

The degree is conferred with distinction to a student who obtains an overall weighted average (GPA) of 75% with a minimum of 70% in the first three years of study (no rounding) with the condition that the degree is completed in the prescribed 4 years.

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.

Curriculum: Year 1

Minimum credits: 170

Elective Modules

Students select one of the following African Languages on first-year level:

- **IsiZulu** - ZUL 110, 120 for beginners or ZUL 111, AFT 121 for speakers of IsiZulu as a home or first or second additional language
- **Sepedi** - SEP 110, 120 for beginners or SEP 111, AFT 121 for speakers of Sepedi as home or first or second additional language
- **Setswana** - STW 110, 120 for beginners or STW 111, AFT 121 for speakers of Setswana as a home or first or second additional language
- **IsiNdebele** - NDE 110, AFT 121 (only available to speakers of isiNdebele as home language or first or second additional language)

Students who do not meet the requirements for GGY 166 must register for GGY 168.

Fundamental modules

Academic information management 111 (AIM 111) - Credits: 4.00
Academic information management 121 (AIM 121) - Credits: 4.00
Literacies in education 110 (JLZ 110) - Credits: 6.00
Literacies in education 111 (JLZ 111) - Credits: 6.00
Literacies in education 120 (JLZ 120) - Credits: 6.00
Literacies in education 121 (JLZ 121) - Credits: 6.00
Academic orientation 109 (UPO 109) - Credits: 0.00

Core modules

Conversational Competence: Sepedi 100 (CCI 100) - Credits: 12.00
Conversational Competence: Setswana 100 (CCW 100) - Credits: 12.00
Conversational Competence: IsiZulu 100 (CCZ 100) - Credits: 12.00
Basic economic and management sciences 181 (JLE 181) - Credits: 12.00
Professional studies 121 (JPS 121) - Credits: 6.00

Fundamental mathematical concepts 181 (JWI 181) - Credits: 6.00
Education 112 (OPV 112) - Credits: 12.00
Education 122 (OPV 122) - Credits: 12.00

Elective modules
Afrikaans 110 (AFR 110) - Credits: 12.00
Afrikaans 120 (AFR 120) - Credits: 12.00
African languages literature: Capita selecta 121 (AFT 121) - Credits: 12.00
English 110 (ENG 110) - Credits: 12.00
English 120 (ENG 120) - Credits: 12.00
Introduction to environmental sciences 101 (ENV 101) - Credits: 8.00
History 110 (GES 110) - Credits: 12.00
History 120 (GES 120) - Credits: 12.00
Aspects of human geography 156 (GGY 156) - Credits: 8.00
Southern African geomorphology 166 (GGY 166) - Credits: 8.00
Introduction to physical geography 168 (GGY 168) - Credits: 12.00
Art education 100 (JKG 100) - Credits: 6.00
Art education 101 (JKU 101) - Credits: 18.00
Life orientation 110 (JLO 110) - Credits: 12.00
Life orientation 120 (JLO 120) - Credits: 12.00
Human movement studies and sport management 112 (JMB 112) - Credits: 6.00
Human movement studies and sport management 113 (JMB 113) - Credits: 6.00
Human movement studies and sport management 122 (JMB 122) - Credits: 6.00
Human movement studies and sport management 123 (JMB 123) - Credits: 6.00
Music education 181 (JMO 181) - Credits: 16.00
Music education 182 (JMO 182) - Credits: 8.00
Natural science 115 (JWT 115) - Credits: 8.00
Natural science 125 (JWT 125) - Credits: 8.00
Introduction to isiNdebele Grammar – Capita selecta 110 (NDE 110) - Credits: 12.00
Sepedi for beginners 110 (SEP 110) - Credits: 12.00
Introduction to Sepedi grammar - Capita selecta 111 (SEP 111) - Credits: 12.00
Sepedi 120 (SEP 120) - Credits: 12.00
Setswana for beginners 110 (STW 110) - Credits: 12.00
Introduction to Setswana grammar – Capita selecta 111 (STW 111) - Credits: 12.00
Setswana 120 (STW 120) - Credits: 12.00
Precalculus 133 (WTW 133) - Credits: 8.00
Mathematics 144 (WTW 144) - Credits: 8.00
isiZulu for beginners 110 (ZUL 110) - Credits: 12.00
Introduction to isiZulu grammar – Capita selecta 111 (ZUL 111) - Credits: 12.00
isiZulu 120 (ZUL 120) - Credits: 12.00

Curriculum: Year 2
Minimum credits: 170

Elective Modules
Students continue with one of the following African Languages as selected on first-year level:

- **IsiZulu** - ZUL 210, 220 for beginners or ZUL 211, AFT 220 for speakers of IsiZulu as a home or first or second

additional language
- **Sepedi** - SEP 210, 220 for beginners or SEP 211, AFT 220 for speakers of Sepedi as home or first or second additional language
- **Setswana** - STW 210, 220 for beginners or STW 211, AFT 220 for speakers of Setswana as a home or first or second additional language
- **IsiNdebele** - NDE 210, AFT 220 (only available to speakers of isiNdebele as home language or first or second additional language)

Core modules
Learning support 221 (JLD 221) - Credits: 12.00
Methodology of English first additional language 210 (JME 210) - Credits: 6.00
Education 212 (OPV 212) - Credits: 20.00
Education 222 (OPV 222) - Credits: 20.00
Teaching practice 280 (PRO 280) - Credits: 6.00

Elective modules
Afrikaans 214 (AFR 214) - Credits: 20.00
Afrikaans 220 (AFR 220) - Credits: 20.00
African languages literature: Capita selecta 220 (AFT 220) - Credits: 20.00
Modern English literature and English studies 210 (ENG 210) - Credits: 20.00
English 220 (ENG 220) - Credits: 20.00
Environmental sciences 201 (ENV 201) - Credits: 14.00
Aspects of African history 210 (GES 210) - Credits: 20.00
The shaping of a modern South Africa 220 (GES 220) - Credits: 20.00
City, structure, environment and society 201 (GGY 201) - Credits: 14.00
Geographic information systems introduction 221 (GIS 221) - Credits: 12.00
Statistics for teachers 220 (JGI 220) - Credits: 13.00
Geometry for teachers 210 (JGT 210) - Credits: 12.00
Art education 200 (JKG 200) - Credits: 6.00
Art education 201 (JKU 201) - Credits: 20.00
Life orientation 210 (JLO 210) - Credits: 12.00
Life orientation 220 (JLO 220) - Credits: 12.00
Methodology of Afrikaans 200 (JMA 200) - Credits: 6.00
Human movement studies and sport management 212 (JMB 212) - Credits: 10.00
Human movement studies and sport management 213 (JMB 213) - Credits: 10.00
Human movement studies and sport management 222 (JMB 222) - Credits: 10.00
Human movement studies and sport management 223 (JMB 223) - Credits: 10.00
Methodology of English 200 (JME 200) - Credits: 6.00
Methodology of Geography 200 (JMG 200) - Credits: 6.00
Methodology of History 200 (JMH 200) - Credits: 6.00
Methodology of Art education 201 (JMK 201) - Credits: 6.00
Methodology of Life Orientation and Physical Education 201 (JML 201) - Credits: 6.00
Methodology of Music education 200 (JMM 200) - Credits: 6.00
Methodology of Sciences 203 (JMN 203) - Credits: 6.00
Music education 201 (JMO 201) - Credits: 8.00
Music education 202 (JMO 202) - Credits: 8.00
Music education 203 (JMO 203) - Credits: 12.00

Music education 204 (JMO 204) - Credits: 12.00
Methodology of Mathematics 204 (JMW 204) - Credits: 6.00
Methodology of IsiNdebele 200 (JND 200) - Credits: 6.00
Design and technology 240 (JOT 240) - Credits: 12.00
Methodology of Sepedi 200 (JSP 200) - Credits: 6.00
Methodology of Setswana 200 (JSW 200) - Credits: 6.00
Natural science 230 (JWT 230) - Credits: 12.00
Methodology of isiZulu 200 (JZL 200) - Credits: 6.00
isiNdebele 210 (NDE 210) - Credits: 20.00
Sepedi 210 (SEP 210) - Credits: 20.00
Sepedi grammar – Capita selecta 211 (SEP 211) - Credits: 20.00
Sepedi 220 (SEP 220) - Credits: 20.00
Setswana 210 (STW 210) - Credits: 20.00
Setswana Grammar – Capita selecta 211 (STW 211) - Credits: 20.00
Setswana 220 (STW 220) - Credits: 20.00
isiZulu 210 (ZUL 210) - Credits: 20.00
IsiZulu grammar – Capita selecta 211 (ZUL 211) - Credits: 20.00
isiZulu 220 (ZUL 220) - Credits: 20.00

Curriculum: Year 3

Minimum credits: 170

Core modules

Learning support 320 (JLD 320) - Credits: 6.00
Methodology of E-learning 330 (JLT 330) - Credits: 12.00
Classroom literacies 300 (JLZ 300) - Credits: 12.00
Education 312 (OPV 312) - Credits: 30.00
Education 322 (OPV 322) - Credits: 30.00
Teaching practice 380 (PRO 380) - Credits: 6.00

Elective modules

Afrikaans education 361 (JAF 361) - Credits: 12.00
English education 361 (JEN 361) - Credits: 12.00
Methodology of Afrikaans 300 (JMA 300) - Credits: 6.00
Methodology of English 300 (JME 300) - Credits: 6.00
Methodology of Geography 300 (JMG 300) - Credits: 6.00
Methodology of History 300 (JMH 300) - Credits: 6.00
Methodology of Art education 301 (JMK 301) - Credits: 6.00
Methodology of Life Orientation and Physical Education 301 (JML 301) - Credits: 6.00
Methodology of Music education 300 (JMM 300) - Credits: 6.00
Methodology of Natural science 304 (JMN 304) - Credits: 6.00
Methodology of Intermediate Mathematics 303 (JMW 303) - Credits: 6.00
Methodology of IsiNdebele 300 (JND 300) - Credits: 6.00
Methodology of Sepedi 300 (JSP 300) - Credits: 6.00
Methodology of Setswana 300 (JSW 300) - Credits: 6.00
Intermediate mathematics 311 (JWI 311) - Credits: 20.00
Intermediate Mathematics 321 (JWI 321) - Credits: 20.00

Natural science 315 (JWT 315) - Credits: 20.00
Natural science 325 (JWT 325) - Credits: 20.00
Methodology of isiZulu 300 (JZL 300) - Credits: 6.00

Curriculum: Final year

Minimum credits: 170

Fundamental modules

Professional practice 471 (JFP 471) - Credits: 3.00

Core modules

Research project 461 (JNM 461) - Credits: 12.00
Research project 464 (JNM 464) - Credits: 12.00
Teaching practice 452 (PRO 452) - Credits: 28.00
Teaching practice 453 (PRO 453) - Credits: 28.00

Elective modules

Methodology of Afrikaans 451 (JMA 451) - Credits: 6.00
Methodology of Afrikaans 454 (JMA 454) - Credits: 6.00
Methodology of English 451 (JME 451) - Credits: 6.00
Methodology of English 454 (JME 454) - Credits: 6.00
Methodology of Geography 451 (JMG 451) - Credits: 6.00
Methodology of Geography 454 (JMG 454) - Credits: 6.00
Methodology of History 451 (JMH 451) - Credits: 6.00
Methodology of History 454 (JMH 454) - Credits: 6.00
Methodology of Art education 451 (JMK 451) - Credits: 6.00
Methodology of Art education 454 (JMK 454) - Credits: 6.00
Methodology of Life Orientation and Physical Education 461 (JML 461) - Credits: 6.00
Methodology of Life Orientation and Physical Education 464 (JML 464) - Credits: 6.00
Methodology of Music education 451 (JMM 451) - Credits: 6.00
Methodology of Music education 454 (JMM 454) - Credits: 6.00
Methodology of Natural science 451 (JMN 451) - Credits: 6.00
Methodology of Natural science 454 (JMN 454) - Credits: 6.00
Methodology of Intermediate Mathematics 453 (JMW 453) - Credits: 3.00
Methodology of Intermediate Mathematics 456 (JMW 456) - Credits: 3.00
Methodology of IsiNdebele 451 (JND 451) - Credits: 6.00
Methodology of IsiNdebele 454 (JND 454) - Credits: 6.00
Methodology of Sepedi 451 (JSP 451) - Credits: 6.00
Methodology of Sepedi 454 (JSP 454) - Credits: 6.00
Methodology of Setswana 451 (JSW 451) - Credits: 6.00
Methodology of Setswana 454 (JSW 454) - Credits: 6.00
Methodology of isiZulu 451 (JZL 451) - Credits: 6.00
Methodology of isiZulu 454 (JZL 454) - Credits: 6.00

BEd (Senior Phase and Further Education and Training Teaching) (09133031)

Minimum duration of study	4 years

Programme information

Students who aim to teach music as a specialist subject in a high school are advised to apply for the BMus degree or the BMus extended degree in the School of the Arts, Faculty of Humanities. Once completed, such students can register for the PGCE in order to qualify as teachers, or alternatively register with the South African Council of Educators as teachers by means of the Personnel Administrative Measures (PAM).

Admission requirements

Important information for all prospective students for 2023

The admission requirements below apply to all who apply for admission to the University of Pretoria with a **National Senior Certificate (NSC) and Independent Examination Board (IEB) qualifications. Click here for this Faculty Brochure.**

Minimum requirements **Achievement level**	
English Home Language or English First Additional Language	**APS**
NSC/IEB 4	**28**

An additional subject requirement for elective modules in **Economic and Management Sciences:** Mathematics, passed with an achievement level of 4 (50%–59%) in the final NSC/IEB examination.

Additional subject requirements for elective modules in **Physical Sciences or Life Sciences:** Physical Sciences, passed with an achievement level of 5 (60%–69%), and Mathematics passed with an achievement level of 5 (60%–69%) in the final NSC/IEB examination.

Life Orientation is excluded when calculating the APS.

You will be considered for final admission to degree studies if space allows, and if you have a National Senior Certificate (NSC) or equivalent qualification with admission to bachelor's degree studies, and comply with the minimum subject requirements as well as the APS requirements of your chosen programme.

Applicants with qualifications other than the abovementioned should refer to the Brochure: Undergraduate Programme Information 2023: Qualifications other than the NSC and IEB, available at click here.

International students: Click here.

Transferring students

A transferring student is a student who, at the time of applying at the University of Pretoria (UP) is/was a registered student at another tertiary institution. A transferring student will be considered for admission based on NSC or equivalent qualification and previous academic performance. Students who have been dismissed from other institutions due to poor academic performance will not be considered for admission to UP.

Closing dates: Same as above.

Returning students

A returning student is a student who, at the time of application for a degree programme is/was a registered student at UP, and wants to transfer to another degree at UP. A returning student will be considered for admission based on NSC or equivalent qualification and previous academic performance.

Note:

- Students who have been excluded/dismissed from a faculty due to poor academic performance may be considered for admission to another programme at UP, as per faculty-specific requirements.
- Only ONE transfer between UP faculties and TWO transfers within a faculty will be allowed.
- Admission of returning students will always depend on the faculty concerned and the availability of space in the programmes for which they apply.

Closing date for applications from returning students

Unless capacity allows for an extension of the closing date, applications from returning students must be submitted before the end of August via your UP Student Centre.

Other programme-specific information

Module description	Module code	Credits			
		Y1	Y2	Y3	Y4
Fundamental modules					
Academic information management	AIM 111, 121	8			
Literacies in education	JLZ 110,120 or JLZ 111, 121	12			
Professional Practice	JFP 471				3
Core modules					
Conversational competence: One of IsiZulu, Sepedi, Setswana (an exemption can be written)	CCZ 100 or CCI 100 or CCW100	12			
Education	OPV 112, 122	24			
	OPV 212, 222		40	60	
	OPV 312, 322				
Research project	JNM 461, 464				24
Teaching practice	PRO 280		6		
	PRO 380			6	56
	PRO 452, 453				
Professional studies	JPS 121	6			
Classroom literacies	JLZ 300			12	
Elective modules **School subjects that are specific to the Senior Phase only. Students who choose one of these combinations must still take another elective to teach in the Further Education and Training phase. Modules are chosen according to the class timetable. NO TIMETABLE CLASHES ARE ALLOWED.** **Social Sciences: Students choose either History or Geography at second- year level but take all listed first year modules.**					
Geography and History	GGY 156, 168	20			
	GES 110, 120	24			
	ENV 101	8			
	GGY 201, GIS 221		38		
	ENV 201		14		
History and Geography	GES 110, 120	24			
	GGY 156, 168	20			
	ENV 101	8			
	GES 210, 220		40		
	ENV 201		14		

Technology (All modules must be taken)	JOT 110, 120 JTT 110, 120 JOT 210, 220	24 24	 40	
Natural Science and Design and Technology	JWT 115, 125 JWT 230, JOT 240 JWT 315, 325	16	 24	 40
Elective modules **School subjects that can be chosen as Senior Phase or FET Phase teaching electives. For the Senior Phase these modules should be taken up to second year level and for FET up to third year level. All modules must be taken, except where options are indicated. Modules are chosen according to the class timetable. NO TIMETABLE CLASHES ARE ALLOWED.**				
Art Education	JKG 100, JKU 101 JKG 200, JKU 201 JKG 300, JKU 301	24	 32	 40
Music Education	Beginners: JMO 181, 182 Prior music certificates: JMO 201, 202, 203, 204	 24	 40	
IsiZulu	For beginners: ZUL 110, 120 ZUL 210, 220 ZUL 310, AFT 320 For speakers of IsiZulu as a home language or 1st or 2nd additional language: ZUL 111, AFT 121 ZUL 211, AFT 220 ZUL 310, AFT 320	 24 24	. 40 40	 60 60
Sepedi	For beginners: SEP 110, 120 SEP 210, 220 SEP 310, AFT 320 For speakers of Sepedi as home language or 1st or 2nd additional language: SEP 111, AFT 121 SEP 211, AFT 220 SEP 310, AFT 320	 24 24	 40 40	 60 60
IsiNdebele	For speakers of IsiNdbele as a home language or first or second additional language. NDE 110, AFT 121 NDE 210, AFT 220 NDE 310, AFT 320	24	40	60

Setswana	For beginners:			
	STW 110, 120	24		
	STW 210, 220		40	
	STW 310, AFT 320			60
	For speakers of Setswana as a home language or 1st or 2nd additional language:	24		
	STW 111, AFT 121		40	
	STW 211, AFT 220			60
	STW 310, AFT 320			
Afrikaans	AFR 110, 120	24		
	AFR 214, 220		40	
	AFR 311, 321			60
	*JAF 361			12
	(*JAF 361 may be taken in addition to AFR 311, 321)			
English	ENG 110, 120	24		
	ENG 210, 220		40	
	ENG 310, 320			60
	*JEN 361			12
	(*JEN 361 may be taken in addition to ENG 310, 320)			
FET Mathematics	WTW 114, 124	32		
A complete second year with WTW 389 or JLW 312 and all Methodologies of Mathematics completes the FET elective.	WTW 211, 218, 224, 248		48	
	WTW 389 or JLW 312			
				(18) 12
Senior phase Mathematics (WTW 134, 146, 148 does not give admission to second year mathematics.)	WTW 114, 124	32		
	or	or		
	WTW 134, 146, 148	32		
	and			
	JGT 210, JGI 220		24	
Compulsory combination				
Life Orientation	JLO 110, 120	24		
	JLO 210, 220		24	
and	JLO 310, 320			40
Human Movement Studies and Sport Management (Students who choose these electives must take one up to third year and the other one at least up to second year)	JMB 112, 113, 122, 123	24		
	JMB 212, 213, 222, 223		40	
	JMB 312, 313, 322, 323			60

Elective modules
School subjects that are specific to the Further Education and Training Phase (FET). Another elective must be taken for Senior Phase from the other combinations listed above. All modules must be taken, except where options are indicated. Modules are chosen according to the class timetable.
NO TIMETABLE CLASHES ARE ALLOWED.

*** All these Economic and Management Science modules are FET subjects. Students also need to choose a different Senior Phase subject (to teach in Grades 7-9) as another elective up to 2nd year.**				
* Business Management	OBS 114, 124	20		
	OBS 210, 220		32	
* Heritage and Cultural Tourism	EFK 110, 120	24		
	EFK 210, 220		40	
*Economics	EKN 110, 120	20		
	EKN 214, 234		32	
	(Prerequisite for EKN 214 and 234 is STK 110 and 120 passed)			
*Financial Accounting	FRK 111, 121, INF 183	22		
	BAC 200		32	
Mathematical Literacy	WTW 133, 144	16		
(must be taken to 3rd year level)	or WTW 134	16		
	JGT 210, JGI 220		24	
	JWG 311, 321			40
Engineering Graphics and Design	JTT 110, 120	24		
(JTT must be taken to 3rd year	JTT 230, 240		24	
level)	JTT 330, 340			40
Geography	ENV 101	8		
	GGY 156, 168	20		
	GGY 201, GIS 221		38	
	ENV 201		14	
History	GES 110, GES 120	24		
	GES 210, GES 220		40	
Life Sciences	CMY 117, 127	32		
	PHY 131	16		
(JLW 312 must be taken if	MLB 111	16		
Mathematics is taken as a	BOT 161		8	
teaching elective)	BOT 251, 261			24
	GTS 161	8		
	ZEN 161		8	
	ZEN 251, ZEN 261			24
	JLS 310			12
	WTW 134, 146, 148	32		
Physical Sciences				
(must be taken together with	WTW 114, 124	32		
mathematics elective)	CMY 117, 127	32		
*Choose between Chemistry and	*CMY 282, 284, 283, 285		48	
Physics at 2nd year level	PHY 114, 124	32		
#PHY 255 and 263 must be	*#PHY 255, 263		48	
taken concurrently with WTW	JPC 310			12
211, 218, 224 and 248)				
After a Senior Phase and an FET specialisation have been chosen, a student may select only one of the following as an additional elective. All modules of the specialisation must be taken.				
Psychology	SLK 110, 120	24		
Guidance and counselling	JVB 210, 220		24	

Religion studies (*Optional: will be presented only if student numbers are sufficient)	REL 110, 120	24		
	REL 210, 220		40	
	*REL 310, 320			60
Methodology of electives modules **Choose at least two methodologies in accordance with the teaching specialisations. The same methodologies will be taken at second, third and fourth-year levels.**				
Methodology of Afrikaans	JMA 200, 300, 451, 454	6	6	12
Methodology of English	JME 200, 300, 451, 454	6	6	12
Methodology of IsiZulu	JZL 200, 300, 451, 454	6	6	12
Methodology of Sepedi	JSP 200, 300, 451, 454	6	6	12
Methodology of IsiNdebele	JND 200, 300, 451, 454	6	6	12
Methodology of Setswana	JSW 200, 300, 451, 454	6	6	12
Methodology of Geography	JMG 200, 300, 451, 454	6	6	12
Methodology of History	JMH 200, 300, 451, 454	6	6	12
Methodology of Music Education	JMM 200, 300, 451, 454	6	6	12
Methodology of Art	JMK 201, 301, 451, 454	6	6	12
Methodology of Mathematical Literacy	JMW 204, 302, 452, 455	6	6	12
Methodology of Mathematics	JMW 204, 300, 451, 454	6	6	12
Methodology of Sciences (Natural)	JMN 203, 304, 451, 454	6	6	12
Methodology of Life Sciences	JMN 203, 308, 452, 458	6	6	12
Methodology of Physical Sciences	JMN 203, 309, 453, 456	6	6	12
Methodology of Life Orientation and Physical Education	JML 201, 301, 461, 464	6	6	12
Methodology of Tourism	JMD 206, 306, 456, 466	6	6	12
Methodology of Business Studies	JMD 205, 305, 455, 465	6	6	12
Methodology of Economics	JMD 201, 301, 451, 461	6	6	12
Methodology of Accounting	JMD 203, 303, 453, 463	6	6	12
Methodology of Engineering Graphics and Design	JMC 201, JMT 304, 451, 454	6	6	12
Methodology of Technology	JMC 201, 300, 451, 454	6	6	12
Methodology of Computer Application Technology	JMC 201, JMI 300, 451, 454	6	6	12
Methodology of Information Technology	JMC 201 , JMR 300, 451, 454	6	6	12
Methodology of Religion Studies	JMF 200, 300, 451, 454	6	6	12

Class attendance

The teacher education programmes of the Faculty of Education have been approved and accredited by the Department of Higher Education and Training. Due to the fact that the Faculty places high emphasis on the development of skills and competences, class attendance is compulsory for all student teachers for the full duration of the training period specified by SAQA (South African Qualification Authority).

Mathematics modules

- WTW 134, 146, 148 does not give admission to second year mathematics.
- A complete second year with WTW 389 or JLW 312 and all Methodologies of Mathematics completes the FET elective.
- WTW 146 and WTW 148 are available to BEd students who take only a single full year of Mathematics as an

elective with either WTW 114 or WTW 134 as first semester module.

Examinations and pass requirements

Special and Chancellor's examinations

- A third-year student who has failed a maximum of four semester modules or the equivalent thereof, with a final mark of at least 40% in each, may be admitted by the Dean to a special examination in those modules during January of the following year, provided that this will enable the student to comply with all requirements for promotion to the fourth year of study.
- A final-year BEd student requiring a maximum of 4 semester modules or the equivalent thereof to complete his or her degree, with a final mark of 40% in each, may be admitted to a Chancellor's examination, during January of the following year. If the Chancellor's examination is conducted before 1 February, a student is not required to register again and the examination is treated as a supplementary examination. If the Chancellor's examination is conducted on or after 1 February, the student must register again for the module(s) in question and the lecturer may require that a semester mark be obtained in an appropriate manner. In such a case, the result of the examination will not be taken into consideration with a view to the graduation ceremonies in March/April.
- Students will be promoted to the next semester or year without writing the prescribed examination if their semester mark in the relevant module (OPV 112, 122) is 70% or higher, with the understanding that students will only receive credit for the modules in which they were promoted if the modules are concluded with a prescribed examination in the second semester of the final year (OPV 322).

Pass with distinction

The degree is conferred with distinction to a student who obtains an overall weighted average (GPA) of 75% with a minimum of 70% in the first three years of study (no rounding) with the condition that the degree is completed in the prescribed 4 years.

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.

Curriculum: Year 1

Minimum credits: 170

- WTW 134, 146, 148 does not give admission to second year mathematics.
- Students who do not meet the requirements for GGY 166 must register for GGY 168.

Fundamental modules

Academic information management 111 (AIM 111) - Credits: 4.00
Academic information management 121 (AIM 121) - Credits: 4.00

Literacies in education 110 (JLZ 110) - Credits: 6.00
Literacies in education 111 (JLZ 111) - Credits: 6.00
Literacies in education 120 (JLZ 120) - Credits: 6.00
Literacies in education 121 (JLZ 121) - Credits: 6.00
Academic orientation 109 (UPO 109) - Credits: 0.00

Core modules
Conversational Competence: Sepedi 100 (CCI 100) - Credits: 12.00
Conversational Competence: Setswana 100 (CCW 100) - Credits: 12.00
Conversational Competence: IsiZulu 100 (CCZ 100) - Credits: 12.00
Professional studies 121 (JPS 121) - Credits: 6.00
Education 112 (OPV 112) - Credits: 12.00
Education 122 (OPV 122) - Credits: 12.00

Elective modules
Afrikaans 110 (AFR 110) - Credits: 12.00
Afrikaans 120 (AFR 120) - Credits: 12.00
African languages literature: Capita selecta 121 (AFT 121) - Credits: 12.00
General chemistry 117 (CMY 117) - Credits: 16.00
General chemistry 127 (CMY 127) - Credits: 16.00
Introduction to tourism 110 (EFK 110) - Credits: 12.00
Heritage tourism management 120 (EFK 120) - Credits: 12.00
Economics 110 (EKN 110) - Credits: 10.00
Economics 120 (EKN 120) - Credits: 10.00
English 110 (ENG 110) - Credits: 12.00
English 120 (ENG 120) - Credits: 12.00
Introduction to environmental sciences 101 (ENV 101) - Credits: 8.00
Financial accounting 111 (FRK 111) - Credits: 10.00
Financial accounting 121 (FRK 121) - Credits: 12.00
History 110 (GES 110) - Credits: 12.00
History 120 (GES 120) - Credits: 12.00
Aspects of human geography 156 (GGY 156) - Credits: 8.00
Southern African geomorphology 166 (GGY 166) - Credits: 8.00
Introduction to physical geography 168 (GGY 168) - Credits: 12.00
Introductory genetics 161 (GTS 161) - Credits: 8.00
Informatics 183 (INF 183) - Credits: 3.00
Art education 100 (JKG 100) - Credits: 6.00
Art education 101 (JKU 101) - Credits: 18.00
Life orientation 110 (JLO 110) - Credits: 12.00
Life orientation 120 (JLO 120) - Credits: 12.00
Human movement studies and sport management 112 (JMB 112) - Credits: 6.00
Human movement studies and sport management 113 (JMB 113) - Credits: 6.00
Human movement studies and sport management 122 (JMB 122) - Credits: 6.00
Human movement studies and sport management 123 (JMB 123) - Credits: 6.00
Music education 181 (JMO 181) - Credits: 16.00
Music education 182 (JMO 182) - Credits: 8.00
Design and technology 110 (JOT 110) - Credits: 12.00

Design and technology 120 (JOT 120) - Credits: 12.00
Engineering graphics and design 110 (JTT 110) - Credits: 12.00
Engineering graphics and design 120 (JTT 120) - Credits: 16.00
Natural science 115 (JWT 115) - Credits: 8.00
Natural science 125 (JWT 125) - Credits: 8.00
Molecular and cell biology 111 (MLB 111) - Credits: 16.00
Introduction to isiNdebele Grammar – Capita selecta 110 (NDE 110) - Credits: 12.00
Business management 114 (OBS 114) - Credits: 10.00
Business management 124 (OBS 124) - Credits: 10.00
First course in physics 114 (PHY 114) - Credits: 16.00
First course in physics 124 (PHY 124) - Credits: 16.00
Physics for biology students 131 (PHY 131) - Credits: 16.00
Theory of religion 110 (REL 110) - Credits: 12.00
Kaleidoscope of religions 120 (REL 120) - Credits: 12.00
Sepedi for beginners 110 (SEP 110) - Credits: 12.00
Introduction to Sepedi grammar - Capita selecta 111 (SEP 111) - Credits: 12.00
Sepedi 120 (SEP 120) - Credits: 12.00
Psychology 110 (SLK 110) - Credits: 12.00
Psychology 120 (SLK 120) - Credits: 12.00
Setswana for beginners 110 (STW 110) - Credits: 12.00
Introduction to Setswana grammar – Capita selecta 111 (STW 111) - Credits: 12.00
Setswana 120 (STW 120) - Credits: 12.00
Calculus 114 (WTW 114) - Credits: 16.00
Mathematics 124 (WTW 124) - Credits: 16.00
Mathematics 134 (WTW 134) - Credits: 16.00
Mathematics 144 (WTW 144) - Credits: 8.00
Linear algebra 146 (WTW 146) - Credits: 8.00
Calculus 148 (WTW 148) - Credits: 8.00
isiZulu for beginners 110 (ZUL 110) - Credits: 12.00
Introduction to isiZulu grammar – Capita selecta 111 (ZUL 111) - Credits: 12.00
isiZulu 120 (ZUL 120) - Credits: 12.00

Curriculum: Year 2

Minimum credits: 170

PHY 255 and PHY 263 must be taken concurrently with WTW 211, 218, 224, 248.

Core modules

Education 212 (OPV 212) - Credits: 20.00
Education 222 (OPV 222) - Credits: 20.00
Teaching practice 280 (PRO 280) - Credits: 6.00

Elective modules

Afrikaans 214 (AFR 214) - Credits: 20.00
Afrikaans 220 (AFR 220) - Credits: 20.00
African languages literature: Capita selecta 220 (AFT 220) - Credits: 20.00
Business accounting 200 (BAC 200) - Credits: 32.00
Plants and society 161 (BOT 161) - Credits: 8.00

Physical chemistry 282 (CMY 282) - Credits: 12.00
Analytical chemistry 283 (CMY 283) - Credits: 12.00
Organic chemistry 284 (CMY 284) - Credits: 12.00
Inorganic chemistry 285 (CMY 285) - Credits: 12.00
Tourism and representation 210 (EFK 210) - Credits: 20.00
Community-based tourism 220 (EFK 220) - Credits: 20.00
Economics 214 (EKN 214) - Credits: 16.00
Economics 234 (EKN 234) - Credits: 16.00
Modern English literature and English studies 210 (ENG 210) - Credits: 20.00
English 220 (ENG 220) - Credits: 20.00
Environmental sciences 201 (ENV 201) - Credits: 14.00
Aspects of African history 210 (GES 210) - Credits: 20.00
The shaping of a modern South Africa 220 (GES 220) - Credits: 20.00
City, structure, environment and society 201 (GGY 201) - Credits: 14.00
Geographic information systems introduction 221 (GIS 221) - Credits: 12.00
Statistics for teachers 220 (JGI 220) - Credits: 13.00
Geometry for teachers 210 (JGT 210) - Credits: 12.00
Art education 200 (JKG 200) - Credits: 6.00
Art education 201 (JKU 201) - Credits: 20.00
Life orientation 210 (JLO 210) - Credits: 12.00
Life orientation 220 (JLO 220) - Credits: 12.00
Methodology of Afrikaans 200 (JMA 200) - Credits: 6.00
Human movement studies and sport management 212 (JMB 212) - Credits: 10.00
Human movement studies and sport management 213 (JMB 213) - Credits: 10.00
Human movement studies and sport management 222 (JMB 222) - Credits: 10.00
Human movement studies and sport management 223 (JMB 223) - Credits: 10.00
Methodology of Design and Technology 201 (JMC 201) - Credits: 6.00
Methodology of Economics 201 (JMD 201) - Credits: 6.00
Methodology of Accounting 203 (JMD 203) - Credits: 6.00
Methodology of Business studies 205 (JMD 205) - Credits: 6.00
Methodology of Tourism 206 (JMD 206) - Credits: 6.00
Methodology of English 200 (JME 200) - Credits: 6.00
Methodology of Religion studies 200 (JMF 200) - Credits: 6.00
Methodology of Geography 200 (JMG 200) - Credits: 6.00
Methodology of History 200 (JMH 200) - Credits: 6.00
Methodology of Art education 201 (JMK 201) - Credits: 6.00
Methodology of Life Orientation and Physical Education 201 (JML 201) - Credits: 6.00
Methodology of Music education 200 (JMM 200) - Credits: 6.00
Methodology of Sciences 203 (JMN 203) - Credits: 6.00
Music education 201 (JMO 201) - Credits: 8.00
Music education 202 (JMO 202) - Credits: 8.00
Music education 203 (JMO 203) - Credits: 12.00
Music education 204 (JMO 204) - Credits: 12.00
Methodology of Mathematics 204 (JMW 204) - Credits: 6.00
Methodology of IsiNdebele 200 (JND 200) - Credits: 6.00
Design and technology 210 (JOT 210) - Credits: 20.00

Design and technology 220 (JOT 220) - Credits: 20.00
Design and technology 240 (JOT 240) - Credits: 12.00
Methodology of Sepedi 200 (JSP 200) - Credits: 6.00
Methodology of Setswana 200 (JSW 200) - Credits: 6.00
Engineering graphics and design 230 (JTT 230) - Credits: 12.00
Engineering graphics and design 240 (JTT 240) - Credits: 12.00
Guidance and counselling 210 (JVB 210) - Credits: 12.00
Guidance and counselling 220 (JVB 220) - Credits: 12.00
Natural science 230 (JWT 230) - Credits: 12.00
Methodology of isiZulu 200 (JZL 200) - Credits: 6.00
isiNdebele 210 (NDE 210) - Credits: 20.00
Business management 210 (OBS 210) - Credits: 16.00
Business management 220 (OBS 220) - Credits: 16.00
Waves, thermodynamics and modern physics 255 (PHY 255) - Credits: 24.00
General physics 263 (PHY 263) - Credits: 24.00
Dynamics of religion 210 (REL 210) - Credits: 20.00
Ancient religions and health 220 (REL 220) - Credits: 20.00
Sepedi 210 (SEP 210) - Credits: 20.00
Sepedi grammar – Capita selecta 211 (SEP 211) - Credits: 20.00
Sepedi 220 (SEP 220) - Credits: 20.00
Setswana 210 (STW 210) - Credits: 20.00
Setswana Grammar – Capita selecta 211 (STW 211) - Credits: 20.00
Setswana 220 (STW 220) - Credits: 20.00
Mathematics 124 (WTW 124) - Credits: 16.00
Calculus 153 (WTW 153) - Credits: 8.00
Linear algebra 211 (WTW 211) - Credits: 12.00
Calculus 218 (WTW 218) - Credits: 12.00
Techniques of analysis 224 (WTW 224) - Credits: 12.00
Vector analysis 248 (WTW 248) - Credits: 12.00
Animal diversity 161 (ZEN 161) - Credits: 8.00
isiZulu 210 (ZUL 210) - Credits: 20.00
IsiZulu grammar – Capita selecta 211 (ZUL 211) - Credits: 20.00
isiZulu 220 (ZUL 220) - Credits: 20.00

Curriculum: Year 3

Minimum credits: 170

Core modules

Classroom literacies 300 (JLZ 300) - Credits: 12.00
Education 312 (OPV 312) - Credits: 30.00
Education 322 (OPV 322) - Credits: 30.00
Teaching practice 380 (PRO 380) - Credits: 6.00

Elective modules

Afrikaans 311 (AFR 311) - Credits: 30.00
Afrikaans 321 (AFR 321) - Credits: 30.00
African languages literature: Capita selecta 320 (AFT 320) - Credits: 30.00

South African flora and vegetation 251 (BOT 251) - Credits: 12.00
Plant physiology and biotechnology 261 (BOT 261) - Credits: 12.00
English 310 (ENG 310) - Credits: 30.00
English 320 (ENG 320) - Credits: 30.00
Human geography project 383 (GGY 383) - Credits: 24.00
Afrikaans education 361 (JAF 361) - Credits: 12.00
English education 361 (JEN 361) - Credits: 12.00
Art education 300 (JKG 300) - Credits: 6.00
Art education 301 (JKU 301) - Credits: 32.00
Life orientation 310 (JLO 310) - Credits: 20.00
Life orientation 320 (JLO 320) - Credits: 20.00
Life sciences education 310 (JLS 310) - Credits: 12.00
Mathematics education 312 (JLW 312) - Credits: 12.00
Methodology of Afrikaans 300 (JMA 300) - Credits: 6.00
Human movement studies and sport management 312 (JMB 312) - Credits: 15.00
Human movement studies and sport management 313 (JMB 313) - Credits: 15.00
Human movement studies and sport management 322 (JMB 322) - Credits: 15.00
Human movement studies and sport management 323 (JMB 323) - Credits: 15.00
Methodology of Design and technology 330 (JMC 330) - Credits: 12.00
Methodology of Economics 301 (JMD 301) - Credits: 6.00
Methodology of Accounting 303 (JMD 303) - Credits: 6.00
Methodology of Business studies 305 (JMD 305) - Credits: 6.00
Methodology of Tourism 306 (JMD 306) - Credits: 6.00
Methodology of English 300 (JME 300) - Credits: 6.00
Methodology of Religion studies 300 (JMF 300) - Credits: 6.00
Methodology of Geography 300 (JMG 300) - Credits: 6.00
Methodology of History 300 (JMH 300) - Credits: 6.00
Methodology of Art education 301 (JMK 301) - Credits: 6.00
Methodology of Life Orientation and Physical Education 301 (JML 301) - Credits: 6.00
Methodology of Music education 300 (JMM 300) - Credits: 6.00
Methodology of Natural science 304 (JMN 304) - Credits: 6.00
Methodology of Life sciences 308 (JMN 308) - Credits: 6.00
Methodology of Physical sciences 309 (JMN 309) - Credits: 6.00
Methodology of Engineering graphics and design 304 (JMT 304) - Credits: 6.00
Methodology of Mathematics 300 (JMW 300) - Credits: 6.00
Methodology of Mathematics Literacy 302 (JMW 302) - Credits: 6.00
Methodology of IsiNdebele 300 (JND 300) - Credits: 6.00
Physical sciences education 310 (JPC 310) - Credits: 12.00
Methodology of Sepedi 300 (JSP 300) - Credits: 6.00
Methodology of Setswana 300 (JSW 300) - Credits: 6.00
Engineering graphics and design 330 (JTT 330) - Credits: 20.00
Engineering graphics and design 340 (JTT 340) - Credits: 20.00
Mathematical Literacy 311 (JWG 311) - Credits: 20.00
Mathematical Literacy 321 (JWG 321) - Credits: 20.00
Natural science 315 (JWT 315) - Credits: 20.00
Natural science 325 (JWT 325) - Credits: 20.00

Methodology of isiZulu 300 (JZL 300) - Credits: 6.00
isiNdebele 310 (NDE 310) - Credits: 30.00
Material religion 310 (REL 310) - Credits: 30.00
Sociology of religion 320 (REL 320) - Credits: 30.00
Sepedi 310 (SEP 310) - Credits: 30.00
Setswana 310 (STW 310) - Credits: 30.00
Geometry 389 (WTW 389) - Credits: 18.00
Invertebrate biology 251 (ZEN 251) - Credits: 12.00
African vertebrates 261 (ZEN 261) - Credits: 12.00
isiZulu 310 (ZUL 310) - Credits: 30.00

Curriculum: Final year

Minimum credits: 170

Fundamental modules

Professional practice 471 (JFP 471) - Credits: 3.00

Core modules

Research project 461 (JNM 461) - Credits: 12.00
Research project 464 (JNM 464) - Credits: 12.00
Teaching practice 452 (PRO 452) - Credits: 28.00
Teaching practice 453 (PRO 453) - Credits: 28.00

Elective modules

Methodology of Afrikaans 451 (JMA 451) - Credits: 6.00
Methodology of Afrikaans 454 (JMA 454) - Credits: 6.00
Methodology of Design and technology 451 (JMC 451) - Credits: 6.00
Methodology of Design and technology 454 (JMC 454) - Credits: 6.00
Methodology of Economics 451 (JMD 451) - Credits: 6.00
Methodology of Accounting 453 (JMD 453) - Credits: 6.00
Methodology of Business studies 455 (JMD 455) - Credits: 6.00
Methodology of Tourism 456 (JMD 456) - Credits: 6.00
Methodology of Economics 461 (JMD 461) - Credits: 6.00
Methodology of Accounting 463 (JMD 463) - Credits: 6.00
Methodology of Business studies 465 (JMD 465) - Credits: 6.00
Methodology of Tourism 466 (JMD 466) - Credits: 6.00
Methodology of English 451 (JME 451) - Credits: 6.00
Methodology of English 454 (JME 454) - Credits: 6.00
Methodology of Religion studies 451 (JMF 451) - Credits: 6.00
Methodology of Religion studies 454 (JMF 454) - Credits: 6.00
Methodology of Geography 451 (JMG 451) - Credits: 6.00
Methodology of Geography 454 (JMG 454) - Credits: 6.00
Methodology of History 451 (JMH 451) - Credits: 6.00
Methodology of History 454 (JMH 454) - Credits: 6.00
Methodology of Computer application technology 451 (JMI 451) - Credits: 6.00
Methodology of Computer application technology 454 (JMI 454) - Credits: 6.00
Methodology of Art education 451 (JMK 451) - Credits: 6.00
Methodology of Art education 454 (JMK 454) - Credits: 6.00

Methodology of Life Orientation and Physical Education 461 (JML 461) - Credits: 6.00
Methodology of Life Orientation and Physical Education 464 (JML 464) - Credits: 6.00
Methodology of Music education 451 (JMM 451) - Credits: 6.00
Methodology of Music education 454 (JMM 454) - Credits: 6.00
Methodology of Natural science 451 (JMN 451) - Credits: 6.00
Methodology of Life sciences 452 (JMN 452) - Credits: 6.00
Methodology of Physical sciences 453 (JMN 453) - Credits: 6.00
Methodology of Natural science 454 (JMN 454) - Credits: 6.00
Methodology of Physical sciences 456 (JMN 456) - Credits: 6.00
Methodology of Life sciences 458 (JMN 458) - Credits: 6.00
Methodology of Information technology 451 (JMR 451) - Credits: 6.00
Methodology of Information technology 454 (JMR 454) - Credits: 6.00
Methodology of Engineering Graphics and Design 451 (JMT 451) - Credits: 6.00
Methodology of Engineering graphics and design 454 (JMT 454) - Credits: 6.00
Methodology of Mathematics 451 (JMW 451) - Credits: 6.00
Methodology of Mathematical literacy 452 (JMW 452) - Credits: 6.00
Methodology of Mathematics 454 (JMW 454) - Credits: 6.00
Methodology of Mathematics Literacy 455 (JMW 455) - Credits: 6.00
Methodology of IsiNdebele 451 (JND 451) - Credits: 6.00
Methodology of IsiNdebele 454 (JND 454) - Credits: 6.00
Methodology of Sepedi 451 (JSP 451) - Credits: 6.00
Methodology of Sepedi 454 (JSP 454) - Credits: 6.00
Methodology of Setswana 451 (JSW 451) - Credits: 6.00
Methodology of Setswana 454 (JSW 454) - Credits: 6.00
Methodology of isiZulu 451 (JZL 451) - Credits: 6.00
Methodology of isiZulu 454 (JZL 454) - Credits: 6.00

Postgrad Diploma/Certificate

PGCE (Further Education and Training Teaching) (09127041)

Minimum duration of study	1 year

Programme information

The PGCE consists of a university-based learning (UBL) component and a school-based learning (SBL) component. The UBL component is presented in the format of classroom-based learning during which students construct a practice theory of and for education. For the purpose of the SBL component, students are placed in two partnerships schools with different compositions of a shadow week of 3 weeks and an extended placement of 7 weeks which amounts to a total of 10 weeks, during which they engage in education practice while they are supported and assessed by qualified mentor teachers and university lecturers.

The choices in compiling the package have to be approved by the package coordinator before registration.

Admission requirements

1. Relevant bachelor's degree, or
2. A relevant approved diploma with:
   Option 1: At least one module relevant to a school subject, passed at third-year diploma/bachelor's level *(If the student has only 1 relevant subject that can be used to teach, then the student must add a research project if they do not qualify for a 2nd teaching specialization),* or
3. Option 2: Two modules relevant to two school subjects, passed at third-year diploma/bachelor's level

Additional requirements

Further Education and Training Phase Teaching:

Appropriate major subject at least at completed second-year level at NQF level 7. For complex subjects, the appropriate co-subject(s) must be completed to at least level 6 (see programme modules).

Other programme-specific information

Elective modules
Choose one of the following subject methodologies in accordance with the admission requirements (relevant academic modules are indicated in brackets)
^*The offering of these modules will depend on the number of student enrolments and the availability of staff to present the modules.*

Accounting
Afrikaans
^African languages
Business studies (Business management, Entrepreneurship, Business administration)
Computer application technology
Consumer studies (Nutrition, Clothing)
Economics (Economics, Business economics)
English
Geography

Histor
Hospitality studies (Hotel and catering)
Information technology (Computer, Multimedia or related modules)
Life orientation (Psychology or related modules)
Life sciences (Biology, Zoology, Botany, Physiology, Genetics, Microbiology, Biotechnology or any other related academic module)
Mathematical literacy
Mathematics
^Physical science (Physics, Chemistry, Applied science or any other related academic module)
^Tourisn
^Visual arts
^Music
^Dramatic arts
^Dance studies

Class attendance
The teacher education programmes of the Faculty of Education have been approved and accredited by the Department of Higher Education and Training. Due to the fact that the Faculty places high emphasis on the development of skills and competences, class attendance is compulsory for all student teachers for the full duration of the training period specified by SAQA (South African Qualification Authority).

Examinations and pass requirements

PPF 400 and PRO 410 are assessed through continuous and integrated assessment conducted on beginner teacher competence-based criteria. Assessment and feedback will be done continuously, as well as at the end of the first semester. At the end of the year students will be required to demonstrate their professional growth through various assessments by a mentor-teacher and mentor-lecturer, and a professional reflection..

Chancellor's examinations in the Faculty of Education
A final-year student, who has failed a maximum of three semester modules or their equivalent with a final mark of at least 40% in each, may be admitted by the Dean to a Chancellor's examination in these modules during January of the following year, provided that this will enable the student to comply with all the requirements for the certificate.

Pass with distinction

The PGCE will be awarded with distinction to a student who obtained 75% in each of the Professional development (PPF 400), Facilitating learning (FCL 400) and the specialisation module(s), as well as an average of 75% in all the other modules (not rounded).

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to

contact their faculties if they have any questions.

Curriculum: Final year

Minimum credits: 148

Additional information:

Fundamental and Core modules

- All Fundamental modules are compulsory.
- Core modules are compulsory, except the Conversational Competence modules (CCW, CCI and CCZ) of which only **one** should be chosen.
- An exemption exam can be written for the Conversational Competence modules.

Elective modules

- Two FET Phase (V##) modules must be selected.
- JNM 300 (Research Project) is only compulsory for students who do not qualify for a second FET Phase (V##) module.
- Choose one of the following subject methodologies in accordance with the admission requirements (relevant academic modules are indicated in brackets)

Please note: The offering of modules marked with this sign (^) will depend on the number of student enrolments and the availability of staff to present the modules.

Accounting
Afrikaans
^African languages
Business studies (Business management, Entrepreneurship, Business administration)
Consumer studies (Nutrition, Clothing)
Economics (Economics, Business economics)
English
Geography
History
Information technology (Computer, Multimedia or related modules)
Life sciences (Biology, Zoology, Botany, Physiology, Genetics, Microbiology, Biotechnology or any other related academic module)
Mathematical literacy
Mathematics
^Physical science (Physics, Chemistry, Applied science or any other related academic module)
^Tourism
^Visual arts
^Music
^Dramatic arts

Fundamental modules

Foundations of education 301 (FOE 301) - Credits: 8.00
Global and social perspectives in education 301 (GPE 301) - Credits: 8.00

Core modules

Conversational Competence: Sepedi 100 (CCI 100) - Credits: 12.00
Conversational Competence: Setswana 100 (CCW 100) - Credits: 12.00

Conversational Competence: IsiZulu 100 (CCZ 100) - Credits: 12.00
Facilitating learning 301 (FCL 301) - Credits: 12.00
Information and communication technology 310 (ICT 310) - Credits: 6.00
Learning support education 302 (JLD 302) - Credits: 6.00
Learning theories and assessment in teaching 301 (LNT 301) - Credits: 18.00
Professional ethics and law in teaching 310 (PEL 310) - Credits: 6.00
Professional development 301 (PPF 301) - Credits: 8.00
Teaching Practice 310 (PRO 310) - Credits: 12.00
Teaching Practice 320 (PRO 320) - Credits: 12.00

Elective modules
Research Project 300 (JNM 300) - Credits: 20.00
Methodology of Afrikaans 310 (VAF 310) - Credits: 20.00
Methodology of African languages 310 (VAT 310) - Credits: 20.00
Methodology of Business studies 310 (VBT 310) - Credits: 20.00
Methodology of Dramatic Arts 310 (VDU 310) - Credits: 20.00
Methodology of Economics 310 (VEK 310) - Credits: 20.00
Methodology of English 310 (VES 310) - Credits: 20.00
Methodology of Geography 310 (VGG 310) - Credits: 20.00
Methodology of History 310 (VGS 310) - Credits: 20.00
Methodology of Consumer Studies 310 (VHT 310) - Credits: 20.00
Methodology of Life sciences 310 (VLW 310) - Credits: 20.00
Methodology of Music 310 (VMU 310) - Credits: 20.00
Methodology of Accounting 310 (VRK 310) - Credits: 20.00
Methodology of Tourism 310 (VTO 310) - Credits: 20.00
Methodology of Visual arts 310 (VVK 310) - Credits: 20.00

PGCE (Senior Phase and Further Education and Training Teaching) (09127031)

Minimum duration of study	1 year

Programme information

The PGCE consists of a university-based learning (UBL) component and a school-based learning (SBL) component. The UBL component is presented in the format of classroom-based learning during which students construct a practice theory of and for education. For the purpose of the SBL component, students are placed in two partnerships schools with different compositions of a shadow week of 3 weeks and an extended placement of 7 weeks which amounts to a total of 10 weeks, during which they engage in education practice while they are supported and assessed by qualified mentor teachers and university lecturers.

The choices in compiling the package have to be approved by the package coordinator before registration.

Admission requirements

1. Relevant bachelor’s degree, or a relevant approved diploma with at least one module relevant to a school subject, passed at second-year diploma /bachelor’s level for the Senior Phase
2. At least one module relevant to a school subject, passed at third-year diploma/ bachelor’s level for the Further Education and Training Phase

Additional requirements

Senior Phase and FET Phase Teaching:

For an SP Specialisation: Appropriate subjects at second-year level (see programme modules).

For an FET Specialisation: Appropriate major subject at least at completed second-year level at NQF level 7 (see programme modules).

To become a First Language teacher or First Additional Language teacher a prospective student need to have successfully passed all academic modules at third-year university level for FET and second-year university level for SP; and have demonstrated mastery of or proficiency in the specific language.

Mastery of or proficiency in the specific language can be gauged by submitting sufficient proof from a recognised and accredited Language testing system; and/or consideration by the Dean in accordance with the selection committee after an interview.

A proficient/master user of a language has the following abilities (taken from CEF):

- Can understand a wide range of demanding, longer clauses, and recognize implicit meaning;
- Can express ideas fluently and spontaneously without much obvious searching for expressions;
- Can use language flexibly and effectively for social, academic and professional purposes;
- Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation;
- Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situation

If a student is selected into the PGCE and it becomes evident that additional Language learning is necessary, students may be requested to enrol for specialised modules such as ENG 118 for English Grammar etc. concurrently.

For Foreign Language teachers the following candidates can be considered:

- First Language speakers of the language: Second-year university level is sufficient for FET-level teaching.
- Additional Language speakers of the language:
- Student should have passed the language at matric level AND second-year university level OR
- Student should have passed third-year university level if he/she took the beginner courses during first-year university.

Other programme-specific information

Elective modules

Choose two of the following 8 learning areas in accordance with the admission requirements
(relevant academic modules are indicated in brackets)

SPH 401: Languages (Afrikaans, English)
SPH 402: Mathematics (Mathematics, Applied mathematics, Statistics or any other related academic module)
SPH 403: Art and culture (Art, Drama, Dance, Anthropology or any other related academic module)
SPH 404: Social sciences (History, Geography, Sociology, Political science or any other related academic module)
SPH 405: Life orientation (Psychology, Human movement studies, Recreation or any other related academic module)
SPH 406: Economic and management sciences (Economics, Business economics, Entrepreneurship, Business management, Accounting or any other related academic module)
SPH 407: Natural sciences (Biology, Botany, Zoology, Chemistry, Physics, Physiology, Genetics, Microbiology, Biotechnology or any other related academic module)

SPH 408: Technology (Any technology, technical or computer related academic module)

Class attendance
The teacher education programmes of the Faculty of Education have been approved and accredited by the Department of Higher Education and Training. Due to the fact that the Faculty places high emphasis on the development of skills and competences, class attendance is compulsory for all student teachers for the full duration of the training period specified by SAQA (South African Qualification Authority).

Examinations and pass requirements

PPF 400 and PRO 410 are assessed through continuous and integrated assessment conducted on beginner teacher competence-based criteria. Assessment and feedback will be done continuously, as well as at the end of the first semester. At the end of the year students will be required to demonstrate their professional growth through various assessments by a mentor-teacher and mentor-lecturer, and a professional reflection..

Chancellor's examinations in the Faculty of Education
A final-year student, who has failed a maximum of three semester modules or their equivalent with a final mark of at least 40% in each, may be admitted by the Dean to a Chancellor's examination in these modules during January of the following year, provided that this will enable the student to comply with all the requirements for the certificate.

Pass with distinction

The PGCE will be awarded with distinction to a student who obtained 75% in each of the Professional development (PPF 400), Facilitating learning (FCL 400) and the specialisation module(s), as well as an average of 75% in all the other modules (not rounded).

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.

Curriculum: Final year

Minimum credits: 148

Additional information
Fundamental and Core modules

- All Fundamental modules are compulsory.
- Core modules are compulsory, except the Conversational Competence modules (CCW, CCI and CCZ) of which only **one** should be chosen.
- An exemption exam can be written for the Conversational Competence modules.

Elective modules

- Two Senior Phase (SPH) electives **OR** one FET Phase elective must be selected.

- JNM 300 (Research Project) is compulsory
- Students who qualify may choose a second FET Phase (V##) elective.
- Choose one of the following subject methodologies in accordance with the admission requirements (relevant academic modules are indicated in brackets)
- Choose **two** of the following learning areas in accordance with the admission requirements (relevant academic modules are indicated in brackets)
  - SPH 301: Languages (Afrikaans, African, English Generic)
  - SPH 302: Mathematics (Mathematics, Applied mathematics, Statistics or any other related academic module)
  - SPH 307: Natural sciences (Biology, Botany, Zoology, Chemistry, Physics, Physiology, Genetics, Microbiology, Biotechnology or any other related academic module)

Fundamental modules
Foundations of education 301 (FOE 301) - Credits: 8.00
Global and social perspectives in education 301 (GPE 301) - Credits: 8.00

Core modules
Conversational Competence: Sepedi 100 (CCI 100) - Credits: 12.00
Conversational Competence: Setswana 100 (CCW 100) - Credits: 12.00
Conversational Competence: IsiZulu 100 (CCZ 100) - Credits: 12.00
Facilitating learning 301 (FCL 301) - Credits: 12.00
Information and communication technology 310 (ICT 310) - Credits: 6.00
Learning support education 302 (JLD 302) - Credits: 6.00
Learning theories and assessment in teaching 301 (LNT 301) - Credits: 18.00
Professional ethics and law in teaching 310 (PEL 310) - Credits: 6.00
Professional development 301 (PPF 301) - Credits: 8.00
Teaching Practice 310 (PRO 310) - Credits: 12.00
Teaching Practice 320 (PRO 320) - Credits: 12.00

Elective modules
Languages 311 (SPH 311) - Credits: 20.00
Mathematics 312 (SPH 312) - Credits: 20.00
Natural sciences 317 (SPH 317) - Credits: 20.00
Methodology of Afrikaans 310 (VAF 310) - Credits: 20.00
Methodology of African languages 310 (VAT 310) - Credits: 20.00
Methodology of Business studies 310 (VBT 310) - Credits: 20.00
Methodology of Dramatic Arts 310 (VDU 310) - Credits: 20.00
Methodology of Economics 310 (VEK 310) - Credits: 20.00
Methodology of English 310 (VES 310) - Credits: 20.00
Methodology of Geography 310 (VGG 310) - Credits: 20.00
Methodology of History 310 (VGS 310) - Credits: 20.00
Methodology of Consumer Studies 310 (VHT 310) - Credits: 20.00
Methodology of Life sciences 310 (VLW 310) - Credits: 20.00
Methodology of Music 310 (VMU 310) - Credits: 20.00
Methodology of Accounting 310 (VRK 310) - Credits: 20.00
Methodology of Tourism 310 (VTO 310) - Credits: 20.00
Methodology of Visual arts 310 (VVK 310) - Credits: 20.00

PGDip (Technical and Vocational Education and Training) (09227053)

Minimum duration of study	1 year

Admission requirements

1. Relevant bachelor's degree, or
2. A relevant advanced diploma (in TVET, NQF level 7), or
3. A relevant advanced diploma in teaching/Postgraduate Certificate in Education, or
4. A relevant four-year bachelor's degree in teaching (eg BEd, BAEd, BSecEd; BSc Ed), or
5. A relevant three-year professional teaching qualification with appropriate prior learning or,
6. A National Diploma with appropriate prior learning, and
7. Computer literacy proficiency as determined by a proficiency test may be required.

Additional requirements

- Applicants must be employed as academic staff in the TVET sector.
- Applicants must be able to demonstrate sufficient computer literacy that will be assessed, or must have a recognised Information Technology qualification which meets this need.
- Applicants must have access to Internet Communications infrastructure.

Other programme-specific information

- The programme takes the form of integrated work-based professional learning (addressing the multidimensional practice of education in a TVET context). The focus is on authentic workplace assessment.
- In contact mode the programme extends over one year and is presented in block sessions of which two will be presented in the first semester and two in the second semester, followed by evening classes every fortnight.
- In distance and hybrid off-campus modes the programme extends over one or two years and is presented with two optional contact sessions year, followed by ICT driven guided study.

Pass with distinction

The certificate is awarded with distinction to a student who has obtained an average of at least 75%, with a minimum of 65 % in each module (no rounding).

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.

Curriculum: Final year

Minimum credits: 130

Core modules

Curriculum development 711 (CDD 711) - Credits: 14.00
Financial and human resource management 734 (EDM 734) - Credits: 14.00
Emotional-social wellbeing 731 (KGG 731) - Credits: 14.00
Instructional management 700 (LMD 700) - Credits: 14.00
Management and leadership in education 732 (LVO 732) - Credits: 14.00
Educational technology in higher education 730 (OWT 730) - Credits: 14.00
Professional development in TVET 700 (PFO 700) - Credits: 32.00
Assessment and quality assurance 713 (QPI 713) - Credits: 14.00

Honours

BEdHons (Assessment and Quality Assurance in Education and Training) (09240011)

Minimum duration of study	1 year

Admission requirements

1. Relevant bachelor's degree and a relevant Teacher's Diploma (e.g. BA + HED) **or** relevant bachelor's degree and a Postgraduate Certificate in Education **or** relevant four-year bachelor's degree in Education (e.g. BEd) **or** relevant M+4 Teacher's Diploma and relevant Advanced Diploma in Education.

Additional requirements

Selection is based on:

- Meeting the minimum academic requirements required for admission;
- Previous academic performance;
- Applicable academic and/or teaching background;
- Availability of supervision for the required research project;
- Proven academic potential which may include academic communication and computer application skills;
- Additionally, an interview may be requested;
- The requirements of professional registration bodies;
- The discretion of the head of department.

Examinations and pass requirements

Subject to exceptions approved by the Dean, on the recommendation of the relevant head of department, a student may not sit for an examination for the honours degree more than twice in the same module.

Chancellor's examination
A final-year student who has failed a maximum of three semester modules or their equivalent, with a final mark of at least 40% in each, may be admitted by the Dean to a Chancellor's examination/s in these modules during January of the following year, provided that this will enable the student to comply with all the requirements for the degree.

Research information

A research project is compulsory and must be handed in for examination, as prescribed by the particular department.

Pass with distinction

The degree is conferred with distinction on a student who has obtained an average of at least 75%, with a minimum of 70% in each module (no rounding).

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-

Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.

Curriculum: Final year

Minimum credits: 128

When the full-time option is chosen, all "Fundamental" and "Core" modules must be selected. When the part-time option is chosen, NMQ 745, EDS 711, CDD 710 and API 711 must be selected in the 1st year and NMQ 755, one elective, AQA 780 and QPI 712 must be selected in the final year. **Elective module prerequisites** include Mathematics II for Mathematics education (MCE 730), Biology II or Zoology II or Botany II or General science ll for Life sciences education (LSN 730) and Physics II or Chemistry II or General science II for Physical sciences education (PHN 730). If SCU 731 is chosen, it can only be taken in the second semester. Approval from the relevant head of department is required for MCE 730, LSN 730 and PHN 730.

Fundamental modules

Part 2: Research report 780 (AQA 780) - Credits: 16.00
Part 1: Research proposal 755 (NMQ 755) - Credits: 16.00

Core modules

Assessment approaches and instruments 711 (API 711) - Credits: 16.00
Curriculum development 710 (CDD 710) - Credits: 16.00
Philosophy and social imperatives of education 711 (EDS 711) - Credits: 16.00
Educational research methodology 745 (NMQ 745) - Credits: 16.00
Quality assurance structures and policies 712 (QPI 712) - Credits: 16.00

Elective modules

Instructional tools and e-learning 710 (CTM 710) - Credits: 16.00
Education law and policy 730 (ELP 730) - Credits: 16.00
Inclusive education 731 (ISA 731) - Credits: 16.00
Multi-literacies 730 (JGL 730) - Credits: 16.00
Life orientation education 710 (JLO 710) - Credits: 16.00
Learning support 710 (LSG 710) - Credits: 16.00
Life science education 730 (LSN 730) - Credits: 16.00
Mathematics and mathematical literacy education 730 (MCE 730) - Credits: 16.00
Physical sciences education 730 (PHN 730) - Credits: 16.00
Sciences curriculum 731 (SCU 731) - Credits: 16.00
Design and technology education 730 (TNO 730) - Credits: 16.00

BEdHons (Computer-integrated Education) (09240051)

Minimum duration of study	1 year

Admission requirements

1. Relevant bachelor's degree and a relevant Teacher's Diploma (e.g. BA + HED) **or** relevant bachelor's degree and a Postgraduate Certificate in Education **or** relevant four-year bachelor's degree in Education (e.g. BEd) **or** relevant M+4 Teacher's Diploma and relevant Advanced Diploma in Education.

Additional requirements

Selection is based on:

- Meeting the minimum academic requirements required for admission;
- Previous academic performance;
- Applicable academic and/or teaching background;
- Availability of supervision for the required research project;
- Proven academic potential which may include academic communication and computer application skills;
- Additionally, an interview may be requested;
- The requirements of professional registration bodies;
- The discretion of the head of department.

Examinations and pass requirements

Subject to exceptions approved by the Dean, on the recommendation of the relevant head of department, a student may not sit for an examination for the honours degree more than twice in the same module.

Chancellor's examination
A final-year student who has failed a maximum of three semester modules or their equivalent, with a final mark of at least 40% in each, may be admitted by the Dean to a Chancellor's examination/s in these modules during January of the following year, provided that this will enable the student to comply with all the requirements for the degree.

Research information

A research project is compulsory and must be handed in for examination, as prescribed by the particular department.

Pass with distinction

The degree is conferred with distinction on a student who has obtained an average of at least 75%, with a minimum of 70% in each module (no rounding).

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.

Curriculum: Final year

Minimum credits: 128

Fundamental modules

Part 2: Research report 780 (CIE 780) - Credits: 16.00
Part 1: Research proposal 755 (NMQ 755) - Credits: 16.00

Core modules

Assessment approaches and instruments 711 (API 711) - Credits: 16.00
Curriculum development 710 (CDD 710) - Credits: 16.00
Computers as cognitive tools 720 (CIT 720) - Credits: 16.00
Instructional tools and e-learning 710 (CTM 710) - Credits: 16.00
Philosophy and social imperatives of education 711 (EDS 711) - Credits: 16.00
Educational research methodology 745 (NMQ 745) - Credits: 16.00

BEdHons (Computer-integrated Education) (Distance Education) (09240052)

Minimum duration of study	2 years

Programme information

It is not possible to meet the training needs of teaching staff in South Africa through contact tuition only. Therefore, the Faculty of Education has been offering programmes in a distance education delivery mode for a number of years. To ensure that distance education students can depend on the same quality academic programmes and levels of service quality as contact students, a Unit for Distance Education has been established in the Faculty to manage the distance programmes of the Faculty.

This is a paper-based programme-, supported by academic contact sessions and is presented in a distance education mode.

Admission requirements

1. Relevant bachelor’s degree and a relevant Teacher’s Diploma (e.g. BA + HED) **or** relevant bachelor’s degree and a Postgraduate Certificate in Education **or** relevant four-year bachelor’s degree in Education (e.g. BEd) **or** relevant M+4 Teacher’s Diploma and relevant Advanced Diploma in Education.

Other programme-specific information

The learning materials are available only in English.

General requirements
Students must complete and submit at least two assignments per module. These assignments are support mechanisms for students in their studies. Assignments are compulsory and contribute 30% towards the final mark. If a student failed the examination in a module twice, the student will be de-registered for that module and will have to reregister for the module. A student who reregisters for a module has to pay the full tuition fees for that module again, and will have to resubmit both assignments 1 and 2. Assignment marks obtained previously will not be carried over. A student in the honours programme may only reregister for a module once. If a student does not pass the module after the second registration, he/she will be de-registered from the whole programme, and will not be allowed to continue his/her studies for this degree at the University of Pretoria. (Also consult General Academic Regulation G18.)

Examinations and pass requirements

Examinations take place twice a year (during April and October) at examination centres countrywide. Students must register for examinations as stipulated under faculty-specific regulations.
A final mark of at least 50% is required to pass a module. The final mark is calculated by using the following three marks: assignment 1 = 10%; assignment 2 = 20% and the examination/project = 70%.

Research information

A research project is compulsory, and must be prepared according to the requirements of the specific department and submitted for assessment. Both assignments for the project are compulsory. The project will contribute 70% towards the final mark.

Pass with distinction

The degree is conferred with distinction on a student who has obtained an average of at least 75%, with a minimum of 70% in each module (no rounding).

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.

Curriculum: Block 1

Minimum credits: 16

Core modules

Philosophy and social imperatives of education 733 (EDS 733) - Credits: 16.00
Educational research methodology 734 (NMQ 734) - Credits: 16.00

Curriculum: Block 2

Minimum credits: 16

Core modules

Assessment approaches and instruments 733 (API 733) - Credits: 16.00
Curriculum development 733 (CDD 733) - Credits: 16.00

Curriculum: Block 3

Minimum credits: 16

Core modules

Instructional Tools and e-learning 733 (CTM 733) - Credits: 16.00
Research proposal 735 (NMQ 735) - Credits: 16.00

Curriculum: Block 4

Minimum credits: 16

Core modules

Research report 781 (CIE 781) - Credits: 16.00
Computers as cognitive tools 733 (CIT 733) - Credits: 16.00

BEdHons (Curriculum and Instructional Design and Development) *Teacher Education and Professional Development Plan* (09240029)

Minimum duration of study	1 year

Admission requirements

1. Relevant bachelor's degree and a relevant Teacher's Diploma (e.g. BA + HED) **or** relevant bachelor's degree and a Postgraduate Certificate in Education **or** relevant four-year bachelor's degree in Education (e.g. BEd) **or** relevant M+4 Teacher's Diploma and relevant Advanced Diploma in Education.

Additional requirements

For Oral Literacies in African Language Education (ALE 730) IsiZulu/IsiNdebele/Sepedi/Setswana 1, 2, 3 will be required. Beginner's courses are not acceptable.

Selection is based on:

- Meeting the minimum academic requirements required for admission;
- Previous academic performance;
- Applicable academic and/or teaching background;
- Availability of supervision for the required research project;
- Proven academic potential which may include academic communication and computer application skills;
- Additionally, an interview may be requested;
- The requirements of professional registration bodies;
- The discretion of the head of department.

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.

Curriculum: Final year

Minimum credits: 128

Fundamental modules
Part 2: Research report 780 (CDV 780) - Credits: 16.00
Part 1: Research proposal 755 (NMQ 755) - Credits: 16.00

Core modules
Assessment approaches and instruments 711 (API 711) - Credits: 16.00
Curriculum development 710 (CDD 710) - Credits: 16.00
Philosophy and social imperatives of education 711 (EDS 711) - Credits: 16.00
Educational research methodology 745 (NMQ 745) - Credits: 16.00
Professional development 710 (PFO 710) - Credits: 16.00

Elective modules
Oral Literacies in African Language Education 730 (ALE 730) - Credits: 16.00
Creative Arts Education 730 (CAE 730) - Credits: 16.00
Diversity in education 720 (EDI 720) - Credits: 16.00
Gender in education 730 (GEE 730) - Credits: 16.00
Perspectives in Geography Education 730 (GEO 730) - Credits: 16.00
History education 730 (HIE 730) - Credits: 16.00
Multi-literacies 730 (JGL 730) - Credits: 16.00
Life orientation education 710 (JLO 710) - Credits: 16.00
Physical Education and School Sport 730 (PES 730) - Credits: 16.00

BEdHons (Education Management, Law and Policy) (09240061)

Minimum duration of study	1 year

Admission requirements

1. Relevant bachelor’s degree and a relevant Teacher’s Diploma (e.g. BA + HED) **or** relevant bachelor’s degree and a Postgraduate Certificate in Education **or** relevant four-year bachelor’s degree in Education (e.g. BEd) **or** relevant M+4 Teacher’s Diploma and relevant Advanced Diploma in Education.

Additional requirements

Selection is based on:

- Meeting the minimum academic requirements required for admission;
- Previous academic performance;
- Applicable academic and/or teaching background;
- Availability of supervision for the required research project;
- Proven academic potential which may include academic communication and computer application skills;
- Additionally, an interview may be requested;
- The requirements of professional registration bodies;
- The discretion of the head of department.

Examinations and pass requirements

Subject to exceptions approved by the Dean, on the recommendation of the relevant head of department, a student may not sit for an examination for the honours degree more than twice in the same module.

Chancellor's examination
A final-year student who has failed a maximum of three semester modules or their equivalent, with a final mark of at least 40% in each, may be admitted by the Dean to a Chancellor's examination/s in these modules during January of the following year, provided that this will enable the student to comply with all the requirements for the degree.

Research information

A research project is compulsory and must be handed in for examination, as prescribed by the particular department.

Pass with distinction

The degree is conferred with distinction on a student who has obtained an average of at least 75%, with a minimum of 70% in each module (no rounding).

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.

Curriculum: Final year

Minimum credits: 128

Fundamental modules

Part 1: Research proposal 755 (NMQ 755) - Credits: 16.00
Part 2: Research report: Values-driven education 781 (WEM 781) - Credits: 16.00

Core modules

Curriculum development 710 (CDD 710) - Credits: 16.00
Education management 732 (EDM 732) - Credits: 16.00
Philosophy and social imperatives of education 711 (EDS 711) - Credits: 16.00
Education law and policy 730 (ELP 730) - Credits: 16.00
Management and leadership in education 731 (LVO 731) - Credits: 16.00
Educational research methodology 745 (NMQ 745) - Credits: 16.00

BEdHons (Education Management, Law and Policy) (Distance Education) (09240082)

Minimum duration of study	2 years

Programme information

It is not possible to meet the training needs of teaching staff in South Africa through contact tuition only. Therefore, the Faculty of Education has been offering programmes in a distance education delivery mode for a number of years. To ensure that distance education students can depend on the same quality academic programmes and levels of service quality as contact students, a Unit for Distance Education has been established in the Faculty to manage the distance programmes of the Faculty.

This is a paper-based programme-, supported by academic contact sessions and is presented in a distance education mode.

Admission requirements

1. Relevant bachelor's degree and a relevant Teacher's Diploma (e.g. BA + HED) **or** relevant bachelor's degree and a Postgraduate Certificate in Education **or** relevant four-year bachelor's degree in Education (e.g. BEd) **or** relevant M+4 Teacher's Diploma and relevant Advanced Diploma in Education.

Other programme-specific information

The learning materials are available only in English.

General requirements
Students must complete and submit at least two assignments per module. These assignments are support mechanisms for students in their studies. Assignments are compulsory and contribute 30% towards the final mark. If a student failed the examination in a module twice, the student will be de-registered for that module and will have to reregister for the module. A student who reregisters for a module has to pay the full tuition fees for that module again, and will have to resubmit both assignments 1 and 2. Assignment marks obtained previously will not be carried over. A student in the honours programme may only reregister for a module once. If a student does not pass the module after the second registration, he/she will be de-registered from the whole programme, and will not be allowed to continue his/her studies for this degree at the University of Pretoria. (Also consult General Academic Regulation G18.)

Examinations and pass requirements

Examinations take place twice a year (during April and October) at examination centres countrywide. Students must register for examinations as stipulated under faculty-specific regulations.
A final mark of at least 50% is required to pass a module. The final mark is calculated by using the following three marks: assignment 1 = 10%; assignment 2 = 20% and the examination/project = 70%.

Research information

A research project is compulsory, and must be prepared according to the requirements of the specific department and submitted for assessment. Both assignments for the project are compulsory. The project will contribute 70% towards the final mark.

Pass with distinction

The degree is conferred with distinction on a student who has obtained an average of at least 75%, with a minimum of 70% in each module (no rounding).

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.

Curriculum: Block 1
Minimum credits: 16

Core modules
Philosophy and social imperatives of education 733 (EDS 733) - Credits: 16.00
Educational research methodology 734 (NMQ 734) - Credits: 16.00

Curriculum: Block 2
Minimum credits: 16

Core modules
Curriculum development 733 (CDD 733) - Credits: 16.00
Management and leadership in education 733 (LVO 733) - Credits: 16.00

Curriculum: Block 3
Minimum credits: 16

Core modules
Education law and policy 733 (ELP 733) - Credits: 16.00
Research proposal 735 (NMQ 735) - Credits: 16.00

Curriculum: Block 4
Minimum credits: 16

Core modules
Education management 733 (EDM 733) - Credits: 16.00
Research report 782 (WEM 782) - Credits: 16.00

BEdHons (Educational Psychology) (09240092)

Minimum duration of study	2 years

Admission requirements

1. Relevant bachelor’s degree on NQF level 7 and
2. Psychology (passed at third-year level) and Education (passed at second-year level)

Examinations and pass requirements

Subject to exceptions approved by the Dean, on the recommendation of the relevant head of department, a student may not sit for an examination for the honours degree more than twice in the same module.

Chancellor's examination
A final-year student who has failed a maximum of three semester modules or their equivalent, with a final mark of at least 40% in each, may be admitted by the Dean to a Chancellor's examination/s in these modules during January of the following year, provided that this will enable the student to comply with all the requirements for the degree.

Research information

A research project is compulsory and must be handed in for examination, as prescribed by the particular department.

Pass with distinction

The degree is conferred with distinction on a student who has obtained an average of at least 75%, with a minimum of 70% in each module (no rounding).

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.

Curriculum: Final year

Minimum credits: 128

When the full-time option is chosen, all "Fundamental" and "Core" modules must be selected. When the part-time option is chosen, NMQ 745, EDS 711, CDD 710 and KGG 730 must be selected in the 1st year and NMQ 755, LDS 730, NOS 780 and LOT 730 must be selected in the final year.

Fundamental modules

Part 1: Research proposal 755 (NMQ 755) - Credits: 16.00
Part 2: Research report 780 (NOS 780) - Credits: 16.00

Core modules

Philosophy and social imperatives of education 711 (EDS 711) - Credits: 16.00
Inclusive education 731 (ISA 731) - Credits: 16.00
Socio-emotional health and wellbeing 730 (KGG 730) - Credits: 16.00
Learning diversity 730 (LDS 730) - Credits: 16.00
Life design 730 (LOT 730) - Credits: 16.00
Educational research methodology 745 (NMQ 745) - Credits: 16.00

BEdHons (Learning Support) (09240046)

Minimum duration of study	1 year

Programme information

The BEdHons in Learning Support is aimed at Foundation Phase (Grade 1-3) and Intermediate Phase (Grade 4-7) teachers.

Admission requirements

1. Relevant bachelor's degree and a relevant Teacher's Diploma (e.g. BA + HED) **or** relevant bachelor's degree and a Postgraduate Certificate in Education **or** relevant four-year bachelor's degree in Education (e.g. BEd) **or** relevant M+4 Teacher's Diploma and relevant Advanced Diploma in Education.

Additional requirements

Selection is based on:

- Meeting the minimum academic requirements required for admission;
- Previous academic performance;
- Applicable academic and/or teaching background;
- Availability of supervision for the required research project;
- Proven academic potential which may include academic communication and computer application skills;
- Additionally, an interview may be requested;
- The requirements of professional registration bodies;
- The discretion of the head of department.

Examinations and pass requirements

Subject to exceptions approved by the Dean, on the recommendation of the relevant head of department, a student may not sit for an examination for the honours degree more than twice in the same module.

Chancellor's examination
A final-year student who has failed a maximum of three semester modules or their equivalent, with a final mark of at least 40% in each, may be admitted by the Dean to a Chancellor's examination/s in these modules during January of the following year, provided that this will enable the student to comply with all the requirements for the degree.

Research information

A research project is compulsory and must be handed in for examination, as prescribed by the particular department.

Pass with distinction

The degree is conferred with distinction on a student who has obtained an average of at least 75%, with a minimum of 70% in each module (no rounding).

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.

Curriculum: Final year

Minimum credits: 128

Fundamental modules

Part 2: Research report 780 (LSG 780) - Credits: 16.00
Part 1: Research proposal 755 (NMQ 755) - Credits: 16.00

Core modules

Curriculum development 710 (CDD 710) - Credits: 16.00
Philosophy and social imperatives of education 711 (EDS 711) - Credits: 16.00
Identification and assessment of learners' needs 720 (ILN 720) - Credits: 16.00
Early intervention in numeracy and literacy 730 (JGS 730) - Credits: 16.00
Learning support 710 (LSG 710) - Credits: 16.00
Educational research methodology 745 (NMQ 745) - Credits: 16.00

BEdHons (Learning Support) (Distance Education) (09240047)

Minimum duration of study	2 years

Programme information

It is not possible to meet the training needs of teaching staff in South Africa through contact tuition only. Therefore, the Faculty of Education has been offering programmes in a distance education delivery mode for a number of years. To ensure that distance education students can depend on the same quality academic programmes and levels of service quality as contact students, a Unit for Distance Education has been established in the Faculty to manage the distance programmes of the Faculty.

This is a paper-based programme-, supported by academic contact sessions and is presented in a distance education mode.

Admission requirements

1. Relevant bachelor’s degree and a relevant Teacher’s Diploma (e.g. BA + HED) **or** relevant bachelor’s degree and a Postgraduate Certificate in Education **or** relevant four-year bachelor’s degree in Education (e.g. BEd) **or** relevant M+4 Teacher’s Diploma and relevant Advanced Diploma in Education.

Other programme-specific information

The learning materials are available only in English.

General requirements

Students must complete and submit at least two assignments per module. These assignments are support mechanisms for students in their studies. Assignments are compulsory and contribute 30% towards the final mark. If a student failed the examination in a module twice, the student will be de-registered for that module and will have to reregister for the module. A student who reregisters for a module has to pay the full tuition fees for that module again, and will have to resubmit both assignments 1 and 2. Assignment marks obtained previously will not be carried over. A student in the honours programme may only reregister for a module once. If a student does not pass the module after the second registration, he/she will be de-registered from the whole programme, and will not be allowed to continue his/her studies for this degree at the University of Pretoria. (Also consult General Academic Regulation G18.)

Examinations and pass requirements

Examinations take place twice a year (during April and October) at examination centres countrywide. Students must register for examinations as stipulated under faculty-specific regulations.
A final mark of at least 50% is required to pass a module. The final mark is calculated by using the following three marks: assignment 1 = 10%; assignment 2 = 20% and the examination/project = 70%.

Research information

A research project is compulsory, and must be prepared according to the requirements of the specific department and submitted for assessment. Both assignments for the project are compulsory. The project will contribute 70% towards the final mark.

Pass with distinction

The degree is conferred with distinction on a student who has obtained an average of at least 75%, with a minimum of 70% in each module (no rounding).

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.

Curriculum: Block 1

Minimum credits: 16

Core modules

Philosophy and social imperatives of education 733 (EDS 733) - Credits: 16.00
Educational research methodology 734 (NMQ 734) - Credits: 16.00

Curriculum: Block 2

Minimum credits: 16

Core modules
Curriculum development 733 (CDD 733) - Credits: 16.00
Identification and assessment of learners' needs 733 (ILN 733) - Credits: 16.00

Curriculum: Block 3
Minimum credits: 160

Core modules
Learning support 733 (LSG 733) - Credits: 16.00
Research proposal 735 (NMQ 735) - Credits: 16.00

Curriculum: Block 4
Minimum credits: 16

Core modules
Early intervention in numeracy and literacy 733 (JGS 733) - Credits: 16.00
Research report 781 (LSG 781) - Credits: 16.00

BEdHons (Life Sciences Education) (09240002)

Minimum duration of study	1 year

Admission requirements

1. Relevant bachelor's degree and a relevant Teacher's Diploma (e.g. BA + HED) **or** relevant bachelor's degree and a Postgraduate Certificate in Education **or** relevant four-year bachelor's degree in Education (e.g. BEd) **or** relevant M+4 Teacher's Diploma and relevant Advanced Diploma in Education.

Additional requirements

Selection is based on:

- Meeting the minimum academic requirements required for admission;
- Previous academic performance;
- Applicable academic and/or teaching background;
- Availability of supervision for the required research project;
- Proven academic potential which may include academic communication and computer application skills;
- Additionally, an interview may be requested;
- The requirements of professional registration bodies;
- The discretion of the head of department.

Examinations and pass requirements

Subject to exceptions approved by the Dean, on the recommendation of the relevant head of department, a student may not sit for an examination for the honours degree more than twice in the same module.

Chancellor's examination
A final-year student who has failed a maximum of three semester modules or their equivalent, with a final mark of at least 40% in each, may be admitted by the Dean to a Chancellor's examination/s in these modules during January of the following year, provided that this will enable the student to comply with all the requirements for the degree.

Research information

A research project is compulsory and must be handed in for examination, as prescribed by the particular department.

Pass with distinction

The degree is conferred with distinction on a student who has obtained an average of at least 75%, with a minimum of 70% in each module (no rounding).

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.

Curriculum: Final year

Minimum credits: 128

When the full-time option is chosen, all "Fundamental" and "Core" modules must be selected. When the part-time option is chosen, NMQ 745, EDS 711, CDD 710 and API 711 must be selected in the 1st year and NMQ 755, LSN 730, SMP 780 and SCU 731 must be selected in the final year.

Fundamental modules

Part 1: Research proposal 755 (NMQ 755) - Credits: 16.00
Part 2: Research report 780 (SMP 780) - Credits: 16.00

Core modules

Assessment approaches and instruments 711 (API 711) - Credits: 16.00
Curriculum development 710 (CDD 710) - Credits: 16.00
Philosophy and social imperatives of education 711 (EDS 711) - Credits: 16.00
Life science education 730 (LSN 730) - Credits: 16.00
Educational research methodology 745 (NMQ 745) - Credits: 16.00
Sciences curriculum 731 (SCU 731) - Credits: 16.00

BEdHons (Mathematics Education) (09240001)

Minimum duration of study	1 year

Admission requirements

1. Relevant bachelor’s degree and a relevant Teacher’s Diploma (e.g. BA + HED) **or** relevant bachelor’s degree and a Postgraduate Certificate in Education **or** relevant four-year bachelor’s degree in Education (e.g. BEd) **or** relevant M+4 Teacher’s Diploma and relevant Advanced Diploma in Education.

Additional requirements

Selection is based on:

- Meeting the minimum academic requirements required for admission;
- Previous academic performance;
- Applicable academic and/or teaching background;
- Availability of supervision for the required research project;
- Proven academic potential which may include academic communication and computer application skills;
- Additionally, an interview may be requested;
- The requirements of professional registration bodies;
- The discretion of the head of department.

Examinations and pass requirements

Subject to exceptions approved by the Dean, on the recommendation of the relevant head of department, a student may not sit for an examination for the honours degree more than twice in the same module.

Chancellor's examination
A final-year student who has failed a maximum of three semester modules or their equivalent, with a final mark of at least 40% in each, may be admitted by the Dean to a Chancellor's examination/s in these modules during January of the following year, provided that this will enable the student to comply with all the requirements for the degree.

Research information

A research project is compulsory and must be handed in for examination, as prescribed by the particular department.

Pass with distinction

The degree is conferred with distinction on a student who has obtained an average of at least 75%, with a minimum of 70% in each module (no rounding).

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.

Curriculum: Final year

Minimum credits: 128

When the full-time option is chosen, all "Fundamental" and "Core" modules must be selected. When the part-time option is chosen, NMQ 745, EDS 711, CDD 710 and API 711 must be selected in the 1st year and NMQ 755, MCE 730, SMP 780 and SCU 731 must be selected in the final year.

Fundamental modules
Part 1: Research proposal 755 (NMQ 755) - Credits: 16.00
Part 2: Research report 780 (SMP 780) - Credits: 16.00

Core modules
Assessment approaches and instruments 711 (API 711) - Credits: 16.00
Curriculum development 710 (CDD 710) - Credits: 16.00
Philosophy and social imperatives of education 711 (EDS 711) - Credits: 16.00
Mathematics and mathematical literacy education 730 (MCE 730) - Credits: 16.00
Educational research methodology 745 (NMQ 745) - Credits: 16.00
Sciences curriculum 731 (SCU 731) - Credits: 16.00

BEdHons (Physical Sciences Education) (09240003)

Minimum duration of study	1 year

Admission requirements

1. Relevant bachelor’s degree and a relevant Teacher’s Diploma (e.g. BA + HED) **or** relevant bachelor’s degree and a Postgraduate Certificate in Education **or** relevant four-year bachelor’s degree in Education (e.g. BEd) **or** relevant M+4 Teacher’s Diploma and relevant Advanced Diploma in Education.

Additional requirements

Selection is based on:

- Meeting the minimum academic requirements required for admission;
- Previous academic performance;
- Applicable academic and/or teaching background;
- Availability of supervision for the required research project;
- Proven academic potential which may include academic communication and computer application skills;
- Additionally, an interview may be requested;
- The requirements of professional registration bodies;
- The discretion of the head of department.

Examinations and pass requirements

Subject to exceptions approved by the Dean, on the recommendation of the relevant head of department, a student may not sit for an examination for the honours degree more than twice in the same module.

Chancellor's examination
A final-year student who has failed a maximum of three semester modules or their equivalent, with a final mark of at least 40% in each, may be admitted by the Dean to a Chancellor's examination/s in these modules during January of the following year, provided that this will enable the student to comply with all the requirements for the degree.

Research information

A research project is compulsory and must be handed in for examination, as prescribed by the particular

department.

Pass with distinction

The degree is conferred with distinction on a student who has obtained an average of at least 75%, with a minimum of 70% in each module (no rounding).

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.

Curriculum: Final year

Minimum credits: 128

When the full-time option is chosen, all "Fundamental" and "Core" modules must be selected. When the part-time option is chosen, NMQ 745, EDS 711, CDD 710 and API 711 must be selected in the 1st year and NMQ 755, PHN 730, SMP 780 and SCU 731 must be selected in the final year.

Fundamental modules

Part 1: Research proposal 755 (NMQ 755) - Credits: 16.00
Part 2: Research report 780 (SMP 780) - Credits: 16.00

Core modules

Assessment approaches and instruments 711 (API 711) - Credits: 16.00
Curriculum development 710 (CDD 710) - Credits: 16.00
Philosophy and social imperatives of education 711 (EDS 711) - Credits: 16.00
Educational research methodology 745 (NMQ 745) - Credits: 16.00
Physical sciences education 730 (PHN 730) - Credits: 16.00
Sciences curriculum 731 (SCU 731) - Credits: 16.00

BEdHons (Technology Education) (09240004)

Minimum duration of study	1 year

Admission requirements

1. Relevant bachelor’s degree and a relevant Teacher’s Diploma (e.g. BA + HED) **or** relevant bachelor’s degree and a Postgraduate Certificate in Education **or** relevant four-year bachelor’s degree in Education (e.g. BEd) **or** relevant M+4 Teacher’s Diploma and relevant Advanced Diploma in Education.

Additional requirements

Selection is based on:

- Meeting the minimum academic requirements required for admission;
- Previous academic performance;
- Applicable academic and/or teaching background;
- Availability of supervision for the required research project;
- Proven academic potential which may include academic communication and computer application skills;
- Additionally, an interview may be requested;
- The requirements of professional registration bodies;
- The discretion of the head of department.

Examinations and pass requirements

Subject to exceptions approved by the Dean, on the recommendation of the relevant head of department, a student may not sit for an examination for the honours degree more than twice in the same module.

Chancellor's examination
A final-year student who has failed a maximum of three semester modules or their equivalent, with a final mark of at least 40% in each, may be admitted by the Dean to a Chancellor's examination/s in these modules during January of the following year, provided that this will enable the student to comply with all the requirements for the degree.

Research information

A research project is compulsory and must be handed in for examination, as prescribed by the particular department.

Pass with distinction

The degree is conferred with distinction on a student who has obtained an average of at least 75%, with a minimum of 70% in each module (no rounding).

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.

Curriculum: Final year

Minimum credits: 128

When the full-time option is chosen, all "Fundamental" and "Core" modules must be selected. When the part-time option is chosen, NMQ 745, EDS 711, CDD 710 and API 711 must be selected in the 1st year and NMQ 755, TNO 730, SMP 780 and SCU 731 must be selected in the final year.

Fundamental modules

Part 1: Research proposal 755 (NMQ 755) - Credits: 16.00
Part 2: Research report 780 (SMP 780) - Credits: 16.00

Core modules

Assessment approaches and instruments 711 (API 711) - Credits: 16.00
Curriculum development 710 (CDD 710) - Credits: 16.00
Philosophy and social imperatives of education 711 (EDS 711) - Credits: 16.00
Educational research methodology 745 (NMQ 745) - Credits: 16.00
Sciences curriculum 731 (SCU 731) - Credits: 16.00
Design and technology education 730 (TNO 730) - Credits: 16.00

Master's

Master of Education [MEd] (09250005)

Minimum duration of study	2 years

Programme information

Students can choose one of the following focus areas:

- Humanities Education (09250005)
- Early Childhood Education (09250006)
- Education Management and Policy Studies (09250007)
- Computer Integrated Education (09250008)
- Life Sciences Education (09250009)
- Mathematics Education (09250013)
- Physical Sciences Education (09250014)
- Technology Education (09250015)

Admission requirements

1. Relevant BEdHons degree, or a relevant honours degree, and a Teacher's Diplomca (PGCE), **or** a relevant four-year bachelor's degree, and a Teacher's Diploma (PGCE), and
2. A cumulative weighted average of at least 60% for the relevant honours qualification **or** a weighted average of at least 60% for the final-year of the bachelor's degree

Additional requirements

Selection is based on:

- meeting the minimum academic requirements required for admission;
- previous academic performance;
- applicable academic and/or teaching background;
- availability of supervision for the required research project;
- proven academic potential which may include academic communication and computer application skills;
- additionally, an interview may be requested;
- the requirements of professional registration bodies; and
- the discretion of the relevant head of department.

Other programme-specific information

- Renewal of registration after the two-year period is permitted only under special circumstances in which case the head of department may give approval for a limited fixed extension of this period in terms of the set procedures.
- Students will be granted two opportunities to pass NMQ 801. Unsuccessful candidates will not be allowed to continue with the programme.
- This requirement applies to both the full research as well as the coursework master's degrees.

Research information

All master's students must submit a dissertation or a mini-dissertation and must pass Research Proposal (NMQ 801). For the MEd research degree programmes, a dissertation on a topic approved by the Dean on the recommendation of the relevant head of department must be submitted, following the approval of a complete research proposal. A literature study is not acceptable.

- Each successful student must submit a bound paper copy as well as two electronic copies of the approved mini-dissertation/dissertation to the Head: Student Administration in the format specified by the Faculty and in accordance with the minimum standards set by the Department of Library Services (see http://upetd.up.ac.za/authors/ publish/ standards.htm#specs), before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies
- All students have to submit a research proposal during the first year of registration and defend it successfully before a panel of examiners appointed by the Dean, in collaboration with the relevant head of department, Supervisor and Research Coordinator, before they can start with the research.
- Students have to apply for ethical clearance to the relevant head of department and Ethics Committee and only commence with field work once the application for ethical clearance has been approved by the Ethics Committee.
- Students have to present a progress report on the research to the supervisor annually. Continued reregistration depends on satisfactory annual progress.
- All students have to attend the research capacity building sessions on quantitative and qualitative research at master's level.

Pass with distinction

The MEd degree is conferred with distinction on a student who obtains at least 75% in the dissertation.

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.

Curriculum: Year 1

Minimum credits: 180

Fundamental modules

Research proposal 801 (NMQ 801) - Credits: 0.00

Core modules

Dissertation: Humanities education 890 (HUE 890) - Credits: 180.00

Curriculum: Final year

Minimum credits: 180

Fundamental modules
Research proposal 801 (NMQ 801) - Credits: 0.00

Core modules
Dissertation: Humanities education 890 (HUE 890) - Credits: 180.00

Master of Education [MEd] (09250006)

Minimum duration of study	2 years

Programme information

Students can choose one of the following focus areas:

- Humanities Education (09250005)
- Early Childhood Education (09250006)
- Education Management and Policy Studies (09250007)
- Computer Integrated Education (09250008)
- Life Sciences Education (09250009)
- Mathematics Education (09250013)
- Physical Sciences Education (09250014)
- Technology Education (09250015)

Admission requirements

1. Relevant BEdHons degree **or** relevant honours degree and Teacher's Diploma
2. A cumulative weighted average of at least 60% for the relevant honours qualification

Additional requirements

Selection is based on:

- meeting the minimum academic requirements required for admission;
- previous academic performance;
- applicable academic and/or teaching background;
- availability of supervision for the required research project;
- proven academic potential which may include academic communication and computer application skills;
- additionally, an interview may be requested;
- the requirements of professional registration bodies; and
- the discretion of the relevant head of department.

Other programme-specific information

- Renewal of registration after the two-year period is permitted only under special circumstances in which case the head of department may give approval for a limited fixed extension of this period in terms of the set procedures.
- Students will be granted two opportunities to pass NMQ 801. Unsuccessful candidates will not be allowed to continue with the programme.
- This requirement applies to both the full research as well as the coursework master's degrees.

Research information

All master's students must submit a dissertation or a mini-dissertation and must pass Research Proposal (NMQ 801). For the MEd research degree programmes, a dissertation on a topic approved by the Dean on the recommendation of the relevant head of department must be submitted, following the approval of a complete research proposal. A literature study is not acceptable.

- Each successful student must submit a bound paper copy as well as two electronic copies of the approved mini-dissertation/dissertation to the Head: Student Administration in the format specified by the Faculty and in accordance with the minimum standards set by the Department of Library Services (see http://upetd.up.ac.za/authors/ publish/ standards.htm#specs), before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies
- All students have to submit a research proposal during the first year of registration and defend it successfully before a panel of examiners appointed by the Dean, in collaboration with the relevant head of department, Supervisor and Research Coordinator, before they can start with the research.
- Students have to apply for ethical clearance to the relevant head of department and Ethics Committee and only commence with field work once the application for ethical clearance has been approved by the Ethics Committee.
- Students have to present a progress report on the research to the supervisor annually. Continued reregistration depends on satisfactory annual progress.
- All students have to attend the research capacity building sessions on quantitative and qualitative research at master's level.

Pass with distinction

The MEd degree is conferred with distinction on a student who obtains at least 75% in the dissertation.

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.

Curriculum: Year 1

Minimum credits: 180

Fundamental modules

Research proposal 801 (NMQ 801) - Credits: 0.00

Core modules

Dissertation: Early childhood education 890 (ECD 890) - Credits: 180.00

Curriculum: Final year

Minimum credits: 180

Fundamental modules

Research proposal 801 (NMQ 801) - Credits: 0.00

Core modules

Dissertation: Early childhood education 890 (ECD 890) - Credits: 180.00

Master of Education [MEd] (09250007)

Minimum duration of study	2 years

Programme information

Students can choose one of the following focus areas:

- Humanities Education (09250005)
- Early Childhood Education (09250006)
- Education Management and Policy Studies (09250007)
- Computer Integrated Education (09250008)
- Life Sciences Education (09250009)
- Mathematics Education (09250013)
- Physical Sciences Education (09250014)
- Technology Education (09250015)

Admission requirements

1. Relevant BEdHons degree **or** relevant honours degree and Teacher's Diploma
2. A cumulative weighted average of at least 60% for the relevant honours qualification

Additional requirements

Selection is based on:

- meeting the minimum academic requirements required for admission;
- previous academic performance;
- applicable academic and/or teaching background;
- availability of supervision for the required research project;
- proven academic potential which may include academic communication and computer application skills;
- additionally, an interview may be requested;
- the requirements of professional registration bodies; and
- the discretion of the relevant head of department.

Other programme-specific information

- Renewal of registration after the two-year period is permitted only under special circumstances in which case the head of department may give approval for a limited fixed extension of this period in terms of the set procedures.
- Students will be granted two opportunities to pass NMQ 801. Unsuccessful candidates will not be allowed to continue with the programme.

- This requirement applies to both the full research as well as the coursework master's degrees.

Research information

All master's students must submit a dissertation or a mini-dissertation and must pass Research Proposal (NMQ 801). For the MEd research degree programmes, a dissertation on a topic approved by the Dean on the recommendation of the relevant head of department must be submitted, following the approval of a complete research proposal. A literature study is not acceptable.

- Each successful student must submit a bound paper copy as well as two electronic copies of the approved mini-dissertation/dissertation to the Head: Student Administration in the format specified by the Faculty and in accordance with the minimum standards set by the Department of Library Services (see http://upetd.up.ac.za/authors/ publish/ standards.htm#specs), before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies
- All students have to submit a research proposal during the first year of registration and defend it successfully before a panel of examiners appointed by the Dean, in collaboration with the relevant head of department, Supervisor and Research Coordinator, before they can start with the research.
- Students have to apply for ethical clearance to the relevant head of department and Ethics Committee and only commence with field work once the application for ethical clearance has been approved by the Ethics Committee.
- Students have to present a progress report on the research to the supervisor annually. Continued reregistration depends on satisfactory annual progress.
- All students have to attend the research capacity building sessions on quantitative and qualitative research at master's level.

Pass with distinction

The MEd degree is conferred with distinction on a student who obtains at least 75% in the dissertation.

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.

Curriculum: Year 1

Minimum credits: 180

Fundamental modules

Research proposal 801 (NMQ 801) - Credits: 0.00

Core modules

Dissertation: Education management and policy studies 891 (OWB 891) - Credits: 180.00

Curriculum: Final year

Minimum credits: 180

Fundamental modules

Research proposal 801 (NMQ 801) - Credits: 0.00

Core modules

Dissertation: Education management and policy studies 891 (OWB 891) - Credits: 180.00

Master of Education [MEd] (09250008)

Minimum duration of study	2 years

Programme information

Students can choose one of the following focus areas:

- Humanities Education (09250005)
- Early Childhood Education (09250006)
- Education Management and Policy Studies (09250007)
- Computer Integrated Education (09250008)
- Life Sciences Education (09250009)
- Mathematics Education (09250013)
- Physical Sciences Education (09250014)
- Technology Education (09250015)

Admission requirements

1. Relevant BEdHons degree **or** relevant honours degree and Teacher's Diploma
2. A cumulative weighted average of at least 60% for the relevant honours qualification

Additional requirements

Selection is based on:

- meeting the minimum academic requirements required for admission;
- previous academic performance;
- applicable academic and/or teaching background;
- availability of supervision for the required research project;
- proven academic potential which may include academic communication and computer application skills;
- additionally, an interview may be requested;
- the requirements of professional registration bodies; and
- the discretion of the relevant head of department.

Other programme-specific information

- Renewal of registration after the two-year period is permitted only under special circumstances in which case the head of department may give approval for a limited fixed extension of this period in terms of the set procedures.
- Students will be granted two opportunities to pass NMQ 801. Unsuccessful candidates will not be allowed to continue with the programme.

- This requirement applies to both the full research as well as the coursework master's degrees.

Research information

All master's students must submit a dissertation or a mini-dissertation and must pass Research Proposal (NMQ 801). For the MEd research degree programmes, a dissertation on a topic approved by the Dean on the recommendation of the relevant head of department must be submitted, following the approval of a complete research proposal. A literature study is not acceptable.

- Each successful student must submit a bound paper copy as well as two electronic copies of the approved mini-dissertation/dissertation to the Head: Student Administration in the format specified by the Faculty and in accordance with the minimum standards set by the Department of Library Services (see http://upetd.up.ac.za/authors/ publish/ standards.htm#specs), before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies
- All students have to submit a research proposal during the first year of registration and defend it successfully before a panel of examiners appointed by the Dean, in collaboration with the relevant head of department, Supervisor and Research Coordinator, before they can start with the research.
- Students have to apply for ethical clearance to the relevant head of department and Ethics Committee and only commence with field work once the application for ethical clearance has been approved by the Ethics Committee.
- Students have to present a progress report on the research to the supervisor annually. Continued reregistration depends on satisfactory annual progress.
- All students have to attend the research capacity building sessions on quantitative and qualitative research at master's level.

Pass with distinction

The MEd degree is conferred with distinction on a student who obtains at least 75% in the dissertation.

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.

Curriculum: Year 1

Minimum credits: 180

Fundamental modules

Research proposal 801 (NMQ 801) - Credits: 0.00

Core modules

Dissertation: Computer Integrated Education 890 (CIE 890) - Credits: 180.00

Curriculum: Final year

Minimum credits: 180

Fundamental modules

Research proposal 801 (NMQ 801) - Credits: 0.00

Core modules

Dissertation: Computer Integrated Education 890 (CIE 890) - Credits: 180.00

Master of Education [MEd] (09250009)

Minimum duration of study	2 years

Programme information

Students can choose one of the following focus areas:

- Humanities Education (09250005)
- Early Childhood Education (09250006)
- Education Management and Policy Studies (09250007)
- Computer Integrated Education (09250008)
- Life Sciences Education (09250009)
- Mathematics Education (09250013)
- Physical Sciences Education (09250014)
- Technology Education (09250015)

Admission requirements

1. Relevant BEdHons degree **or** relevant honours degree and Teacher's Diploma
2. A cumulative weighted average of at least 60% for the relevant honours qualification

Additional requirements

Selection is based on:

- meeting the minimum academic requirements required for admission;
- previous academic performance;
- applicable academic and/or teaching background;
- availability of supervision for the required research project;
- proven academic potential which may include academic communication and computer application skills;
- additionally, an interview may be requested;
- the requirements of professional registration bodies; and
- the discretion of the relevant head of department.

Other programme-specific information

- Renewal of registration after the two-year period is permitted only under special circumstances in which case the head of department may give approval for a limited fixed extension of this period in terms of the set procedures.
- Students will be granted two opportunities to pass NMQ 801. Unsuccessful candidates will not be allowed to continue with the programme.

- This requirement applies to both the full research as well as the coursework master's degrees.

Research information

All master's students must submit a dissertation or a mini-dissertation and must pass Research Proposal (NMQ 801). For the MEd research degree programmes, a dissertation on a topic approved by the Dean on the recommendation of the relevant head of department must be submitted, following the approval of a complete research proposal. A literature study is not acceptable.

- Each successful student must submit a bound paper copy as well as two electronic copies of the approved mini-dissertation/dissertation to the Head: Student Administration in the format specified by the Faculty and in accordance with the minimum standards set by the Department of Library Services (see http://upetd.up.ac.za/authors/ publish/ standards.htm#specs), before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies
- All students have to submit a research proposal during the first year of registration and defend it successfully before a panel of examiners appointed by the Dean, in collaboration with the relevant head of department, Supervisor and Research Coordinator, before they can start with the research.
- Students have to apply for ethical clearance to the relevant head of department and Ethics Committee and only commence with field work once the application for ethical clearance has been approved by the Ethics Committee.
- Students have to present a progress report on the research to the supervisor annually. Continued reregistration depends on satisfactory annual progress.
- All students have to attend the research capacity building sessions on quantitative and qualitative research at master's level.

Pass with distinction

The MEd degree is conferred with distinction on a student who obtains at least 75% in the dissertation.

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.

Curriculum: Year 1

Minimum credits: 180

Fundamental modules

Research proposal 801 (NMQ 801) - Credits: 0.00

Core modules

Dissertation: Life sciences education 890 (LSN 890) - Credits: 180.00

Curriculum: Final year

Minimum credits: 180

Fundamental modules

Research proposal 801 (NMQ 801) - Credits: 0.00

Core modules

Dissertation: Life sciences education 890 (LSN 890) - Credits: 180.00

Master of Education [MEd] (09250013)

Minimum duration of study	2 years

Programme information

Students can choose one of the following focus areas:

- Humanities Education (09250005)
- Early Childhood Education (09250006)
- Education Management and Policy Studies (09250007)
- Computer Integrated Education (09250008)
- Life Sciences Education (09250009)
- Mathematics Education (09250013)
- Physical Sciences Education (09250014)
- Technology Education (09250015)

Admission requirements

1. Relevant BEdHons degree **or** relevant honours degree and Teacher's Diploma
2. A cumulative weighted average of at least 60% for the relevant honours qualification

Additional requirements

Selection is based on:

- meeting the minimum academic requirements required for admission;
- previous academic performance;
- applicable academic and/or teaching background;
- availability of supervision for the required research project;
- proven academic potential which may include academic communication and computer application skills;
- additionally, an interview may be requested;
- the requirements of professional registration bodies; and
- the discretion of the relevant head of department.

Other programme-specific information

- Renewal of registration after the two-year period is permitted only under special circumstances in which case the head of department may give approval for a limited fixed extension of this period in terms of the set procedures.
- Students will be granted two opportunities to pass NMQ 801. Unsuccessful candidates will not be allowed to continue with the programme.

- This requirement applies to both the full research as well as the coursework master's degrees.

Research information

All master's students must submit a dissertation or a mini-dissertation and must pass Research Proposal (NMQ 801). For the MEd research degree programmes, a dissertation on a topic approved by the Dean on the recommendation of the relevant head of department must be submitted, following the approval of a complete research proposal. A literature study is not acceptable.

- Each successful student must submit a bound paper copy as well as two electronic copies of the approved mini-dissertation/dissertation to the Head: Student Administration in the format specified by the Faculty and in accordance with the minimum standards set by the Department of Library Services (see http://upetd.up.ac.za/authors/ publish/ standards.htm#specs), before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies
- All students have to submit a research proposal during the first year of registration and defend it successfully before a panel of examiners appointed by the Dean, in collaboration with the relevant head of department, Supervisor and Research Coordinator, before they can start with the research.
- Students have to apply for ethical clearance to the relevant head of department and Ethics Committee and only commence with field work once the application for ethical clearance has been approved by the Ethics Committee.
- Students have to present a progress report on the research to the supervisor annually. Continued reregistration depends on satisfactory annual progress.
- All students have to attend the research capacity building sessions on quantitative and qualitative research at master's level.

Pass with distinction

The MEd degree is conferred with distinction on a student who obtains at least 75% in the dissertation.

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.

Curriculum: Year 1

Minimum credits: 180

Fundamental modules

Research proposal 801 (NMQ 801) - Credits: 0.00

Core modules

Dissertation: Mathematics education 890 (MCE 890) - Credits: 180.00

Curriculum: Final year

Minimum credits: 180

Fundamental modules

Research proposal 801 (NMQ 801) - Credits: 0.00

Core modules

Dissertation: Mathematics education 890 (MCE 890) - Credits: 180.00

Master of Education [MEd] (09250014)

Minimum duration of study	2 years

Programme information

Students can choose one of the following focus areas:

- Humanities Education (09250005)
- Early Childhood Education (09250006)
- Education Management and Policy Studies (09250007)
- Computer Integrated Education (09250008)
- Life Sciences Education (09250009)
- Mathematics Education (09250013)
- Physical Sciences Education (09250014)
- Technology Education (09250015)

Admission requirements

1. Relevant BEdHons degree **or** relevant honours degree and Teacher's Diploma
2. A cumulative weighted average of at least 60% for the relevant honours qualification

Additional requirements

Selection is based on:

- meeting the minimum academic requirements required for admission;
- previous academic performance;
- applicable academic and/or teaching background;
- availability of supervision for the required research project;
- proven academic potential which may include academic communication and computer application skills;
- additionally, an interview may be requested;
- the requirements of professional registration bodies; and
- the discretion of the relevant head of department.

Other programme-specific information

- Renewal of registration after the two-year period is permitted only under special circumstances in which case the head of department may give approval for a limited fixed extension of this period in terms of the set procedures.
- Students will be granted two opportunities to pass NMQ 801. Unsuccessful candidates will not be allowed to continue with the programme.

- This requirement applies to both the full research as well as the coursework master's degrees.

Research information

All master's students must submit a dissertation or a mini-dissertation and must pass Research Proposal (NMQ 801). For the MEd research degree programmes, a dissertation on a topic approved by the Dean on the recommendation of the relevant head of department must be submitted, following the approval of a complete research proposal. A literature study is not acceptable.

- Each successful student must submit a bound paper copy as well as two electronic copies of the approved mini-dissertation/dissertation to the Head: Student Administration in the format specified by the Faculty and in accordance with the minimum standards set by the Department of Library Services (see http://upetd.up.ac.za/authors/ publish/ standards.htm#specs), before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies
- All students have to submit a research proposal during the first year of registration and defend it successfully before a panel of examiners appointed by the Dean, in collaboration with the relevant head of department, Supervisor and Research Coordinator, before they can start with the research.
- Students have to apply for ethical clearance to the relevant head of department and Ethics Committee and only commence with field work once the application for ethical clearance has been approved by the Ethics Committee.
- Students have to present a progress report on the research to the supervisor annually. Continued reregistration depends on satisfactory annual progress.
- All students have to attend the research capacity building sessions on quantitative and qualitative research at master's level.

Pass with distinction

The MEd degree is conferred with distinction on a student who obtains at least 75% in the dissertation.

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.

Curriculum: Year 1

Minimum credits: 180

Fundamental modules

Research proposal 801 (NMQ 801) - Credits: 0.00

Core modules

Dissertation: Physical Sciences Education 890 (PHN 890) - Credits: 180.00

Curriculum: Final year

Minimum credits: 180

Fundamental modules

Research proposal 801 (NMQ 801) - Credits: 0.00

Core modules

Dissertation: Physical Sciences Education 890 (PHN 890) - Credits: 180.00

Master of Education [MEd] (09250015)

Minimum duration of study	2 years

Programme information

Students can choose one of the following focus areas:

- Humanities Education (09250005)
- Early Childhood Education (09250006)
- Education Management and Policy Studies (09250007)
- Computer Integrated Education (09250008)
- Life Sciences Education (09250009)
- Mathematics Education (09250013)
- Physical Sciences Education (09250014)
- Technology Education (09250015)

Admission requirements

1. Relevant BEdHons degree **or** relevant honours degree and Teacher's Diploma
2. A cumulative weighted average of at least 60% for the relevant honours qualification

Additional requirements

Selection is based on:

- meeting the minimum academic requirements required for admission;
- previous academic performance;
- applicable academic and/or teaching background;
- availability of supervision for the required research project;
- proven academic potential which may include academic communication and computer application skills;
- additionally, an interview may be requested;
- the requirements of professional registration bodies; and
- the discretion of the relevant head of department.

Other programme-specific information

- Renewal of registration after the two-year period is permitted only under special circumstances in which case the head of department may give approval for a limited fixed extension of this period in terms of the set procedures.
- Students will be granted two opportunities to pass NMQ 801. Unsuccessful candidates will not be allowed to continue with the programme.

- This requirement applies to both the full research as well as the coursework master's degrees.

Research information

All master's students must submit a dissertation or a mini-dissertation and must pass Research Proposal (NMQ 801). For the MEd research degree programmes, a dissertation on a topic approved by the Dean on the recommendation of the relevant head of department must be submitted, following the approval of a complete research proposal. A literature study is not acceptable.

- Each successful student must submit a bound paper copy as well as two electronic copies of the approved mini-dissertation/dissertation to the Head: Student Administration in the format specified by the Faculty and in accordance with the minimum standards set by the Department of Library Services (see http://upetd.up.ac.za/authors/ publish/ standards.htm#specs), before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies
- All students have to submit a research proposal during the first year of registration and defend it successfully before a panel of examiners appointed by the Dean, in collaboration with the relevant head of department, Supervisor and Research Coordinator, before they can start with the research.
- Students have to apply for ethical clearance to the relevant head of department and Ethics Committee and only commence with field work once the application for ethical clearance has been approved by the Ethics Committee.
- Students have to present a progress report on the research to the supervisor annually. Continued reregistration depends on satisfactory annual progress.
- All students have to attend the research capacity building sessions on quantitative and qualitative research at master's level.

Pass with distinction

The MEd degree is conferred with distinction on a student who obtains at least 75% in the dissertation.

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.

Curriculum: Year 1

Minimum credits: 180

Fundamental modules

Research proposal 801 (NMQ 801) - Credits: 0.00

Core modules

Dissertation: Technology Education 890 (TNO 890) - Credits: 180.00

Curriculum: Final year

Minimum credits: 180

Fundamental modules

Research proposal 801 (NMQ 801) - Credits: 0.00

Core modules

Dissertation: Technology Education 890 (TNO 890) - Credits: 180.00

MEd (Adult and Community Education and Training) (09250551)

Minimum duration of study	2 years

Admission requirements

1. Relevant BEdHons degree **or** relevant honours degree and Teacher's Diploma
2. A cumulative weighted average of at least 60% for the relevant honours qualification

Additional requirements

Selection is based on:

- meeting the minimum academic requirements required for admission;
- previous academic performance;
- applicable academic and/or teaching background;
- availability of supervision for the required research project;
- proven academic potential which may include academic communication and computer application skills;
- additionally, an interview may be requested;
- the requirements of professional registration bodies; and
- the discretion of the relevant head of department.

Other programme-specific information

- Renewal of registration after the two-year period is permitted only under special circumstances in which case the head of department may give approval for a limited fixed extension of this period in terms of the set procedures.
- Students will be granted two opportunities to pass NMQ 801. Unsuccessful candidates will not be allowed to continue with the programme.
- This requirement applies to both the full research as well as the coursework master's degrees.

Research information

All master's students must submit a dissertation or a mini-dissertation and must pass Research Proposal (NMQ 801). For the MEd research degree programmes, a dissertation on a topic approved by the Dean on the recommendation of the relevant head of department must be submitted, following the approval of a complete research proposal. A literature study is not acceptable.

- Each successful student must submit a bound paper copy as well as two electronic copies of the approved mini-dissertation/dissertation to the Head: Student Administration in the format specified by the Faculty and in accordance with the minimum standards set by the Department of Library Services (see http://upetd.up.ac.za/authors/ publish/ standards.htm#specs), before 15 February for the Autumn graduation

ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies
- All students have to submit a research proposal during the first year of registration and defend it successfully before a panel of examiners appointed by the Dean, in collaboration with the relevant head of department, Supervisor and Research Coordinator, before they can start with the research.
- Students have to apply for ethical clearance to the relevant head of department and Ethics Committee and only commence with field work once the application for ethical clearance has been approved by the Ethics Committee.
- Students have to present a progress report on the research to the supervisor annually. Continued reregistration depends on satisfactory annual progress.
- All students have to attend the research capacity building sessions on quantitative and qualitative research at master's level.

Pass with distinction

The MEd degree is conferred with distinction on a student who obtains at least 75% in the dissertation.

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.

Curriculum: Year 1

Minimum credits: 180

NMQ 801 (Research proposal) and ACT 890 (Dissertation) should be selected in the 1st year. When NMQ 801 (Research proposal) has been passed in the 1st year, only Dissertation should be selected again in the final year. Students will be granted two opportunities to pass NMQ 801 (Research proposal).

Fundamental modules

Research proposal 801 (NMQ 801) - Credits: 0.00

Core modules

Dissertation: Adult and community education and training 890 (ACT 890) - Credits: 180.00

Curriculum: Final year

Minimum credits: 180

Fundamental modules

Research proposal 801 (NMQ 801) - Credits: 0.00

Core modules

Dissertation: Adult and community education and training 890 (ACT 890) - Credits: 180.00

MEd (Assessment and Quality Assurance in Education and Training) (09250562)

Minimum duration of study	2 years

Admission requirements

1. Relevant BEdHons degree **or** relevant honours degree and Teacher's Diploma
2. A cumulative weighted average of at least 60% for the relevant honours qualification

Additional requirements

Selection is based on:

- meeting the minimum academic requirements required for admission;
- previous academic performance;
- applicable academic and/or teaching background;
- availability of supervision for the required research project;
- proven academic potential which may include academic communication and computer application skills;
- additionally, an interview may be requested;
- the requirements of professional registration bodies; and
- the discretion of the relevant head of department.

Other programme-specific information

- Renewal of registration after the two-year period is permitted only under special circumstances in which case the head of department may give approval for a limited fixed extension of this period in terms of the set procedures.
- Students will be granted two opportunities to pass NMQ 801. Unsuccessful candidates will not be allowed to continue with the programme.
- This requirement applies to both the full research as well as the coursework master's degrees.

Research information

All master's students must submit a dissertation or a mini-dissertation and must pass Research Proposal (NMQ 801). For the MEd research degree programmes, a dissertation on a topic approved by the Dean on the recommendation of the relevant head of department must be submitted, following the approval of a complete research proposal. A literature study is not acceptable.

- Each successful student must submit a bound paper copy as well as two electronic copies of the approved mini-dissertation/dissertation to the Head: Student Administration in the format specified by the Faculty and in accordance with the minimum standards set by the Department of Library Services (see http://upetd.up.ac.za/authors/ publish/ standards.htm#specs), before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies
- All students have to submit a research proposal during the first year of registration and defend it successfully before a panel of examiners appointed by the Dean, in collaboration with the relevant head of department, Supervisor and Research Coordinator, before they can start with the research.
- Students have to apply for ethical clearance to the relevant head of department and Ethics Committee and only

commence with field work once the application for ethical clearance has been approved by the Ethics Committee.
- Students have to present a progress report on the research to the supervisor annually. Continued reregistration depends on satisfactory annual progress.
- All students have to attend the research capacity building sessions on quantitative and qualitative research at master's level.

Pass with distinction

The MEd degree is conferred with distinction on a student who obtains at least 75% in the dissertation.

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.

Curriculum: Year 1

Minimum credits: 180

NMQ 801 (Research proposal) and AQA 890 (Dissertation) should be selected in the 1st year. When NMQ 801 (Research proposal) has been passed in the 1st year, only AQA 890 (Dissertation) should be selected again in the final year. Students will be granted two opportunities to pass NMQ 801 (Research proposal).

Fundamental modules

Research proposal 801 (NMQ 801) - Credits: 0.00

Core modules

Dissertation: Assessment and quality assurance 890 (AQA 890) - Credits: 180.00

Curriculum: Final year

Minimum credits: 180

NMQ 801 (Research proposal) and AQA 890 (Dissertation) should be selected in the 1st year. When NMQ 801 (Research proposal) has been passed in the 1st year, only AQA 890 (Dissertation) should be selected again in the final year. Students will be granted two opportunities to pass NMQ 801 (Research proposal).

Fundamental modules

Research proposal 801 (NMQ 801) - Credits: 0.00

Core modules

Dissertation: Assessment and quality assurance 890 (AQA 890) - Credits: 180.00

MEd (Curriculum and Instructional Design and Development) (09250541)

Minimum duration of study	2 years

Admission requirements

1. Relevant BEdHons degree **or** relevant honours degree and Teacher's Diploma
2. A cumulative weighted average of at least 60% for the relevant honours qualification

Additional requirements

Selection is based on:

- meeting the minimum academic requirements required for admission;
- previous academic performance;
- applicable academic and/or teaching background;
- availability of supervision for the required research project;
- proven academic potential which may include academic communication and computer application skills;
- additionally, an interview may be requested;
- the requirements of professional registration bodies; and
- the discretion of the relevant head of department.

Other programme-specific information

- Renewal of registration after the two-year period is permitted only under special circumstances in which case the head of department may give approval for a limited fixed extension of this period in terms of the set procedures.
- Students will be granted two opportunities to pass NMQ 801. Unsuccessful candidates will not be allowed to continue with the programme.
- This requirement applies to both the full research as well as the coursework master's degrees.

Research information

All master's students must submit a dissertation or a mini-dissertation and must pass Research Proposal (NMQ 801). For the MEd research degree programmes, a dissertation on a topic approved by the Dean on the recommendation of the relevant head of department must be submitted, following the approval of a complete research proposal. A literature study is not acceptable.

- Each successful student must submit a bound paper copy as well as two electronic copies of the approved mini-dissertation/dissertation to the Head: Student Administration in the format specified by the Faculty and in accordance with the minimum standards set by the Department of Library Services (see http://upetd.up.ac.za/authors/ publish/ standards.htm#specs), before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies
- All students have to submit a research proposal during the first year of registration and defend it successfully before a panel of examiners appointed by the Dean, in collaboration with the relevant head of department, Supervisor and Research Coordinator, before they can start with the research.
- Students have to apply for ethical clearance to the relevant head of department and Ethics Committee and only commence with field work once the application for ethical clearance has been approved by the Ethics Committee.

- Students have to present a progress report on the research to the supervisor annually. Continued reregistration depends on satisfactory annual progress.
- All students have to attend the research capacity building sessions on quantitative and qualitative research at master's level.

Pass with distinction

The MEd degree is conferred with distinction on a student who obtains at least 75% in the dissertation.

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.

Curriculum: Year 1

Minimum credits: 180

NMQ 801 (Research proposal) and CDV 890 (Dissertation) should be selected in the 1st year. When NMQ 801 (Research proposal) has been passed in the 1st year, only Dissertation should be selected again in the final year. Students will be granted two opportunities to pass NMQ 801 (Research proposal).

Fundamental modules

Research proposal 801 (NMQ 801) - Credits: 0.00

Core modules

Dissertation: Curriculum and instructional design and development 890 (CDV 890) - Credits: 180.00

Curriculum: Final year

Minimum credits: 180

Fundamental modules

Research proposal 801 (NMQ 801) - Credits: 0.00

Core modules

Dissertation: Curriculum and instructional design and development 890 (CDV 890) - Credits: 180.00

MEd (Education Management, Law and Policy) (09250573)

Minimum duration of study	2 years

Admission requirements

1. Relevant BEdHons degree **or** relevant honours degree and Teacher's Diploma

2. A cumulative weighted average of at least 60% for the relevant honours qualification

Additional requirements

Selection is based on:

- meeting the minimum academic requirements required for admission;
- previous academic performance;
- applicable academic and/or teaching background;
- availability of supervision for the required research project;
- proven academic potential which may include academic communication and computer application skills;
- additionally, an interview may be requested;
- the requirements of professional registration bodies; and
- the discretion of the relevant head of department.

Other programme-specific information

- Renewal of registration after the two-year period is permitted only under special circumstances in which case the head of department may give approval for a limited fixed extension of this period in terms of the set procedures.
- Students will be granted two opportunities to pass NMQ 801. Unsuccessful candidates will not be allowed to continue with the programme.
- This requirement applies to both the full research as well as the coursework master's degrees.

Research information

All master's students must submit a dissertation or a mini-dissertation and must pass Research Proposal (NMQ 801). For the MEd research degree programmes, a dissertation on a topic approved by the Dean on the recommendation of the relevant head of department must be submitted, following the approval of a complete research proposal. A literature study is not acceptable.

- Each successful student must submit a bound paper copy as well as two electronic copies of the approved mini-dissertation/dissertation to the Head: Student Administration in the format specified by the Faculty and in accordance with the minimum standards set by the Department of Library Services (see http://upetd.up.ac.za/authors/ publish/ standards.htm#specs), before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies
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- Students have to apply for ethical clearance to the relevant head of department and Ethics Committee and only commence with field work once the application for ethical clearance has been approved by the Ethics Committee.
- Students have to present a progress report on the research to the supervisor annually. Continued reregistration depends on satisfactory annual progress.
- All students have to attend the research capacity building sessions on quantitative and qualitative research at master's level.

Pass with distinction

The MEd degree is conferred with distinction on a student who obtains at least 75% in the dissertation.

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.

Curriculum: Year 1

Minimum credits: 180

NMQ 801 (Research proposal) and OWB 890 (Dissertation) should be selected in the 1st year. When NMQ 801 (Research proposal) has been passed in the 1st year, only Dissertation should be selected again in the final year. Students will be granted two opportunities to pass NMQ 801 (Research proposal).

Fundamental modules

Research proposal 801 (NMQ 801) - Credits: 0.00

Core modules

Dissertation: Education management 890 (OWB 890) - Credits: 180.00

Curriculum: Final year

Minimum credits: 180

Fundamental modules

Research proposal 801 (NMQ 801) - Credits: 0.00

Core modules

Dissertation: Education management 890 (OWB 890) - Credits: 180.00

MEd (Educational Leadership) (Coursework) (09250578)

Minimum duration of study	2 years

Admission requirements

1. Relevant BEdHons degree **or** relevant honours degree and relevant Teacher’s Diploma
2. A cumulative weighted average of at least 60% for the relevant honours qualification

Additional requirements

Selection is based on:

- meeting the minimum academic requirements required for admission;
- previous academic performance;
- applicable academic and/or teaching background;

- availability of supervision for the required research project;
- proven academic potential which may include academic communication and computer application skills;
- additionally, an interview may be requested;
- the requirements of professional registration bodies; and
- the discretion of the relevant head of department.

Other programme-specific information

- Renewal of registration after the two-year period is permitted only under special circumstances in which case the head of department may give approval for a limited fixed extension of this period in terms of the set procedures.
- Students will be granted two opportunities to pass NMQ 801. Unsuccessful candidates will not be allowed to continue with the programme.
- This requirement applies to both the full research as well as the coursework master's degrees.

Research information

All master's students must submit a dissertation or a mini-dissertation and must pass Research Proposal (NMQ 801). For the MEd research degree programmes, a dissertation on a topic approved by the Dean on the recommendation of the relevant head of department must be submitted, following the approval of a complete research proposal. A literature study is not acceptable.

- Each successful student must submit a bound paper copy as well as two electronic copies of the approved mini-dissertation/dissertation to the Head: Student Administration in the format specified by the Faculty and in accordance with the minimum standards set by the Department of Library Services (see http://upetd.up.ac.za/authors/ publish/ standards.htm#specs), before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies
- All students have to submit a research proposal during the first year of registration and defend it successfully before a panel of examiners appointed by the Dean, in collaboration with the relevant head of department, Supervisor and Research Coordinator, before they can start with the research.
- Students have to apply for ethical clearance to the relevant head of department and Ethics Committee and only commence with field work once the application for ethical clearance has been approved by the Ethics Committee.
- Students have to present a progress report on the research to the supervisor annually. Continued reregistration depends on satisfactory annual progress.
- All students have to attend the research capacity building sessions on quantitative and qualitative research at master's level.

Pass with distinction

The MEd degree with coursework is conferred with distinction on a student who obtains 75% in the mini-dissertation and an average of 75% in the remaining modules (no rounding).

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher

Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.

Curriculum: Year 1

Minimum credits: 180

Fundamental modules

Research proposal 800 (NMQ 800) - Credits: 30.00

Core modules

Human and financial resources management in education 880 (HFE 880) - Credits: 30.00
Leadership and management of learning in education 880 (LBL 880) - Credits: 30.00
Education law 880 (OWR 880) - Credits: 30.00
Mini-dissertation 895 (OWR 895) - Credits: 60.00

Curriculum: Final year

Minimum credits: 180

Fundamental modules

Research proposal 800 (NMQ 800) - Credits: 30.00

Core modules

Human and financial resources management in education 880 (HFE 880) - Credits: 30.00
Leadership and management of learning in education 880 (LBL 880) - Credits: 30.00
Education law 880 (OWR 880) - Credits: 30.00
Mini-dissertation 895 (OWR 895) - Credits: 60.00

MEd (Educational Psychology) (Coursework) (09250203)

Minimum duration of study	2 years

Programme information

The closing date for applications for the programme is 31 July and selection takes place in August. The programme includes practical work per week that enables students to comply with the requirements for registration as an Educational Psychologist with the Health Professions Council of South Africa, after completion of an internship in Educational Psychology at an institution approved by the abovementioned Council for this purpose. The University is under no obligation to provide students with or assist them in finding internships.

Students are provisionally selected during the formal selection that takes place in August. Finalisation of selection takes place in the following June of every year. The Department of Educational Psychology therefore reserves the right to reconsider a student's admission to the programme during the first six months of study, based on both demonstrated training and career-orientated ability.

Admission requirements

1. Relevant BEd degree majoring in Psychology and an honours degree in Educational Psychology **or** Bachelor of Psychology (BPsych) degree and an honours degree in Educational Psychology/Psychology **or** Bachelor's

degree majoring in Psychology and Education (200), and an honours degree in Educational Psychology
2. A cumulative weighted average of at least 65% for the honours degree

Other programme-specific information

- Renewal of registration after the two-year period is permitted only under special circumstances in which case the head of department may give approval for a limited fixed extension of this period in terms of the set procedures.
- Students will be granted two opportunities to pass NMQ 801. Unsuccessful candidates will not be allowed to continue with the programme.
- This requirement applies to both the full research as well as the coursework master's degrees.

Research information

All master's students must submit a dissertation or a mini-dissertation and must pass Research Proposal (NMQ 801). For the MEd research degree programmes, a dissertation on a topic approved by the Dean on the recommendation of the relevant head of department must be submitted, following the approval of a complete research proposal. A literature study is not acceptable.

- Each successful student must submit a bound paper copy as well as two electronic copies of the approved mini-dissertation/dissertation to the Head: Student Administration in the format specified by the Faculty and in accordance with the minimum standards set by the Department of Library Services (see http://upetd.up.ac.za/authors/ publish/ standards.htm#specs), before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies
- All students have to submit a research proposal during the first year of registration and defend it successfully before a panel of examiners appointed by the Dean, in collaboration with the relevant head of department, Supervisor and Research Coordinator, before they can start with the research.
- Students have to apply for ethical clearance to the relevant head of department and Ethics Committee and only commence with field work once the application for ethical clearance has been approved by the Ethics Committee.
- Students have to present a progress report on the research to the supervisor annually. Continued reregistration depends on satisfactory annual progress.
- All students have to attend the research capacity building sessions on quantitative and qualitative research at master's level.

Pass with distinction

The MEd degree with coursework is conferred with distinction on a student who obtains 75% in the mini-dissertation and an average of 75% in the remaining modules (no rounding).

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP

qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.

Curriculum: Year 1

Minimum credits: 180

All the Core modules and the fundamental module NMQ 800 (Research proposal) should be selected in the 1st year. When the "Research proposal" has been passed in the 1st year, only the "mini-dissertation" should be selected again in the final year. Students will be granted two opportunities to pass NMQ 800.

Fundamental modules

Research proposal 800 (NMQ 800) - Credits: 30.00

Core modules

Career counselling 805 (BOP 805) - Credits: 10.00
Educational psychology assessment for learning and development 875 (ODD 875) - Credits: 10.00
Educational psychological learning support 875 (ODH 875) - Credits: 10.00
Mini-dissertation 895 (ODK 895) - Credits: 60.00
Educational psychology pathways to emotional and behavioural wellbeing 805 (OPG 805) - Credits: 10.00
Educational Psychology Practice 801 (OPR 801) - Credits: 40.00
Family-oriented intervention 805 (OUB 805) - Credits: 10.00

Curriculum: Final year

Minimum credits: 180

Fundamental modules

Research proposal 800 (NMQ 800) - Credits: 30.00

Core modules

Career counselling 805 (BOP 805) - Credits: 10.00
Educational psychology assessment for learning and development 875 (ODD 875) - Credits: 10.00
Educational psychological learning support 875 (ODH 875) - Credits: 10.00
Mini-dissertation 895 (ODK 895) - Credits: 60.00
Educational psychology pathways to emotional and behavioural wellbeing 805 (OPG 805) - Credits: 10.00
Educational Psychology Practice 801 (OPR 801) - Credits: 40.00
Family-oriented intervention 805 (OUB 805) - Credits: 10.00

MEd (Learning Support, Guidance and Counselling) (09250502)

Minimum duration of study	2 years

Admission requirements

1. Relevant BEdHons degree **or** relevant honours degree and Teacher’s Diploma
2. A cumulative weighted average of at least 60% for the relevant honours qualification

Additional requirements

Selection is based on:

- meeting the minimum academic requirements required for admission;
- previous academic performance;
- applicable academic and/or teaching background;
- availability of supervision for the required research project;
- proven academic potential which may include academic communication and computer application skills;
- additionally, an interview may be requested;
- the requirements of professional registration bodies; and
- the discretion of the relevant head of department.

Other programme-specific information

- Renewal of registration after the two-year period is permitted only under special circumstances in which case the head of department may give approval for a limited fixed extension of this period in terms of the set procedures.
- Students will be granted two opportunities to pass NMQ 801. Unsuccessful candidates will not be allowed to continue with the programme.
- This requirement applies to both the full research as well as the coursework master's degrees.

Research information

All master's students must submit a dissertation or a mini-dissertation and must pass Research Proposal (NMQ 801). For the MEd research degree programmes, a dissertation on a topic approved by the Dean on the recommendation of the relevant head of department must be submitted, following the approval of a complete research proposal. A literature study is not acceptable.

- Each successful student must submit a bound paper copy as well as two electronic copies of the approved mini-dissertation/dissertation to the Head: Student Administration in the format specified by the Faculty and in accordance with the minimum standards set by the Department of Library Services (see http://upetd.up.ac.za/authors/ publish/ standards.htm#specs), before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies
- All students have to submit a research proposal during the first year of registration and defend it successfully before a panel of examiners appointed by the Dean, in collaboration with the relevant head of department, Supervisor and Research Coordinator, before they can start with the research.
- Students have to apply for ethical clearance to the relevant head of department and Ethics Committee and only commence with field work once the application for ethical clearance has been approved by the Ethics Committee.
- Students have to present a progress report on the research to the supervisor annually. Continued reregistration depends on satisfactory annual progress.
- All students have to attend the research capacity building sessions on quantitative and qualitative research at master's level.

Pass with distinction

The MEd degree is conferred with distinction on a student who obtains at least 75% in the dissertation.

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Curriculum: Year 1

Minimum credits: 180

NMQ 801 (Research proposal) and LVB 890 (Dissertation) should be selected in the 1st year. When NMQ 801 (Research proposal) has been passed in the 1st year, only LVB 890 (Dissertation) should be selected again in the final year. Students will be granted two opportunities to pass NMQ 801 (Research proposal).

Fundamental modules

Research proposal 801 (NMQ 801) - Credits: 0.00

Core modules

Dissertation: Learning support 890 (LVB 890) - Credits: 180.00

Curriculum: Final year

Minimum credits: 180

NMQ 801 (Research proposal) and LVB 890 (Dissertation) should be selected in the 1st year. When NMQ 801 (Research proposal) has been passed in the 1st year, only LVB 890 (Dissertation) should be selected again in the final year. Students will be granted two opportunities to pass NMQ 801 (Research proposal).

Fundamental modules

Research proposal 801 (NMQ 801) - Credits: 0.00

Core modules

Dissertation: Learning support 890 (LVB 890) - Credits: 180.00

Doctorate

PhD (09261601)

Minimum duration of study	2 years

Programme information

Students can choose one of the following focus areas:

- Early Childhood Education (09261601)
- Humanities Education (09261602)
- Life Sciences Education (09261604)
- Mathematics Education (09261605)
- Physical Sciences Education (09261606)
- Technology Education (09261607)

Admission requirements

1. Relevant MEd (or equivalent) degree
2. A weighted average of at least 60% for the research component of the relevant master's degree

Research information

Students for the PhD degree must:

- submit a research proposal during the first year of registration and defend it successfully before a panel of examiners appointed by the Dean, in collaboration with the relevant head of department, supervisor and research coordinator, before they can start with the research;
- apply for ethical clearance to the relevant head of department and Ethics Committee and only commence with field work once the application for ethical clearance has been approved by the Ethics Committee;
- annually present a progress report on the research to the supervisor. Continued reregistration depends on satisfactory progress annually;
- attend all research capacity building sessions on quantitative and qualitative research at doctoral level;
- submit a thesis for examination on a topic approved by the Dean on the recommendation of the relevant head of department and successfully defend her/his thesis at an oral examination;
- submit proof of submission of an article issued by an accredited journal. The draft proof as well as the proof of submission must be submitted to Student Administration before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies;
- in addition to the abovementioned copies, each successful student must submit a bound paper copy as well as two electronic copies of the approved thesis to the Head: Student Administration in the format specified by the faculty and in accordance with the minimum standards set by the Department of Library Services (specifications are available at: http://upetd.up.ac.za/authors/publish/standards.htm#specs?, before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies.

Guidelines for the format, submission and defending of the research proposal will be communicated by the relevant head of department .

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

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Curriculum: Year 1

Minimum credits: 360

Core modules

Thesis: Early childhood education 990 (ECD 990) - Credits: 360.00

Curriculum: Final year

Minimum credits: 360

Core modules

Thesis: Early childhood education 990 (ECD 990) - Credits: 360.00

PhD (09261602)

Minimum duration of study	2 years

Programme information

Students can choose one of the following focus areas:

- Early Childhood Education (09261601)
- Humanities Education (09261602)
- Life Sciences Education (09261604)
- Mathematics Education (09261605)
- Physical Sciences Education (09261606)
- Technology Education (09261607)

Admission requirements

1. Relevant MEd (or equivalent) degree
2. A weighted average of at least 60% for the research component of the relevant master’s degree

Research information

Students for the PhD degree must:

- submit a research proposal during the first year of registration and defend it successfully before a panel of examiners appointed by the Dean, in collaboration with the relevant head of department, supervisor and research coordinator, before they can start with the research;

- apply for ethical clearance to the relevant head of department and Ethics Committee and only commence with field work once the application for ethical clearance has been approved by the Ethics Committee;
- annually present a progress report on the research to the supervisor. Continued reregistration depends on satisfactory progress annually;
- attend all research capacity building sessions on quantitative and qualitative research at doctoral level;
- submit a thesis for examination on a topic approved by the Dean on the recommendation of the relevant head of department and successfully defend her/his thesis at an oral examination;
- submit proof of submission of an article issued by an accredited journal. The draft proof as well as the proof of submission must be submitted to Student Administration before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies;
- in addition to the abovementioned copies, each successful student must submit a bound paper copy as well as two electronic copies of the approved thesis to the Head: Student Administration in the format specified by the faculty and in accordance with the minimum standards set by the Department of Library Services (specifications are available at: http://upetd.up.ac.za/authors/publish/standards.htm#specs?, before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies.

Guidelines for the format, submission and defending of the research proposal will be communicated by the relevant head of department .

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.

Curriculum: Year 1

Minimum credits: 360

Core modules

Thesis: Humanities education 990 (HUE 990) - Credits: 360.00

Curriculum: Final year

Minimum credits: 360

Core modules

Thesis: Humanities education 990 (HUE 990) - Credits: 360.00

PhD (09261604)

Minimum duration of study	2 years

Programme information

Students can choose one of the following focus areas:

- Early Childhood Education (09261601)
- Humanities Education (09261602)
- Life Sciences Education (09261604)
- Mathematics Education (09261605)
- Physical Sciences Education (09261606)
- Technology Education (09261607)

Admission requirements

1. Relevant MEd (or equivalent) degree
2. A weighted average of at least 60% for the research component of the relevant master's degree

Research information

Students for the PhD degree must:

- submit a research proposal during the first year of registration and defend it successfully before a panel of examiners appointed by the Dean, in collaboration with the relevant head of department, supervisor and research coordinator, before they can start with the research;
- apply for ethical clearance to the relevant head of department and Ethics Committee and only commence with field work once the application for ethical clearance has been approved by the Ethics Committee;
- annually present a progress report on the research to the supervisor. Continued reregistration depends on satisfactory progress annually;
- attend all research capacity building sessions on quantitative and qualitative research at doctoral level;
- submit a thesis for examination on a topic approved by the Dean on the recommendation of the relevant head of department and successfully defend her/his thesis at an oral examination;
- submit proof of submission of an article issued by an accredited journal. The draft proof as well as the proof of submission must be submitted to Student Administration before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies;
- in addition to the abovementioned copies, each successful student must submit a bound paper copy as well as two electronic copies of the approved thesis to the Head: Student Administration in the format specified by the faculty and in accordance with the minimum standards set by the Department of Library Services (specifications are available at: http://upetd.up.ac.za/authors/publish/standards.htm#specs?, before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies.

Guidelines for the format, submission and defending of the research proposal will be communicated by the relevant head of department .

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher

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Curriculum: Final year

Minimum credits: 360

Core modules

Thesis: Life sciences education 990 (LSN 990) - Credits: 360.00

PhD (09261605)

Minimum duration of study	2 years

Programme information

Students can choose one of the following focus areas:

- Early Childhood Education (09261601)
- Humanities Education (09261602)
- Life Sciences Education (09261604)
- Mathematics Education (09261605)
- Physical Sciences Education (09261606)
- Technology Education (09261607)

Admission requirements

1. Relevant MEd (or equivalent) degree
2. A weighted average of at least 60% for the research component of the relevant master's degree

Research information

Students for the PhD degree must:

- submit a research proposal during the first year of registration and defend it successfully before a panel of examiners appointed by the Dean, in collaboration with the relevant head of department, supervisor and research coordinator, before they can start with the research;
- apply for ethical clearance to the relevant head of department and Ethics Committee and only commence with field work once the application for ethical clearance has been approved by the Ethics Committee;
- annually present a progress report on the research to the supervisor. Continued reregistration depends on satisfactory progress annually;
- attend all research capacity building sessions on quantitative and qualitative research at doctoral level;
- submit a thesis for examination on a topic approved by the Dean on the recommendation of the relevant head of department and successfully defend her/his thesis at an oral examination;
- submit proof of submission of an article issued by an accredited journal. The draft proof as well as the proof of submission must be submitted to Student Administration before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies;

- in addition to the abovementioned copies, each successful student must submit a bound paper copy as well as two electronic copies of the approved thesis to the Head: Student Administration in the format specified by the faculty and in accordance with the minimum standards set by the Department of Library Services (specifications are available at: http://upetd.up.ac.za/authors/publish/standards.htm#specs?, before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies.

Guidelines for the format, submission and defending of the research proposal will be communicated by the relevant head of department .

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

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Curriculum: Final year

Minimum credits: 360

Core modules

Thesis: Mathematics education 990 (MCE 990) - Credits: 360.00

PhD (09261606)

Minimum duration of study	2 years

Programme information

Students can choose one of the following focus areas:

- Early Childhood Education (09261601)
- Humanities Education (09261602)
- Life Sciences Education (09261604)
- Mathematics Education (09261605)
- Physical Sciences Education (09261606)
- Technology Education (09261607)

Admission requirements

1. Relevant MEd (or equivalent) degree
2. A weighted average of at least 60% for the research component of the relevant master’s degree

Research information

Students for the PhD degree must:

- submit a research proposal during the first year of registration and defend it successfully before a panel of examiners appointed by the Dean, in collaboration with the relevant head of department, supervisor and research coordinator, before they can start with the research;
- apply for ethical clearance to the relevant head of department and Ethics Committee and only commence with field work once the application for ethical clearance has been approved by the Ethics Committee;
- annually present a progress report on the research to the supervisor. Continued reregistration depends on satisfactory progress annually;
- attend all research capacity building sessions on quantitative and qualitative research at doctoral level;
- submit a thesis for examination on a topic approved by the Dean on the recommendation of the relevant head of department and successfully defend her/his thesis at an oral examination;
- submit proof of submission of an article issued by an accredited journal. The draft proof as well as the proof of submission must be submitted to Student Administration before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies;
- in addition to the abovementioned copies, each successful student must submit a bound paper copy as well as two electronic copies of the approved thesis to the Head: Student Administration in the format specified by the faculty and in accordance with the minimum standards set by the Department of Library Services (specifications are available at: http://upetd.up.ac.za/authors/publish/standards.htm#specs?, before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies.

Guidelines for the format, submission and defending of the research proposal will be communicated by the relevant head of department .

General information

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Curriculum: Final year

Minimum credits: 360

Core modules

Thesis: Physical sciences education 990 (PHN 990) - Credits: 360.00

PhD (09261607)

Minimum duration of study	2 years

Programme information

Students can choose one of the following focus areas:

- Early Childhood Education (09261601)
- Humanities Education (09261602)
- Life Sciences Education (09261604)
- Mathematics Education (09261605)
- Physical Sciences Education (09261606)
- Technology Education (09261607)

Admission requirements

1. Relevant MEd (or equivalent) degree
2. A weighted average of at least 60% for the research component of the relevant master's degree

Research information

Students for the PhD degree must:

- submit a research proposal during the first year of registration and defend it successfully before a panel of examiners appointed by the Dean, in collaboration with the relevant head of department, supervisor and research coordinator, before they can start with the research;
- apply for ethical clearance to the relevant head of department and Ethics Committee and only commence with field work once the application for ethical clearance has been approved by the Ethics Committee;
- annually present a progress report on the research to the supervisor. Continued reregistration depends on satisfactory progress annually;
- attend all research capacity building sessions on quantitative and qualitative research at doctoral level;
- submit a thesis for examination on a topic approved by the Dean on the recommendation of the relevant head of department and successfully defend her/his thesis at an oral examination;
- submit proof of submission of an article issued by an accredited journal. The draft proof as well as the proof of submission must be submitted to Student Administration before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies;
- in addition to the abovementioned copies, each successful student must submit a bound paper copy as well as two electronic copies of the approved thesis to the Head: Student Administration in the format specified by the faculty and in accordance with the minimum standards set by the Department of Library Services (specifications are available at: http://upetd.up.ac.za/authors/publish/standards.htm#specs?, before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies.

Guidelines for the format, submission and defending of the research proposal will be communicated by the relevant head of department .

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

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Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.

Curriculum: Final year

Minimum credits: 360

Core modules

Thesis: Technology education 990 (TNO 990) - Credits: 360.00

PhD (Adult and Community Education and Training) (09261551)

Minimum duration of study	2 years

Admission requirements

1. Relevant MEd (or equivalent) degree
2. A cumulative weighted average of at least 60% for the research component of the relevant master's degree

Research information

Students for the PhD degree must:

- submit a research proposal during the first year of registration and defend it successfully before a panel of examiners appointed by the Dean, in collaboration with the relevant head of department, supervisor and research coordinator, before they can start with the research;
- apply for ethical clearance to the relevant head of department and Ethics Committee and only commence with field work once the application for ethical clearance has been approved by the Ethics Committee;
- annually present a progress report on the research to the supervisor. Continued reregistration depends on satisfactory progress annually;
- attend all research capacity building sessions on quantitative and qualitative research at doctoral level;
- submit a thesis for examination on a topic approved by the Dean on the recommendation of the relevant head of department and successfully defend her/his thesis at an oral examination;
- submit proof of submission of an article issued by an accredited journal. The draft proof as well as the proof of submission must be submitted to Student Administration before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies;
- in addition to the abovementioned copies, each successful student must submit a bound paper copy as well as two electronic copies of the approved thesis to the Head: Student Administration in the format specified by the faculty and in accordance with the minimum standards set by the Department of Library Services (specifications are available at: http://upetd.up.ac.za/authors/publish/standards.htm#specs?, before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies.

Guidelines for the format, submission and defending of the research proposal will be communicated by the relevant head of department .

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.

Curriculum: Year 1

Minimum credits: 360

Core modules

Thesis: Adult and community education and training 990 (ACT 990) - Credits: 360.00

Curriculum: Final year

Minimum credits: 360

Core modules

Thesis: Adult and community education and training 990 (ACT 990) - Credits: 360.00

PhD (Assessment and Quality Assurance in Education and Training) (09261501)

Minimum duration of study	2 years

Admission requirements

1. Relevant MEd (or equivalent) degree
2. A weighted average of at least 60% for the research component of the relevant master's degree

Research information

Students for the PhD degree must:

- submit a research proposal during the first year of registration and defend it successfully before a panel of examiners appointed by the Dean, in collaboration with the relevant head of department, supervisor and research coordinator, before they can start with the research;
- apply for ethical clearance to the relevant head of department and Ethics Committee and only commence with field work once the application for ethical clearance has been approved by the Ethics Committee;
- annually present a progress report on the research to the supervisor. Continued reregistration depends on satisfactory progress annually;
- attend all research capacity building sessions on quantitative and qualitative research at doctoral level;
- submit a thesis for examination on a topic approved by the Dean on the recommendation of the relevant head of department and successfully defend her/his thesis at an oral examination;
- submit proof of submission of an article issued by an accredited journal. The draft proof as well as the proof of

submission must be submitted to Student Administration before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies;
- in addition to the abovementioned copies, each successful student must submit a bound paper copy as well as two electronic copies of the approved thesis to the Head: Student Administration in the format specified by the faculty and in accordance with the minimum standards set by the Department of Library Services (specifications are available at: http://upetd.up.ac.za/authors/publish/standards.htm#specs?, before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies.

Guidelines for the format, submission and defending of the research proposal will be communicated by the relevant head of department .

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.

Curriculum: Year 1

Minimum credits: 360

Core modules

Thesis: Assessment and quality assurance 990 (AQA 990) - Credits: 360.00

Curriculum: Final year

Minimum credits: 360

Core modules

Thesis: Assessment and quality assurance 990 (AQA 990) - Credits: 360.00

PhD (Computer-integrated Education) (09261521)

Minimum duration of study	2 years

Admission requirements

1. Relevant MEd (or equivalent) degree
2. A weighted average of at least 60% for the research component of the relevant master’s degree

Research information

Students for the PhD degree must:

- submit a research proposal during the first year of registration and defend it successfully before a panel of examiners appointed by the Dean, in collaboration with the relevant head of department, supervisor and research coordinator, before they can start with the research;
- apply for ethical clearance to the relevant head of department and Ethics Committee and only commence with field work once the application for ethical clearance has been approved by the Ethics Committee;
- annually present a progress report on the research to the supervisor. Continued reregistration depends on satisfactory progress annually;
- attend all research capacity building sessions on quantitative and qualitative research at doctoral level;
- submit a thesis for examination on a topic approved by the Dean on the recommendation of the relevant head of department and successfully defend her/his thesis at an oral examination;
- submit proof of submission of an article issued by an accredited journal. The draft proof as well as the proof of submission must be submitted to Student Administration before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies;
- in addition to the abovementioned copies, each successful student must submit a bound paper copy as well as two electronic copies of the approved thesis to the Head: Student Administration in the format specified by the faculty and in accordance with the minimum standards set by the Department of Library Services (specifications are available at: http://upetd.up.ac.za/authors/publish/standards.htm#specs?, before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies.

Guidelines for the format, submission and defending of the research proposal will be communicated by the relevant head of department .

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.

Curriculum: Year 1

Minimum credits: 360

Core modules

Thesis: Computer-integrated education 990 (CIE 990) - Credits: 360.00

Curriculum: Final year

Minimum credits: 360

Core modules

Thesis: Computer-integrated education 990 (CIE 990) - Credits: 360.00

PhD (Curriculum and Instructional Design and Development) (09261561)

Minimum duration of study	2 years

Admission requirements

1. Relevant MEd (or equivalent) degree
2. A weighted average of at least 60% for the research component of the relevant master's degree

Research information

Students for the PhD degree must:

- submit a research proposal during the first year of registration and defend it successfully before a panel of examiners appointed by the Dean, in collaboration with the relevant head of department, supervisor and research coordinator, before they can start with the research;
- apply for ethical clearance to the relevant head of department and Ethics Committee and only commence with field work once the application for ethical clearance has been approved by the Ethics Committee;
- annually present a progress report on the research to the supervisor. Continued reregistration depends on satisfactory progress annually;
- attend all research capacity building sessions on quantitative and qualitative research at doctoral level;
- submit a thesis for examination on a topic approved by the Dean on the recommendation of the relevant head of department and successfully defend her/his thesis at an oral examination;
- submit proof of submission of an article issued by an accredited journal. The draft proof as well as the proof of submission must be submitted to Student Administration before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies;
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Guidelines for the format, submission and defending of the research proposal will be communicated by the relevant head of department .

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.

Curriculum: Year 1
Minimum credits: 360

Core modules
Thesis: Curriculum and instructional design and development 990 (CDV 990) - Credits: 360.00

Curriculum: Final year
Minimum credits: 360

Core modules
Thesis: Curriculum and instructional design and development 990 (CDV 990) - Credits: 360.00

PhD (Education Management, Law and Policy) (09261531)

Minimum duration of study	2 years

Admission requirements

1. Relevant MEd (or equivalent) degree
2. A weighted average of at least 60% for the research component of the relevant master's degree

Research information

Students for the PhD degree must:

- submit a research proposal during the first year of registration and defend it successfully before a panel of examiners appointed by the Dean, in collaboration with the relevant head of department, supervisor and research coordinator, before they can start with the research;
- apply for ethical clearance to the relevant head of department and Ethics Committee and only commence with field work once the application for ethical clearance has been approved by the Ethics Committee;
- annually present a progress report on the research to the supervisor. Continued reregistration depends on satisfactory progress annually;
- attend all research capacity building sessions on quantitative and qualitative research at doctoral level;
- submit a thesis for examination on a topic approved by the Dean on the recommendation of the relevant head of department and successfully defend her/his thesis at an oral examination;
- submit proof of submission of an article issued by an accredited journal. The draft proof as well as the proof of submission must be submitted to Student Administration before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies;
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Guidelines for the format, submission and defending of the research proposal will be communicated by the relevant head of department .

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

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Curriculum: Year 1

Minimum credits: 360

Core modules

Thesis: Education management 990 (OWB 990) - Credits: 360.00

Curriculum: Final year

Minimum credits: 360

Core modules

Thesis: Education management 990 (OWB 990) - Credits: 360.00

PhD (Education Policy Studies) (09261571)

Minimum duration of study	2 years

Admission requirements

1. Relevant MEd (or equivalent) degree
2. A weighted average of at least 60% for the research component of the relevant master's degree

Research information

Students for the PhD degree must:

- submit a research proposal during the first year of registration and defend it successfully before a panel of examiners appointed by the Dean, in collaboration with the relevant head of department, supervisor and research coordinator, before they can start with the research;
- apply for ethical clearance to the relevant head of department and Ethics Committee and only commence with field work once the application for ethical clearance has been approved by the Ethics Committee;
- annually present a progress report on the research to the supervisor. Continued reregistration depends on satisfactory progress annually;
- attend all research capacity building sessions on quantitative and qualitative research at doctoral level;
- submit a thesis for examination on a topic approved by the Dean on the recommendation of the relevant head of department and successfully defend her/his thesis at an oral examination;
- submit proof of submission of an article issued by an accredited journal. The draft proof as well as the proof of submission must be submitted to Student Administration before 15 February for the Autumn graduation

ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies;
- in addition to the abovementioned copies, each successful student must submit a bound paper copy as well as two electronic copies of the approved thesis to the Head: Student Administration in the format specified by the faculty and in accordance with the minimum standards set by the Department of Library Services (specifications are available at: http://upetd.up.ac.za/authors/publish/standards.htm#specs?, before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies.

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General information

University of Pretoria Programme Qualification Mix (PQM) verification project

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Curriculum: Year 1

Minimum credits: 360

Core modules

Thesis: Education policy studies 995 (OWB 995) - Credits: 360.00

Curriculum: Final year

Minimum credits: 360

Core modules

Thesis: Education policy studies 995 (OWB 995) - Credits: 360.00

PhD (Educational Psychology) (09261362)

Minimum duration of study	2 years

Programme information

Students can choose one of the following focus areas:

- Career Orientation Pedagogics
- Orthodidactics
- Orthopedadogics

Admission requirements

1. Relevant MEd (or equivalent) degree
2. A weighted average of at least 60% for the research component of the relevant master's degree

Research information

Students for the PhD degree must:

- submit a research proposal during the first year of registration and defend it successfully before a panel of examiners appointed by the Dean, in collaboration with the relevant head of department, supervisor and research coordinator, before they can start with the research;
- apply for ethical clearance to the relevant head of department and Ethics Committee and only commence with field work once the application for ethical clearance has been approved by the Ethics Committee;
- annually present a progress report on the research to the supervisor. Continued reregistration depends on satisfactory progress annually;
- attend all research capacity building sessions on quantitative and qualitative research at doctoral level;
- submit a thesis for examination on a topic approved by the Dean on the recommendation of the relevant head of department and successfully defend her/his thesis at an oral examination;
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Guidelines for the format, submission and defending of the research proposal will be communicated by the relevant head of department .

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

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Curriculum: Year 1

Minimum credits: 360

Core modules

Thesis: Vocational orientation (Psychology) 991 (BOP 991) - Credits: 360.00
Thesis: Orthodidactics (Psychiatry) 992 (ODK 992) - Credits: 360.00
Thesis: Orthopedagogics (Psychiatry) 991 (OPG 991) - Credits: 360.00

Curriculum: Final year

Minimum credits: 360

Core modules

Thesis: Vocational orientation (Psychology) 991 (BOP 991) - Credits: 360.00
Thesis: Orthodidactics (Psychiatry) 992 (ODK 992) - Credits: 360.00
Thesis: Orthopedagogics (Psychiatry) 991 (OPG 991) - Credits: 360.00

PhD (Learning Support, Guidance and Counselling) (09261541)

Minimum duration of study	2 years

Admission requirements

1. Relevant MEd (or equivalent) degree
2. A weighted average of at least 60% for the research component of the relevant master's degree

Research information

Students for the PhD degree must:

- submit a research proposal during the first year of registration and defend it successfully before a panel of examiners appointed by the Dean, in collaboration with the relevant head of department, supervisor and research coordinator, before they can start with the research;
- apply for ethical clearance to the relevant head of department and Ethics Committee and only commence with field work once the application for ethical clearance has been approved by the Ethics Committee;
- annually present a progress report on the research to the supervisor. Continued reregistration depends on satisfactory progress annually;
- attend all research capacity building sessions on quantitative and qualitative research at doctoral level;
- submit a thesis for examination on a topic approved by the Dean on the recommendation of the relevant head of department and successfully defend her/his thesis at an oral examination;
- submit proof of submission of an article issued by an accredited journal. The draft proof as well as the proof of submission must be submitted to Student Administration before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies;
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Guidelines for the format, submission and defending of the research proposal will be communicated by

the relevant head of department .

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.

Curriculum: Year 1

Minimum credits: 360

Core modules

Thesis: Learner support, guidance and counselling 990 (LVB 990) - Credits: 360.00

Curriculum: Final year

Minimum credits: 360

Core modules

Thesis: Learner support, guidance and counselling 990 (LVB 990) - Credits: 360.00

UPOnline

Higher Certificate in Sports Sciences (UPOnline) *Part-time* (09110003)

Minimum duration of study	2 years

Programme information

The purpose of the fully online Higher Certificate in Sports Sciences is to develop sport coaches and administrators who can function successfully in an interdisciplinary environment. The aim of the qualification is to equip students with applied competencies required to work within education settings to provide physical education through sport programmes and to promote principles of good management in sport, in order to improve athletes' and sports teams' performances. The qualification further serves to provide students with basic introductory knowledge, and cognitive and conceptual tools and practical techniques required for higher education studies in sports sciences and education. The theoretical and practical learning provides students with understanding and skill sets required to promote and manage development of sport organisations and physical education. On completion of this qualification students
will have knowledge, skills and values related to the scope of physical education, sport coaching and sport management required to develop sporting codes for extramural programmes. This will prepare students for employment as trainers and coaches in various sporting codes, in the private and public sectors in the context of community sport clubs, school sport and sport coaching.

Information about UPOnline programmes:

- The UPOnline programmes are presented and assessed fully online.
- UPOnline programmes allow access to programme material and class interaction on any device provided that a stable internet connection is available.
- The UPOnline modules have dedicated facilitators and student success coordinators ready to motivate, support and assist students with any queries they may have.
- UPOnline programmes have been designed to provide a highly interactive learning environment which may include live chats, discussion forums and online video communication.
- These programmes are structured with six enrolment opportunities per year.
- Payment can be made per module.

Additional requirements

Computer literacy
The University of Pretoria makes use of Blackboard, branded as clickUP, which is an online system that provides a workspace for students, providing students with the information and the connections needed.
ClickUP contains study material as well as a simple, convenient, and reliable web conferencing and virtual classroom solutions specifically built for education and training. ClickUP is accessible via a web browser mobile device, or tablet and has a useful student guide.

Students are required to have some technical and digital literacy skills such as the ability to:

- navigate the University's eLearning environment (ClickUP);
- use the email service in the LMS;
- manage digital files: create, store, upload and attach files to assignment submissions (using applications such as MS Word, MS Excel, MS PowerPoint);
- use the Library website and databases for research and make use of proper referencing techniques;

- use a webcam, upload videos or audio files, use social media for communication or to collaborate electronically; and
- download and install software and applications.

Other programme-specific information

The HCert (Sports Sciences) programme consists of 11 compulsory modules at NQF level 5. Two theoretical modules will be presented as fixed start module alternatively, namely Literacies in Education and Personal development and life skills training. The practical aspect, Sports Practical module is also presented as a fixed start modules. The Sports Practical module is a work-integrated learning (WIL) module, which must be completed by the time the student concludes all the theoretical modules of the programme. The student must complete all the compulsory modules to meet the 122-credit requirement for the qualification. All modules in the online programme will be offered fully online while the face-to-face programme will be offered in a blended mode on campus.

WIL information
The 32-credit Sports Practical module will provide students with the opportunity to engage in work integrated learning. Students will compile a portfolio of evidence over the year-long module.

Examinations and pass requirements

Continuous assessment will be implemented throughout the programme allowing for multiple assessment opportunities, frequent feedback and a diversity of assessment tasks, such as discussion forums, quizzes, journal entries, assignments, and/or a portfolio of evidence. Students must obtain a minimum of 50% for each module in order to pass the programme.

Pass with distinction

The higher certificate is awarded with distinction to a student who has obtained an overall weighted average (GPA) of 75% or higher for the HCert programme. This includes the sport practical module.

Curriculum: Year 1

Minimum credits: 122

The HCert (Sports Sciences) programme consists of 11 compulsory modules at NQF level 5. Literacies in education, Personal development and life skills, and Sports practical are fixed start modules. The Sports practical module is a work-integrated learning (WIL) module which must be completed within two years. The student must complete all the compulsory modules to meet the 122-credit requirement for the qualification. All modules will be offered online.

Fundamental modules

Personal development and life skills training 180 (JLO 180) - Credits: 12.00
Literacies in education 180 (JLZ 180) - Credits: 12.00

Core modules

Sports and physical education management 118 (JMB 118) - Credits: 8.00
Human motor skills development 119 (JMB 119) - Credits: 8.00
Basic human anatomy and physiology 128 (JMB 128) - Credits: 8.00
Sports practical 180 (JRC 180) - Credits: 32.00
Foundations of recreation 118 (JRM 118) - Credits: 8.00
Sport injuries 180 (JXE 180) - Credits: 10.00

Fundamental nutrition 181 (JXE 181) - Credits: 8.00
Exercise and training principles 190 (JXE 190) - Credits: 8.00
Coaching professionalism 180 (JXP 180) - Credits: 8.00

Curriculum: Final year

Minimum credits: 122

The HCert (Sports Sciences) programme consists of 11 compulsory modules at NQF level 5. Literacies in education, Personal development and life skills, and Sports practical are fixed start modules. The Sports practical module is a work-integrated learning (WIL) module which must be completed within two years. The student must complete all the compulsory modules to meet the 122-credit requirement for the qualification. All modules will be offered online.

Fundamental modules

Personal development and life skills training 180 (JLO 180) - Credits: 12.00
Literacies in education 180 (JLZ 180) - Credits: 12.00

Core modules

Sports and physical education management 118 (JMB 118) - Credits: 8.00
Human motor skills development 119 (JMB 119) - Credits: 8.00
Basic human anatomy and physiology 128 (JMB 128) - Credits: 8.00
Sports practical 180 (JRC 180) - Credits: 32.00
Foundations of recreation 118 (JRM 118) - Credits: 8.00
Sport injuries 180 (JXE 180) - Credits: 10.00
Fundamental nutrition 181 (JXE 181) - Credits: 8.00
Exercise and training principles 190 (JXE 190) - Credits: 8.00
Coaching professionalism 180 (JXP 180) - Credits: 8.00

Modules

Dissertation: Adult and community education and training 890 (ACT 890)

Qualification	Postgraduate
Module credits	180.00
NQF Level	09
Programmes	MEd (Adult and Community Education and Training) MEd (Adult and Community Education and Training)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Year

Adult and community education and training 900 (ACT 900)

Qualification	Postgraduate
Module credits	1.00
NQF Level	10
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Year

Thesis: Adult and community education and training 990 (ACT 990)

Qualification	Postgraduate
Module credits	360.00
NQF Level	10
Programmes	PhD (Adult and Community Education and Training) PhD (Adult and Community Education and Training)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Assessment in the early years 210 (AEY 210)

Qualification	Undergraduate
Module credits	12.00

NQF Level	06
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Semester 1

Module content

This module focuses on formal and informal observation and assessment strategies in early childhood and the implications of the findings thereof to early childhood learning and development. It addresses the link between pedagogy and assessment; testing in the early years; systematic observation and assessment methods for collection and documentation of data; assessment planning techniques and procedures; assessment of the effect of the curriculum, environment and interactions on young children's learning and development; effective assessment principles and practices for early childhood; child observation and identification of young children at risk; embedding assessment activates within the play-based curriculum and environments; listening to, working with and sharing assessment with families; and working with ECCE support services to support children in response of the assessment findings.

Afrikaans 110 (AFR 110)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Law
Prerequisites	No prerequisites.
Contact time	2 discussion classes per week, 2 lectures per week
Language of tuition	Module is presented in Afrikaans
Department	Afrikaans
Period of presentation	Semester 1

Module content

Taalkundekomponent: Inleiding tot die Afrikaanse taalkunde

Inleiding tot die Afrikaanse taalkunde met die klem op skryfvaardighede.

Letterkundekomponent: Inleiding tot Afrikaanse literatuurstudie

Inleiding tot die Afrikaanse literatuurgeskiedenis, -kritiek en -teorie.

Afrikaans 120 (AFR 120)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Law
Prerequisites	No prerequisites.
Contact time	2 discussion classes per week, 2 lectures per week
Language of tuition	Module is presented in Afrikaans
Department	Afrikaans
Period of presentation	Semester 2

Module content

Taalkundekomponent: Fonetiek en fonologie

Inleiding tot die Afrikaanse fonetiek en fonologie. Inleiding tot die Afrikaanse taalkunde.

Letterkundekomponent: Afrikaanse populêre kultuur

Inleiding tot kultuurstudie: ’n Oorsig oor populêre fiksie, musiek en films in Afrikaans.

Afrikaans 214 (AFR 214)

Qualification	Undergraduate
Module credits	20.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education
Prerequisites	AFR 110 and AFR 120
Contact time	2 discussion classes per week, 2 lectures per week
Language of tuition	Module is presented in Afrikaans
Department	Afrikaans
Period of presentation	Semester 1

Module content

Taalkundekomponent: Semantiek en pragmatiek

Inleiding tot die Afrikaanse semantiek en pragmatiek.

Letterkundekomponent: Teks en konteks I

Verdere bestudering van Afrikaanse letterkundige en kultuurtekste binne breër geskiedkundige, sosiokulturele en teoretiese konteks. Afrikaanse literatuur tot die 1970's binne historiese en teoretiese konteks.

Afrikaans 220 (AFR 220)

Qualification	Undergraduate
Module credits	20.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education
Prerequisites	AFR 110 and AFR 120
Contact time	2 discussion classes per week, 2 lectures per week
Language of tuition	Module is presented in Afrikaans
Department	Afrikaans
Period of presentation	Semester 2

Module content

Taalkundekomponent: Sosiolinguistiek

Inleiding tot die Afrikaanse sosiolinguistiek.

Letterkundekomponent: Teks en konteks II

Afrikaanse literatuur sedert die 1970's binne historiese konteks. Verdere bestudering van Afrikaanse letterkundige en kultuurtekste binne breër geskiedkundige, sosiokulturele en teoretiese konteks.

Afrikaans 311 (AFR 311)

Qualification	Undergraduate
Module credits	30.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education
Prerequisites	AFR 214 and AFR 220

Contact time	2 discussion classes per week, 2 lectures per week
Language of tuition	Module is presented in Afrikaans
Department	Afrikaans
Period of presentation	Semester 1

Module content

Taalkundekomponent: Historiese taalkunde

Inleiding tot die Afrikaanse historiese taalkunde.

Letterkundekomponent: Gevorderde literatuurstudie I

Afrikaanse literatuur in die konteks van resente literatuurteoretiese diskoerse.

Afrikaans 321 (AFR 321)

Qualification	Undergraduate
Module credits	30.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education
Prerequisites	AFR 214 and AFR 220
Contact time	2 discussion classes per week, 2 lectures per week
Language of tuition	Module is presented in Afrikaans
Department	Afrikaans
Period of presentation	Semester 2

Module content

Taalkundekomponent: Sintaksis

Inleiding tot die Afrikaanse sintaksis.

Letterkundekomponent: Gevorderde literatuurstudie II

Afrikaanse literatuur in die konteks van resente literatuurteoretiese diskoerse.

African languages literature: Capita selecta 121 (AFT 121)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)

Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education
Prerequisites	NDE 110/SEP 111/ZUL 111/STW 111
Contact time	2 lectures per week
Language of tuition	Module presented in English and African Language
Department	African Languages
Period of presentation	Semester 2

Module content

Aspects of the literature of isiNdebele/isiZulu/Sepedi/Setswana such as an introduction to literary concepts such as literary text(s), topic, characters, events, time and place; the analysis of selected short stories.

African languages literature: Capita selecta 220 (AFT 220)

Qualification	Undergraduate
Module credits	20.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education
Prerequisites	NDE 210/SEP 211/ZUL 211/STW 211
Contact time	2 lectures per week
Language of tuition	Module presented in English and African Language
Department	African Languages
Period of presentation	Semester 2

Module content

Aspects of the literature of isiNdebele/isiZulu/Sepedi/Setswana such as the continuation of the study of concepts such as text, topic, characters, events, time and place; the study of plot and style; the critical analysis of a novel/novelette.

African languages literature: Capita selecta 320 (AFT 320)

Qualification	Undergraduate
Module credits	30.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)

Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education
Prerequisites	NDE 310/SEP 310/ZUL 310/STW 310
Contact time	1 discussion class per week, 2 lectures per week
Language of tuition	Module presented in English and African Language
Department	African Languages
Period of presentation	Semester 2

Module content

Aspects of the literature of isiNdebele/isiZulu/Sepedi/Setswana such as the critical analysis of a dramatic work and poetry (selected poems).

Academic information management 111 (AIM 111)

Qualification	Undergraduate
Module credits	4.00
NQF Level	05
Programmes	Bachelor of Veterinary Nursing [BVetNurs] BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Economic and Management Sciences Faculty of Humanities Faculty of Law Faculty of Health Sciences Faculty of Natural and Agricultural Sciences Faculty of Theology and Religion
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Information Science
Period of presentation	Semester 1

Module content

Find, evaluate, process, manage and present information resources for academic purposes using appropriate technology.

Academic information management 121 (AIM 121)

Qualification	Undergraduate
Module credits	4.00

NQF Level	05
Programmes	Bachelor of Veterinary Nursing [BVetNurs] BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Economic and Management Sciences Faculty of Humanities Faculty of Law Faculty of Health Sciences Faculty of Natural and Agricultural Sciences Faculty of Theology and Religion Faculty of Veterinary Science
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Informatics
Period of presentation	Semester 2

Module content

Apply effective search strategies in different technological environments. Demonstrate the ethical and fair use of information resources. Integrate 21st-century communications into the management of academic information.

Oral Literacies in African Language Education 730 (ALE 730)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Curriculum and Instructional Design and Development) *Teacher Education and Professional Development Plan* BEdHons (Curriculum and Instructional Design and Development) *Teacher Education and Professional Development Plan*
Prerequisites	IsiZulu/IsiNdebele/Sepedi/Setswana 1, 2, 3 (Beginners courses not accepted)
Contact time	7 lectures
Language of tuition	IsiZulu/IsiNdebele/Sepedi/Setswana
Department	Humanities Education
Period of presentation	Semester 1 or Semester 2

Module content

The aim of this postgraduate module is to equip students with the advanced pedagogical knowledge and research in oral literacies in African languages. This includes among others students' conceptualisation of issues dealing with language planning and policies, literacy in African oral literature, conceptualisation of ideas to promote and intellectualise African languages to suit the demands of modern learners. The significance of this module will be to:

- provide the students with the knowledge that oral traditional literacy is fundamental to one's identity and provides a sense of community and personal value
- give students a platform to be able to explore the historical development of orality as the core and foundation of African literature
- fully understand the nature of African literature and its genres
- appreciate its value and contribution to modern society and the morality it brings to the community or nation.

Assessment approaches and instruments 711 (API 711)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Computer-integrated Education) BEdHons (Assessment and Quality Assurance in Education and Training) BEdHons (Computer-integrated Education) BEdHons (Curriculum and Instructional Design and Development) *Teacher Education and Professional Development Plan* BEdHons (Life Sciences Education) BEdHons (Mathematics Education) BEdHons (Physical Sciences Education) BEdHons (Technology Education)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 2

Module content

Foundations, principles and ethics of assessment practices. International trends. Quantitative and qualitative modes of assessment and appropriate instruments. Generating evidence for assessment. Assessment and quality assurance. Techniques of computer-based assessment.

Assessment approaches and instruments 733 (API 733)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Computer-integrated Education) (Distance Education) BEdHons (Computer-integrated Education) (Distance Education)

Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 2

Module content

Foundations, principles and ethics of assessment practices. International trends. Quantitative and qualitative modes of assessment and appropriate instruments. Generating evidence for assessment. Assessment and quality assurance. Techniques of computer-based assessment.

Part 2: Research report 780 (AQA 780)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Assessment and Quality Assurance in Education and Training) BEdHons (Assessment and Quality Assurance in Education and Training)
Prerequisites	NMQ 755
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 2

Module content

Supervised research project of limited scope. Use qualitative and/or quantitative methods. Writing a short report.

Dissertation: Assessment and quality assurance 890 (AQA 890)

Qualification	Postgraduate
Module credits	180.00
NQF Level	09
Programmes	MEd (Assessment and Quality Assurance in Education and Training) MEd (Assessment and Quality Assurance in Education and Training)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Year

Assessment and quality assurance 900 (AQA 900)

Qualification	Postgraduate
Module credits	1.00

NQF Level	10
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Year

Thesis: Assessment and quality assurance 990 (AQA 990)

Qualification	Postgraduate
Module credits	360.00
NQF Level	10
Programmes	PhD (Assessment and Quality Assurance in Education and Training) PhD (Assessment and Quality Assurance in Education and Training)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Year

Business accounting 200 (BAC 200)

Qualification	Undergraduate
Module credits	32.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Law Faculty of Natural and Agricultural Sciences
Prerequisites	FRK 111 and FRK 121 or FRK 100/101
Contact time	4 lectures per week
Language of tuition	Module is presented in English
Department	Accounting
Period of presentation	Year

Module content

To use a conceptual understanding of intermediate foundational knowledge of International Financial Reporting Standards (IFRS) in order to prepare, present and interpret company and basic group company financial statements in a familiar business context and to propose clear solutions with adequate justification to solve financial problems in an ethical manner.

Carbohydrate metabolism 252 (BCM 252)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	Bachelor of Dietetics [BDietetics]
Service modules	Faculty of Education Faculty of Health Sciences
Prerequisites	BCM 251 GS and BCM 257 GS.
Contact time	1 tutorial per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	Biochemistry, Genetics and Microbiology
Period of presentation	Semester 2

Module content

Carbohydrate structure and function. Blood glucose measurement in the diagnosis and treatment of diabetes. Bioenergetics and biochemical reaction types. Glycolysis, gluconeogenesis, glycogen metabolism, pentose phosphate pathway, citric acid cycle and electron transport. Total ATP yield from the complete oxidation of glucose. A comparison of cellular respiration and photosynthesis. Online activities include techniques for the study and analysis of metabolic pathways and enzymes; PO ratio of mitochondria, electrophoresis, extraction, solubility and gel permeation techniques; scientific method and design.

Career counselling 805 (BOP 805)

Qualification	Postgraduate
Module credits	10.00
NQF Level	09
Programmes	MEd (Educational Psychology) (Coursework) MEd (Educational Psychology) (Coursework)
Prerequisites	No prerequisites.
Contact time	1 lecture every fortnight
Language of tuition	Module is presented in English
Department	Educational Psychology
Period of presentation	Year

Module content

Theory and application counselling; of career counselling; addressing contemporary Global South inequality issues by privileging social justice and diversity agenda in the practice of guidance and counselling, Interviewing, implementation and interpretation of media, diagnosing, counselling to develop strengths, identify and leverage resources and assets (individual, collective and contextual) for life design; career resilience, adaptability and employability.

Vocational orientation pedagogics (Psychology) 901 (BOP 901)

Qualification	Postgraduate
Module credits	1.00
NQF Level	10
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Educational Psychology
Period of presentation	Year

Thesis: Vocational orientation (Psychology) 991 (BOP 991)

Qualification	Postgraduate
Module credits	360.00
NQF Level	10
Programmes	PhD (Educational Psychology) PhD (Educational Psychology)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Educational Psychology
Period of presentation	Year

Plants and society 161 (BOT 161)

Qualification	Undergraduate
Module credits	8.00
NQF Level	05
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education
Prerequisites	MLB 111 GS
Contact time	2 lectures per week, fortnightly practicals
Language of tuition	Module is presented in English
Department	Department of Plant and Soil Sciences
Period of presentation	Semester 2

Module content

Botanical principles of structure and function; diversity of plants; introductory plant systematics and evolution; role of plants in agriculture and food security; principles and applications of plant biotechnology; economical and valuable medicinal products derived from plants; basic principles of plant ecology and their application in conservation and biodiversity management.
This content aligns with the United Nation's Sustainable Debelopment Goals of No Poverty, Good Health and Well-being, Climate Action, Responsible Consumption and Production, and Life on Land.

South African flora and vegetation 251 (BOT 251)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Education
Prerequisites	BOT 161
Contact time	1 practical per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	Department of Plant and Soil Sciences
Period of presentation	Semester 1

Module content

Origin and affinity of South African flora and vegetation types; principles of plant geography; plant diversity in southern Africa; characteristics, environments and vegetation of South African biomes and associated key ecological processes; centra of plant endemism; rare and threatened plant species; biodiversity conservation and ecosystem management; invasion biology; conservation status of South African vegetation types.

Plant physiology and biotechnology 261 (BOT 261)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Education
Prerequisites	BOT 161 and CMY 127 GS.
Contact time	1 practical per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	Department of Plant and Soil Sciences

Period of presentation	Semester 2

Module content

Nitrogen metabolism in plants; nitrogen fixation in Agriculture; plant secondary metabolism and natural products; photosynthesis and carbohydrate metabolism in plants; applications in solar energy; plant growth regulation and the Green Revolution; plant responses to the environment; developing abiotic stress tolerant and disease resistant plants. Practicals: Basic laboratory skills in plant physiology; techniques used to investigate nitrogen metabolism, carbohydrate metabolism, pigment analysis, water transport in plant tissue and response of plants to hormone treatments.

Plant ecophysiology 356 (BOT 356)

Qualification	Undergraduate
Module credits	18.00
NQF Level	07
Programmes	BSc (Human Physiology)
Service modules	Faculty of Education
Prerequisites	BOT 161
Contact time	1 practical per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	Department of Plant and Soil Sciences
Period of presentation	Semester 1

Module content

Introduction to plant ecophysiology and plants response to environmental stress. Understanding how various biotic and abiotic factors affect plant metabolic processes, including photosynthesis and respiration. Emphasis is placed on the efficiency of the mechanisms whereby C3-, C4 and CAM-plants bind CO2 and how they are impacted by the environment. To understand the functioning of plants in diverse environments, the relevant structural properties of plants, the impact of soil composition, water flow in the soil-plant air continuum and long distance transport of assimilates will be discussed. Students will research a topic relevant to plant ecophysiology and present this in the form of an oral presentation. Students will conduct a practical project to study the effects of environmental factors on C3 and C4 plant growth and physiology. Students will present the report in a written format according to the guidelines of a relevant scientific journal. Relevant readings will be used to highlight the alignment of the module with the Sustainable Development Goals, with emphasis placed on climate action.

Phytomedicine 365 (BOT 365)

Qualification	Undergraduate
Module credits	18.00
NQF Level	07
Programmes	BSc (Human Genetics)
Service modules	Faculty of Education

Prerequisites	BOT 161
Contact time	1 practical per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	Department of Plant and Soil Sciences
Period of presentation	Semester 2

Module content

The module will include a review on the discovery and use of plant medicines and phyto-therapeutically important molecules obtained from plants. Certain aspects of natural product chemistry i.e. the biosynthesis, ecological role and toxicity of the three main classes of secondary compounds; terpenoids, phenolics, and alkaloids are discussed. An introduction to the principles and applications of metabolomics is presented. The role of these natural products in defense against microorganisms and herbivores is reviewed during the module. The importance of ethnobotany and phylogenetics in modern drug discovery from biodiversity will presented along with legal and ethical considerations surrounding bioprospecting. This will follow on with modern theories and practices regarding sustainable utilisation and conservation of medicinal plants. The basics of alternative medicines, with an emphasis on traditional African and Chinese medicines, are also discussed as well as current evidence-based research and product development derived from these. Biotechnological approaches to medicinal natural product production, ‘farmer to pharma’, will be covered, including plant cell culture and bioreactors. Practical sessions on drug discovery approaches using chromatographic techniques for phytochemical analysis of secondary metabolites such as tannins, alkaloids, and saponins are conducted. Bioassays on micro-organisms are also done during the practical sessions in order to develop the skills for the potential discovery of new antibiotics.

Plant diversity 366 (BOT 366)

Qualification	Undergraduate
Module credits	18.00
NQF Level	07
Programmes	BSc (Plant Science)
Service modules	Faculty of Education
Prerequisites	BOT 161
Contact time	1 practical per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	Department of Plant and Soil Sciences
Period of presentation	Semester 2

Module content

Basic principles and methods of plant classification. Sources of plant variation. Modern methods to ascertain evolutionary relationships among plants. The extent and significance of vascular plant diversity. General structural and biological characteristics of evolutionary and ecologically important plant groups. Botanical nomenclature. Plant identification in practice; identification methods, keys, herbaria and botanical gardens. Diagnostic characters for the field identification of trees, wild flowers and grasses. Family recognition of southern African plants. Available literature for plant identification. Methods to conduct floristic surveys. Nature and significance of voucher specimens.

Creative Arts Education 730 (CAE 730)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Curriculum and Instructional Design and Development) *Teacher Education and Professional Development Plan* BEdHons (Curriculum and Instructional Design and Development) *Teacher Education and Professional Development Plan*
Prerequisites	No prerequisites.
Contact time	7 lectures
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 1 or Semester 2

Module content

The module aims to equip and develop research scholarship on interdisciplinary Creative Arts Education. Critical investigations and analysis of policy documents and existing practices will encompass formal, informal and non-formal contexts of integrated Creative Arts Education. The exploration to work academically and determining theoretical underpinnings towards the transformation of an interdisciplinary Creative Arts Education in an ever-changing local and global post-colonial research society is developed. This will include processing new information and developing critical analytical thoughts about the engagement with research that are central to Creative Arts education.

South African Sign language 100 (CCG 100)

Qualification	Undergraduate
Module credits	0.00
NQF Level	05
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

Students who provide sufficient evidence of passing an accredited course in South African Sign Language will be allowed to demonstrate their conversational competence in SASL to an accredited assessor. If the student demonstrates sufficient competence, as assessed by the Faculty of Education, the competence in SASL will be indicated as such on the PGCE qualification.

Conversational Competence: Sepedi 100 (CCI 100)

Qualification	Undergraduate
Module credits	12.00
NQF Level	05
Programmes	BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching) PGCE (Further Education and Training Teaching) PGCE (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English and Sepedi
Department	African Languages
Period of presentation	Semester 1

Module content

To endow prospective teachers, who has no knowledge of an African language, with a basic conversational competence in Northern Sotho (Sepedi). Successful completion of this module will enable teachers to effectively communicate – verbally and non-verbally - in a multilingual classroom.

Conversational Competence: Setswana 100 (CCW 100)

Qualification	Undergraduate
Module credits	12.00
NQF Level	05
Programmes	BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching) PGCE (Further Education and Training Teaching) PGCE (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English and Setswana
Department	African Languages
Period of presentation	Semester 1

Module content

To endow prospective teachers, who have no knowledge of an African language, with a basic conversational competence in Setswana. Successful completion of this module will enable teachers to effectively communicate – verbally and non-verbally - in a multilingual classroom.

Conversational Competence: IsiZulu 100 (CCZ 100)

Qualification	Undergraduate
Module credits	12.00
NQF Level	05
Programmes	BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching) PGCE (Further Education and Training Teaching) PGCE (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English and isiZulu
Department	African Languages
Period of presentation	Semester 1

Module content

To endow prospective teachers, who have no knowledge of an African language, with a basic conversational competence in IsiZulu. Successful completion of this module will enable teachers to effectively communicate – verbally and non-verbally - in a multilingual classroom.

Curriculum development 710 (CDD 710)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Education Management, Law and Policy) BEdHons (Assessment and Quality Assurance in Education and Training) BEdHons (Computer-integrated Education) BEdHons (Curriculum and Instructional Design and Development) *Teacher Education and Professional Development Plan* BEdHons (Education Management, Law and Policy) BEdHons (Learning Support) BEdHons (Life Sciences Education) BEdHons (Mathematics Education) BEdHons (Physical Sciences Education) BEdHons (Technology Education)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English

Department	Science Mathematics and Technology Education
Period of presentation	Semester 1 or Semester 2

Module content

Principles and foundations of curriculum/programme design and development. International and national models and trends in curriculum/programme development. Principles of outcomes-based programming in the SAQA context. Curriculum development models and instruments in action. Situation and task analysis needs assessment. Development. Dissemination. Implementation as a change process. Assessment and evaluation.

Curriculum development 711 (CDD 711)

Qualification	Postgraduate
Module credits	14.00
NQF Level	08
Programmes	PGDip (Technical and Vocational Education and Training) PGDip (Technical and Vocational Education and Training)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1 or Semester 2

Module content

Theories, principles and foundations of curriculum design and development processes. Overview of international and national models and trends in curriculum/programme development. Project-based approach to managing curriculum design, development and evaluation processes in a real-world context.

Curriculum development 733 (CDD 733)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Education Management, Law and Policy) (Distance Education) BEdHons (Computer-integrated Education) (Distance Education) BEdHons (Education Management, Law and Policy) (Distance Education) BEdHons (Learning Support) (Distance Education)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1

Module content

Principles and foundations of curriculum/programme design and development. International and national models and trends in curriculum/programme development. Principles of outcomes-based programming in the SAQA context. Curriculum development models and instruments in action. Situation and task analysis needs assessment. Development. Dissemination. Implementation as a change process. Assessment and evaluation.

Research report 733 (CDV 733)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Education Deans Office
Period of presentation	Year

Module content

Supervised research project of limited scope. Use of qualitative and/or quantitative methods. Writing a short report.

Part 2: Research report 780 (CDV 780)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Curriculum and Instructional Design and Development) *Teacher Education and Professional Development Plan* BEdHons (Curriculum and Instructional Design and Development) *Teacher Education and Professional Development Plan*
Prerequisites	NMQ 755
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 2

Module content

Supervised research project of limited scope. Use qualitative and/or quantitative methods. Writing a short report.

Research report 781 (CDV 781)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08

Prerequisites	NMQ 735
Language of tuition	Module is presented in English
Department	Education Deans Office
Period of presentation	Semester 1

Module content

Write a short report. Small-scale action research in the school or work place. Research proposal development. Use qualitative and/or quantitative methods.

Dissertation: Curriculum and instructional design and development 890 (CDV 890)

Qualification	Postgraduate
Module credits	180.00
NQF Level	09
Programmes	MEd (Curriculum and Instructional Design and Development) MEd (Curriculum and Instructional Design and Development)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Curriculum and instructional design and development 900 (CDV 900)

Qualification	Postgraduate
Module credits	1.00
NQF Level	10
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Thesis: Curriculum and instructional design and development 990 (CDV 990)

Qualification	Postgraduate
Module credits	360.00
NQF Level	10
Programmes	PhD (Curriculum and Instructional Design and Development) PhD (Curriculum and Instructional Design and Development)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English

Department	Humanities Education
Period of presentation	Year

Constructions of early childhood 320 (CEC 320)

Qualification	Undergraduate
Module credits	12.00
NQF Level	07
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Semester 2

Module content

This module focuses on the constructions of early childhood belonging, being and becoming of young children, according to the developmental stages/ages, in relation to the family, community, culture and environments young children get to experience, . Building onto the Education (OPV) 122 (child development and learning), this module deals with the theoretical perspectives on young children’s social identity and implications thereof to early childhood care and learning environments and practice; relationship between the children’s everyday life experiences/interactions and development of interests and construction of identities; factors influencing belonging, being and becoming from African perspectives; and the effect of personal experiences and social identity on teaching and learning.

Curriculum and pedagogy in the early years 200 (CEY 200)

Qualification	Undergraduate
Module credits	24.00
NQF Level	06
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Year

Module content

This module deals with curriculum, pedagogy and learning environments for early childhood care and development. Linked on the Education (OPV) 222, 312 and 322 modules (Supportive learning environments, Curriculum in the classroom and Classroom, safety, discipline and management), the module explores theories, philosophies and practices of early childhood curricula, pedagogy and learning environments. It addresses the play-based curriculum; different teaching and learning methods; learning settings, resources and materials; planning of group times and children's activities; and planning and organisation of routines, daily schedules, transitions and movements. It examines also the South African National Curriculum Framework and the six Early Learning and Development Areas; transformative pedagogy relevant to diverse African contexts; making of age-appropriate tools and toys from locally available materials; and adapting material and activities to accommodate children with disabilities.

Part 2: Research report 780 (CIE 780)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Computer-integrated Education) BEdHons (Computer-integrated Education)
Prerequisites	NMQ 755
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 2

Module content

Supervised research project of limited scope. Use of qualitative and/or qualitative and or quantitative methods. Writing a short report.

Research report 781 (CIE 781)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Computer-integrated Education) (Distance Education) BEdHons (Computer-integrated Education) (Distance Education)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1

Module content

Supervised research project of limited scope. Use of qualitative and/or qualitative and or quantitative methods. Writing a short report.

Dissertation: Computer Integrated Education 890 (CIE 890)

Qualification	Postgraduate
Module credits	180.00
NQF Level	09
Programmes	Master of Education [MEd] Master of Education [MEd]
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Year

Module content

A dissertation conducted under supervision of a supervisor in the area of computer integrated education.

Computer-integrated education 900 (CIE 900)

Qualification	Postgraduate
Module credits	1.00
NQF Level	10
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Year

Thesis: Computer-integrated education 990 (CIE 990)

Qualification	Postgraduate
Module credits	360.00
NQF Level	10
Programmes	PhD (Computer-integrated Education) PhD (Computer-integrated Education)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Year

Computers as cognitive tools 720 (CIT 720)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Computer-integrated Education) BEdHons (Computer-integrated Education)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Quarter 3

Module content

The purpose of this module is to enable the candidate to master computer-integrated techniques pertaining to cognitive tools.

Computers as cognitive tools 733 (CIT 733)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Computer-integrated Education) (Distance Education) BEdHons (Computer-integrated Education) (Distance Education)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 2

Module content

The purpose of this module is to enable the candidate to master computer-integrated techniques pertaining to cognitive tools.

General chemistry 117 (CMY 117)

Qualification	Undergraduate
Module credits	16.00
NQF Level	05
Programmes	Bachelor of Dietetics [BDietetics] BEd (Senior Phase and Further Education and Training Teaching)

Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Health Sciences Faculty of Veterinary Science
Prerequisites	A candidate must have Mathematics for at least 60% and 60% for Physical Sciences.
Contact time	1 practical per week, 4 lectures per week
Language of tuition	Module is presented in English
Department	Chemistry
Period of presentation	Semester 1

Module content

General introduction to inorganic, analytical and physical chemistry. Atomic structure and periodicity. Molecular structure and chemical bonding using the VSEOR model. Nomenclature of inorganic ions and compounds. Classification of reactions: precipitation, acid-base, redox reactions and gas-forming reactions. Mole concept and stoichiometric calculations concerning chemical formulas and chemical reactions. Principles of reactivity: energy and chemical reactions. Physical behaviour gases, liquids, solids and solutions and the role of intermolecular forces. Rate of reactions: Introduction to chemical kinetics.

General chemistry 127 (CMY 127)

Qualification	Undergraduate
Module credits	16.00
NQF Level	05
Programmes	Bachelor of Dietetics [BDietetics] BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Health Sciences Faculty of Veterinary Science
Prerequisites	Natural and Agricultural Sciences students: CMY 117 GS or CMY 154 GS Health Sciences students: none
Contact time	1 practical per week, 4 lectures per week
Language of tuition	Module is presented in English
Department	Chemistry
Period of presentation	Semester 2

Module content

Theory: General physical-analytical chemistry: Chemical equilibrium, acids and bases, buffers, solubility equilibrium, entropy and free energy, electrochemistry. Organic chemistry: Structure (bonding), nomenclature, isomerism, introductory stereochemistry, introduction to chemical reactions and chemical properties of organic compounds and biological compounds, i.e. carbohydrates and aminoacids. Practical: Molecular structure (model building), synthesis and properties of simple organic compounds.

Chemistry 133 (CMY 133)

Qualification	Undergraduate
Module credits	8.00
NQF Level	05
Programmes	BSc extended programme - Physical Sciences
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education
Prerequisites	Admission to the relevant programme.
Contact time	2 lectures per week, 3 discussion classes per week, Fortnightly practicals, Foundation Course
Language of tuition	Module is presented in English
Department	Chemistry
Period of presentation	Semester 1

Module content

Bonding and molecular geometry: VSEPR theory; bonding and organic compounds (structural formulas, classification and nomenclature); matter and its properties; mole concept; reaction stoichiometry; reactions in aqueous solutions: precipitation, acid base and redox. Practical laboratory exercises and assignments are based on the themes covered in the module theory component. The UN sustainable development goals #6, 7 & 12 are addressed in a practical on industrial pollution.

Chemistry 143 (CMY 143)

Qualification	Undergraduate
Module credits	8.00
NQF Level	05
Programmes	BSc extended programme - Physical Sciences
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education
Prerequisites	CMY 133
Contact time	2 lectures per week, 3 discussion classes per week, Fortnightly practicals, Foundation Course
Language of tuition	Module is presented in English
Department	Chemistry
Period of presentation	Semester 2

Module content

Bonding and molecular geometry: VSEPR theory; bonding and organic compounds (structural formulas, classification and nomenclature); matter and its properties; mole concept; reaction stoichiometry; reactions in aqueous solutions: precipitation, acid base and redox.

Chemistry 154 (CMY 154)

Qualification	Undergraduate
Module credits	8.00
NQF Level	05
Programmes	BSc extended programme - Physical Sciences
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education
Prerequisites	CMY 133 and CMY 143
Contact time	2 tutorials per week, 3 lectures per week, Foundation Course, fortnightly practicals
Language of tuition	Module is presented in English
Department	Chemistry
Period of presentation	Semester 1

Module content

Principles of reactivity: energy and chemical reactions. Physical behaviour of gasses, liquids, solids and solutions and the role of intermolecular forces. Rate of reactions: Introduction to Chemical kinetics. Introduction to chemical equilibrium. Introduction to organic chemistry: hybridisation, isomers (structural, geometrical and conformational), additions reactions and reaction mechanisms.

Physical chemistry 282 (CMY 282)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Education
Prerequisites	CMY 117 and CMY 127
Contact time	1 tutorial per week, 2 practicals per week, 4 lectures per week
Language of tuition	Module is presented in English
Department	Chemistry
Period of presentation	Quarter 2

Module content

Theory: Classical chemical thermodynamics, gases, first and second law and applications, physical changes of pure materials and simple compounds. Phase rule: Chemical reactions, chemical kinetics, rates of reactions.

Analytical chemistry 283 (CMY 283)

Qualification	Undergraduate

Module credits	12.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Education
Prerequisites	CMY 117 and CMY 127
Contact time	1 tutorial per week, 2 practicals per week, 4 lectures per week
Language of tuition	Module is presented in English
Department	Chemistry
Period of presentation	Quarter 3

Module content

Statistical evaluation of data in line with ethical practice, gravimetric analysis, aqueous solution chemistry, chemical equilibrium, precipitation-, neutralisation- and complex formation titrations, redox titrations, potentiometric methods, introduction to electrochemistry. Examples throughout the course demonstrate the relevance of the theory to meeting the sustainable development goals of clean water and clean, affordable energy.

Organic chemistry 284 (CMY 284)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Education
Prerequisites	CMY 117 and CMY 127
Contact time	1 tutorial per week, 2 practicals per week, 4 lectures per week
Language of tuition	Module is presented in English
Department	Chemistry
Period of presentation	Quarter 1

Module content

Resonance, conjugation and aromaticity. Acidity and basicity. Introduction to 13C NMR spectroscopy. Electrophilic addition: alkenes. Nucleophilic substitution, elimination, addition: alkyl halides, alcohols, ethers, epoxides, carbonyl compounds: ketones, aldehydes, carboxylic acids and their derivatives Training in an ethical approach to safety that protects self, others and the environment is integral to the practical component of the course.

Inorganic chemistry 285 (CMY 285)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Education
Prerequisites	CMY 117 and CMY 127
Contact time	1 tutorial per week, 2 practicals per week, 4 lectures per week
Language of tuition	Module is presented in English
Department	Chemistry
Period of presentation	Quarter 4

Module content

Atomic structure, structure of solids (ionic model). Coordination chemistry of transition metals: Oxidation states of transition metals, ligands, stereochemistry, crystal field theory, consequences of d-orbital splitting, chemistry of the main group elements, electrochemical properties of transition metals in aqueous solution, industrial applications of transition metals. Fundamentals of spectroscopy and introduction to IR spectroscopy. During practical training students learn to acquire and report data ethically. Practical training also deals with the misuse of chemicals and appropriate waste disposal to protect the environment and meet the UN sustainable development goals.

Physical chemistry 382 (CMY 382)

Qualification	Undergraduate
Module credits	18.00
NQF Level	07
Programmes	BSc (Human Physiology)
Service modules	Faculty of Education
Prerequisites	CMY 282, CMY 283, CMY 284 and CMY 285
Contact time	1 discussion class per week, 2 practicals per week, 4 lectures per week
Language of tuition	Module is presented in English
Department	Chemistry
Period of presentation	Quarter 4

Module content

Theory: Molecular quantum mechanics. Introduction: Shortcomings of classical physics, dynamics of microscopic systems, quantum mechanical principles, translational, vibrational and rotational movement. Atomic structure and spectra: Atomic hydrogen, multiple electron systems, spectra of complex atoms, molecular structure, the hydrogen molecule ion, diatomic and polyatomic molecules, structure and properties of molecules. Molecules in motion: Viscosity, diffusion, mobility. Surface chemistry: Physisorption and chemisorption, adsorption isotherms, surface tension, heterogeneous catalytic rate reactions, capillarity.

Analytical chemistry 383 (CMY 383)

Qualification	Undergraduate
Module credits	18.00
NQF Level	07
Programmes	BSc (Human Physiology)
Service modules	Faculty of Education
Prerequisites	CMY 282, CMY 283, CMY 284 and CMY 285
Contact time	1 discussion class per week, 2 practicals per week, 4 lectures per week
Language of tuition	Module is presented in English
Department	Chemistry
Period of presentation	Quarter 1

Module content

Separation methods: Extraction, multiple extraction, chromatographic systems. Spectroscopy: Construction of instruments, atomic absorption and atomic emission spectrometry, surface analysis techniques. Mass spectrometry. These techniques are discussed in terms of their use in environmental analysis and the value they contribute to meeting the UN sustainable development goals (#3,6 & 11). Instrumental electrochemistry. The relevance of electrochemistry to providing affordable and clean energy (UN SDG#7) is addressed.

Organic chemistry 384 (CMY 384)

Qualification	Undergraduate
Module credits	18.00
NQF Level	07
Programmes	BSc (Human Physiology)
Service modules	Faculty of Education
Prerequisites	CMY 282, CMY 283, CMY 284 and CMY 285
Contact time	1 discussion class per week, 2 practicals per week, 4 lectures per week
Language of tuition	Module is presented in English
Department	Chemistry
Period of presentation	Quarter 3

Module content

Theory: NMR spectroscopy: applications. Aromatic chemistry, Synthetic methodology in organic chemistry. Carbon-carbon bond formation: alkylation at nucleophilic carbon sites, aldol and related condensations, Wittig and related reactions, acylation of carbanions (Claisen condensation). Practical: Laboratory sessions are designed to develop the rational thinking behind the design of organic chemistry experiments. An industrial project specifically prepares students for work in SA industry context and honours projects. As part of this practical programme the UN sustainable development goals must be considered in evaluating the best industrial process.

Inorganic chemistry 385 (CMY 385)

Qualification	Undergraduate
Module credits	18.00
NQF Level	07
Programmes	BSc (Human Physiology)
Service modules	Faculty of Education
Prerequisites	CMY 282, CMY 283, CMY 284 and CMY 285
Contact time	1 discussion class per week, 2 practicals per week, 4 lectures per week
Language of tuition	Module is presented in English
Department	Chemistry
Period of presentation	Quarter 2

Module content

Theory: Structure and bonding in inorganic chemistry. Molecular orbital approach, diatomic and polyatomic molecules, three-centre bonds, metal-metal bonds, transition metal complexes, magnetic properties, electronic spectra, reactivity and reaction mechanisms, reaction types, acid-base concepts, non-aqueous solvents, special topics.

Introduction to computer science 151 (COS 151)

Qualification	Undergraduate
Module credits	8.00
NQF Level	05
Programmes	BSc (Mathematical Statistics)
Service modules	Faculty of Education Faculty of Natural and Agricultural Sciences
Prerequisites	APS of 30 and level 5 (60-69%) Mathematics.
Contact time	1 practical per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	Computer Science

Period of presentation	Semester 1

Module content

This module introduces concepts and terminology related to the computer science discipline. General topics covered include the history of computing, machine level representation of data, Boolean logic and gates, basic computer systems organisation, algorithms and complexity and automata theory. The module also introduces some of the subdisciplines of computer science, such as computer networks, database systems, compilers, information security and intelligent systems. The module also focues on modelling of algorithms.

Instructional tools and e-learning 710 (CTM 710)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Assessment and Quality Assurance in Education and Training) BEdHons (Assessment and Quality Assurance in Education and Training) BEdHons (Computer-integrated Education)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1

Module content

The purpose of this module is to enable the candidate to master computer-integrated techniques pertaining to instructional tools and multimedia in education and training.

Instructional Tools and e-learning 733 (CTM 733)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Computer-integrated Education) (Distance Education) BEdHons (Computer-integrated Education) (Distance Education)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1

Module content

The purpose of this module is to enable the candidate to master computer-integrated techniques pertaining to instructional tools and multimedia in education and training.

Literacy 411 (ECD 411)

Qualification	Postgraduate
Module credits	8.00
NQF Level	07
Prerequisites	As per PGCE entrance requirements
Contact time	3 tutorials per year, 42 lectures per year
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Year

Module content

To equip students with the foundational content and skills to develop the literacy and language proficiency of Foundation Phase learners (Grades R, 1,2, 3) and support them in their home language development so that they can become confident learners and competent communicators in at least two languages. Students can choose two languages form the following home languages: Afr/ Eng/ Sepedi/ isiZulu/ Setswana/ isiNdebele.

Numeracy 412 (ECD 412)

Qualification	Postgraduate
Module credits	8.00
NQF Level	07
Prerequisites	As per PGCE entrance requirements
Contact time	3 tutorials per year, 42 lectures per year
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Year

Module content

To facilitate knowledge, understanding and application of early mathematical knowledge, concepts, skills and processes. To further improve students' knowledge, skills and attitudes related to foundation phase mathematics. Attention is also given to the planning of activities, learning resources and assessment procedures to ensure effective learning in the mathematics programme. Academic mathematical knowledge is also part of the content.

Life skills 413 (ECD 413)

Qualification	Postgraduate
Module credits	8.00
NQF Level	07
Prerequisites	As per PGCE entrance requirements
Contact time	3 tutorials per year, 42 lectures per year

Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Year

Module content

To broaden students' knowledge and understanding of Life Skills and Social Sciences (including citizenship and human rights) so as to guide them for teaching beginning knowledge in these areas to young learners. It addresses the personal and social well-being of the young learner, which is crucial to their social, intellectual, emotional and physical development, as well as to their ability to make appropriate and contextualised choices.

First Additional Language 414 (ECD 414)

Qualification	Postgraduate
Module credits	8.00
NQF Level	07
Prerequisites	As per PGCE entrance requirements.
Contact time	3 tutorials per year, 42 lectures per year
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Year

Module content

To equip students with skills and knowledge of teaching language skills like listening and speaking to English first additional language learners in the Foundation Phase (Grade R, 1, 2, 3). Attention to reading and writing as well as grammar and children's literature is offered in this regard.

Dissertation: Early childhood education 890 (ECD 890)

Qualification	Postgraduate
Module credits	180.00
NQF Level	09
Programmes	Master of Education [MEd] Master of Education [MEd]
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Year

Module content

A dissertation conducted under supervision of a supervisor in the area of early childhood education.

Early chilhood education 900 (ECD 900)

Qualification	Postgraduate
Module credits	1.00
NQF Level	10
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Year

Thesis: Early childhood education 990 (ECD 990)

Qualification	Postgraduate
Module credits	360.00
NQF Level	10
Programmes	PhD PhD
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Year

Diversity in education 720 (EDI 720)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Curriculum and Instructional Design and Development) *Teacher Education and Professional Development Plan* BEdHons (Curriculum and Instructional Design and Development) *Teacher Education and Professional Development Plan*
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 1

Module content

Visions of education for a multicultural society strive for equity of opportunity to learn, largely through the convergence of three practices: heterogeneous grouping, highly interactive instruction that appeals to a wide variety of learning styles, and inclusive curricula. A constructivist understanding of education, in which learners are active architects of meaning, permeates this collaborative vision of education. From a multicultural perspective, all students should receive an education that continuously affirms human diversity; one that embraces the history and culture of all racial groups and that teaches people to take charge of their own destinies.

School leadership and management 330 (EDM 330)

Qualification	Postgraduate
Module credits	15.00
NQF Level	07
Programmes	AdvDip in School Leadership and Management (Distance Education) AdvDip in School Leadership and Management (Distance Education)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 1 and/or 2

Module content

This module focuses on the school principal’s provision of systematic, quality learning opportunities for children through effective leadership and management of teaching and learning.

School leadership and management 331 (EDM 331)

Qualification	Postgraduate
Module credits	15.00
NQF Level	07
Programmes	AdvDip in School Leadership and Management (Distance Education) AdvDip in School Leadership and Management (Distance Education)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 1 and/or 2

Module content

The module focuses on supporting effective leadership and management of extra- and co-curricular activities as integral to the development of well-rounded individuals.

Education management 732 (EDM 732)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Education Management, Law and Policy) BEdHons (Education Management, Law and Policy)
Prerequisites	No prerequisites
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 2

Module content

The aim of this module is to provide theoretical and practical approaches to financial and human resources management within the school environment. Aspects of budgets, strategic management and governance, asset management, recruitment and selection of staff, performance management and continuous professional development are some of the themes explored in this module. Teachers, members of the school management teams and people involved in school management and leadership will find this module relevant.

Education management 733 (EDM 733)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Education Management, Law and Policy) (Distance Education) BEdHons (Education Management, Law and Policy) (Distance Education)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 2

Module content

The aim of this module is to provide theoretical and practical approaches to financial and human resources management within the school environment. Aspects of budgets, strategic management and governance, asset management, recruitment and selection of staff, performance management and continuous professional development are some of the themes explored in this module. Teachers, members of the school management teams and people involved in school management and leadership will find this module relevant.

Financial and human resource management 734 (EDM 734)

Qualification	Postgraduate
Module credits	14.00
NQF Level	08

Programmes	PGDip (Technical and Vocational Education and Training) PGDip (Technical and Vocational Education and Training)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 1 or Semester 2

Module content

The aim of this module is to provide theoretical and practical approaches to financial and human resources management within the TVET sector. Aspects of budgets, strategic management and governance, asset management, recruitment and selection of staff, performance management and continuous professional development are core themes explored in this module.

Organisational management 330 (EDO 330)

Qualification	Postgraduate
Module credits	15.00
NQF Level	07
Programmes	AdvDip in School Leadership and Management (Distance Education) AdvDip in School Leadership and Management (Distance Education)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 1 and/or 2

Module content

This module focuses on understanding the school as an organisation, to manage organisational systems holistically in context and to lead and manage the use of ICT, physical and financial resources and addresses issues related to building and enhancing the school as a safe, disciplined and caring environment, conducive to effective teaching and learning.

Philosophy and social imperatives of education 711 (EDS 711)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08

Programmes	BEdHons (Educational Psychology) BEdHons (Assessment and Quality Assurance in Education and Training) BEdHons (Computer-integrated Education) BEdHons (Curriculum and Instructional Design and Development) *Teacher Education and Professional Development Plan* BEdHons (Education Management, Law and Policy) BEdHons (Educational Psychology) BEdHons (Learning Support) BEdHons (Life Sciences Education) BEdHons (Mathematics Education) BEdHons (Physical Sciences Education) BEdHons (Technology Education)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Educational Psychology
Period of presentation	Semester 1

Module content

Meta-theories in education. Empiricism; rational empiricism; critical rationalism; critical theory; phenomenology; hermeneutics; system theory; philosophies in education: traditional philosophies; indigenous (African) philosophies. The influence of modernism and postmodernism on education. Sociological imperatives for education. Theories of societal change and roles and values of education. Comparative perspectives on learning theories and their meaning for education.

Philosophy and social imperatives of education 733 (EDS 733)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Education Management, Law and Policy) (Distance Education) BEdHons (Computer-integrated Education) (Distance Education) BEdHons (Education Management, Law and Policy) (Distance Education) BEdHons (Learning Support) (Distance Education)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 1

Module content

Meta-theories in education. Empiricism; rational empiricism; critical rationalism; critical theory; phenomenology; hermeneutics; system theory; philosophies in education: traditional philosophies; indigenous (African) philosophies. The influence of modernism and postmodernism on education. Sociological imperatives for education. Theories of societal change and roles and values of education. Comparative perspectives on learning theories and their meaning for education.

Introduction to tourism 110 (EFK 110)

Qualification	Undergraduate
Module credits	12.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education
Prerequisites	No prerequisites.
Contact time	1 tutorial per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	Historical and Heritage Studies
Period of presentation	Semester 1

Module content

Overview of the origin and nature of tourism development of South African cultural, natural and adventure tourist destinations.

Heritage tourism management 120 (EFK 120)

Qualification	Undergraduate
Module credits	12.00
NQF Level	05
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education
Prerequisites	No prerequisites.
Contact time	1 tutorial per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	Historical and Heritage Studies
Period of presentation	Semester 2

Module content

An introductory exploration of the relationship between heritage conservation and tourism.

Tourism and representation 210 (EFK 210)

Qualification	Undergraduate
Module credits	20.00

NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Education
Prerequisites	EFK 110
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Historical and Heritage Studies
Period of presentation	Semester 1

Module content

A multidisciplinary look at notions of representation and perception as they pertain to the tourism sector.

Community-based tourism 220 (EFK 220)

Qualification	Undergraduate
Module credits	20.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Education
Prerequisites	EFK 110, EFK 120
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Historical and Heritage Studies
Period of presentation	Semester 2

Module content

An analysis of tourism's history and development theories, focussing on community-based tourism (CBT) and pro-poor tourism (PPT).

The South African tourism product 310 (EFK 310)

Qualification	Undergraduate
Module credits	30.00
NQF Level	07
Programmes	BA extended programme
Service modules	Faculty of Education
Prerequisites	EFK 110, EFK 120; EFK 210, EFK 220

Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Historical and Heritage Studies
Period of presentation	Semester 2

Module content

An evaluation of South African cultural activities and heritage sites, with a specific focus on tourism in practice.

Current discourses in tourism 320 (EFK 320)

Qualification	Undergraduate
Module credits	30.00
NQF Level	07
Programmes	BA extended programme
Service modules	Faculty of Education
Prerequisites	EFK 110, EFK 120; EFK 210, EFK 220
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Historical and Heritage Studies
Period of presentation	Semester 1

Module content

A selection of themes in tourism innovation, research and industry.

Economics 110 (EKN 110)

Qualification	Undergraduate
Module credits	10.00
NQF Level	05
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Humanities Faculty of Natural and Agricultural Sciences
Prerequisites	No prerequisites.
Contact time	1 discussion class per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	Economics
Period of presentation	Semester 1

Module content

This module deals with the core principles of economics. A distinction between macroeconomics and microeconomics is made. A discussion of the market system and circular flow of goods, services and money is followed by a section dealing with microeconomic principles, including demand and supply analysis, consumer behaviour and utility maximisation, production and the costs thereof, and the different market models and firm behaviour. Labour market institutions and issues, wage determination, as well as income inequality and poverty are also addressed. A section of money, banking, interest rates and monetary policy concludes the course.

Economics 120 (EKN 120)

Qualification	Undergraduate
Module credits	10.00
NQF Level	05
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Humanities Faculty of Natural and Agricultural Sciences
Prerequisites	EKN 110 GS or EKN 113 GS and at least 4 (50-59%) in Mathematics in the Grade 12 examination or 60% in STK 113 and concurrently registered for STK 123
Contact time	1 discussion class per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	Economics
Period of presentation	Semester 2

Module content

This module deals with the core principles of economics, especially macroeconomic measurement the private and public sectors of the South African economy receive attention, while basic macroeconomic relationships and the measurement of domestic output and national income are discussed. Aggregate demand and supply analysis stands core to this course which is also used to introduce students to the analysis of economic growth, unemployment and inflation. The microeconomics of government is addressed in a separate section, followed by a section on international economics, focusing on international trade, exchange rates and the balance of payments. The economics of developing countries and South Africa in the global economy conclude the course.

Economics 214 (EKN 214)

Qualification	Undergraduate
Module credits	16.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)

Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Humanities Faculty of Natural and Agricultural Sciences
Prerequisites	EKN 110 GS & EKN 120 OR EKN 113 GS & EKN 123; & STK 110 GS OR STK 113 & STK 123 & STK 120/121 or concurrently registered for STK 120/121 OR WST 111 & WST121 are prerequisites instead of STK 120/121 or WST 111 and concurrently registered for WST 121.
Contact time	3 lectures per week
Language of tuition	Module is presented in English
Department	Economics
Period of presentation	Semester 1

Module content

Macroeconomics
From Wall and Bay Street to Diagonal Street: a thorough understanding of the mechanisms and theories explaining the workings of the economy is essential. Macroeconomic insight is provided on the real market, the money market, two market equilibrium, monetarism, growth theory, cyclical analysis, inflation, Keynesian general equilibrium analysis and fiscal and monetary policy issues.

Economics 224 (EKN 224)

Qualification	Undergraduate
Module credits	16.00
NQF Level	06
Programmes	BPolSci (Political Studies)
Service modules	Faculty of Education Faculty of Humanities Faculty of Natural and Agricultural Sciences
Prerequisites	[EKN 110 GS & EKN 120] OR [EKN 113 GS & EKN 123 & BME 120 GS or STK 110 GS or (STK 113 & STK 123 & STK 120/121) or #STK120/121 OR WST 111 & WST 121 are prerequisites instead of STK 120/121 or WST 111 and #WST 121.
Contact time	3 lectures per week
Language of tuition	Module is presented in English
Department	Economics
Period of presentation	Semester 1

Module content

Microeconomics
Microeconomic insight is provided into: consumer and producer theory, general microeconomic equilibrium, Pareto-optimality and optimality of the price mechanism, welfare economics, market forms and the production structure of South Africa. Statistic and econometric analysis of microeconomic issues.

Economics 234 (EKN 234)

Qualification	Undergraduate
Module credits	16.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Humanities Faculty of Natural and Agricultural Sciences
Prerequisites	EKN 214 and STK 120/121 or WST 121 OR concurrently registered for STK 120/121 or WST 121.
Contact time	3 lectures per week
Language of tuition	Module is presented in English
Department	Economics
Period of presentation	Semester 2

Module content

Macroeconomics
Application of the principles learned in EKN 214 on the world we live in. We look at international markets and dynamic macroeconomic models, and familiarise the students with the current macroeconomic policy debates. We also take a look at the latest macroeconomic research in the world. The course includes topics of the mathematical and econometric analysis of macroeconomic issues.

Economics 310 (EKN 310)

Qualification	Undergraduate
Module credits	20.00
NQF Level	07
Programmes	BPolSci (Political Studies)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Humanities Faculty of Natural and Agricultural Sciences
Prerequisites	EKN 214, EKN 234 or EKN 224, EKN 244
Contact time	1 discussion class per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	Economics
Period of presentation	Semester 1

Module content

Public finance

Role of government in the economy. Welfare economics and theory of optimality. Ways of correcting market failures. Government expenditure theories, models and programmes. Government revenue. Models on taxation, effects of taxation on the economy. Assessment of taxation from an optimality and efficiency point of view. South African perspective on public finance.

Economics 320 (EKN 320)

Qualification	Undergraduate
Module credits	20.00
NQF Level	07
Programmes	BPolSci (Political Studies)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Humanities Faculty of Natural and Agricultural Sciences
Prerequisites	EKN 310 GS
Contact time	1 discussion class per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	Economics
Period of presentation	Semester 2

Module content

Economic analyses

Identification, collection and interpretation process of relevant economic data; the national accounts (i.e. income and production accounts, the national financial account, the balance of payments and input-output tables); economic growth; inflation; employment, unemployment, wages, productivity and income distribution; business cycles; financial indicators; fiscal indicators; social indicators; international comparisons; relationships between economic time series - regression analysis; long-term future studies and scenario analysis; overall assessment of the South African economy from 1994 onwards.

Education system, law and policy 330 (ELP 330)

Qualification	Postgraduate
Module credits	15.00
NQF Level	07
Programmes	AdvDip in School Leadership and Management (Distance Education) AdvDip in School Leadership and Management (Distance Education)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies

Period of presentation	Semester 1 and/or 2

Module content

This module helps student-principals locate the school and its practices within the wider context of the education system. Contemporary policy context applicable to schooling in South Africa. Legislative mandates, policy, planning, school development and governance. School values, vision, mission, policies and plans. School Governing Body and stakeholders. Curriculum management and renewal.

Education law and policy 730 (ELP 730)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Assessment and Quality Assurance in Education and Training) BEdHons (Assessment and Quality Assurance in Education and Training) BEdHons (Education Management, Law and Policy)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 1 or Semester 2

Module content

The aim of this module is to equip students with intellectual, academic and literacy skills in the fields of Education Law and Policy. It also seeks to prepare them for further studies in these fields and to enhance their professional development at their places of work. The module will be of benefit to those who intend pursuing studies in education law or education policy; and to practitioners of policy and law at schools and other education working environments.

Education law and policy 733 (ELP 733)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Education Management, Law and Policy) (Distance Education) BEdHons (Education Management, Law and Policy) (Distance Education)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 2

Module content

The aim of this module is to equip students with intellectual, academic and literacy skills in the fields of Education Law and Policy. It also seeks to prepare them for further studies in these fields and to enhance their professional development at their places of work. The module will be of benefit to those who intend pursuing studies in education law or education policy; and to practitioners of policy and law at schools and other education working environments.

English 110 (ENG 110)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BCom (Law) BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Economic and Management Sciences Faculty of Law Faculty of Health Sciences
Prerequisites	No prerequisites.
Contact time	1 discussion class per week, 2 lectures per week, 2 web-based periods per week
Language of tuition	Module is presented in English
Department	English
Period of presentation	Semester 1

Module content

*Alternative evening classes - 2 discussion classes per week Introduction to Literature in English (1)

This module introduces the study of literature by examining a number of texts representing different genres (poetry, prose, drama). The texts studied here will be mainly from the pre-twentieth century era and may include texts written in English from both Africa and other parts of the world. The aim of this module is to equip students with the critical and analytical skills required for a perceptive reading of poetry, novels and plays.

English 120 (ENG 120)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BCom (Law) BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)

Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Economic and Management Sciences Faculty of Law Faculty of Theology and Religion
Prerequisites	No prerequisites.
Contact time	1 discussion class per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	English
Period of presentation	Semester 2

Module content

*Alternative evening classes: 2 discussion classes per week
Introduction to Literature in English (2)
This module introduces the study of post-nineteenth century literature by examining a number of texts representing different genres (poetry, drama, prose). Texts will be from both Africa and other parts of the world. By the end of this module students should have the background and analytical skills to perceptively read modern and contemporary poetry, novels and plays.

Modern English literature and English studies 210 (ENG 210)

Qualification	Undergraduate
Module credits	20.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education
Prerequisites	ENG 110, ENG 120
Contact time	2 discussion classes per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	English
Period of presentation	Semester 1

Module content

*Alternative evening classes - 3 discussion classes per week
Modern English literature and English language studies
This module focuses on post-nineteenth century literature in English as well as on historical and theoretical aspects of the English language.

English 220 (ENG 220)

Qualification	Undergraduate
Module credits	20.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education
Prerequisites	ENG 110, ENG 120
Contact time	2 discussion classes per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	English
Period of presentation	Semester 2

Module content

*Alternative evening classes - 3 discussion classes per week
Twentieth-century, postcolonial and contemporary literature
This module focuses on post-nineteenth century literature in English. Various genres are covered and particular attention is given to postcolonial writing.

English 310 (ENG 310)

Qualification	Undergraduate
Module credits	30.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education
Prerequisites	ENG 210, ENG 220
Contact time	2 discussion classes per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	English
Period of presentation	Semester 1

Module content

Reading Medieval and Early Modern literature
In this module students study the works of writers such as Chaucer, Shakespeare, Milton and Pope. The general characteristics and techniques of these authors are discussed in relation to developments in aesthetic theory, generic conventions and socio-historical change.

English 320 (ENG 320)

Qualification	Undergraduate
Module credits	30.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education
Prerequisites	ENG 220
Contact time	2 discussion classes per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	English
Period of presentation	Semester 2

Module content

Reading the Nineteenth Century
In this module students read a selection of 19th-century texts in English. The general characteristics and techniques of these texts are discussed in relation to developments in aesthetic theory, generic conventions and socio-historical change.

Introduction to environmental sciences 101 (ENV 101)

Qualification	Undergraduate
Module credits	8.00
NQF Level	05
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Humanities
Prerequisites	No prerequisites.
Contact time	1 practical per week, 3 lectures per week
Language of tuition	Module is presented in English

Department	Geography Geoinformatics and Meteorology
Period of presentation	Quarter 1

Module content

Introducing the basic concepts and interrelationships required to understand the complexity of natural environmental problems, covering an introduction to environmental science and biogeography; including a first introduction to SDGs and Aichi targets.

Environmental sciences 201 (ENV 201)

Qualification	Undergraduate
Module credits	14.00
NQF Level	06
Programmes	BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	ENV 101 or WKD 155 or BOT 161 or ZEN 161.
Contact time	1 practical per week, 3 lectures per week
Language of tuition	Module is presented in English
Department	Geography Geoinformatics and Meteorology
Period of presentation	Quarter 2

Module content

Introduces basic concepts and interrelationships required to understand our atmosphere, with a strong focus on an introduction to weather and climate. A key component of the course is an introduction to climate change, including the science of climate change, introducing climate change projections, and climate change impacts. A key focus of the second part of the course will be climate change implications for the attainment of SDGs and Aichi targets on the African continent, under a range of plausible scenarios.

Human environmental interactions 301 (ENV 301)

Qualification	Undergraduate
Module credits	18.00
NQF Level	07
Programmes	BA extended programme
Service modules	Faculty of Education Faculty of Humanities
Prerequisites	ENV 201
Contact time	1 tutorial per week, 4 lectures per week
Language of tuition	Module is presented in English
Department	Geography Geoinformatics and Meteorology
Period of presentation	Quarter 2

Module content

The module serves as an introduction to human-environment relations, on contemporary environmental issues in Africa.
The module begins with different theories and schools of thought in human-environment relations, followed by recent and future impacts of human pressures on natural resources, the state of the environment in South Africa, management of critical resources, population trends, biodiversity loss, pollution, water scarcity, desertification, climate change, waste accumulation and management, environmental management tools, environmental education and environmental management legislation. A key focus here is future scenarios for the African continent in terms of SDGs and Aichi targets; given current and projected driving forces.

Financial management in education 734 (FBO 734)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 1 or Semester 2

Module content

Theoretical aspects. Legal frame of reference. Structuring of financial management. Budgeting. Managing finances. Entrepreneurship and project management. Introduction to the economics of education: (national – macro level, provincial – meso level, and institutional {school} – micro level).

Facilitating learning 301 (FCL 301)

Qualification	Undergraduate
Module credits	12.00
NQF Level	07
Programmes	PGCE (Further Education and Training Teaching) PGCE (Further Education and Training Teaching) PGCE (Senior Phase and Further Education and Training Teaching)
Prerequisites	Admission to relevant programme.
Contact time	26 tutorials per year, 28 lectures per year
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

In FCL 301 students study the principles, practices and methods of teaching in a generic pedagogical sense. In particular general instructional knowledge is introduced using discursive resources to analyse practices across a variety of contexts, drawing from the latest textbooks, case studies (video and written based) and discussions.

Facilitating learning 401 (FCL 401)

Qualification	Postgraduate
Module credits	12.00
NQF Level	07
Prerequisites	As per PGCE entrance requirements
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

In FCL 401 students study the principles, practices and methods of teaching in a generic pedagogical sense. In particular general instructional knowledge is introduced using discursive resources to analyse practices across a variety of contexts, drawing from the latest textbooks, case studies (video and written based) and discussions.

Foundations of education 301 (FOE 301)

Qualification	Undergraduate
Module credits	8.00
NQF Level	07
Programmes	PGCE (Further Education and Training Teaching) PGCE (Further Education and Training Teaching) PGCE (Senior Phase and Further Education and Training Teaching)
Prerequisites	Admission to relevant programme
Contact time	24 lectures per year, 4 tutorials per year
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

FOE 301 introduces the study of education and its foundations. Students are guided in the exploration of philosophers in education such as Rousseau, Pestalozzi, Montessori, Gandhi, Steiner, Dewey, Piaget, Vygotsky, Illich, Freire and Lakoff. A dissecting look at the historic and futuristic trends that impacts change in education.

Foundations of education 401 (FOE 401)

Qualification	Postgraduate
Module credits	8.00
NQF Level	07
Prerequisites	As per PGCE entrance requirements.
Language of tuition	Module is presented in English

Department	Humanities Education
Period of presentation	Year

Module content

FOE 401 introduces the study of education and its foundations. Students are guided in the exploration of philosophers in education such as Rousseau, Pestalozzi, Montessori, Gandhi, Steiner, Dewey, Piaget, Vygotsky, Illich, Freire and Lakoff. A dissecting look at the historic and futuristic trends that impacts change in education.

Financial accounting 111 (FRK 111)

Qualification	Undergraduate
Module credits	10.00
NQF Level	05
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Law Faculty of Natural and Agricultural Sciences
Prerequisites	No prerequisites.
Contact time	4 lectures per week
Language of tuition	Module is presented in English
Department	Accounting
Period of presentation	Semester 1

Module content

The nature and function of accounting; the development of accounting; financial position; financial result; the recording process; processing of accounting data; treatment of VAT; elementary income statement and balance sheet; flow of documents; accounting systems; introduction to internal control and internal control measures; bank reconciliations; control accounts; adjustments; financial statements of a sole proprietorship; the accounting framework.

Financial accounting 121 (FRK 121)

Qualification	Undergraduate
Module credits	12.00
NQF Level	05
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Natural and Agricultural Sciences
Prerequisites	FRK 111 GS

Contact time	4 lectures per week
Language of tuition	Module is presented in English
Department	Accounting
Period of presentation	Semester 2

Module content

Property, plant and equipment; intangible assets; inventories; liabilities; presentation of financial statements; enterprises without profit motive; partnerships; companies; close corporations; cash flow statements; analysis and interpretation of financial statements.

Gender in education 730 (GEE 730)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Curriculum and Instructional Design and Development) *Teacher Education and Professional Development Plan* BEdHons (Curriculum and Instructional Design and Development) *Teacher Education and Professional Development Plan*
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 1 or Semester 2

Module content

This module is informed by a commitment to gender equality and gender justice. It explores the concept of gender in various educational settings. It entails the intersecting relationships between gender, curriculum and identity by including related topics such as feminism and its origins, masculinity and femininity in the classroom and LGBTI issues in education among other. The module further explores topics such as gendered relationships between dominant and marginalised subjects, gender curriculum and young children as well as sexuality and the curriculum. It aims to develop a gendered awareness of how the curriculum operates in terms of curricula policies, classroom practices and materials and how this influences the construction of gendered identities.

Perspectives in Geography Education 730 (GEO 730)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Curriculum and Instructional Design and Development) *Teacher Education and Professional Development Plan* BEdHons (Curriculum and Instructional Design and Development) *Teacher Education and Professional Development Plan*
Prerequisites	No prerequisites.

Contact time	7 lectures
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 1 or Semester 2

Module content

This module is informed by a commitment to greater depth of Pedagogical Content Knowledge (PCK) in Geography Education. It explores the concept of PCK, and how PCK can be developed amongst Geography Teachers, to make Geography teaching and learning more effective. The module also examines 'alternate' conceptions and misconceptions in Geography; and how a stronger and more well developed PCK can empower teachers to become 'Master Teachers' of Geography. A special emphasis on the importance and value of Graphicacy and Spatial Thinking (and Spatial Technologies) will be applied to the teaching approach of this module, for Geography Education. In the process, various methodologies, policies, the CAPS document and assessment practices in more effectively teaching Geography will be unpacked, researched and explored.

History 110 (GES 110)

Qualification	Undergraduate
Module credits	12.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Education Faculty of Law
Prerequisites	No prerequisites.
Contact time	1 tutorial per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	Historical and Heritage Studies
Period of presentation	Semester 1

Module content

The making of the Modern World: a survey
A selection of themes on Asia, Africa, the Americas and Europe and their contribution to the making of the Modern World.

History 120 (GES 120)

Qualification	Undergraduate
Module credits	12.00
NQF Level	07

Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Education Faculty of Law
Prerequisites	No prerequisites.
Contact time	1 tutorial per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	Historical and Heritage Studies
Period of presentation	Semester 2

Module content

Africa and South Africa: a survey
An overview focusing on the making of African and South African societies from the earliest times to the present with emphasis on the most significant historical forces, factors and events.

Aspects of African history 210 (GES 210)

Qualification	Undergraduate
Module credits	20.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Education
Prerequisites	GES 120
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Historical and Heritage Studies
Period of presentation	Semester 1

Module content

A selection of themes on the history of Africa and its people in the recent past that shaped the African historical experience.

The shaping of a modern South Africa 220 (GES 220)

Qualification	Undergraduate
Module credits	20.00
NQF Level	06

Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Education
Prerequisites	GES 110, GES 120
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Historical and Heritage Studies
Period of presentation	Semester 2

Module content

The development of South Africa through segregation and apartheid to democracy.

History 310 (GES 310)

Qualification	Undergraduate
Module credits	30.00
NQF Level	07
Programmes	BA extended programme
Service modules	Faculty of Education
Prerequisites	GES 110, GES 120; GES 210, GES 220
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Historical and Heritage Studies
Period of presentation	Semester 1

Module content

Historical trends in the modern world
A selection of political, economic and social themes.

Globalisation, diversity and change 320 (GES 320)

Qualification	Undergraduate
Module credits	30.00
NQF Level	07
Programmes	BA extended programme
Service modules	Faculty of Education
Prerequisites	GES 110, 120; GES 210, 220
Contact time	2 lectures per week

Language of tuition	Module is presented in English
Department	Historical and Heritage Studies
Period of presentation	Semester 2

Module content

Interpreting the process of global change. Explaining the debates and the origin and nature of globalisation and its significance.

Aspects of human geography 156 (GGY 156)

Qualification	Undergraduate
Module credits	8.00
NQF Level	05
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Humanities Faculty of Health Sciences
Prerequisites	No prerequisites.
Contact time	1 tutorial per week, 3 lectures per week
Language of tuition	Module is presented in English
Department	Geography Geoinformatics and Meteorology
Period of presentation	Quarter 2

Module content

This module begins by fostering an understanding of human geography. Then follows with the political ordering of space; cultural diversity as well as ethnic geography globally and locally; population geography of the world and South Africa: and four economic levels of development. The purpose is to place South Africa in a world setting and to understand the future of the country.

Southern African geomorphology 166 (GGY 166)

Qualification	Undergraduate
Module credits	8.00
NQF Level	05
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)

Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Humanities Faculty of Health Sciences
Prerequisites	A candidate must have passed Mathematics and Physical Science with at least 60% in the Grade 12 examination OR a candidate must have passed PHY 143 and WTW 143.
Contact time	1 tutorial per week, 3 lectures per week
Language of tuition	Module is presented in English
Department	Geography Geoinformatics and Meteorology
Period of presentation	Quarter 3

Module content

Note: Students cannot register for both GGY 166 and GGY 168.

Investigating southern African landscapes and placing them in a theoretical and global context. The geomorphological evolution of southern Africa. Introduction to the concepts of Geomorphology and its relationships with other physical sciences (e.g. meteorology, climatology, geology, hydrology and biology). The processes and controls of landform and landscape evolution. Tutorial exercises cover basic techniques of geomorphological analysis, and topical issues in Geomorphology.

Introduction to physical geography 168 (GGY 168)

Qualification	Undergraduate
Module credits	12.00
NQF Level	05
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Humanities
Prerequisites	No prerequisites.
Contact time	1 practical fortnightly, 2 lectures per week
Language of tuition	Module is presented in English
Department	Geography Geoinformatics and Meteorology
Period of presentation	Semester 2

Module content

Note: Students cannot register for both GGY 168 and GGY 166.
This module serves as an introduction to the field of physical geography and geomorphology. Initially, a theoretical overview of a variety of geomorphic realms will be studied. Students will be taught about the key processes that are present in each realm and how those processes work together in order to produce specific landforms. In addition, students will receive training in several fundamental analytical techniques, including cartographic skills, aerial photographs and introductory GIS.

City, structure, environment and society 201 (GGY 201)

Qualification	Undergraduate
Module credits	14.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Education Faculty of Humanities
Prerequisites	GGY 156
Contact time	1 practical per week, 3 lectures per week
Language of tuition	Module is presented in English
Department	Geography Geoinformatics and Meteorology
Period of presentation	Quarter 3

Module content

The module introduces students to urban settlement patterns, processes and structures. Using a series of case studies, it aims to develop an understanding of the challenges facing urban areas both in South Africa and globally.

Process geomorphology 252 (GGY 252)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BA extended programme
Service modules	Faculty of Education Faculty of Humanities
Prerequisites	GGY 166 or GLY 155
Contact time	2 practicals per week, 4 lectures per week
Language of tuition	Module is presented in English
Department	Geography Geoinformatics and Meteorology

Period of presentation	Quarter 2

Module content

Physical processes that influence the earth's surface and management. Specific processes and their interaction in themes such as weathering; soil erosion; slope, mass movement and periglacial processes. Practical laboratory exercises and assignments are based on the themes covered in the module theory component.

Introductory geographic information systems 283 (GGY 283)

Qualification	Undergraduate
Module credits	14.00
NQF Level	06
Programmes	BSc (Meteorology)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Humanities
Prerequisites	GMC 110
Contact time	1 practical per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	Geography Geoinformatics and Meteorology
Period of presentation	Semester 1

Module content

Introduction to Geographic Information Systems (GIS), theoretical concepts and applications of GIS. The focus will be on the GIS process of data input, data analysis, data output and associated technologies. This module provides the foundations for more advanced GIS and Geoinformatics topics. Practical assessments and a mini-project make use of South African and African examples and foster learning and application of concepts aligned to the UN Sustainable Development Goals.

Applied geomorphology 363 (GGY 363)

Qualification	Undergraduate
Module credits	12.00
NQF Level	07
Service modules	Faculty of Education
Prerequisites	GGY 252
Contact time	4 lectures per week
Language of tuition	Module is presented in English
Department	Geography Geoinformatics and Meteorology
Period of presentation	Quarter 4

Module content

*Note: The content of this module is the same as GGY 361 and students are not allowed to earn credits for both GGY 361 and GGY 363.
Interactions of geomorphic processes within the physical and built environments; themes such as geomorphology and environmental change, slope processes and the environment, geomorphic risks and hazards, soil erosion and conservation, geomorphology in environmental management, applied weathering.

Human geography project 383 (GGY 383)

Qualification	Undergraduate
Module credits	24.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	GGY 201. Registration for this module only allowed in parallel with GGY 301 presented in Q3.
Contact time	1 practical per week
Language of tuition	Module is presented in English
Department	Geography Geoinformatics and Meteorology
Period of presentation	Semester 2

Module content

This module will require students to apply the geographic knowledge and skills they have acquired during their first three years of study in Geography. Based on an annually selected theme, e.g. related to spatial injustice within the City of Tshwane, students will be introduced to the basic principles of conducting research in the field of human geography. Guiding them through the process of proposal writing and then conducting a small-scale, in-depth qualitative/quantitative research project, students will be tasked to produce a detailed, reflective and evidence-based account of their 6-month research in the form of a digital portfolio.

Geographic information systems introduction 221 (GIS 221)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Prohibited combination GGY 283
Contact time	1 practical per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	Geography Geoinformatics and Meteorology
Period of presentation	Semester 2

Module content

Note: Enrolment is limited. Preference will be given based on choice of majors. Students should enquire at the department if they wish to register for the module, but are unable to do so.
*GIS 221 does not lead to admission to any module at 300 level.
Introduction to Geographic Information Systems (GIS), theoretical concepts and applications of GIS. The focus will be on the GIS process of data input, data analysis, data output and associated technologies.This module teaches students to use GIS as a tool. Examples used throughout the course are drawn from South African case studies.

Global and social perspectives in education 301 (GPE 301)

Qualification	Undergraduate
Module credits	8.00
NQF Level	07
Programmes	PGCE (Further Education and Training Teaching) PGCE (Further Education and Training Teaching) PGCE (Senior Phase and Further Education and Training Teaching)
Prerequisites	Admission to relevant programme.
Contact time	24 lectures per year, 4 tutorials per year
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

GPE 301 refers to knowledge of varied situations, contexts and environments of education as well as prevailing policy, political and organizational contexts. GPE 401 is driven by an agenda of social justice and service learning where students discuss dealing with future scenarios in education emerging from globalisation, world of work and other contextual streams. Students study and experience the contextual nderstanding of the human and sociological development impacting on education with particular reference to following an asset-based approach to managing a diverse, multicultural, multi-ethnic groupof learners often contending with problematic home circumstances and under the threat of HIV/Aids.

Global and social perspectives in education 401 (GPE 401)

Qualification	Postgraduate
Module credits	8.00
NQF Level	07
Prerequisites	As per PGCE entrance requirements
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

GPE 401 refers to knowledge of varied situations, contexts and environments of education as well as prevailing policy, political and organizational contexts. GPE 401 is driven by an agenda of social justice and service learning where students discuss dealing with future scenarios in education emerging from globalisation, world of work and other contextual streams. Students study and experience the contextual understanding of the human and sociological development impacting on education with particular reference to following an asset-based approach to managing a diverse, multicultural, multi-ethnic group of learners often contending with problematic home circumstances and under the threat of HIV/Aids.

Introductory genetics 161 (GTS 161)

Qualification	Undergraduate
Module credits	8.00
NQF Level	05
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Veterinary Science
Prerequisites	MLB 111 GS
Contact time	2 lectures per week, fortnightly tutorials
Language of tuition	Module is presented in English
Department	Biochemistry, Genetics and Microbiology
Period of presentation	Semester 2

Module content

Chromosomes and cell division. Principles of Mendelian inheritance: locus and alleles, dominance interactions, extensions and modifications of basic principles.. Probability studies. Sex determination and sex linked traits. Pedigree analysis. Genetic linkage and chromosome mapping. Chromosome variation.

Molecular genetics 251 (GTS 251)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BSc (Medical Sciences)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education
Prerequisites	GTS 161 GS
Contact time	2 lectures per week, fortnightly tutorials
Language of tuition	Module is presented in English

Department	Biochemistry, Genetics and Microbiology
Period of presentation	Semester 1

Module content

The chemical nature of DNA. The processes of DNA replication, transcription, RNA processing, translation. Control of gene expression in prokaryotes and eukaryotes. Recombinant DNA technology and its applications in gene analysis and manipulation.

Genetic diversity and evolution 261 (GTS 261)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BSc (Medical Sciences)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education
Prerequisites	GTS 251 GS
Contact time	2 lectures per week, fortnightly tutorials
Language of tuition	Module is presented in English
Department	Biochemistry, Genetics and Microbiology
Period of presentation	Semester 2

Module content

Chromosome structure and transposable elements. Mutation and DNA repair. Genomics and proteomics. Organelle genomes. Introduction to genetic analysis of populations: allele and genotypic frequencies, Hardy Weinberg Law, its extensions and implications for different mating systems. Introduction to quantitative and evolutionary genetics.

Human and financial resources management in education 880 (HFE 880)

Qualification	Postgraduate
Module credits	30.00
NQF Level	09
Programmes	MEd (Educational Leadership) (Coursework) MEd (Educational Leadership) (Coursework)
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 1

Module content

Continuous professional teacher development (CPTD) as part of Human Resource Management (HRM) in South Africa towards quality education. International debates on continuous professional teacher development and management. Budget construction and budget interpretation. The quality and equity debate.

History education 730 (HIE 730)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Curriculum and Instructional Design and Development) *Teacher Education and Professional Development Plan* BEdHons (Curriculum and Instructional Design and Development) *Teacher Education and Professional Development Plan*
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 1 or Semester 2

Module content

The module aims to examine and debate the nature of African History and how it manifests itself within African and non-African school contexts. Selected issues related to the teaching of African History such as Eurocentrism; African scepticism; Gender; Racism; African indigenous historical knowledge; postcolonialism; decolonisation and the nature of historical evidence on Africa will be engaged with. In the process methodologies, policies and theories to teach African History effectively will be explored.

Dissertation: Humanities education 890 (HUE 890)

Qualification	Postgraduate
Module credits	180.00
NQF Level	09
Programmes	Master of Education [MEd] Master of Education [MEd]
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

A dissertation conducted under supervision of a supervisor in the area of humanities education.

Humanities education 900 (HUE 900)

Qualification	Postgraduate
Module credits	1.00
NQF Level	10
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Thesis: Humanities education 990 (HUE 990)

Qualification	Postgraduate
Module credits	360.00
NQF Level	10
Programmes	PhD PhD
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Information and communication technology for teachers 300 (ICT 300)

Qualification	Postgraduate
Module credits	0.00
NQF Level	07
Programmes	AdvDip in Visual Impairment Studies (Distance Education) AdvDip in Visual Impairment Studies (Distance Education)
Prerequisites	No prerequisites.
Contact time	16 contact hours
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Quarter 1 or 2 or 3 or 4

Module content

By the end of this module, students will develop (skills) examples of educational ICT enhanced interventions using word-processing software, presentation software, spreadsheet software and internet-based resources. They will also be able to identify and assess the appropriateness of different kinds of educational ICT for different contexts and learning purposes (knowledge); and demonstrate a commitment to using appropriate educational ICT in appropriate ways to enhance teaching and learning (attitudes/values).
Completion of this module, or proof of adequate ICT skills by passing the baseline assessment (exemption exam), is required before the degree will be conferred upon a student.

Information and communication technology 310 (ICT 310)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	PGCE (Further Education and Training Teaching) PGCE (Further Education and Training Teaching) PGCE (Senior Phase and Further Education and Training Teaching)
Prerequisites	Admission to relevant programme and performance on the proficiency test.
Contact time	3 tutorials per year, 32 lectures per year
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Year

Module content

ICT 310 builds on the basic competency that AIM 101 produces and aims to further enhance students' information and communication technology literacy. The main focus of this module is on advancing technology skills in using information and communication technology for pedagogical, administrative and professional practices of pre-service teachers. This module aims to present ICT; as a cognitive and instructional tool in teaching and learning; as a tool to enhance administrative functioning and as a tool for professional development.

Information and communication technology for teachers 330 (ICT 330)

Qualification	Postgraduate
Module credits	12.00
NQF Level	07
Programmes	AdvDip in School Leadership and Management (Distance Education) AdvDip in School Leadership and Management (Distance Education)
Prerequisites	No prerequisites.
Contact time	16 contact hours
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education

Period of presentation	Quarter 1 or 2 or 3 or 4

Module content

By the end of this module, students will develop (skills) examples of educational ICT enhanced interventions using word-processing software, presentation software, spreadsheet software and internet-based resources. They will also be able to identify and assess the appropriateness of different kinds of educational ICT for different contexts and learning purposes (knowledge); and demonstrate a commitment to using appropriate educational ICT in appropriate ways to enhance teaching and learning (attitudes/values).

Information and communication technology 410 (ICT 410)

Qualification	Postgraduate
Module credits	6.00
NQF Level	07
Prerequisites	As per PGCE entrance requirements and performance on the profiency test.
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Year

Module content

ICT 410 builds on the basic competency that the AIM modules produce and aims to further enhance students' information and communication technology literacy. The main focus of this module is on advancing technology skills in using information and communication technology for pedagogical, administrative and professional practices of pre-service teachers. This module aims to present ICT; as a cognitive and instructional tool in teaching and learning; as a tool to enhance administrative functioning and as a tool for professional development.

Energy studies 880 (ILE 880)

Qualification	Postgraduate
Module credits	10.00
NQF Level	09
Prerequisites	No prerequisites.
Contact time	20 contact hours
Language of tuition	Module is presented in English
Department	Engineering and Technology Management
Period of presentation	Semester 1 or Semester 2

Module content

Energy systems form part and parcel of a how a country functions. A country/society with a well developed energy system is expected to and has shown higher levels of prosperity and productivity. However, achieving a well developed energy system is a complex process which requires a multidisciplinary understanding of energy types and energy sources. Energy systems therefore need to be chosen beyond the traditional technical considerations and need to include considerations such as the economical, environmental, political and social factors related to a country/society. Such issues will be illustrated by analysing real-world cases that will be relevant to countries that are in various stages of economic development.

Identification and assessment of learners' needs 720 (ILN 720)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Learning Support) BEdHons (Learning Support)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Semester 2

Module content

This module will equip students to implement inclusive education principles by preparing them how to adapt all educational activities to meet the learners’ levels of competence within their unique and diverse teaching and learning contexts. Some of these strategies include: modifying the National Curriculum Statement through applying different curriculum differentiation techniques; adopting a multi-level teaching approach and designing multi-level lessons; and conducting alternative assessment procedures.

Identification and assessment of learners’ needs 733 (ILN 733)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Learning Support) (Distance Education) BEdHons (Learning Support) (Distance Education)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Semester 2

Module content

This module will equip students to implement inclusive education principles by preparing them how to adapt all educational activities to meet the learners' levels of competence within their unique and diverse teaching and learning contexts. Some of these strategies include: modifying the National Curriculum Statement through applying different curriculum differentiation techniques; adopting a multi-level teaching approach and designing multi-level lessons; and conducting alternative assessment procedures.

Informatics 183 (INF 183)

Qualification	Undergraduate
Module credits	3.00
NQF Level	05
Programmes	BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.
Contact time	1 practical per week
Language of tuition	Module is presented in English
Department	Informatics
Period of presentation	Year

Module content

Computer processing of accounting information.

Informatics 261 (INF 261)

Qualification	Undergraduate
Module credits	7.00
NQF Level	06
Programmes	BSc (Geography) *Geography and Environmental Science*
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Natural and Agricultural Sciences
Prerequisites	INF 214
Contact time	1 lecture per week, 1 practical per week
Language of tuition	Module is presented in English
Department	Informatics
Period of presentation	Semester 2

Module content

Database management: transaction management, concurrent processes, recovery, database administration: new developments: distributed databases, client-server databases: practical implementation of databases.

Intermediate Phase Studies 400 (IPH 400)

Qualification	Postgraduate
Module credits	12.00
NQF Level	07
Prerequisites	As per PGCE entrance requirements (mathematics requirement)
Contact time	48 lectures per year, 7 tutorials per year
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

To expose students to approaches, theories and issues relating to the Intermediate Phase learner. The module also focuses on curriculum matters (including those pertaining to Mathematics) as well as classroom management. The module focuses on phase specific theories, classroom communication/management/discipline, early identification, curriculum adaptation/support/referral as well as Fundamental Mathematics focused on the IP Mathematics curriculum.

Life skills 411 (IPH 411)

Qualification	Postgraduate
Module credits	8.00
NQF Level	07
Prerequisites	As per PGCE entrance requirements.
Contact time	24 lectures per year, 4 tutorials per year
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

The focus of IPH 411 is to build the confidence of prospective Life Skills teachers so that they are able to attend to needs, values, beliefs and responsibilities empowering learners to make informed decisions. Student-teachers develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment. Student teachers are expected to create and gather age-appropriate resource materials as part of their final assessment in this course.

Mathematics 412 (IPH 412)

Qualification	Postgraduate
Module credits	8.00
NQF Level	07

Prerequisites	As per PGCE entrance requirements.
Contact time	24 lectures per year, 4 tutorials per year
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Year

Module content

IPH 412 entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Mathematics in the Intermediate Phase covers five Content Areas including numbers, operations and relationships; patterns, functions and algebra; space and shape (Geometry); measurement and data handling. With the 5 content areas as backdrop, student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Social Sciences 414 (IPH 414)

Qualification	Postgraduate
Module credits	8.00
NQF Level	07
Prerequisites	As per PGCE entrance requirements.
Contact time	24 lectures per year, 4 tutorials per year
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

IPH 414 entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. This Social Sciences curriculum aims to provide opportunities for learners to look at their own worlds with fresh, critical eyes and perhaps more importantly, it aims to introduce learners to a world beyond their everyday realities. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Intermediate Phase Language teaching 416 (IPH 416)

Qualification	Postgraduate
Module credits	12.00
NQF Level	07
Prerequisites	As per PGCE entrance requirements (Language requirement).
Contact time	48 lectures per year, 7 tutorials per year

Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

IPH 416 offers specialization in First language teaching in one of the official languages together with First Additional English Language teaching. 6 credits from this module covers Home Language Teaching and 6 credits cover First Additional Language teaching. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Natural Sciences and Technology 417 (IPH 417)

Qualification	Postgraduate
Module credits	8.00
NQF Level	07
Prerequisites	As per PGCE entrance requirements.
Contact time	24 lectures per year, 4 tutorials per year
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Year

Module content

IPH 417 entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. This Natural Science and Technology curriculum aims to carefully select content and use of a variety of ways of teaching and learning Science and Technology, to promote understanding within the context of culture and indigenous knowledge systems. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Inclusive education in the early years 320 (ISA 320)

Qualification	Undergraduate
Module credits	12.00
NQF Level	07
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Semester 2

Module content

This module deals with inclusive teaching for accommodation of all children in the early childhood care and learning environment, according to their diverse needs and backgrounds. Linked to the Education (OPV) 312 (the local and global context, diversity and social justice), the main areas of focus of the module are teaching and support strategies that accommodate the learning and support needs of young children with diverse needs; curriculum adaptation and differentiation; international and local policy frameworks on inclusive education; learning theories related to inclusive education, the gifted child and child with challenges; barriers to learning and development; assistive technologies and their effective use to enhance learning and teaching; classroom management approaches that promote inclusive education; learning environment for inclusive education; and ethical principles to promote social cohesion.

Inclusive education 731 (ISA 731)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Assessment and Quality Assurance in Education and Training) BEdHons (Assessment and Quality Assurance in Education and Training) BEdHons (Educational Psychology)
Language of tuition	Module is presented in English
Department	Educational Psychology
Period of presentation	Semester 2

Module content

Theoretical basis and nature of learning diversity, learning problems/barriers to learning, learning disabilities, cognitive functioning and special educational needs. Background, principles and implementation of inclusive education policy. Principles and practical application of learning support. Identification, screening, informal assessment and support to learners who display spoken and written language, mathematics, perceptions and non-verbal learning difficulties.

Inclusive education 733 (ISA 733)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Language of tuition	Module is presented in English
Department	Educational Psychology
Period of presentation	Semester 1

Module content

Theoretical basis and nature of learning diversity, learning problems/barriers to learning, learning disabilities, cognitive functioning and special educational needs. Background, principles and implementation of inclusive education policy. Principles and practical application of learning support. Identification, screening, informal assessment and support to learners who display spoken and written language, mathematics, perceptions and non-verbal learning difficulties.

Afrikaans education 361 (JAF 361)

Qualification	Undergraduate
Module credits	12.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Contact time	4 lectures per week
Language of tuition	Module is presented in Afrikaans
Department	Education Deans Office
Period of presentation	Quarter 2

Module content

*This module is only presented in Afrikaans.

In hierdie module maak die student kennis met die teorie en praktyk van Afrikaans. Inhoude word verbesonder vir die eise van die onderwysprofessie. Die manifestasies van.die taalwetenskap, taalkwessies en taalvariëteite in die onderwys vorm die taalgedeelte van die module. Op letterkundige vlak bestudeer die student teorieë, werkswyses en tekste met betrekking tot Afrikaanse drama, prosa en poësie.

Management in the early years 471 (JBA 471)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Quarter 1

Module content

The module focuses on the basic leadership and management strategies and skills relevant to the Early Childhood Care and Development centre with regard to human resource management. The key content areas of the module are theories concerned with basic leadership and management; policies and processes related to human resource management; skills for influencing individual or groups of people for effective management and leadership of an ECCE site; and mentoring and support of others in the ECCE learning environments.

Management in the early years 474 (JBA 474)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Quarter 1 or 2 or 3 or 4

Module content

The module focuses on the basic administration strategies and skills relevant to the Early Childhood Care and Development centre. The key content areas of the module include administrative strategies, guidelines and procedures for effective management of early childhood centres; creating and maintaining healthy and safe teaching and learning environment for both children and educators; and keeping and maintaining up-to-date day-to-day income and expenditure and financial records and other tangible and intangible assets of the ECCE centre.

English education 361 (JEN 361)

Qualification	Undergraduate
Module credits	12.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Contact time	4 lectures per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Quarter 2

Module content

This module serves as an advanced study of a selection of English dramas, novels and poetry, as dealt with in their elective, and endeavours to enhance the students' skills in the critical reading of a variety of literary genres. Students are required to display critical reading and academic writing skills in English in order to understand and appreciate the complexity and value of the selected genres. The teaching and learning will have as its focus the specific application of the selected literary genres to the teaching thereof. How to approach a play, novel or poem, and how to teach the relevant components in the various phases and grades will be dealt with.

Foundation phase studies 110 (JFP 110)

Qualification	Undergraduate
Module credits	6.00
NQF Level	05
Prerequisites	No prerequisites.
Contact time	1 lecture per week, 1 practical per week
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Semester 2

Module content

Understanding and use of content and skills for outcomes-based education as prescribed by the National Curriculum. Planning and managing the three learning programmes in the Foundation Phase.

Professional practice 111 (JFP 111)

Qualification	Undergraduate
Module credits	6.00
NQF Level	06
Programmes	BEd (Foundation Phase Teaching) BEd (Foundation Phase Teaching)
Contact time	1 practical per week, 2 lectures per week
Language of tuition	Separate classes for Afrikaans and English
Department	Early Childhood Education
Period of presentation	Semester 1

Module content

To design and develop teaching skills, strategies, resources and material. To assist the development of student teachers' own handwriting and chalkboard skills and support the development of the learner handwriting. To prepare the student to select, plan, prepare and use media in the learning environment that enhance the learners' perceptual skills and stimulate critical thinking and problem-solving skills. This module forms the foundation of the 4th year module JFP 451.

Professional practice in the early years 1 310 (JFP 310)

Qualification	Undergraduate
Module credits	12.00
NQF Level	07
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Semester 1

Module content

The module provides a framework for understanding the early childhood care and education professional practice. It explores the role and responsibilities as well as ethical standards of early years professionals. Linked to the situational complexities dealt with in the Education (OPV) 112 and taking a particular focus on the ECCE context, this module examines the cultural, socio-economic, political and historical trends, issues, and practices associated with educating young children from birth up to the age of four, including related controversies and adversities. Early childhood policies, laws, legislations, professional standards and government systems are also addressed.

Foundation phase studies 404 (JFP 404)

Qualification	Undergraduate
Module credits	8.00
NQF Level	07
Prerequisites	As per PGCE entrance requirements
Contact time	3 tutorials per year, 42 lectures per year
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Year

Module content

Understand, plan, implement and assess learning through play to promote learning and development in the early years, particularly Grade R. The following reflect the topics to be covered: the aim and purpose of early childhood education, the role of play in Grade R classrooms; the developmental milestones of 3 to 6 year olds; the daily programme for Grade R including structured, routine and free play activities as well as general principles and resources for a Grade R class.

Professional practice 451 (JFP 451)

Qualification	Undergraduate
Module credits	12.00

NQF Level	07
Programmes	BEd (Foundation Phase Teaching) BEd (Foundation Phase Teaching)
Prerequisites	Available to final year students only.
Contact time	3 lectures per week
Language of tuition	Separate classes for Afrikaans and English
Department	Early Childhood Education
Period of presentation	Quarter 1

Module content

To develop students' competence in foundation phase practices. This module aims at preparing students to implement effective classroom practices in the foundation phase. The module focuses on aspects such as planning and assessment, creating an environment that is conducive to learning, innovative teaching strategies, and classroom management.

Professional practice in the early years 2 461 (JFP 461)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Quarter 1

Module content

The module addresses early childhood programmes and settings. It explores aspects of quality early childhood care and education programmes and looks at the planning, design and implementation of a lesson plan for early learning, including formative and summative assessment and learning activities. In addition, the module provides opportunities for creation of the necessary teaching aids to enable optimal learning and development of young children.

Professional practice in the early years 2 464 (JFP 464)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English

Department	Early Childhood Education
Period of presentation	Quarter 4

Module content

This module focuses on the link between professionalism in context and teaching practice, and develops a functional understanding of the importance of teaching practice in early childhood. Building further onto the Professional practice (JFP) 471 and with a strong focus on the application of the theories that informs the practices of early childhood, this module provides students with the knowledge and skills regarding analysis and strategic improvements of ECCE sites for optimal learner development. It looks also at the responsible and professional work habits and educator (teacher) identity development of the professionals as critically reflective educators.

Professional practice 471 (JFP 471)

Qualification	Undergraduate
Module credits	3.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Contact time	2 four hour practicals for one week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Quarter 1

Module content

Themes that prepare students for professional practice. School expectations. Ethics, professional appearance, assessment frameworks; record keeping; discipline. Role and organising of extra-curricular activities. Dealing with emergencies.

Statistics for teachers 220 (JGI 220)

Qualification	Undergraduate
Module credits	13.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	WTW 133, 144 OR 134 OR 114
Contact time	1 practical per week, 1 tutorial per week, 3 lectures per week

Language of tuition	Module is presented in English
Department	Statistics
Period of presentation	Semester 2

Module content

Descriptive statistics:
Sampling and the collection of data in the educational environment; frequency distributions and graphical representations. Descriptive measures of location and dispersion.
Probability and inference:
Introductory probability theory and theoretical distributions. Sampling distributions. Estimation theory and hypothesis testing of sampling averages and proportions (one and two-sample cases). Identification, use, evaluation and interpretation of statistical computer packages and statistical techniques.

Literacy practices: English 110 (JGL 110)

Qualification	Undergraduate
Module credits	6.00
NQF Level	05
Programmes	BEd (Foundation Phase Teaching) BEd (Foundation Phase Teaching)
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Semester 2

Module content

Equips the student through English home language with the knowledge, skills, attitudes and values to develop and enhance the young child’s literacy through the use of children’s literature. It has a holistic approach to emergent literacy as part of the English home language development of the 0-9 - year- old child.

Literacy in the early years 1 111 (JGL 111)

Qualification	Undergraduate
Module credits	12.00
NQF Level	05
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Semester 1

Module content

This module focuses on the conceptual framework for supporting young children's development with regard to early literacy and language. It considers theoretical knowledge, concepts and principles of communication, language and literacy; early childhood communication, language and literacy development and learning; role modelling, supporting young children's communication, language and literacy development; structure of the content areas in communication, language and literacy; learning environments for supporting emergent literacy; and supporting early learning through play in communication, language and literacy.

Geletterheidspraktyke: Afrikaans 113 (JGL 113)

Qualification	Undergraduate
Module credits	6.00
NQF Level	05
Programmes	BEd (Foundation Phase Teaching) BEd (Foundation Phase Teaching)
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in Afrikaans
Department	Early Childhood Education
Period of presentation	Semester 2

Module content

Die module rus die student deur die medium van Afrikaans huistaal, toe met die nodige kennis, vaardighede, houding en waardes om vroeë geletterdhed aan die jong leerder te fasiliteer. Dit geskied deur die gebruik van kinderliteratuur. Die fasilitering van vroeë geletterdheid in Arikaans as huistaal, is deel van die taalontwikkeling van die 0-9 jarige kind.

Early literacy 120 (JGL 120)

Qualification	Undergraduate
Module credits	6.00
NQF Level	05
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Semester 2

Module content

Facilitating the acquisition of early literacy. The use of children's literature in early literacy.

Katiso ya litheresi: Setswana 121 (JGL 121)

Qualification	Undergraduate
Module credits	6.00
NQF Level	05
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in Setswana
Department	Early Childhood Education
Period of presentation	Semester 1

Module content

Go neela baithuti kitso ya go dirisa Setswana Puo ya Gae go ruta dikgono, boitshwaro, le mesola ya go godisa tshimologo ya puiso le go kwala ya bana (litheresi). Lenaane thuto leno le dirisa mokgwa wa tsweleletso kakaretso, e le karolo ya Setswana Puo ya Gae go tsweleletsa kgolo ya bana ba mengwaga 0 – 9.

Tsebo ya Literacy: Sepedi 122 (JGL 122)

Qualification	Undergraduate
Module credits	6.00
NQF Level	05
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in Sepedi
Department	Early Childhood Education
Period of presentation	Semester 2

Module content

E fa moithuti tsebo ya Sepedi leleme la gae, maitshwaro, maikutlo le ditekanetšo go hlahla le go ntlafatša tsebo ya go bala le go ngwala gotšwa ditemaneng tša bana. E na le hlahlo ye e feleletšego ya go bala le go ngwala yeo e lego karolo ye kgolo ya polelo yeo e nepagetšego Sepedi sa ngwana wa mengwaga ye 0-9.

Ukuqeqesha kokufunda no kubhala: IsiZulu 123 (JGL 123)

Qualification	Undergraduate
Module credits	6.00
NQF Level	05
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in isiZulu
Department	Early Childhood Education

Period of presentation	Semester 2

Module content

Ukuhlomisa umfundi ngokusebenzisa isiZulu ulimi lwasekhaya ngolwazi, amasu nonkungamagugu, nezimiso ezibekiwe ukuthuthukisa kwe zincwadi zezingane. Inendlela ephelele yokufunda nokubhala okusafufusa njengengxenyeyentuthuko isiZulu ulimi lwasekhaya.

Literacy practices: English 200 (JGL 200)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BEd (Foundation Phase Teaching) BEd (Foundation Phase Teaching)
Prerequisites	JGL 110
Contact time	3 lectures per week
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Semester 1

Module content

This module introduces the concepts of language and literacies, highlighting the importance of these for learning in English as home language. Various themes relate to the teaching and learning of the basic communicative skills with a strong focus on children’s literature education and writing. The module aims to prepare students with the necessary English home language skills as a follow-up module to JGL 110. A goal of the module is to support young learners in their language development so that they become confident learners and competent communicators in English.

Literacy in the early years 2 211 (JGL 211)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Semester 1

Module content

This module focuses on Emergent Literacy, which involves the knowledge, skills, and attitudes that young children develop with regard to reading and writing during the phases of their early childhood. The main content areas of focus of the module include integrated emergent literacy approach; emergent reading and writing; competencies related to emergent literacy, such as the oral (expressive/speaking and receptive/listening) language aspects, visual literacies (viewing and drawing), print and recognition of the meaning it carries; basic alphabet knowledge and early phonological awareness; contextual factors that influence development of emerging literacy; and supporting emergent literacy through play.

Geletterdheidspraktyke: Afrikaans 213 (JGL 213)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BEd (Foundation Phase Teaching) BEd (Foundation Phase Teaching)
Prerequisites	JGL 113
Contact time	3 lectures per week
Language of tuition	Module is presented in Afrikaans
Department	Early Childhood Education
Period of presentation	Semester 1

Module content

Hierdie module bied 'n inleiding tot taal en geletterdhede en beklemtoon die belangrikheid hiervan vir die leerproses in Afrikaans as huistaal. Daar is 'n verskeidenheid van temas wat fokus op die onderrrig en aanleer van basiese kommunikatiewe vaardighede, met klem op skryfvaardigheid en kinderliteratuur. Die module inhoud rus voornemende onderwysers toe in Afrikaans as huistaal, as ‘n opvolg module vir JGL 113. Die doel van die module is om jong leerders se taalontwikkeling te stimuleer sodat hulle met selfvertroue in Afrikaans kan kommunikeer.

Tsebo ya Literacy: Sepedi 222 (JGL 222)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Prerequisites	JGL 122
Contact time	3 lectures per week
Language of tuition	Module is presented in Sepedi
Department	Early Childhood Education
Period of presentation	Semester 1

Module content

Mojule wo o hlagiša megopolo ya polelo le ditemana go gatelela bohlokoa bja tšona mabapi le go ithuta ka Sepedi e le polelo ya leleme la gae. Mekgahlo yeo e farologanego ya go amana le thuto le gorutwa poledišano ya maleba ka maikemešetšo a go fahlela thuto ya dipukwana tša baithuti. Mojule wo o ikemišeditše go hlophelela baithuti ka tsebo yeo e hlokagalago ya polelo ya leleme la gae la Seisimane ele tšweletšo pele ya mojule wa JGL 110. Maikemešetšo a mojule ke go thekga baithuti ka maleme a ga bo bona gore ba be le boikgantšho le go re ba kgone go ba diboledi tše hlwahlwa tša Sepedi.

Ukuqeqesha kokufunda no kubhala: IsiZulu 223 (JGL 223)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Prerequisites	JGL 123
Contact time	3 lectures per week
Language of tuition	Module is presented in isiZulu
Department	Early Childhood Education
Period of presentation	Semester 1

Module content

Lemojuli yethula imiqondo yolimi kanye nezindlela zokubhala, igqamisa ukubaluleka kwalokhu ekufundeni ngesiZulu ngengolimi lwasekhaya. Izindikimba ezahlukahlukene ziphathelene nokufundiswa nokufundwa kwamakhono ayisisekelo okuxhumana kugxilwe kakhulu ekufundisweni nasekubhaleni kwezincwadi zezingane. i-Mojuli ihlose ukulungiselela abafundi ngamakhono adingekayo esiNgisi solimi lwasekhaya njengemojuli yokulandelela eya ku-JGL 110. Inhloso yalesi sigaba ukuxhasa abafundi abasebasha ekukhuleni kwabo kolimi ukuze babe ngabafundi abazethembayo nabanolwazi lokuxhumana nabantu ngesiZulu.

Literacy practices: English 311 (JGL 311)

Qualification	Undergraduate
Module credits	6.00
NQF Level	06
Programmes	BEd (Foundation Phase Teaching) BEd (Foundation Phase Teaching)
Prerequisites	JGL 200
Contact time	3 lectures per week
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Semester 1

Module content

The module focuses on the practical application of the theory gained in the first and second-year literacy practices modules (JGL 110, 200) in terms of the teaching of reading and writing to learners in grades 1-3 in English as home language.

Literacy in the early years 3 312 (JGL 312)

Qualification	Undergraduate
Module credits	12.00
NQF Level	07
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Semester 1

Module content

This module focuses on the creation and nurturing of young children's early literacy experiences in terms of speaking, listening, reading and writing. The module addresses pedagogical strategies and practices for supporting young children's language and early literacy development and learning. It covers content related to the key aspects of learning environments that promote learning and development of language and early literacy with regard to vocabulary development, letter-sound knowledge (phonics), and alphabetic and phonological awareness; strategies for development of socially appropriate communication in context; designing literacy rich learning environment for early stimulation and language learning; and translanguaging, multilingualism and bilingualism.

Geletterdheidspraktyke: Afrikaans 313 (JGL 313)

Qualification	Undergraduate
Module credits	6.00
NQF Level	06
Programmes	BEd (Foundation Phase Teaching) BEd (Foundation Phase Teaching)
Prerequisites	JGL 213
Contact time	3 lectures per week
Language of tuition	Module is presented in Afrikaans
Department	Early Childhood Education
Period of presentation	Semester 1

Module content

Die module fokus op die praktiese toepassing van die teorie wat verwerf is in die eerste en tweede jaar geletterdheidspraktyk modules (JGL 113, 213), in terme van die lees en skryf vaardighede van grade 1-3 leerders in Afrikaans as huistaal.

Katiso ya litheresi: Setswana 321 (JGL 321)

Qualification	Undergraduate
Module credits	6.00
NQF Level	06
Prerequisites	JGL 221
Contact time	3 lectures per week
Language of tuition	Module is presented in Setswana
Department	Early Childhood Education
Period of presentation	Semester 1

Module content

Mmojulo o, o itebagantse le tiriso ya kgopolo e eithutilweng mo ngwageng wa ntlha le wa bobedi wa katiso ya ya kitsokwalo le puiso (JGL 112, 212) go ya ka thuto ya go buisa le go kwala mo mephatong ya 1 – 3, Setswana Puo ya Gae.

Tsebo ya Literacy: Sepedi 322 (JGL 322)

Qualification	Undergraduate
Module credits	6.00
NQF Level	06
Prerequisites	JGL 222
Contact time	3 lectures per week
Language of tuition	Module is presented in Sepedi
Department	Early Childhood Education
Period of presentation	Semester 1

Module content

Mojule wo o hlahla ditiragatšo go tšwa go tsebo ya megopolo yeo o ithutilego yona ka ngwaga wa pele le wa bobedi (JGL 110. 200) mabapi le thuto ya go bala le go ngwala go barutwana ba mphato wa 1-3 ka Sepedi leleme la gae.

Ukuqeqesha kokufunda no kubhala: IsiZulu 323 (JGL 323)

Qualification	Undergraduate
Module credits	6.00
NQF Level	06

Prerequisites	JGL 223
Contact time	3 lectures per week
Language of tuition	Module is presented in isiZulu
Department	Early Childhood Education
Period of presentation	Semester 1

Module content

Le mojula igxile ekusetshenzisweni ngokoqobo kwethiyori etholakale kumamojula ezinqubo zokufunda nokubhala zonyaka wokuqala nowesibili maqondana nokufundiswa kokufunda nokubhala kwabafundi emabangeni 1-3 esiZulwini njengolimi lwasekhaya.

Literacy Practices 461 (JGL 461)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Foundation Phase Teaching) BEd (Foundation Phase Teaching)
Prerequisites	JGL 213, JGL 200. Available to final year students only.
Contact time	2 lectures per week
Language of tuition	Afrikaans/Sepedi/isiZulu/Setswana
Department	Early Childhood Education
Period of presentation	Quarter 1

Module content

This is a compulsory module for all Foundation Phase teaching students. The purpose of the module is to equip students with the necessary language skills to teach in Afrikaans, Sepedi, isiZulu or Setswana as an additional language in the Foundation Phase, for communication purposes. The student will gain the necessary skills for Afrikaans, Sepedi, isiZulu and Setswana in order to use the language skills and structure as a well as the ability to teach those skills. The module is informed by the principles of additional language teaching. The module will be presented by using Afrikaans, Sepedi, isiZulu and Setswana children’s literature such as stories and poems.

Literacy practices: English 464 (JGL 464)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Foundation Phase Teaching) BEd (Foundation Phase Teaching)
Prerequisites	Available to final year students only.
Contact time	2 lectures per week

Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Quarter 4

Module content

This is a compulsory module for all Foundation Phase students. The aim of the module is to equip students with the skills and knowledge to teach English as additional language in the Foundation Phase. The student will acquire the knowledge of English language use and structure as well as the skills to teach it as additional language; adhering to the principles of teaching an additional language. Attention to children's literature is offered in this regard.

Multi-literacies 730 (JGL 730)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Curriculum and Instructional Design and Development) *Teacher Education and Professional Development Plan* BEdHons (Assessment and Quality Assurance in Education and Training) BEdHons (Curriculum and Instructional Design and Development) *Teacher Education and Professional Development Plan*
Prerequisites	Any undergraduate equivalent language and/or literacy module
Contact time	7 lectures
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 1 or Semester 2

Module content

This module introduces the concepts of multi-literacies and multimodality highlighting the importance of these when teaching learners from diverse linguistic and cultural communities. The topics dealt with in this module should not be seen in isolation but are interrelated and are applicable to teaching in the global classroom. Topics include, among others, language and literacies; language acquisition theories; current language policies; the multilingual classroom; English as a *lingua franca*; World Englishes; globalisation and school and social literacies. The student is expected to design appropriate applications of various concepts in innovative classroom practices that reflect an advanced knowledge of key South African texts, policies and issues as addressed in this module.

Multi-literacies 733 (JGL 733)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Language of tuition	Module is presented in English
Department	Early Childhood Education

Period of presentation	Semester 2

Module content

This module introduces the concepts of multi-literacies and multimodality highlighting the importance of these when teaching learners from diverse linguistic and cultural communities. The topics dealt with in this module should not be seen in isolation but are interrelated and are applicable to teaching in the global classroom. Topics include, among others, language and literacies; language acquisition theories; current language policies; the multilingual classroom; English as a lingua franca; World Englishes; globalisation and school and social literacies. The student is expected to design appropriate applications of various concepts in innovative classroom practices that reflect an advanced knowledge of key South African texts, policies and issues as addressed in this module.

Early numeracy 120 (JGS 120)

Qualification	Undergraduate
Module credits	6.00
NQF Level	05
Prerequisites	No prerequisites.
Contact time	1 lecture per week, 1 practical per week
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Semester 2

Module content

Facilitating the acquisition of early numeracy concepts and skills.

Foundation phase mathematics 121 (JGS 121)

Qualification	Undergraduate
Module credits	6.00
NQF Level	05
Programmes	BEd (Foundation Phase Teaching) BEd (Foundation Phase Teaching)
Contact time	1 lecture per week, 1 practical per week
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Semester 2

Module content

The facilitating and acquisition of early mathematics pedagogy (for children 0-6 years).

Mathematics in the early years 1 122 (JGS 122)

Qualification	Undergraduate
Module credits	12.00
NQF Level	05
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Semester 2

Module content

This modules focuses on fostering young children's development of early mathematical concepts. The theoretical knowledge informing early mathematics is brought into perspective; and the content areas in early mathematics such as numbers, shape, measurement, patterns and classification are explored. Other key content areas of focus examined in the modules are the development of early mathematical concepts through the use of everyday play and other activities; learning environments for early mathematics; and supporting learning in early mathematics.

Foundation phase mathematics 211 (JGS 211)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BEd (Foundation Phase Teaching) BEd (Foundation Phase Teaching)
Contact time	1 practical per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Semester 1

Module content

The facilitating and acquisition of foundation phase mathematics pedagogy (grades 1-3).

Foundation phase mathematics 212 (JGS 212)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BEd (Foundation Phase Teaching) BEd (Foundation Phase Teaching)
Contact time	1 practical per week, 2 lectures per week
Language of tuition	Module is presented in English

Department	Early Childhood Education
Period of presentation	Semester 1

Module content

The purpose of the course is to develop a deeper understanding of critical elements of mathematics, including the natural number system, its properties and the four number operations. The transition to the rational number system is explored with attention to its properties and operations. Number patterns and relationships between numbers are explored to develop greater fluency in mathematics computations. Attention is given to pictorial, verbal, diagrammatic and symbolic representations. The development of major topics, measurement, geometry, statistics and probability are explored with a view to providing insights into teaching and learning. Throughout the course attention is given to problem solving and algebraic reasoning.

The methodology of the course will include hands-on activities which promote confidence and agency in the classroom. While some attention is given to teaching in the Foundation Phase, this outcome is not central to the course.

Mathematics in the early years 2 222 (JGS 222)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Semester 2

Module content

This module focuses on the development of young children’s emergent or early mathematics skills and attitudes throughout the phases of their early childhood. The main content areas of focus of the module include competencies related to emergent mathematics; the concurrent and integrated development of early literacy and mathematics skills; the positive and integrated approach to emergent mathematics in the early years; ethno-mathematics in the early years; creation of stimulating mathematics enriched early childhood environments; and supporting emergent mathematics through play and interaction with objects.

Early intervention in numeracy and literacy 730 (JGS 730)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08

Programmes	BEdHons (Learning Support) BEdHons (Learning Support)
Prerequisites	No prerequisites.
Contact time	1 lecture per week
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Semester 1 or Semester 2

Module content

This module will equip students with theoretical knowledge and practical skills in dealing with numeracy and literacy in Early Childhood Education and Foundation Phase. It is inquiry-based and takes on a critical stance on issues raised globally and nationally on the mediation and facilitation of literacy and numeracy in the Foundation Phase classroom. Students will be able to assist learners in the acquisition of mathematical and literacy concepts, skills and processes

Early intervention in numeracy and literacy 733 (JGS 733)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Learning Support) (Distance Education) BEdHons (Learning Support) (Distance Education)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Semester 1

Module content

This module will equip students with theoretical knowledge and practical skills in dealing with numeracy and literacy in Early Childhood Education and Foundation Phase. It is inquiry-based and takes on a critical stance on issues raised globally and nationally on the mediation and facilitation of literacy and numeracy in the Foundation Phase classroom. Students will be able to assist learners in the acquisition of mathematical and literacy concepts, skills and processes.

Geometry for teachers 210 (JGT 210)

Qualification	Undergraduate
Module credits	12.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)

Prerequisites	WTW 133, 144 OR 143 OR 114
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1

Module content

Space, shapes, size and measurement. Geometric thinking and reasoning. Euclidean geometry: a synthetic and analytical approach.

Health, safety and nutrition 120 (JGV 120)

Qualification	Undergraduate
Module credits	12.00
NQF Level	05
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Semester 2

Module content

This module focuses on the basic concepts of health, safety and nutrition in early childhood, and examines the aspects of quality early childhood programme provisioning from the perspective of health, safety and nutrition. The main areas of focus of the module include the nutritional needs of young children; norms and standards for health, safety and nutrition for young children; principles of young children's meal planning; creation of high quality learning environments for health, safety and nutrition; supporting quality health, safety and nutrition in responsive ways; administering young children's medicines including HIV positive children; environmental risks, accidents and emergencies; dealing with communicable diseases, young children's common illness and HIV/AIDS.

Health and safety 210 (JGV 210)

Qualification	Undergraduate
Module credits	6.00
NQF Level	05
Programmes	BEd (Foundation Phase Teaching) BEd (Foundation Phase Teaching)
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Early Childhood Education

Period of presentation	Semester 2

Module content

The module has a holistic approach to the aspects of health, safety and nutrition of the young child, including knowledge about HIV/Aids. It is a field of knowledge that will equip you with the necessary knowledge, skills, values and attitudes needed to create and promote a safe environment in which the young child can grow and develop. The main focus of this field of knowledge is the Life Orientation Learning area, which forms part of the Life Skills Learning Programme in Early Childhood Development and Education (ECD).

Art education 100 (JKG 100)

Qualification	Undergraduate
Module credits	6.00
NQF Level	05
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Quarter 1 and Quarter 4

Module content

This module provides students with an overview of historical and contemporary art movements. Important artists and artworks of this period are emphasized and discussed in context. History of art education within the school context is explored with emphasis on Western art movements and styles.

Art education 200 (JKG 200)

Qualification	Undergraduate
Module credits	6.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Quarter 2 and Quarter 4

Module content

History of art education as stipulated in the Curriculum and Assessment Policy Statement (CAPS) is explored. Emphasis is placed on European and South African art movements. Important artists and artworks of these periods are emphasized and discussed in context. Evaluations and discussions of art exhibitions will take place, as well as the interpretation and analysis of artwork.

Art education 300 (JKG 300)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Quarter 3 and Quarter 4

Module content

History of art and theory of visual literacy is explored. Focus is placed on South African art by studying pioneers, including contemporary trends, styles and techniques. Theoretical frameworks used in the interpretation, analysis and evaluation of visual culture studies are investigated. Emphasis is placed on interaction of image and text evaluation and analysis of visual art.

Art education 101 (JKU 101)

Qualification	Undergraduate
Module credits	18.00
NQF Level	05
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Contact time	2 practicals per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

This module focuses on examining various methods and techniques for stimulating creativity in the classroom, by introducing fundamental art elements and principles, techniques and use of media. This module includes the exploration of concepts of visual literacy, the development of understanding and application thereof by the student in creative ways through experimentation with traditional art media. Community Engagement / Service Learning

Art education 201 (JKU 201)

Qualification	Undergraduate
Module credits	20.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Contact time	4 practicals per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

This module allows students to discover their own creative ideas and thoughts by means of various art media, techniques and processes. There is emphasis on theoretical and practical components such as art appreciation, principles and elements of art, art programmes and the critical evaluation of the creative process. A deeper analysis, interpretation and application of structure, form, composition, texture, spatial relations and colour manipulation are explored. Community Engagement / Service Learning.

Art education 301 (JKU 301)

Qualification	Undergraduate
Module credits	32.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Contact time	5 practicals per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

A significantly higher level of understanding and mastery in terms of the intellectual, perceptual, aesthetic and technical aspects of art education is explored. The aim of this module is to extend the student’s personal visual vocabulary and promote self-expression. Emphasis is placed on visualising and expressing ideas and conceptual development of the individual student. Opportunities for advanced technical and conceptual skills are provided, including the experimentation of two- and three-dimensional forms, problem solving and evaluation.

Methodology of Laboratory techniques 351 (JLA 351)

Qualification	Undergraduate
Module credits	6.00

NQF Level	07
Prerequisites	No prerequisites.
Contact time	1 lecture per week, 1 practical per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1

Module content

Identification and storing of apparatus; Handling of hazardous chemicals, Laboratory safety and first aid; Laboratory organisation, Laboratory techniques and use of specific apparatus; Standard solutions; Measurement; Improvising apparatus in poorly resourced schools, Aim and design of practical activities; Practical examinations.

Learning support 220 (JLD 220)

Qualification	Undergraduate
Module credits	12.00
NQF Level	07
Programmes	BEd (Foundation Phase Teaching) BEd (Foundation Phase Teaching)
Contact time	4 lectures per week
Language of tuition	Separate classes for Afrikaans and English
Department	Early Childhood Education
Period of presentation	Semester 2

Module content

The purpose of this module is to equip the student with knowledge about inclusion and inclusive education in South Africa. We focus on the causes of learning barriers, skills a teacher needs to support learners with learning barriers, as well as ways to accommodate these learners in the classroom. The causes of barriers to learning are examined and we distinguish between intrinsic and extrinsic factors that can cause learning problems. Multidisciplinary and systemic approaches are introduced. The family as primary educational institution is discussed, as well as the effect of the different parenting styles and child rearing errors on the development and academic progress of the child.

Learning support 221 (JLD 221)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BEd (Intermediate Phase Teaching) BEd (Intermediate Phase Teaching)

Prerequisites	No prerequisites.
Contact time	4 lectures per week
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Semester 2

Module content

The purpose of this module is to equip student with knowledge on the holistic development of a child in an inclusive South African context. The module focuses on causes of learning difficulties, skills teachers need to support these learners, as well as ways to accomdate and differntiate the curriculum for the benefit of learners with diverse educational needs in the intermediate phase. The intrinsic, and extrinsic causes of barries to learning are examined and mulitidisciplinary approaches to intervention are introduced. The family as the primary educational institution, the parenting styles and child-rearing errors are acknowledged as factors that contribute to the devleopment and academic progress of the child.

Learning support education 302 (JLD 302)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	PGCE (Further Education and Training Teaching) PGCE (Further Education and Training Teaching) PGCE (Senior Phase and Further Education and Training Teaching)
Prerequisites	Admission to relevant programme.
Contact time	18 lectures per year, 3 tutorials per year
Language of tuition	Module is presented in English
Department	Educational Psychology
Period of presentation	Year

Module content

To facilitate knowledge and understanding of inclusion and insight into the causes of barriers to learning. The module focuses on the basic identification of learning difficulties and elementary diagnostic assessment to determine the underlying causes thereof, as well as intervention strategies in order to successfully address learning barriers across phases using the School-based Support system and curriculum differentiation. The student will learn how to adapt the curriculum for learners experiencing problems (including learners with disabilities or special needs) and how to support these learners in building a positive self-esteem by providing opportunities for learning success and in doing so enabling the learners to believe in their own abilities.

Learning support 320 (JLD 320)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07

Programmes	BEd (Intermediate Phase Teaching) BEd (Intermediate Phase Teaching)
Contact time	2 lectures per week
Language of tuition	Separate classes for Afrikaans and English
Department	Early Childhood Education
Period of presentation	Semester 2

Module content

The purpose of the module is to equip the student with the knowledge and skills needed to identify learners with learning difficulties in the classroom, assess these learners and plan intervention strategies to support them. We focus on the early identification of learning difficulties, diagnostic assessment to determine the underlying causes thereof, as well as intervention strategies in order to successfully address learning barriers in the Intermediate Phase. The student will learn how to adapt the curriculum for learners experiencing learning difficulties and how to support these learners in building a positive self-esteem by providing opportunities for learning success and in doing so enabling the learners to believe in their own abilities.

Learning support 400 (JLD 400)

Qualification	Undergraduate
Module credits	24.00
NQF Level	07
Programmes	BEd (Foundation Phase Teaching) BEd (Foundation Phase Teaching)
Prerequisites	Available to final year students only.
Contact time	4 lectures per week S2 only Q4, 4 lectures per week S1 only Q1
Language of tuition	Separate classes for Afrikaans and English
Department	Early Childhood Education
Period of presentation	Year

Module content

This module will focus on the early identification of learning problems, diagnostic assessements to determine the underlying causes thereof, as well as intervention strategies in order to successfullly address learning barriers in the Foundation Phase. The student will learn how to adapt the curriculum for learners experiencing problems with language as well as Mathematics and how to support these learners in building a positive self esteem by providing opportunities for learning success and in doing so letting the learners believe in their own abilities.

Learning support education 402 (JLD 402)

Qualification	Postgraduate
Module credits	6.00
NQF Level	07

Prerequisites	As per PGCE entrance requirements.
Language of tuition	Module is presented in English
Department	Educational Psychology
Period of presentation	Year

Module content

To facilitate knowledge and understanding of inclusion and insight into the causes of barriers to learning. The module focuses on the basic identification of learning difficulties and elementary diagnostic assessment to determine the underlying causes thereof, as well as intervention strategies in order to successfully address learning barriers across phases using the School-based Support system and curriculum differentiation. The student will learn how to adapt the curriculum for learners experiencing problems (including learners with disabilities or special needs) and how to support these learners in building a positive self-esteem by providing opportunities for learning success and in doing so enabling the learners to believe in their own abilities.

Basic economic and management sciences 181 (JLE 181)

Qualification	Undergraduate
Module credits	12.00
NQF Level	05
Programmes	BEd (Intermediate Phase Teaching) BEd (Intermediate Phase Teaching)
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 2

Module content

The module entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Emphasis is placed on reaching the prescribed learning outcomes with regard to the history of money; needs and wants; inequality and poverty; savings, budgets, income and expenses; accounting concept; and the entrepreneur and starting a business. Practical application through an entrepreneur’s day is included.

Arts and culture 110 (JLK 110)

Qualification	Undergraduate
Module credits	6.00
NQF Level	06
Programmes	BEd (Foundation Phase Teaching) BEd (Foundation Phase Teaching)
Prerequisites	No prerequisites.

Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 1

Module content

Students acquire teaching skills to facilitate group music making activities with learners in the foundation phase. Three components are balanced in this programme: basic knowledge (music concepts and theoretical content); music skills (singing, playing instruments, listening, moving, applying music notation and creating); and didactical skills. The value of music in a culturally diverse society is emphasized.

Arts and culture 120 (JLK 120)

Qualification	Undergraduate
Module credits	6.00
NQF Level	06
Programmes	BEd (Foundation Phase Teaching) BEd (Foundation Phase Teaching)
Prerequisites	No prerequisites.
Contact time	2 practicals per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 2

Module content

This module assists students to explore various methods of stimulating creativity in the classroom environment. They are familiarised with basic art making skills and processes that can be used in the Foundation Phase. The module allows students to explore their own creative thinking through various art mediums and processes, while being guided through theoretical lectures and practical demonstrations. A practical portfolio is compiled by every student, containing examples of art works and theoretical research. The portfolio serves as a manual for future reference in the classroom.

Creativity in the early years 121 (JLK 121)

Qualification	Undergraduate
Module credits	16.00
NQF Level	05
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Early Childhood Education

Period of presentation	Semester 2

Module content

The module focuses on the development of creative thinking in young children and addresses the content and theoretical knowledge of creativity and the creative arts. It deals with musical, movement (gross-motor, fine-motor and perceptual awareness), visual art and dramatic play skills). The key areas of focus include creativity and imagination in young children; engaging with innovative digital initiatives in the creative arts education for teaching and for creation of creative arts learning materials; and responsive approaches to the creative arts for the diverse contexts and catering for the special needs of children.

Creativity in the early years 220 (JLK 220)

Qualification	Undergraduate
Module credits	16.00
NQF Level	06
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Semester 2

Module content

The module explores strategies, principles, methods and materials for the facilitation of creative expression in young children through play-based creative arts. The focus is placed on the methods and skills for assisting and encouraging young children to learn and express themselves through visual art, music, movement and drama. The main areas of focus include young children's personal expression of thoughts and feelings; planning and creating creative arts learning materials, environments and experiences; assessment of young children's creative arts activities; and cross-curricular approaches to the creative arts.

Life orientation 110 (JLO 110)

Qualification	Undergraduate
Module credits	12.00
NQF Level	05
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 1

Module content

The main focus of this module is on personal development and therefore the question: “Who am I?” is posed. The content is designed to focus on the student as individual and on the various factors that influence individual development. Students are guided to develop relevant knowledge, intrapersonal skills and attitudes to display resilient behaviour.

Life orientation 111 (JLO 111)

Qualification	Undergraduate
Module credits	12.00
NQF Level	05
Service modules	Faculty of Health Sciences
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Semester 1

Module content

To empower the student teacher to achieve and extend his/her personal potential by addressing changes in youth behaviour. The module focuses on characteristics that have been identified in research to bring about positive behaviour change. Students are guided to develop knowledge and skills with regard to physical development and movement as one of the topics of the subject Life Orientation. The module also focuses on certain aspects of sport psychology as well as physiological dimensions needed to assess the movement skills of learners. The practical component focuses on learning and teaching of sport and human movement development skills for the school sport teaching and training environment. This practical component forms the foundation for the following study years.

Life orientation 120 (JLO 120)

Qualification	Undergraduate
Module credits	12.00
NQF Level	05
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 2

Module content

This module also focuses on personal development, but with the emphasis on the question: " How is my interaction with other people?" Knowledge and application of interpersonal skills such as conflict management,emotional intelligence and assertiveness will be dealt with.

Life orientation 121 (JLO 121)

Qualification	Undergraduate
Module credits	12.00
NQF Level	05
Service modules	Faculty of Health Sciences
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Semester 2

Module content

To empower student teachers to achieve and extend their personal potential and to guide them to develop knowledge and skills with regard to physical and psychological development as two of the topics of the subject Life Orientation. The topic of this module is also Personal Development but focuses on the interpersonal and intrapersonal skills of the student. Topics covered include: developmental stages, self-actualisation, self-concept, conflict management and personal management. The module also focuses on human anatomy and basic physiology as background to developing human movement. The practical component focuses on learning and teaching of sport and human movement development skills for the school sport teaching and training environment. It forms the foundation for the following study years where different disciplines are learnt. On attainment of the learning outcomes the student should be able to demonstrate his/her knowledge and understanding of the theory to be applied in the practical classes.

Personal development and life skills training 150 (JLO 150)

Qualification	Undergraduate
Module credits	12.00
NQF Level	05
Programmes	Higher Certificate in Sports Sciences Higher Certificate in Sports Sciences
Prerequisites	Admission to the relevant programme.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 1

Module content

The main focus of this module is on personal development and therefore the question: “Who am I?” is posed. The content is designed to focus on the student as individual and on the various factors that influence individual development. Students are guided to develop relevant knowledge, intrapersonal skills and attitudes to display resilient behaviour.

Personal development and life skills training 180 (JLO 180)

Qualification	UPOnline
Module credits	12.00
NQF Level	05
Programmes	Higher Certificate in Sports Sciences (UPOnline) *Part-time* Higher Certificate in Sports Sciences (UPOnline) *Part-time*
Prerequisites	No prerequisites.
Contact time	Fully online
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	UPOnline Short Intake

Module content

The purpose of this module is to ensure that students acquire the necessary knowledge, skills, values and attitudes that will enable them to meaningfully and successfully cope with the demands of everyday life, and maintain a balance between academic and social life. The module emphasises the need for students to display resilience by responding to situations and events in a positive and focused manner. This module focuses on the personal development of the student as an individual and the various interrelated factors which influence self-development. The content is designed to encourage students’ personal, social, intellectual, emotional and physical growth. This includes highlighting positive emotional states, traits, constructs, theories and measurements for application in various phases of life and in different contexts.

Life orientation 210 (JLO 210)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 1

Module content

The human being in context: social and community life. Life orientation educator. Social skills.

Life orientation 211 (JLO 211)

Qualification	Undergraduate
Module credits	16.00
NQF Level	06
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Semester 1

Module content

This module will focus on two main topics namely sexuality education and basic counselling skills. In sexuality education the student will be prepared to deal with sexuality related topics in the classroom situation, as well as basic counselling skills within the school context.

Life orientation 220 (JLO 220)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 2

Module content

The human being in the world. Diversity, values and principles. Issues concerning discrimination, race, religion, culture, sexuality, age, abilities. Contemporary issues concerning classrooms, individual and systemic perspectives. Support for matters concerning HIV/Aids. Safe schools. Violence in schools. Crime. Emotional problems. Prevention of deviant social behaviour.

Life orientation 221 (JLO 221)

Qualification	Undergraduate
Module credits	16.00
NQF Level	06

Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Semester 2

Module content

The focus of this module will be on child psychiatric disorders such as depression, eating disorders, at risk behaviour, suicide, drug abuse and bereavement. These topics will be linked to the basic counselling skills covered in JLO 211 as to equip students to deal with these disorders and challenges in a classroom situation.

Life orientation 310 (JLO 310)

Qualification	Undergraduate
Module credits	20.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 1

Module content

The human being in the world: citizenship. Theoretical foundation of citizenship. Human rights and responsibilities. Political awareness and voluntary participation. Social and environmental concerns. Social responsibility. Service Learning: theory and practice. Service Learning project.

Life orientation 311 (JLO 311)

Qualification	Undergraduate
Module credits	20.00
NQF Level	07
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 1

Module content

This module will firstly focus on Human Rights, and various policy documents such as the Constitution, Child’s Act and School’s Act will be examined as basis for addressing topics such as bullying and aggressive behaviour. The module will be dealt with from a diverse context where various cultures, ethnic groups and languages co-exist.

Life orientation 320 (JLO 320)

Qualification	Undergraduate
Module credits	20.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 2

Module content

The human being in interaction: lifelong learner. Strategies and learning domains. Perspectives on the future. Economic independence. Career development: theoretical approach to career orientation. Career guidance. Integration of careers and opportunities for training in the world of careers. Skills for obtaining employment. Work ethics.

Life Orientation 321 (JLO 321)

Qualification	Undergraduate
Module credits	20.00
NQF Level	07
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 2

Module content

Career Guidance will form the basis of this module and student teachers will be equipped with skills to guide learners to make career choices. Indigenous knowledge (main religions of South Africa) will also be dealt with.

Life orientation education 710 (JLO 710)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Curriculum and Instructional Design and Development) *Teacher Education and Professional Development Plan* BEdHons (Assessment and Quality Assurance in Education and Training) BEdHons (Curriculum and Instructional Design and Development) *Teacher Education and Professional Development Plan*
Language of tuition	Module is presented in English

Department	Humanities Education
Period of presentation	Semester 1

Module content

The aim of this module is to develop skills, knowledge, values and attitudes that empower students to make informed decisions and to take appropriate actions in diverse educational contexts. Life orientation focuses on the self in society. As an educator it is important to realise that teaching and learning of skills, values and attitudes that occurs in the classroom must be linked to learners' everyday lives. This module aims to equip students to achieve their optimal intellectual, personal and emotional potential.

Life orientation education 733 (JLO 733)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 1

Module content

The aim of this module is to develop skills, knowledge, values and attitudes that empower students to make informed decisions and to take appropriate actions in diverse educational contexts. Life orientation focuses on the self in society. As an educator it is important to realise that teaching and learning of skills, values and attitudes that occurs in the classroom must be linked to learners' everyday lives. This module aims to equip students to achieve their optimal intellectual, personal and emotional potential.

Being, becoming and belonging 110 (JLP 110)

Qualification	Undergraduate
Module credits	12.00
NQF Level	05
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Semester 1

Module content

This module focuses on young children's well-being and formation of identity and belonging. The well-being component of the module explores the physical, social and emotional well-being of young children, addressing different facets and indicators of well-being and factors that affect well-being in early childhood. The emotional well-being is addressed in terms of aspects such as feelings of happiness and excitement, and shyness and development of confidence. The identity and belonging component deals with young children's development of positive regard of who they are and strategies for making them feel valued, appreciated and respected as part of their respective societal/community groups.

Life skills programme 220 (JLP 220)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BEd (Foundation Phase Teaching) BEd (Foundation Phase Teaching)
Prerequisites	No prerequisites.
Contact time	4 lectures per week
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Semester 2

Module content

Life skills is central to the holistic development of learners. It is concerned with the social, personal, intellectual, emotional and physical growth of learners, and with the way in which these are integrated. The module Life skills addresses the personal and social development of the child, as well as a Social studies component which addresses the child as citizen and the relationship between the child and its environment.

Life sciences education 310 (JLS 310)

Qualification	Undergraduate
Module credits	12.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1

Module content

This module helps develop an understanding of the scope and content of the Life Sciences school curriculum for the Further Education and Training Phase Grades 10 – 12. The module comprises knowledge on the nature of Life Sciences, the molecules of life, selected processes of life, including photosynthesis and respiration, eukaryotic tissues, eukaryotic organs and organ systems, biodiversity, evolution and ecology as it relates to the school curriculum.

Life Sciences education 410 (JLS 410)

Qualification	Undergraduate
Module credits	24.00
NQF Level	07
Prerequisites	May only be taken in the final year of study
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1 and Semester 2

Module content

This module helps develop an understanding of the scope and content of the Life Sciences school curriculum for the Further Education and Training Phase. The module comprises knowledge of the nature of Life Sciences, the molecules of life, selected processes of life, including photosynthesis and respiration, eukaryotic tissues, eukaryotic organs and organ systems, biodiversity, evolution and ecology as it relates to the school curriculum.

Methodology of E-learning 330 (JLT 330)

Qualification	Undergraduate
Module credits	12.00
NQF Level	07
Programmes	BEd (Intermediate Phase Teaching) BEd (Intermediate Phase Teaching)
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1

Module content

Computer literacy, information literacy, integration literacy. The use of computers in computer labs vs. classroom instruction. Evaluating of software and web sites for educational use. Computer security: risks and safeguards. Ethics and the information age. Models of online learning. Catering for different learning styles. Project based learning. Computer based assessment.

Mathematics education 312 (JLW 312)

Qualification	Undergraduate
Module credits	12.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1

Module content

Statistics, analytical geometry, trigonometry, Euclidian geometry and measurement, and the associated mathematical reasoning and technological skills.

Mathematics education 410 (JLW 410)

Qualification	Undergraduate
Module credits	24.00
NQF Level	07
Prerequisites	May only be taken in the final year of study
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1 and Semester 2

Module content

Statistics, analytical geometry, trigonometry, Euclidian geometry and measurement, and the associated mathematical reasoning and technological skills.

Literacies in education 110 (JLZ 110)

Qualification	Undergraduate
Module credits	6.00
NQF Level	05
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Afrikaans Home Language 60% or English Home Language 60% or English 1st Add Language 70%

Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 1

Module content

The module is aimed at building on students' personal literacies and relating these to the types of literacy they need to study successfully at university. The primary focus is on academic reading abilities, including reading strategies, acquiring an academic vocabulary and learning to read important academic genres critically, such as examination papers and academic articles.

Literacies in education 111 (JLZ 111)

Qualification	Undergraduate
Module credits	6.00
NQF Level	05
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Afrikaans Home Language 50% OR English Home Language 50% OR English 1st Add Language 60%
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 1

Module content

The module is aimed at building on students' personal literacies and relating these to the types of literacy they need to study successfully at university. The module focuses primarily on academic reading abilities, including reading strategies, acquiring an academic vocabulary and learning to read important academic genres critically, such as examination papers and academic articles. Additional support is provided through practical tasks and discussions.

Literacies in education 120 (JLZ 120)

Qualification	Undergraduate
Module credits	6.00
NQF Level	05
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)

Prerequisites	Afrikaans Home Language 60% OR English Home Language 60% OR English 1st Add Language 70%
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 2

Module content

The module focuses on producing academic texts. Students learn how to use different modes of writing, including description, discussion, cause and effect, explanation and argumentation. They learn how to plan, write and edit an academic essay using a process approach. Specific attention is paid to engaging with other authors, and referencing appropriately. The module also pays attention to formatting academic work and representing verbal information visually.

Literacies in education 121 (JLZ 121)

Qualification	Undergraduate
Module credits	6.00
NQF Level	05
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Afrikaans Home Language 50% OR English Home Language 50% OR English 1st Add Language 60%
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 2

Module content

The module focuses on producing academic texts. Students learn how to use different modes of writing, including description, discussion, cause and effect, explanation and argumentation. They learn how to plan, write and edit an academic essay, using a process approach. Specific attention is paid to engaging with other authors, and referencing appropriately. The module also pays attention to formatting academic work and representing verbal information visually. Additional support is provided through practical tasks and discussions.

Literacies in education 150 (JLZ 150)

Qualification	Undergraduate
Module credits	6.00
NQF Level	05

Programmes	Higher Certificate in Sports Sciences Higher Certificate in Sports Sciences
Prerequisites	Admission to the relevant programme.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 2

Module content

The module focuses on producing academic texts. Students learn how to use different modes of writing, including description, discussion, cause and effect, explanation and argumentation. They learn how to plan, write and edit an academic essay using a process approach. Specific attention is paid to engaging with other authors, and referencing appropriately. The module also pays attention to formatting academic work and representing verbal information visually.

Literacies in education 151 (JLZ 151)

Qualification	Undergraduate
Module credits	6.00
NQF Level	05
Programmes	Higher Certificate in Sports Sciences Higher Certificate in Sports Sciences
Prerequisites	Afrikaans Home Language 50% or English Home Language 50% OR English 1st Add Language 60% Admission to the relevant programme.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 2

Module content

The module focuses on producing academic texts. Students learn how to use different modes of writing, including description, discussion, cause and effect, explanation and argumentation. They learn how to plan, write and edit an academic essay, using a process approach. Specific attention is paid to engaging with other authors, and referencing appropriately. The module also pays attention to formatting academic work and representing verbal information visually. Additional support is provided through practical tasks and discussions.

Literacies in education 180 (JLZ 180)

Qualification	UPOnline
Module credits	12.00
NQF Level	05

Programmes	Higher Certificate in Sports Sciences (UPOnline) *Part-time* Higher Certificate in Sports Sciences (UPOnline) *Part-time*
Prerequisites	No prerequisites.
Contact time	Fully online
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	UPOnline Short Intake

Module content

This module aims to enable students to effectively listen, speak, read and write for academic understanding. Students will have the opportunity to build an academic and professional vocabulary in order to read a variety of material with comprehension for academic and professional purposes and to produce coherent academic texts. The module focuses on basic language structures, reading strategies and writing skills. In addition, students will be equipped to access, reference and present information in a visually appropriate manner.

Classroom literacies 300 (JLZ 300)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

This module aims to equip students with the necessary communicative and classroom literacies to succeed as a professional in the domain of teaching. Students will show evidence of understanding and being able to implement the theories and strategies underpinning spoken and written communication required within an education context. The development of a critical awareness of language as a non-neutral (biased) conveyor of meaning will also be fostered. An overview of the linguistic diversity encountered in most South African classrooms provides the prospective teacher with strategies for dealing more effectively with multilingualism in a culturally diverse pedagogical context. Students will also acquire instructional skills and a functional knowledge of Classroom English i.e. oral skills required for facilitating learning and classroom management.

Methodology of Afrikaans 200 (JMA 200)

Qualification	Undergraduate

Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.
Contact time	1 lecture per week
Language of tuition	Module is presented in Afrikaans
Department	Humanities Education
Period of presentation	Year

Module content

* This module is only presented in Afrikaans.

'n Deeglike inleidende oorsig oor die beginsels en praktyk van Afrikaansonderrig. Generiese leerinhoude ten opsigte van taalverwerwing word verbesonder deur die praktiese toepassing soos voorgeskryf deur die Nasionale Kurrikulumverklaringsdokumente. Studente behoort aan die einde van die module tersaaklike tekste te kan gebruik om voorbeeldlesse uit te werk.

Methodology of Afrikaans 300 (JMA 300)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.
Contact time	1 lecture per week, 2 practicals per week
Language of tuition	Module is presented in Afrikaans
Department	Humanities Education
Period of presentation	Semester 1

Module content

* This module is only presented in Afrikaans.

Die module bemagtig die student om die verskillende taalvaardighede in al die onderrigfases te kan beplan, aanbied en assesseer. Hierdie module gaan in detail op die onderrig van elk van die taalvaardighede in. Studente behoort ook na afloop van hierdie studie-eenheid in staat te wees om die verskillende taalvaardighede te kan integreer met die spesifieke genres (bv. Poësie, Prosa, Drama en Taal).

Methodology of Afrikaans 451 (JMA 451)

Qualification	Undergraduate

Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in Afrikaans
Department	Humanities Education
Period of presentation	Quarter 1

Module content

* This module is only presented in Afrikaans.

Klem word gelê op die bereiking van die voorgeskrewe leeruitkomste in die Nasionale Kurrikulumverklaringsdokumente . Afrikaansonderrig as huis- en addisionele taal soos in die nasionale kurrikulum vervat, word uitgelig. 'n Teoretiese grondslag word vasgelê vir die ontwerp en aanbied van lesse.

Methodology of Afrikaans 454 (JMA 454)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in Afrikaans
Department	Humanities Education
Period of presentation	Quarter 4

Module content

* This module is only presented in Afrikaans.

Klem word gelê op die bereiking van die voorgeskrewe leeruitkomste in die Nasionale Kurrikulumverklaringsdokumente. Afrikaansonderrig as huis- en addisionele taal soos in die nasionale kurrikulum vervat, word uitgelig. 'n Teoretiese grondslag word vasgelê vir die ontwerp en aanbied van lesse.

Human movement studies and sport management 112 (JMB 112)

Qualification	Undergraduate
Module credits	6.00

NQF Level	05
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 1

Module content

The purposes of physical activities as well as theories and philosophies of movement are studied. In addition, the coaching of young athletes and the challenges facing the teacher as coach receive attention. The importance of planning as the first phase of sports management is emphasised.

Human movement studies and sport management 113 (JMB 113)

Qualification	Undergraduate
Module credits	6.00
NQF Level	05
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.
Contact time	2 practicals per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 1

Module content

In this module, the student is required to master and apply techniques to develop motor skills in the school context. The student is introduced to a variety of motor skills in a game context. Other motor skills involve the mastering of practical skills for the development of gymnastic and rhythmic movements.

Sports and physical education management 114 (JMB 114)

Qualification	Undergraduate
Module credits	8.00
NQF Level	05
Programmes	Higher Certificate in Sports Sciences Higher Certificate in Sports Sciences

Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 1

Module content

The purposes of physical activities as well as theories and philosophies of movement are studied. In addition, the coaching of young athletes and the challenges facing the teacher as coach receive attention. The importance of planning as the first phase of sports management is emphasised.

Human movement studies and sport management 115 (JMB 115)

Qualification	Undergraduate
Module credits	8.00
NQF Level	05
Prerequisites	No prerequisites.
Contact time	2 practicals per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 1

Module content

In this module the student is required to master and apply basic swimming and life-saving techniques. Attention is also paid to motor skill development and games in the school context.

Human motor skills development 116 (JMB 116)

Qualification	Undergraduate
Module credits	8.00
NQF Level	05
Programmes	Higher Certificate in Sports Sciences Higher Certificate in Sports Sciences
Prerequisites	No prerequisites.
Contact time	1 lecture per week, Online hybrid supported
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Quarter 4

Module content

This module introduces the student to basic knowledge and understanding of motor development. Attention is also paid to the analysis of human motor growth and development in regular populations. Growth, maturation, physical activity and performance of children and adolescents as they progress from birth to young adulthood are included.

Sports and physical education management 118 (JMB 118)

Qualification	UPOnline
Module credits	8.00
NQF Level	05
Programmes	Higher Certificate in Sports Sciences (UPOnline) *Part-time* Higher Certificate in Sports Sciences (UPOnline) *Part-time*
Prerequisites	JLZ 180, JLO 180
Contact time	Fully online
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	UPOnline Short Intake

Module content

The main purpose of this module is to introduce the student to the field of sport and physical education and the management thereof. The functions of management will be applied to the sport and physical education industry in particular. The module provides a comprehensive overview of fundamental management functions. Placing a continual in-depth focus on planning, organisations, and leading of sport and physical education organizations.

Human motor skills development 119 (JMB 119)

Qualification	UPOnline
Module credits	8.00
NQF Level	05
Programmes	Higher Certificate in Sports Sciences (UPOnline) *Part-time* Higher Certificate in Sports Sciences (UPOnline) *Part-time*
Prerequisites	JLO 180, JLZ 180
Contact time	Fully online
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	UPOnline Short Intake

Module content

The Human motor skills development module will introduce students to the concepts of development, maturation, and growth associated with human development. Students will be able to define concepts related to human motor development, and describe stages of motor development and motor learning upon completion of the module. Attention is also paid to games in the school context.

Human movement studies and sport management 122 (JMB 122)

Qualification	Undergraduate
Module credits	6.00
NQF Level	05
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 2

Module content

In this module students are introduced to the structure and functions of systems in the human body. The skeletal system and the muscular system receive primary attention. Additionally, students acquire knowledge and skills in management – particularly organizational skills in the sports context.

Human movement studies and sport management 123 (JMB 123)

Qualification	Undergraduate
Module credits	6.00
NQF Level	05
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.
Contact time	2 practicals per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 2

Module content

In athletics, the acquisition of skills in various track and field events receives attention.

Human movement studies 124 (JMB 124)

Qualification	Undergraduate
Module credits	6.00
NQF Level	05
Programmes	BEd (Foundation Phase Teaching) BEd (Foundation Phase Teaching)
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Semester 1

Module content

The module equips the student to understand and participate in activities that promote movement and physical development. Creative movement on music to promote rhythm and dance patterns is part of the different ways that a learner use to explore different parts of the body. Different motor development is looked at– motor control, body awareness and perceptual motor abilities. Movement skills in early childhood development- use a combination of body parts, to loco mote, rotate, evaluate and balance, with or without equipment. The focus is on spatial perception, kinaesthetic perception, strength and stamina. It includes throwing and striking and rolling, bouncing and moving with a ball or similar equipment. Movement activities include games play to promote running, chasing and dodging are playing a part.

Basic human anatomy and physiology 125 (JMB 125)

Qualification	Undergraduate
Module credits	8.00
NQF Level	05
Programmes	Higher Certificate in Sports Sciences Higher Certificate in Sports Sciences
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 2

Module content

In this module students are introduced to the structure and functions of systems in the human body. The skeletal system and the muscular system receive primary attention. Additionally, students acquire knowledge and skills in management – particularly organizational skills in the sports context.

Human movement studies and sport management 126 (JMB 126)

Qualification	Undergraduate
Module credits	8.00
NQF Level	05
Prerequisites	No prerequisites.
Contact time	2 practicals per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 2

Module content

Skills and methods for hockey and mini hockey are taught and applied. In athletics the acquisition of skills in various track events receive attention.

Basic human anatomy and physiology 128 (JMB 128)

Qualification	UPOnline
Module credits	8.00
NQF Level	05
Programmes	Higher Certificate in Sports Sciences (UPOnline) *Part-time* Higher Certificate in Sports Sciences (UPOnline) *Part-time*
Prerequisites	JLO 180, JLZ 180
Contact time	Fully online
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	UPOnline Short Intake

Module content

The purpose of this module is to develop the student’s knowledge and understanding of basic human anatomy and physiology. Students will have a basic knowledge of the different human physiological systems and functions which contribute to the substance of human life, including the circulatory; musculo- skeletal; respiratory, digestive and nervous system. Students will be able to apply their knowledge in exercise physiology.

Human movement studies and sport management 212 (JMB 212)

Qualification	Undergraduate
Module credits	10.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)

Prerequisites	JMB 112 and JMB 122
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 1

Module content

Recreational studies - demarcation and terminology. The importance and development of values for spending free time in a meaningful way in modern society. The importance of leading as a management function in Sport Management is emphasized. Special reference is made to communication, leadership and motivation.

Human movement studies and sport management 213 (JMB 213)

Qualification	Undergraduate
Module credits	10.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	JMB 113 and JMB 123
Contact time	2 practicals per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 1

Module content

In this module, the student (activity level: novice) is required to master and apply water safety skills and water activities - mastering and practical execution of some swimming styles as well as life-saving skills. Students will master the skills in recreational and leisure physical activities.
Students are required to choose between an invasion game (hockey) or a striking and fielding game (cricket). Skills and methods for hockey is taught and applied. Cricket will focus on basic cricket skills and cricket as a sport.

Human movement studies and sport management 222 (JMB 222)

Qualification	Undergraduate
Module credits	10.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	JMB 112 and JMB 122

Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 2

Module content

Sport injuries and posture deviations - demarcation and terminology. General principles for prevention and treatment of sport injuries. Posture development and the influence of proper habits in the development of a good posture. Identification and pathology of specific deviations. A theoretical and practical perspective on control as the final phase of the management process in sport to ensure the success of the management process is emphasised.

Human movement studies and sport management 223 (JMB 223)

Qualification	Undergraduate
Module credits	10.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	JMB 113 and JMB123
Contact time	2 practicals per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 2

Module content

In this module, the student is required to master basic skills and techniques of soccer.
The student (activity level: skilled) is also required to master and apply water safety skills and water activities - mastering and practical execution of some swimming styles as well as life-saving skills. Students will master the skills in recreational and leisure physical activities.

Human movement studies and sport management 312 (JMB 312)

Qualification	Undergraduate
Module credits	15.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	JMB 212 and JMB 222
Contact time	3 lectures per week

Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 1

Module content

Effects of physical activities on the human body, energy sources, etc. Exercise and fitness factors, principles of gymnasium practice. Revision of general managerial principles (year 1-2). Specialisation in the legal principle of sport. Dealing with stress and conflict in the domain of Sport Management.

Human movement studies and sport management 313 (JMB 313)

Qualification	Undergraduate
Module credits	15.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	JMB 213 and JMB 223
Contact time	2 practicals per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 1

Module content

The student needs to master motor skills for softball, tennis, and other divided court (net/wall) games. The student is also required to master motor skills in rugby and other invasion games.

Human movement studies and sport management 322 (JMB 322)

Qualification	Undergraduate
Module credits	15.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	JMB 212 and JMB 222
Contact time	3 lectures per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 2

Module content

The nature and essence of this discipline; different biomechanical aspects in sport e.g. balance, centre of gravity, laws of nature. Measurement and evaluation: Techniques in obtaining variables: mean deviations, standard deviations, curve types. Anthropometric measurement and the processing of that data. The nature and character of marketing with special reference to sport. The sociological basis of sport, a description of its nature and character.

Human movement studies and sport management 323 (JMB 323)

Qualification	Undergraduate
Module credits	15.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	JMB 213 and JMB 223
Contact time	2 practicals per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 2

Module content

Motor skills in netball and basketball. The student will also need to understand, appreciate and master the skills in non-traditional sports.

Methodology of Design and Technology 201 (JMC 201)

Qualification	Undergraduate
Module credits	6.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.
Contact time	1 lecture per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Year

Module content

A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement documents. Emphasis is placed on reaching the prescribed learning outcomes.

Methodology of Design and technology 330 (JMC 330)

Qualification	Undergraduate
Module credits	12.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 2

Module content

Theoretical underpinnings of Design and technology, including concepts specific to Design and technology; teaching Design and technology in South Africa; assessment in Design and technology; reflective practice; analysis of curriculum and policy documents; instructional design.

Methodology of Design and technology 430 (JMC 430)

Qualification	Undergraduate
Module credits	12.00
NQF Level	07
Prerequisites	May only be taken in the final year of study
Contact time	4 lectures per week S2 only Q4, 4 lectures per week S1 only Q1
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1 and Semester 2

Module content

Innovative and creative teaching and teaching skills in Design and technology; thematic planning; selection and use of multiple resources; assessment practices in Design and technology; communication skills and classroom management in Design and technology; teaching philosophy in Design and technology; reflective practice in Design and technology education.

Methodology of Design and technology 451 (JMC 451)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)

Prerequisites	Available to final year students only.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Quarter 1

Module content

Innovative and creative teaching skills in Design and Technology are dealt with. The following are also addressed: thematic planning; selection and use of multiple resources; assessment practices in Design and Technology; communication skills and classroom management in Design and Technology; and teaching philosophy in Design and Technology.

Methodology of Design and technology 454 (JMC 454)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Quarter 4

Module content

Reflection on teaching practice will be done as well as optimising of instruction. Technological pedagogical content knowledge (TPACK) will be dealt with.

Methodology of Economics 201 (JMD 201)

Qualification	Undergraduate
Module credits	6.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Year

Module content
Analysis of curriculum and practical application as prescribed in the national curriculum statement documents for Economics. Lesson design in Economics. Application of technology and media in Economics teaching.

Methodology of Accounting 203 (JMD 203)

Qualification	Undergraduate
Module credits	6.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Year

Module content

Analysis of curriculum and practical application as prescribed in the national curriculum statement documents for Accounting. Lesson design in Accounting. Application of technology and media in Accounting teaching.

Methodology of Business studies 205 (JMD 205)

Qualification	Undergraduate
Module credits	6.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Year

Module content

Analysis of curriculum and practical application as prescribed in the national curriculum statement documents for Business Studies. Lesson design in Business Studies. Application of technology and media in Business Studies teaching.

Methodology of Tourism 206 (JMD 206)

Qualification	Undergraduate
Module credits	6.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Language of tuition	Module is presented in English

Department	Education Management and Policy Studies
Period of presentation	Year

Module content

Analysis of curriculum and practical application as prescribed in the national curriculum statement documents for Tourism. Lesson design in Tourism. Application of technology and media in Tourism teaching.

Methodology of Economics 301 (JMD 301)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 1

Module content

Theoretical underpinnings and concepts specific to the field of Economics teaching in South Africa. Best practices, instructional design, assessment and reflective practice in Economics teaching.

Methodology of Accounting 303 (JMD 303)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 2

Module content

Theoretical underpinnings and concepts specific to the field of Accounting teaching in South Africa. Best practices, instructional design, assessment and reflective practice in Accounting teaching.

Methodology of Business studies 305 (JMD 305)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07

Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 2

Module content

Theoretical underpinnings and concepts specific to the field of Business Studies teaching in South Africa. Best practices, instructional design, assessment and reflective practice in Business Studies teaching.

Methodology of Tourism 306 (JMD 306)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 1

Module content

Theoretical underpinnings and concepts specific to the field of Tourism teaching in South Africa. Best practices, instructional design, assessment and reflective practice in Tourism teaching.

Methodology of Economics 331 (JMD 331)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 1

Module content

Theoretical underpinnings of Economics; concepts specific to Economics; teaching Economics in South Africa; assessment in Economics; reflective practice; analysis of curriculum and policy documents ; instructional design.

Methodology of Accounting 333 (JMD 333)

Qualification	Undergraduate

Module credits	6.00
NQF Level	07
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 1

Module content

Theoretical underpinnings of Accounting; concepts specific to Accounting; teaching Accounting in South Africa; assessment in Accounting; reflective practice; analysis of curriculum and policy documents ; instructional design.

Methodology of Business management 335 (JMD 335)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 2

Module content

Theoretical underpinnings of Business management; concepts specific to Business management; teaching Business management in South Africa; assessment in Business management; reflective practice; analysis of curriculum and policy documents ; instructional design.

Methodology of Tourism 336 (JMD 336)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 1

Module content

Theoretical underpinnings of Tourism; concepts specific to teaching Tourism in South Africa; assessment in Tourism; reflective practice; analysis of curriculum and policy documents; instructional design.

Methodology of Learning support 351 (JMD 351)

Qualification	Undergraduate
Module credits	6.00
NQF Level	06
Programmes	BEd (Foundation Phase Teaching) BEd (Foundation Phase Teaching)
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Separate classes for Afrikaans and English
Department	Early Childhood Education
Period of presentation	Semester 1

Module content

This module will focus on the learning readiness of the school beginner, including physical, intellectual, perceptual, emotional and social readiness, as well as the learning difficulties that might occur due to a lack of learning readiness. The knowledge and skills obtained will prepare the student for JLD 400 where the focus will be on early identification of learning difficulties and intervention in the Foundation Phase. Community Engagement / Service Learning.

Methodology of Economics 431 (JMD 431)

Qualification	Undergraduate
Module credits	12.00
NQF Level	07
Prerequisites	May only be taken in the final year of study
Contact time	4 lectures per week S2 only Q4, 4 lectures per week S1 only Q1
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 1 and Semester 2

Module content

Theoretical underpinnings of Economics; concepts specific to Economics; teaching Economics in South Africa; assessment in Economics; reflective practice, analysis of curriculum and policy document; and instructional design in Economics.

Methodology of Accounting 433 (JMD 433)

Qualification	Undergraduate

Module credits	12.00
NQF Level	07
Prerequisites	May only be taken in the final year of study
Contact time	4 lectures per week S2 only Q4, 4 lectures per week S1 only Q1
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 1 and Semester 2

Module content

Theoretical underpinnings of Accounting; concepts specific to Accounting; teaching Accounting in South Africa; assessment in Accounting; reflective practices; analysis of curriculum and policy documents and instructional design .

Methodology of Business management 435 (JMD 435)

Qualification	Undergraduate
Module credits	12.00
NQF Level	07
Prerequisites	May only be taken in the final year of study
Contact time	4 lectures per week S2 only Q4, 4 lectures per week S1 only Q1
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 1 and Semester 2

Module content

Theoretical underpinnings of Business management; concepts specific to Business management; teaching Business management in South Africa; assessment in Business Management; reflective practices; analysis of curriculum and policy documents; instructional design .

Methodology of Tourism 436 (JMD 436)

Qualification	Undergraduate
Module credits	12.00
NQF Level	07
Prerequisites	May only be taken in the final year of study
Contact time	4 lectures per week S2 only Q4, 4 lectures per week S1 only Q1
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 1 and Semester 2

Module content
Theoretical underpinnings of Tourism; concepts specific to teaching Tourism in South Africa; assessment in Tourism; reflective practices; analysis of curriculum and policy documents; instructional design .

Methodology of Economics 451 (JMD 451)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Quarter 1

Module content
Innovative teaching methods and teaching skills in Economics. Thematic planning, selection and use of multiple resources in the teaching of Economics. Assessment practices; communication skills and classroom management. Teaching philosophy and reflective practice in the teaching of Economics.

Methodology of Accounting 453 (JMD 453)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Quarter 1

Module content
Innovative teaching methods and teaching skills in Accounting. Thematic planning, selection and use of multiple resources in the teaching of Accounting. Assessment practices; communication skills and classroom management. Teaching philosophy and reflective practice in the teaching of Accounting.

Methodology of Business studies 455 (JMD 455)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07

Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Quarter 1

Module content

Innovative teaching methods and teaching skills in Business Studies. Thematic planning, selection and use of multiple resources in the teaching of Business Studies. Assessment practices; communication skills and classroom management. Teaching philosophy and reflective practice in the teaching of Business Studies.

Methodology of Tourism 456 (JMD 456)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Quarter 1

Module content

Innovative teaching methods and teaching skills in Tourism. Thematic planning, selection and use of multiple resources in the teaching of Tourism. Assessment practices; communication skills and classroom management. Teaching philosophy and reflective practices.

Methodology of Economics 461 (JMD 461)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Quarter 4

Module content

Innovative teaching methods and teaching skills in Economics Thematic planning, selection and use of multiple resources in the teaching of Economics. Assessment practices; communication skills and classroom management . Teaching philosophy and reflective practices.

Methodology of Accounting 463 (JMD 463)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Quarter 4

Module content

Innovative teaching methods and teaching skills in Accounting. Thematic planning, selection and use of multiple resources in the teaching of Accounting. Assessment practices; communication skills and classroom management . Teaching philosophy and reflective practices.

Methodology of Business studies 465 (JMD 465)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Quarter 4

Module content

Innovative teaching methods and teaching skills in Business Studies. Thematic planning, selection and use of multiple resources in the teaching of Business Studies. Assessment practices; communication skills and classroom management.Teaching philosophy and reflective practices.

Methodology of Tourism 466 (JMD 466)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Quarter 4

Module content

Innovative teaching methods and teaching skills in Tourism Thematic planning, selection and use of multiple resources in the teaching of Tourism. Assessment practices; communication skills and classroom management . Teaching philosophy and reflective practices.

Methodology of English 200 (JME 200)

Qualification	Undergraduate
Module credits	6.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.
Contact time	1 lecture per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

This module introduces the principles and practice of teaching and learning English as a home or an additional language. A theoretical underpinning strengthens students' understanding of language development. Students are also guided in the theory of instructional design as they practise planning, designing and presenting optimal learning opportunities. Students are familiarised with the principles contained in the NCS and CAPS.

Methodology of English first additional language 210 (JME 210)

Qualification	Undergraduate
Module credits	6.00
NQF Level	06
Programmes	BEd (Intermediate Phase Teaching) BEd (Intermediate Phase Teaching)
Contact time	1 lecture per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 1

Module content

This module aims to introduce students to the use of learning and teaching support materials, teaching and learning strategies as well as required assessment strategies and approaches for the teaching of English as a First Additional Language subject, in the Intermediate Phase. The module comprises a wide range of instructional activities dealing with listening to stories, reading, writing and spelling. It introduces students to CAPS and works through the four broad strands dealing with the methodologies of listening and speaking (Oral), reading, and viewing (using relevant vocabulary), writing and presenting (writing sentences and connecting words), and language structures and conventions.

Methodology of English 300 (JME 300)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.
Contact time	1 lecture per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 2

Module content

This module follows progressively on JME 200 and pays in-depth attention to the practical aspects of teaching and assessing expressive and receptive communicative skills in accordance with national policy documents. A sound understanding of lesson planning based on constructive alignment is evidenced by a comprehensive portfolio.

Methodology of English 451 (JME 451)

Qualification	Undergraduate

Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Quarter 1

Module content

This module builds progressively on previously acquired knowledge and skills obtained in JPS 121, JME 200 and JME 300. This knowledge and skills are progressively applied in the methodologies (JME 200, 300 and 451/454). The module offers a thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement Documents. It focuses on developing learning experiences for the four language skills, namely listening, speaking, reading and writing, as well as language structure and grammar. Designing of lessons and learning and teaching support materials (LTSM) are developed. Various teaching styles and paradigmatic orientations relevant to the learning experience are dealt with.

Methodology of English 454 (JME 454)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Quarter 4

Module content

The module is a continuation of the principles and practices of teaching and learning in the English classroom. Further development of planning learning experiences for the four language skills, namely listening, speaking, reading and writing, as well as language structure and grammar is focused on, based on the principles of inquiry-led learning, blended learning and constructive alignment. Designing of lessons and learning and teaching support materials (LTSM) are developed, with a strong focus on technology and e-learning. Various teaching styles relevant to the learning experience are dealt with.

Methodology of Religion studies 200 (JMF 200)

Qualification	Undergraduate
Module credits	6.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.
Contact time	1 lecture per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement documents. Emphasis is placed on reaching the prescribed learning outcomes.

Methodology of Religion studies 300 (JMF 300)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.
Contact time	1 lecture per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 1

Module content

As required by the National Curriculum.

Methodology of Foreign Languages 401 (JMF 401)

Qualification	Postgraduate
Module credits	20.00
NQF Level	07
Contact time	12 tutorials per year, 60 lectures per year
Language of tuition	Module is presented in English
Department	Humanities Education

Period of presentation	Year

Module content

Foreign Language teaching is a unique specialization that offers the specific language at either home language, first additional language or second additional language entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Methodology of Religion studies 451 (JMF 451)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Quarter 1

Module content

A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement documents. Emphasis is placed on reaching the prescribed learning outcomes.

Methodology of Religion studies 454 (JMF 454)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Quarter 4

Module content

This module aims to equip students to successfully present Religion Studies in the Senior and/or Further Education and Training Phase. The theoretical underpinning of the content of the syllabus as well as the requirements expected to guide learners studying Religion Studies as subject are studied. Students are expected to prepare phase specific teaching activities according to the requirements of the school syllabus for the phase in which they are enrolled to prepare them for their role as teachers of Religion Studies. Students present lessons through micro-teaching and apply appropriate assessment and questioning; present an assignment and apply previously acquired communication skills in the teaching of Religion Studies.

Methodology of Geography 200 (JMG 200)

Qualification	Undergraduate
Module credits	6.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.
Contact time	1 lecture per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

An intensive study of the 2012 Curriculum and Assessment Policy (CAPS) relating to the teaching of Geography to learners in the FET-, Senior- and Intermediate Learning Phases. The following aspects are addressed: The long-, medium- and short term planning of learning activities, the design of sensible learning activities, assessment, the effective use of teaching media as well as the preparation and presentation of mini lessons with a duration of 18 minutes.

Methodology of Geography 300 (JMG 300)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.
Contact time	1 lecture per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Humanities Education

Period of presentation	Semester 1

Module content

An in-depth study of the effective use of teaching media, the construction of models, the explanation and teaching of problematic theoretical and practical Geographic concepts, practical work, the implementation of GIS in the teaching of Geography, the design of sensible class and homework activities, assessment, the art of lesson presentation and the preparation and presentation of 18 minute duration mini-lessons.

Methodology of Geography 451 (JMG 451)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Quarter 1

Module content

The art of lesson presentation and the preparation and presentation of 18 minute duration mini-lessons (to be continued from the end of the Third Year of study).

Methodology of Geography 454 (JMG 454)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Quarter 4

Module content
After the Internship during the Second Semester: Reflection on Internship, school textbook evaluation, applied project work and fieldwork.

Methodology of History 200 (JMH 200)

Qualification	Undergraduate
Module credits	6.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.
Contact time	1 lecture per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

This module aims to apply the NCS and CAPS documents in order for students to teach the subject History. Students synthesise and analyse the content in the History curriculum and are equipped to create new methods of teaching to enhance learning in this subject, as well as to conduct assessment in all its aspects as prescribed by the CAPS document for the relevant phases. Themes are, among others, trends in International and South African Historiography; authentic and alternative assessment; selected themes from the prescribed textbook; teaching strategies: worksheets, assignments, games and simulations; using newspapers in the classroom.

Methodology of History 300 (JMH 300)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.
Contact time	1 lecture per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 1

Module content

The module is aimed at equipping students to successfully present History as prescribed in the NCS and CAPS for History. Students will study the theoretical underpinning of historical writing, content of the syllabus and how to address it, as well as the requirements expected of learners qualifying for the FET-examinations in History. Students are expected to prepare teaching activities according to the requirements of the school syllabus to prepare them for their role as teachers of history. Students present lessons through micro-teaching and apply appropriate assessment and questioning; study the use of cartoons in questioning in this phase; apply cross-curriculation in lesson planning; set a Heritage assignment; plan and prepare for a History excursion and apply previously acquired communication skills in the teaching of History.

Methodology of History 451 (JMH 451)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Quarter 1

Module content

This module aims to equip students to successfully present History in the Senior and/or Further Education and Training Phase. The theoretical underpinning of historical writing, content of the syllabus as well as the requirements expected to guide learners studying History as subject are studied. Students are expected to prepare phase specific teaching activities according to the requirements of the school syllabus for the phase in which they are enrolled to prepare them for their role as teachers of history. Students present lessons through micro-teaching and apply appropriate assessment and questioning; present an oral history assignment and apply previously acquired communication skills in the teaching of History.

Methodology of History 454 (JMH 454)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Contact time	2 lectures per week, 2 practicals per week

Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Quarter 4

Module content

This module aims to equip students to successfully present History in the Senior and/or Further Education and Training Phase. The theoretical underpinning of historical writing, content of the syllabus as well as the requirements expected to guide learners studying History as subject are studied. Students are expected to prepare phase specific teaching activities according to the requirements of the school syllabus for the phase in which they are enrolled to prepare them for their role as teachers of history. Students present lessons through micro-teaching and apply appropriate assessment and questioning; present an oral history assignment and apply previously acquired communication skills in the teaching of History.

Methodology of Computer application technology 451 (JMI 451)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	RTT 330 and RTT 340
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Quarter 1

Module content

The module builds progressively on previous acquired knowledge and skills obtained in JMI 200 and 300. Students are guided in the theory of instructional design as they practise planning, designing and presenting optimal learning opportunities. Students are familiarised with the principles contained in the NCS and CAPS. Students analyse the content of the CAT grade 12 curriculum and learn how to use teacher-directed and learner-centred methods to improve learning, they create teaching media, and apply all forms of assessment as prescribed in the CAPS.

Methodology of Computer application technology 454 (JMI 454)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Contact time	2 lectures per week, 2 practicals per week

Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Quarter 4

Module content

The module builds progressively on previous acquired knowledge and skills obtained in JMI 200 and 300. Students are guided in the theory of instructional design as they practise planning, designing and presenting optimal learning opportunities. Students are familiarised with the principles contained in the NCS and CAPS. Students analyse the content of the CAT grade 12 curriculum and learn how to use teacher-directed and learner-centred methods to improve learning, they create teaching media, and apply all forms of assessment as prescribed in the CAPS.

Methodology of Art education 201 (JMK 201)

Qualification	Undergraduate
Module credits	6.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.
Contact time	1 lecture per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement documents. Emphasis is placed on reaching the prescribed learning outcomes.

Methodology of Art education 301 (JMK 301)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.
Contact time	1 lecture per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Humanities Education

Period of presentation	Semester 1

Module content

The focus of this module is on a deeper theoretical and practical understanding and knowledge of the subject matter relating to the visual art discipline. Emphasis is placed on effectively collecting, analysing, organising and critically evaluating contemporary visual culture, as well as the creative process as stipulated by the Curriculum and Assessment Policy Statement (CAPS).

Methodology of Art education 330 (JMK 330)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 1

Module content

The focus in this learning area is on a theoretical and practical knowledge of the subject matter relating to the specific subject discipline, as well as on effectively collecting, analysing, organising and critically evaluating the creative process stipulated by the Curriculum and Assessment Policy Statement (CAPS) and policy documents. The module enables students to teach subject matter responsibly and effectively as successful educators, by using problem statement, planning and presentation skills.

Methodology of Art education 430 (JMK 430)

Qualification	Undergraduate
Module credits	12.00
NQF Level	07
Prerequisites	May only be taken in the final year of study
Contact time	4 lectures per week S2 only Q4, 4 lectures per week S1 only Q1
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 1 and Semester 2

Module content

The focus in this module is on a theoretical and practical knowledge of the subject matter relating to the specific subject discipline, as well as on the effective collecting, analysis, organisation and critical evaluation of the creative process as stipulated in the Curriculum and Assessment Policy Statement (CAPS) and policy documents. This module enables students to teach subject matter responsibly and effectively as successful educators, by applying problem statement, planning and presentation skills.

Methodology of Art education 451 (JMK 451)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Quarter 1

Module content

This module provides an advanced understanding of the visual arts discipline in the different phases as stipulated by the Curriculum and Assessment Policy Statement (CAPS). Furthermore, these modules enable students to teach the visual art subject matter responsibly and effectively as successful art educators. Students are expected to identify a problem, plan and present their research, as well as explore art classroom management and learner needs. Community Engagement / Service Learning.

Methodology of Art education 454 (JMK 454)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Quarter 4

Module content

This module provides an advanced understanding of the visual arts discipline in the different phases as stipulated in the Curriculum and Assessment Policy Statement (CAPS). Furthermore, these modules enable students to teach the visual art subject matter responsibly and effectively as successful art educators. Students are expected to identify a problem, plan and present their research, as well as explore art classroom management and learner needs.

Methodology of Life Orientation and Physical Education 201 (JML 201)

Qualification	Undergraduate
Module credits	6.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Contact time	1 lecture per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

To guide students to develop skills, knowledge and attitudes with specific reference to the National Curriculum and Policy Statement (CAPS) and Physical Education as a topic of Life Orientation. To equip the student teacher with the knowledge and skills to maintain themselves in managing, developing and organising Physical Education activities as prescribed for specific phases. The student teacher is trained further in the CAPS document relating to Life Orientation, and learns how to plan lessons based on this document.

Methodology of Life Orientation and Physical Education 301 (JML 301)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Contact time	1 lecture per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 2

Module content

This module consists of theoretical as well as practical components. It strives to equip student teachers with knowledge, skills and attitude to maintain themselves in the practical execution of sport management, organization and control in a school environment as well as in classroom management and leadership in general. Managerial skills and the characteristics of the effective Life Orientation teacher are also addressed. In the second semester focus is on classroom practice, differentiation and assessment of physical education activities and learning activities for different ages.

Methodology of Human movement studies and sport management 330 (JML 330)

Qualification	Undergraduate

Module credits	6.00
NQF Level	07
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 2

Module content

A thorough overview of learning content with specific focus on practical application as prescribed by the National curriculum Statement Documents. Emphasis is laid on reaching the learning outcomes for Human Movement development in practice by making use of principles as prescribed.

Methodology of Human movement studies and sport management 430 (JML 430)

Qualification	Undergraduate
Module credits	12.00
NQF Level	07
Prerequisites	May only be taken in the final year of study
Contact time	4 lectures per week S2 only Q4, 4 lectures per week S1 only Q1
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 1 and Semester 2

Module content

A thorough overview of learning content with specific focus on practical application as prescribed by the National Curriculum Statement documents. Emphasis is placed on the achievement of learning outcomes for Human movement development in practice by making use of the principles as prescribed.

Methodology of Life Orientation and Physical Education 461 (JML 461)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English

Department	Humanities Education
Period of presentation	Quarter 1

Module content

This module addresses the practical application of teaching skills, planning and presenting of Physical Education lessons as topic of Life Orientation (presentation of micro-lessons).
Themes include:

- Exploring a meta-cognitive approach in teaching and learning
- The LO teacher as educator (including overcoming challenges innovatively)
- The LO teacher as counsellor (including eco-systemic approaches)
- Development of the self in society
- Health, social and environmental responsibility
- Constitutional rights and responsibilities
- Physical education
- Study skills

Methodology of Life Orientation and Physical Education 464 (JML 464)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Quarter 4

Module content

On attainment of the learning outcomes students demonstrates their knowledge and understanding of the theory to be applied in all practical sport and movement development situations as prescribed by the National Curriculum and Assessment policy statement in a school environment. Particular attention is given to metacognitive skills development of the students in order to empower them for their teaching tasks, as well as to enable them to engender these metacognitive skills in their learners.

Methodology of Music education 200 (JMM 200)

Qualification	Undergraduate
Module credits	6.00
NQF Level	06

Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.
Contact time	1 lecture per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

A holistic approach to Music Education as part of the Learning area Creative Arts is followed where the integration of different art forms is incorporated. The focus in this module is on active involvement in music making (music activities) providing opportunities for learners to develop their music skills as well as music theoretical knowledge (music concepts). The school-based activities offer opportunities for practical experience.

Methodology of Music education 300 (JMM 300)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.
Contact time	1 lecture per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 1

Module content

A study of the theoretical and practical aspects of choral conducting and stage productions. It builds on previously acquired knowledge and skills obtained. Music serves as primary focus, but the integration of other art forms is also included.

Methodology of Music education 330 (JMM 330)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Prerequisites	No prerequisites.
Contact time	2 lectures per week

Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 1

Module content

This module builds on previously acquired knowledge and skills obtained in JMO 220. The music knowledge and skills in JMO 220 and JMO 309 are progressively applied in the methodologies (JMM 330 and JMM 451). The module offers a thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement Documents. Emphasis is laid on reaching the prescribed learning outcomes. In this module students are equipped with the necessary knowledge, skills, values and attitude needed to apply in practice and to develop and enhance the inherent musicality of all learners. Since Music Education is based on sound and active involvement in music, this module focuses on the methodology of performance based activities. The methodology of music education and choral conducting is integrated.

Methodology of Music education 430 (JMM 430)

Qualification	Undergraduate
Module credits	12.00
NQF Level	07
Prerequisites	May only be taken in the final year of study
Contact time	4 lectures per week S2 only Q4, 4 lectures per week S1 only Q1
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 1 and Semester 2

Module content

The music knowledge and skills of Music education in the second and third years of study are progressively applied in the methodologies (JMM 330 and JMM 430). The module offers a thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement Documents. Emphasis is placed on achieving the prescribed learning outcomes. In this module students are equipped with the necessary knowledge, skills, values and attitudes required for the practical application of music and to develop and enhance the inherent musicality of learners. Music serves as primary focus, but the integration of dance and drama is also included. Since Music education is based on sound and active involvement in music, this module focuses on the methodology of performance based activities. The methodology of music education and music production is integrated.

Methodology of Music education 451 (JMM 451)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07

Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Quarter 1

Module content

Students are equipped with the necessary knowledge, skills, values and attitude needed to apply in practice and to develop and enhance the inherent musicality of all learners. This module builds on previously acquired knowledge and skills which are progressively applied in the methodologies. Music serves as primary focus, but the integration of other art forms is also included.

Methodology of Music education 454 (JMM 454)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Quarter 4

Module content

An application of previous academic knowledge and practical skills towards a stage production. The focus is on a community based project.

Methodology of Sciences 203 (JMN 203)

Qualification	Undergraduate
Module credits	6.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.

Contact time	1 lecture per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Year

Module content

A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement documents. Emphasis is placed on reaching the prescribed learning outcomes.

Methodology of Natural science 304 (JMN 304)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.
Contact time	1 lecture per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1

Module content

Theoretical underpinnings and concepts specific to the field of Natural Science teaching in South Africa.. Best practices, instructional design, assessment and reflective practice in Natural Science teaching.

Methodology of Life sciences 308 (JMN 308)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.
Contact time	1 lecture per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 2

Module content

Theoretical underpinnings and concepts specific to the field of Life Sciences including conceptual change and concepts specific to the field of Life Sciences. Teaching Life Sciences in South Africa. Instructional design, assessment and reflective practice in teaching Life Sciences. Best practices.

Methodology of Physical sciences 309 (JMN 309)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	CMY 117, CMY 127, PHY 114, PHY 124
Contact time	1 lecture per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 2

Module content

Theoretical underpinnings and concepts specific to the field of Physical science teaching in South Africa. Best practices, instructional design, assessment and reflective practice in Physical science teaching.

Methodology of Life sciences 332 (JMN 332)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 2

Module content

Theoretical underpinnings of Life sciences including conceptual change and concepts specific to the field of Life sciences; teaching Life Sciences in South Africa; assessment in Life Sciences; reflective practice; analysis of curriculum and policy documents; instructional design.

Methodology of Physics and Chemistry 333 (JMN 333)

Qualification	Undergraduate
Module credits	6.00

NQF Level	07
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 2

Module content

Theoretical underpinnings of Physics and Chemistry, concepts specific to Physics and Chemistry; teaching Physics and Chemistry in the South African context; assessment in Physics and Chemistry in the FET phase; reflective practice in Physics and Chemistry education; analysis of curriculum and policy documents; lesson and activity design in Physics and Chemistry teaching.

Methodology of Life sciences 432 (JMN 432)

Qualification	Undergraduate
Module credits	12.00
NQF Level	07
Prerequisites	May only be taken in the final year of study
Contact time	4 lectures per week S2 only Q4, 4 lectures per week S1 only Q1
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1

Module content

Innovative and creative teaching methods and teaching skills; thematic planning; selection and use of multiple resources in Life Sciences; assessment practices; communication skills; classroom management; teaching philosophy in Life Sciences; reflective practices.

Methodology of Physics and Chemistry 433 (JMN 433)

Qualification	Undergraduate
Module credits	12.00
NQF Level	07
Prerequisites	May only be taken in the final year of study
Contact time	4 lectures per week S2 only Q4, 4 lectures per week S1 only Q1
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1 and Semester 2

Module content

Innovative and creative teaching and teaching skills in Physics and Chemistry; thematic planning; selection and use of multiple resources in Physics and Chemistry; teaching philosophy in Physics and Chemistry; reflective practices in Physics and Chemistry education.

Methodology of Natural science 451 (JMN 451)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Quarter 1

Module content

Innovative teaching methods and teaching skills in Natural Science. Thematic planning, selection and use of multiple resources in Natural Science. Assessment practices; communication skills and classroom management in Natural Science. Teaching philosophy and reflective practices in Natural Science.

Methodology of Life sciences 452 (JMN 452)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Quarter 1

Module content

Innovative and creative teaching and teaching skills. Thematic planning, selection and use of multiple resources in Life Sciences. Assessment practices.

Methodology of Physical sciences 453 (JMN 453)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Quarter 1

Module content

Innovative and creative teaching methods and teaching skills in Physical sciences; thematic planning; selection and use of multiple resources in Physical sciences; assessment practices; communication skills and classroom management in Physical sciences teaching. Pedagogical content knowledge.

Methodology of Natural science 454 (JMN 454)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Quarter 4

Module content

Innovative teaching methods and teaching skills in Natural Science. Thematic planning, selection and use of multiple resources in Natural Science. Assessment practices; communication skills and classroom management in Natural Science. Teaching philosophy and reflective practices in Natural Science.

Methodology of Physical sciences 456 (JMN 456)

Qualification	Undergraduate
Module credits	6.00

NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Quarter 4

Module content

Reflective practices and misconceptions in Physical sciences. Pedagogical content knowledge.

Methodology of Life sciences 458 (JMN 458)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Quarter 4

Module content

A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum documents. Emphasis is placed on reaching the prescribed learning outcomes.

Music education 181 (JMO 181)

Qualification	Undergraduate
Module credits	16.00
NQF Level	05
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Contact time	2 lectures per week
Language of tuition	Module is presented in English

Department	Humanities Education
Period of presentation	Year

Module content

To equip students to specialize in music theory and who have no, or limited previous music training. It is a music course with elementary music theory knowledge.

Music education 182 (JMO 182)

Qualification	Undergraduate
Module credits	8.00
NQF Level	05
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Contact time	2 practicals per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

To equip students to specialize in practical music skills and who have no, or limited previous music training. It is a music course with elementary practical music skills and fundamental knowledge.

Music education 201 (JMO 201)

Qualification	Undergraduate
Module credits	8.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Contact time	1 lecture per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

To build on the knowledge of music theory obtained in the previous year to provide them with the requirements needed for the music modules in the following years.

Music education 202 (JMO 202)

Qualification	Undergraduate
Module credits	8.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Contact time	1 lecture per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

This module offers further development of technical aspects and musical development with the focus on instrumental and vocal progress. Accompaniment and the performance of concert compositions are included.

Music education 203 (JMO 203)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.
Contact time	2 practicals per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

To equip students with the necessary knowledge, skills, values and attitudes needed to apply the principles of Music Education in practice and to develop and enhance the inherent musicality of all learners. A holistic approach to Music Education is followed, based on the Curriculum and assessment policy statement (CAPS) and its application to Music Education within the Creative Arts. The focus in this module is on active involvement in music making (music activities) including instrumental accompaniment. Opportunities are provided to develop students' music skills as well as music theoretical knowledge (music concepts).

Music education 204 (JMO 204)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06

Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Contact time	2 practicals per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

To equip students with a general overview on music history, style periods and tone colour. The contents include the tone colour of various music instruments and the characteristics of music style periods (Western Art Music, Indigenous African Music, and popular music styles).

Music education 301 (JMO 301)

Qualification	Undergraduate
Module credits	10.00
NQF Level	07
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

To build on the knowledge of music theory obtained in the previous year to provide them with the requirements needed for the music modules in the following years.

Music education 302 (JMO 302)

Qualification	Undergraduate
Module credits	10.00
NQF Level	07
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

This module offers further development of technical aspects and musical development with the focus on instrumental and vocal progress. Accompaniment and the performance of concert compositions are included on a more developed level than that in previous year modules.

Music education 303 (JMO 303)

Qualification	Undergraduate
Module credits	12.00
NQF Level	07
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

To equip students with the necessary knowledge to apply the principles of Music Education in practice so that they can present Music Education as part of the subject Creative Arts from Grades 4 to 9. The module content is a progression of knowledge (music concepts) and skills (music activities) acquired in the previous related module.

Music education 304 (JMO 304)

Qualification	Undergraduate
Module credits	12.00
NQF Level	07
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

To equip students with the necessary knowledge, skills, values and attitudes needed to apply in practice and to develop and enhance the inherent musicality of all learners. The emphasis is placed on a study of the theoretical and practical aspects of choral education and other performance-based activities.

Methodology of Information technology 451 (JMR 451)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Quarter 1

Module content
Innovative and creative teaching methods and teaching skills in IT. Thematic planning, selection and use of multiple resources in IT. Assessment practices, communication skills and classroom management in IT.

Methodology of Information technology 454 (JMR 454)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Quarter 4

Module content
Development of a teaching philosophy and reflective practice in IT teaching.

Methodology of Engineering graphics and design 200 (JMT 200)

Qualification	Undergraduate
Module credits	6.00
NQF Level	06
Prerequisites	No prerequisites.
Contact time	1 lecture per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Year

Module content
An analysis of curriculum and policy documents for Engineering Graphics and Design is done. Lesson design in Engineering Graphics and Design is addressed. The application of technology and media in the teaching of Engineering Graphics and Design is covered.

Methodology of Engineering graphics and design 304 (JMT 304)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)

Prerequisites	No prerequisites.
Contact time	1 lecture per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1

Module content

Theoretical underpinnings of Engineering Graphics and Design, including concepts specific to Engineering Graphics and Design will be addressed; teaching Engineering Graphics and Design in South Africa will be investigated; instructional design, assessment and reflective practice in Engineering Graphics and Design are dealt with; best practice in teaching Engineering Graphics and Design is investigated. Micro teaching will be addressed.

Methodology of Engineering graphics and design 334 (JMT 334)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 2

Module content

Theoretical underpinnings of Engineering graphics and design, including concepts specific to Engineering graphics and design; teaching Engineering graphics and design in South Africa; assessment in Engineering graphics and design; reflective practice; analysis of curriculum and policy documents; instructional design.

Methodology of Engineering graphics and design 430 (JMT 430)

Qualification	Undergraduate
Module credits	12.00
NQF Level	07
Prerequisites	May only be taken in the final year of study
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1 and Semester 2

Module content

Innovative and creative teaching skills in Engineering graphics and design; thematic planning; selection and use of multiple resources; assessment practices in Engineering graphics and design; communication skills and classroom management in Engineering graphics and design; teaching philosophy in Engineering graphics and design and reflective practices.

Methodology of Engineering Graphics and Design 451 (JMT 451)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Quarter 1

Module content

Innovative and creative teaching and teaching skills in Engineering Graphics and Design are dealt with. The following are also addressed: thematic planning; selection and use of multiple resources; assessment practices in Engineering Graphics and Design; communication skills and classroom management in Engineering Graphics and Design; and teaching philosophy in Engineering Graphics and Design.

Methodology of Engineering graphics and design 454 (JMT 454)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Quarter 4

Module content

Reflection on teaching practice will be done as well as optimising of instruction. Technological pedagogical content knowledge (TPACK) will be dealt with.

Methodology of Mathematics 204 (JMW 204)

Qualification	Undergraduate
Module credits	6.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.
Contact time	1 lecture per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Year

Module content

A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement documents. Emphasis is placed on reaching the prescribed learning outcomes.

Methodology of Mathematics 300 (JMW 300)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.
Contact time	1 lecture per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1

Module content

Theoretical underpinnings and concepts in teaching of Mathematics for all phases and Mathematical Literacy in South Africa; instructional design, assessment and reflective practice.

Methodology of Mathematics Literacy 302 (JMW 302)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)

Prerequisites	No prerequisites.
Contact time	1 lecture per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 2

Module content

Theoretical underpinnings and concepts in teaching of Mathematics Literacy in South Africa; instructional design, assessment and reflective practice.

Methodology of Intermediate Mathematics 303 (JMW 303)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Intermediate Phase Teaching) BEd (Intermediate Phase Teaching)
Prerequisites	No prerequisites.
Contact time	1 lecture per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 2

Module content

Theoretical underpinnings and concepts in teaching of Mathematics in the Intermediate Phase in South Africa; instructional design, assessment and reflective practice.

Methodology of Mathematical literacy 332 (JMW 332)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 2

Module content

Theoretical underpinnings of Mathematical literacy Methodology; teaching Mathematical literacy in South Africa; assessment in Mathematical literacy; reflective practice; analysis of curriculum and policy documents; instructional design.

Methodology of Mathematics 430 (JMW 430)

Qualification	Undergraduate
Module credits	12.00
NQF Level	07
Prerequisites	May only be taken in the final year of study
Contact time	4 lectures per week S2 only Q4, 4 lectures per week S1 only Q1
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1 and Semester 2

Module content

Innovative and creative teaching and teaching skills in Mathematics; thematic planning, selection and use of multiple resources; assessment practices in Mathematics; communication skills and classroom management in Mathematics, teaching philosophy in Mathematics and reflective practice.

Methodology of Mathematical literacy 432 (JMW 432)

Qualification	Undergraduate
Module credits	12.00
NQF Level	07
Prerequisites	May only be taken in the final year of study
Contact time	4 lectures per week S2 only Q4, 4 lectures per week S1 only Q1
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1 and Semester 2

Module content

Innovative and creative teaching and teaching skills in Mathematical literacy; thematic planning; selection and use of multiple resources; assessment practices in Mathematical literacy; communication skills and classroom management in Mathematical literacy; teaching philosophy and reflective practices in Mathematical literacy.

Methodology of Mathematics 451 (JMW 451)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07

Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Quarter 1

Module content

Innovative and creative teaching methods and teaching skills in mathematics. Thematic planning. Selection and use of multiple resources in mathematics. Assessment practices. Communication skills. Classroom management. Pedagogical content knowledge of Mathematics in all phases and Mathematical Literacy.

Methodology of Mathematical literacy 452 (JMW 452)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Quarter 1

Module content

Innovative and creative teaching and teaching skills in Mathematical literacy; thematic planning; selection and use of multiple resources; assessment practices in Mathematical literacy; communication skills and classroom management in Mathematical literacy, teaching philosophy in Mathematical literacy and reflective practice.

Methodology of Intermediate Mathematics 453 (JMW 453)

Qualification	Undergraduate
Module credits	3.00
NQF Level	07
Programmes	BEd (Intermediate Phase Teaching) BEd (Intermediate Phase Teaching)
Prerequisites	Available to final year students only.
Contact time	2 lectures per week, 2 practicals per week

Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Quarter 1

Module content

Innovative and creative teaching methods and teaching skills in Intermediate Mathematics. Thematic planning. Selection and use of multiple resources in Intermediate Mathematics. Assessment practices. Communication skills. Classroom management. Pedagogical content knowledge of Intermediate Mathematics.

Methodology of Mathematics 454 (JMW 454)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Quarter 4

Module content

Reflective practices and misconceptions in mathematics. Pedagogical content knowledge in Mathematics for all phases and Mathematical Literacy.

Methodology of Mathematics Literacy 455 (JMW 455)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Quarter 4

Module content

Reflective practices and misconceptions in Mathematics Literacy. Pedagogical content knowledge in Mathematics Literacy.

Methodology of Intermediate Mathematics 456 (JMW 456)

Qualification	Undergraduate
Module credits	3.00
NQF Level	07
Programmes	BEd (Intermediate Phase Teaching) BEd (Intermediate Phase Teaching)
Prerequisites	Available to final year students only.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Quarter 4

Module content

Reflective practices and misconceptions in Intermediate Mathematics. Pedagogical content knowledge in Intermediate Mathematics.

Methodology of IsiNdebele 200 (JND 200)

Qualification	Undergraduate
Module credits	6.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Contact time	1 lecture per week
Language of tuition	Module is presented in IsiNdebele
Department	Humanities Education
Period of presentation	Year

Module content

This module aims to develop students' skills which will enable learners to communicate in isiNdebele as effectively as possible on a more academic level. The module offers a thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement Documents.

Methodology of IsiNdebele 300 (JND 300)

Qualification	Undergraduate

Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Contact time	1 lecture per week, 2 practicals per week
Language of tuition	Module is presented in IsiNdebele
Department	Humanities Education
Period of presentation	Semester 2

Module content

Following on JND 200, this module aims for students to further develop skills which will enable learners to communicate as effectively as possible on a more academic level in isiNdebele. Students learn to compare and contrast approaches to learning and teaching; identify and differentiate concepts used in OBE, NCS and CAPS; implement OBE by planning and preparing lessons using NCS and CAPS learning and teaching methodologies and techniques in an integrative manner; and assessing using NCS and CAPS assessment methods, tools and techniques.

Methodology of IsiNdebele 451 (JND 451)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in IsiNdebele
Department	Humanities Education
Period of presentation	Quarter 1

Module content

The module comprises the following themes: history of the different phases of education in South Africa and different teaching methods used in each phase; NCS and CAPS processing (scheme of work, schedule and assessment); multiple intelligences; facilitating grammar lessons; facilitating literature lessons; facilitating creative writing lessons and marking of letters and compositions; questioning skills for facilitating assessment (methods, techniques and tools); and using technology in teaching.

Methodology of IsiNdebele 454 (JND 454)

Qualification	Undergraduate

Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in IsiNdebele
Department	Humanities Education
Period of presentation	Quarter 4

Module content

Lesson design and application of design (continuing and applying second and third year methodology content); phase specific application; application, adaptation and integration of outcomes so that straddling can take place; subject specific principles of assessment and application; innovative teaching; thematic planning; finding, using and adapting resources for teaching; selection and assessment of authentic texts as well as textbooks; facilitating and mediating learning; multi-level teaching (adapting the curriculum to meet the needs of diverse learners); differentiation (learning styles and individual differences, multiple intelligences) and inclusive education; co-operative learning; electronic resource training, e-learning and micro teaching.

Research Project 300 (JNM 300)

Qualification	Undergraduate
Module credits	20.00
NQF Level	07
Programmes	PGCE (Further Education and Training Teaching) PGCE (Further Education and Training Teaching)
Prerequisites	Admission to relevant programme.
Contact time	12 tutorials per year, 60 lectures per year
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

Where one teaching specialisation is taken at FET level, the 20 remaining credits from the specialist pedagogical learning component are utilised here towards advanced studies in the form of a miniresearch project in the teaching specialization.

Research Project 400 (JNM 400)

Qualification	Postgraduate
Module credits	20.00

NQF Level	07
Prerequisites	As per PGCE entrance requirements.
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

Where one teaching specialization is taken at FET level, the 20 remaining credits from the specialist pedagogical learning component are utilised here towards advanced studies in the form of a mini-research project in the teaching specialization.

Research project 461 (JNM 461)

Qualification	Undergraduate
Module credits	12.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only
Contact time	2 lectures per week
Language of tuition	Separate classes for Afrikaans and English
Department	Science Mathematics and Technology Education
Period of presentation	Quarter 1

Module content

The module helps develop a theoretical and practical frame of reference of the field of research and introduces students to the collection of information and identification and formulation of a research problem. Research ethics as well as qualitative and quantitative approaches including principles of action research are addressed. A research proposal and plan is created and assessed.

Research project 464 (JNM 464)

Qualification	Undergraduate
Module credits	12.00
NQF Level	08
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only

Contact time	2 lectures per week
Language of tuition	Separate classes for Afrikaans and English
Department	Science Mathematics and Technology Education
Period of presentation	Quarter 4

Module content

The module comprises the practical implementation of theory in a research project. Research contexts may include the work-integrated learning or community focus. Research according to the proposal of JNM 461 is performed, and a research report is provided by the student under the direction of a supervisor. The report is assessed.

Natural sciences education 310 (JNS 310)

Qualification	Undergraduate
Module credits	12.00
NQF Level	07
Prerequisites	No prerequisites.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 2

Module content

Mechanics, Gravity, Heat, Electricity, Magnetism, Sound and Light in the topic Energy and Change; Atoms, Elements, Chemical Bonds, Acids and bases, Redox Reactions and Organic Chemistry in the topic Matter and Materials; Cells, Photosynthesis, Respiration, Genetics, Evolution, Diversity, Human Biology and Ecosystems in the topic Life and Living; Gravity, Mechanics, Heat, Nuclear Physics, Elements, Compounds and Organic Chemistry in the topic Earth and Beyond.

Design and technology 110 (JOT 110)

Qualification	Undergraduate
Module credits	12.00
NQF Level	05
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1

Module content

This module aims to develop students' design problem solving capabilities in the context of processing: material properties and testing, textiles, food preservation and recycling technologies.

Design and technology 120 (JOT 120)

Qualification	Undergraduate
Module credits	12.00
NQF Level	05
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 2

Module content

This module aims to develop students' design problem solving capabilities in the context of structures: types of structures, components of structures, forces/loads acting on structures, properties of forces, strengthening and reinforcement techniques applicable to structures in technology.

Design and technology 210 (JOT 210)

Qualification	Undergraduate
Module credits	20.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	JOT 110 and JOT 120.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1

Module content

This module aims to develop students' design problem solving capabilities in the context of electrical systems and control: atom theory, concepts such as voltage, current and resistance, current theory, electrical components and symbols, basic electric circuits, logic gates.

Design and technology 220 (JOT 220)

Qualification	Undergraduate

Module credits	20.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	JOT 110 and JOT 120.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 2

Module content

This module aims to develop students' design problem solving capabilities in the context of mechanical systems and control: types of movement, mechanical advantage, mechanical components, pneumatic and hydraulic systems.

Design and technology 240 (JOT 240)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	JWT 115 or JWT 125
Contact time	1 practical per week, 4 lectures per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 2

Module content

This module develops an understanding of the interrelationship between technology, science, society and the environment. It will lead students to understanding the unique character of the design process. Two knowledge strands, namely structures and systems and control will be addressed.

Design and technology 340 (JOT 340)

Qualification	Undergraduate
Module credits	20.00
NQF Level	07
Prerequisites	No prerequisites.
Contact time	2 practicals per week, 4 lectures per week

Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 2

Module content

This module develops an understanding of designing and design theory. It addresses problem solving and the development of solutions to technological problems. Two knowledge strands, namely mechanical and electrical systems and control will be covered.

Physical sciences education 310 (JPC 310)

Qualification	Undergraduate
Module credits	12.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Contact time	2 lectures per week, 2 practicals per week
Department	Science Mathematics and Technology Education
Period of presentation	Semester 2

Module content

Application of vectors in one and two dimensions in motion and forces.Newton’s laws, Momentum, Work and Energy, Waves, Sound and Light Electrostatics, Electric circuits, Magnetism, Electromagnetism, Electrodynamics,Atomic structure, Chemical bonding, Chemical reactions, Stoichiometry, Energy and Chemical change, Reaction rate, Chemical equilibrium, Electrochemistry,Ideal gasses, Properties of materials

Physics and chemistry education 410 (JPC 410)

Qualification	Undergraduate
Module credits	24.00
NQF Level	07
Prerequisites	May only be taken in the final year of study
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1 and Semester 2

Module content

The following themes: Application of vectors in one and two dimensions in the study of motion and forces. Newton's laws, momentum work and energy. Waves, sound and light. Electrostatics, electric circuits, magnetism, electromagnetism, atomic structure, chemical bonding, chemical reactions, stoichiometry, energy and chemical change, reaction rate, chemical equilibrium, electrochemical reactions. Ideal gasses, properties of materials as it relates to the school curriculum

Botany 220 (JPK 220)

Qualification	Undergraduate
Module credits	10.00
NQF Level	07
Prerequisites	No prerequisites.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 2

Module content

Ecology
Biodiversity. Principles of plant geography, biomes, floristic kingdoms of the world. Southern African flora: composition, relationship with other floras, endemism, Southern African biomes, garden plants, invaders. Ecology: ecosystem, energy flow, production, trophic levels, foodstuff cycles, dynamics, vegetation, human and ecology, pollution, relationships between organisms. Environmental factors: Abiotic component. – Soil, light, water, temperature, fire, wind. Biotic component. Nature conservation. Techniques.

Professional studies 121 (JPS 121)

Qualification	Undergraduate
Module credits	6.00
NQF Level	05
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 2

Module content

This module guides the student to develop teaching skills, plan learning activities, and design learning and teaching materials that are suitable for the South African educational context.

Sports practical (basic) 150 (JRC 150)

Qualification	Undergraduate
Module credits	32.00
NQF Level	05
Programmes	Higher Certificate in Sports Sciences Higher Certificate in Sports Sciences
Contact time	5 practicals per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

Sport-specific skills, team situation; rules and regulations, refereeing; game analysis; coaching. The main focus of this practical module is to provide students with exposure to exercise delivery techniques as well as provide valuable experience in the administrative duties for their selected sport. This will help the student to better understand the physical demands and the administrative responsibilities for their selected sport. Community Engagement / Service Learning. To pass the Sports Practical module, students must acquire 50% for the section on First Aid in the module, obtain at least 50% for all of the assignments and prescribed activities, and provide proof by handing in a logbook and multimedia evidence of their involvement at a facility.

Sports practical 180 (JRC 180)

Qualification	UPOnline
Module credits	32.00
NQF Level	05
Programmes	Higher Certificate in Sports Sciences (UPOnline) *Part-time* Higher Certificate in Sports Sciences (UPOnline) *Part-time*
Prerequisites	Simultaneous with JLZ 180 or JLO 180.
Contact time	Fully online
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	UPOnline Short Intake

Module content

The purpose of the Sports practical module is to prepare students professionally for the diverse world of sport with all its job opportunities. This module attempts to equip students with the knowledge and skills needed to provide professional services within the sports industry. Students are provided with experiences that bridge the gap between theory and practice while exposing them to a diverse list of topics and issues that characterize the sports industry. To pass the Sports Practical module, students must acquire 50% for the section on First Aid in the module, obtain at least 50% for all of the assignments and prescribed activities, and provide proof by handing in a logbook and multimedia evidence of their involvement at a facility.

Foundations of recreation 111 (JRM 111)

Qualification	Undergraduate
Module credits	8.00
NQF Level	05
Programmes	Higher Certificate in Sports Sciences Higher Certificate in Sports Sciences
Prerequisites	No prerequisites.
Contact time	3 lectures per week, Online hybrid supported
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 1

Module content

This module is a broad introduction to sport and recreation as products in the market. Students discover the nature of sport and recreation, the difference between the concepts and policies, plans, strategies and structures of sport and recreation in South Africa and Zone VI in Africa. The dynamic scope and nature of recreation and sports management are introduced and discussed. Emphasis is placed on basic management tasks and functions in sport and recreation contexts, interpersonal skills, leadership and control systems and techniques in sport and recreation. The module establishes a foundation of management knowledge and skills on which subsequent sport and recreation management modules are built.

Foundations of recreation 118 (JRM 118)

Qualification	UPOnline
Module credits	8.00
NQF Level	05
Programmes	Higher Certificate in Sports Sciences (UPOnline) *Part-time* Higher Certificate in Sports Sciences (UPOnline) *Part-time*
Prerequisites	JLO 180, JLZ 180
Contact time	Fully online
Language of tuition	Module is presented in English
Department	Humanities Education

Period of presentation	UPOnline Short Intake

Module content

Foundations of recreation provides students with a broad introduction to recreation. An overview of leisure, recreational activities, and key aspects of recreation will be addressed. Students will discover the difference between the concepts and policies, plans, strategies and structures of sport and recreation. The dynamic scope and nature of recreation is introduced.

Special needs education 454 (JSN 454)

Qualification	Undergraduate
Module credits	12.00
NQF Level	07
Prerequisites	No prerequisites.
Contact time	1 lecture per week
Language of tuition	Separate classes for Afrikaans and English
Department	Early Childhood Education
Period of presentation	Quarter 1 and Quarter 4

Module content

Research project in special education needs.

Methodology of Sepedi 200 (JSP 200)

Qualification	Undergraduate
Module credits	6.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Contact time	1 lecture per week
Language of tuition	Module is presented in Sepedi
Department	Humanities Education
Period of presentation	Year

Module content

This module aims to develop students' skills which will enable learners to communicate as effectively as possible on a more academic level in Sepedi. Students learn to compare and contrast approaches to learning and teaching; identify and differentiate concepts used in OBE, NCS and CAPS; implement OBE by planning and preparing lessons using NCS and CAPS learning and teaching methodologies and techniques in an integrative manner; and assessing using NCS and CAPS assessment methods, tools and techniques.

Methodology of Sepedi 300 (JSP 300)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Contact time	1 lecture per week, 2 practicals per week
Language of tuition	Module is presented in Sepedi
Department	Humanities Education
Period of presentation	Semester 1

Module content

Following on JSP 200, this module aims for students to further develop skills which will enable learners to communicate as effectively as possible on a more academic level in Sepedi. Students learn to compare and contrast approaches to learning and teaching; identify and differentiate concepts used in OBE, NCS and CAPS; implement OBE by planning and preparing lessons using NCS and CAPS learning and teaching methodologies and techniques in an integrative manner; and assessing using NCS and CAPS assessment methods, tools and techniques.

Methodology of Sepedi 451 (JSP 451)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in Sepedi
Department	Humanities Education
Period of presentation	Quarter 1

Module content

This module aims to equip students with the necessary knowledge and skills regarding the following components of teaching Sepedi at schools: education policies and teaching methods; grammar; literature; creative writing; assessment; and e-learning. The module comprises the following themes: history of the different phases of education in South Africa and different teaching methods used in each phase; NCS and CAPS processing (scheme of work, schedule and assessment); multiple intelligences; facilitating grammar lessons; facilitating literature lessons; facilitating creative writing lesson and marking of letters and compositions; questioning skills for facilitating assessment (methods, techniques and tools); and using technology in teaching.

Methodology of Sepedi 454 (JSP 454)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in Sepedi
Department	Humanities Education
Period of presentation	Quarter 4

Module content

Lesson design and application of design (continuing and applying second and third year methodology content); phase specific application; application, adaptation and integration of outcomes so that straddling can take place; subject specific principles of assessment and application; innovative teaching; thematic planning; finding, using and adapting resources for teaching; selection and assessment of authentic texts as well as textbooks; facilitating and mediating learning; multi-level teaching (adapting the curriculum to meet the needs of diverse learners); differentiation (learning styles and individual differences, multiple intelligences) and inclusive education; co-operative learning; electronic resource training, e-learning and micro teaching.

Natural science and technology 320 (JST 320)

Qualification	Undergraduate
Module credits	12.00
NQF Level	07
Programmes	BEd (Foundation Phase Teaching) BEd (Foundation Phase Teaching)
Prerequisites	No prerequisites.
Contact time	4 lectures per week
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Semester 2

Module content

This module equips students to understand and present Natural Science and Technology in the ECD and Foundation Phase. General guidelines, thinking and specific skills, concepts, content knowledge, problem solving, design process, planning and presentation of appropriate activities.

Science and Technology for the early years 321 (JST 321)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Semester 2

Module content

The module focuses on the knowledge and understanding of how children understand their life world as a foundation of their beginning knowledge of the world. It deals with the beginning knowledge of the Natural Sciences (Science and Technology), including people, plants, animals, things and how things work, Earth and space; and the Humanities (Geography, History and Social Sciences) in the early years. The main content areas of the module include supporting early learning of the Natural Sciences and Humanities; processes and strategies that young children use to understand their world, including discovery, predicting, experimenting, observing and measuring results; and the use of Technology in enhancing learning environments in the early years.

Methodology of Setswana 200 (JSW 200)

Qualification	Undergraduate
Module credits	6.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Contact time	1 lecture per week
Language of tuition	Module is presented in Setswana
Department	Humanities Education
Period of presentation	Year

Module content

This module aims to develop students' skills which will enable school learners to communicate as effectively as possible on a more academic level in Setswana. Students learn to compare and contrast approaches to learning and teaching; identify and differentiate concepts used in OBE, NCS and CAPS; implement OBE by planning and preparing lessons using NCS and CAPS learning and teaching methodologies and techniques in an integrative manner; and assessing using NCS and CAPS assessment methods, tools and techniques.

Methodology of Setswana 300 (JSW 300)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Contact time	1 lecture per week, 2 practicals per week
Language of tuition	Module is presented in Setswana
Department	Humanities Education
Period of presentation	Semester 2

Module content

Following on JSW 200, this module aims for students to further develop skills which will enable school learners to communicate as effectively as possible on a more academic level in Setswana. Students learn to compare and contrast approaches to learning and teaching; identify and differentiate concepts used in OBE, NCS and CAPS; implement OBE by planning and preparing lessons using NCS and CAPS learning and teaching methodologies and techniques in an integrative manner; and assessing using NCS and CAPS assessment methods, tools and techniques.

Methodology of Setswana 451 (JSW 451)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in Setswana
Department	Humanities Education
Period of presentation	Quarter 1

Module content

This module aims to equip students with the necessary knowledge and skills regarding the following components of teaching Setswana at schools: education policies and teaching methods; grammar; literature; creative and composition writing; assessment; and e-learning. The module comprises the following themes: history of the different phases of education in South Africa and different teaching methods used in each phase; The NCS and CAPS processing (scheme of work; schedule and assessment); multiple Intelligences; facilitating grammar lessons; facilitating literature lessons; facilitating creative writing lessons and marking of letters and compositions; questioning skills for facilitating assessment (methods, techniques and tools); and using technology in teaching.

Methodology of Setswana 454 (JSW 454)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in Setswana
Department	Humanities Education
Period of presentation	Quarter 4

Module content

Lesson design and application of design (continuing and applying second and third year methodology content); phase specific application; application, adaptation and integration of outcome so that straddling can take place; subject specific principles of assessment and application; innovative teaching; thematic planning; finding, using and adapting resources for teaching; selection and assessment of authentic texts as well as textbooks; facilitating and mediating learning; multi-level teaching (adapting the curriculum to meet the needs of diverse learners); differentiation (learning styles and individual differences, multiple intelligences) and inclusive education; co-operative learning; electronic resource training, e-learning and micro teaching.

Language across the curriculum 200 (JTK 200)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Prerequisites	No prerequisites.
Contact time	1 lecture per week, 2 web-based periods per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

Effective communication strategies linked to the requirements of the teaching profession.

Engineering graphics and design 110 (JTT 110)

Qualification	Undergraduate
Module credits	12.00
NQF Level	05

Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.
Contact time	4 lectures per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1

Module content

This module equips students to understand and teach Engineering Graphics and Design. The focus is on intermediate free hand drawing; industrial processes; manufacturing processes; and manufacturing materials (including alloys); machining processes and component finishing processes.

Engineering graphics and design 120 (JTT 120)

Qualification	Undergraduate
Module credits	16.00
NQF Level	05
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.
Contact time	1 practical per week, 3 lectures per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 2

Module content

Drawing standards, geometrical concepts and constructions, scales, 1st and 3rd angle orthographic projections, descriptive geometry: points and line segments, oblique planes. Isometric and perspective drawings. Plane figures, solid geometry, developments and interpenetrations. Conventions, symbols, structures and techniques appropriate to Mechanical and Civil drawings. Freehand sketches. Design principles. Knowledge and skills will be applied in a compulsory design project..

Engineering graphics and design 230 (JTT 230)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	MGC 110, JTT 120, WTW 134 or WTW 114 or WTW 158

Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1

Module content

This module equips students to understand and teach Engineering graphics and design in the FET-Phase. The focus is on the role of visualization in the design process and visualization principles and instruments and free hand drawing and instrument drawing techniques contextualised for the Department of Education's curriculum requirements for Mechanical drawing.

Engineering graphics and design 240 (JTT 240)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	MGC 110, JTT 120, WTW 134 or WTW 114 or WTW 158
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 2

Module content

This module equips students to understand and teach Engineering graphics and design in the FET-Phase. The focus is on intermediate free hand drawing and instrument drawing techniques contextualised for the Department of Education's curriculum requirements for Isometric drawing and Mechanical drawing conventions. Primary and secondary manufacturing processes including fixed bodies. Descriptive Geometry. Evaluation of drawings and error detection. Practical application of techniques.

Engineering graphics and design 330 (JTT 330)

Qualification	Undergraduate
Module credits	20.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	JTT 230
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English

Department	Science Mathematics and Technology Education
Period of presentation	Semester 1

Module content

This module equips students to understand and teach Engineering graphics and design in the FET-Phase. The focus is on free hand drawing and CAD- drawing techniques contextualised for the Department of Education's curriculum requirements for Civil drawing conventions. Perspective drawings. Evaluation of drawings and error detection. Practical application of techniques.

Engineering graphics and design 340 (JTT 340)

Qualification	Undergraduate
Module credits	20.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	JTT 240
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 2

Module content

This module equips students to understand and teach Engineering graphics and design in the FET-Phase. The focus is on free hand drawing and CAD- drawing techniques contextualised for the Department of Education's curriculum requirements for advanced Mechanical drawing techniques and application. Primary and secondary manufacturing processes. Evaluation of drawings and error detection. Practical application of techniques.

Guidance and counselling 210 (JVB 210)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Contact time	3 lectures per week
Language of tuition	Module is presented in English
Department	Educational Psychology
Period of presentation	Semester 1

Module content

This module gives and overview of guidance and counselling within the school context with the principles of positive psychology as the underlying foundation. The module strives to equip the student teacher with knowledge and skills to screen, identify, assess and support learners with physical and physiological impairment and learners who display challenging behaviour in the classroom. The student teacher will be exposed to how contextual psychosocial care and support as well as career guidance can be implemented in schools.

Guidance and counselling 220 (JVB 220)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Contact time	3 lectures per week
Language of tuition	Module is presented in English
Department	Educational Psychology
Period of presentation	Semester 2

Module content

This module aims to provide student teachers with knowledge on learners who experience physical and/or physiological barriers, learners who display challenging behaviour in the classroom, together with a focus on risk factors that may cause physical and/or physiological barriers, as well as protective factors which might protect learners against any risks that may harm or impede their development and enhance their well-being. Student teachers will furthermore acquire the necessary knowledge, skills, attitudes and values of how educators can identify, assess, support and accommodate learners who experience physical and/or physiological difficulties, as well as learners who display challenging behaviour in the classroom. The main emphasis of this module is to teach student teachers skills on how to support learners with physical and/or physiological barriers, as well as learners who display challenging behaviour in the classroom and enhance their overall well-being by utilising and mobilising existing assets in the classroom, school and school-community.

Early childhood development studies 130 (JVK 130)

Qualification	Undergraduate
Module credits	12.00
NQF Level	05
Programmes	BEd (Foundation Phase Teaching) BEd (Foundation Phase Teaching)
Prerequisites	No prerequisites.
Contact time	2 lectures per week, 2 practicals per week

Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Semester 1

Module content

Planning, implementation and evaluation of the Early childhood curriculum to promote learning and development in the early years.

Early childhood development studies 400 (JVK 400)

Qualification	Undergraduate
Module credits	24.00
NQF Level	07
Programmes	BEd (Foundation Phase Teaching) BEd (Foundation Phase Teaching)
Prerequisites	Available to final year students only.
Contact time	4 lectures per week S2 only Q4, 4 lectures per week S1 only Q1
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Year

Module content

This module is designed to develop the student teachers' understanding of different theories, approaches and challenges relating to early childhood education for children from birth to six years old. In this module student teachers explore and incorporate the importance of culture and contexts within various early learning centres in South Africa and beyond. The programme therefore aims to create an awareness towards the positive, long-term impact of quality education during the early childhood years. Student teachers will also be equipped to become competent, knowledgeable, reflective and committed teachers, which will enable them to contribute towards the holistic development and learning of young children. Community Engagement / Service Learning.

Mathematical literacy 210 (JWG 210)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Prerequisites	STK 113 or STK 123 passed with a GS (40%) obtained in the other module, or STK 110 or WTW 134
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1

Module content

Functions and graphs for teachers:
Functions; graphs of functions; transformations of functions; inverse functions; polynomial functions; polynomial and synthetic division; complex numbers; zeros of polynomial functions; rational functions; inequalities; mathematical modelling.

Mathematical literacy 220 (JWG 220)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Prerequisites	STK 113 or STK 123 passed with 40% (GS) obtained in the other module or STK 110 or WTW 134
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 2

Module content

Functions, equations, sequences and series for teachers:
Combination of functions; mathematical modelling; exponential functions and their graphs; logarithmic functions and their graphs; properties of logarithms; exponential and logarithmic equations; exponential and logarithmic models; systems of equations and inequalities; sequences and series.

Mathematical literacy 310 (JWG 310)

Qualification	Undergraduate
Module credits	20.00
NQF Level	07
Prerequisites	JWG 210
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1

Module content

Trigonometry and financial mathematics for teachers:
Trigonometric functions; triangle trigonometry; graphs of trigonometric functions; identities; trigonometric equations; law of sine and law of cosines; applications and models; financial mathematics: percentage, interest, loans and amortisation.

Mathematical Literacy 311 (JWG 311)

Qualification	Undergraduate
Module credits	20.00

NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	WTW 133, 144 OR 134 OR 114
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1

Module content

Use the content and/or skills outlined in the Basic Skills Topics to understand situations and solve problems in scenarios of the physical world regarding Finance as one of the Application Topics: financial documents; tariff systems; budgets; cost- and selling prices; break-even analysis; interest; banking, loans and investments; inflation; taxation; exchange rates.

Mathematical literacy 320 (JWG 320)

Qualification	Undergraduate
Module credits	20.00
NQF Level	07
Prerequisites	JWG 220
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 2

Module content

Geometry and applications for teachers:
Volume and surface area; polygons and their properties; analytical geometry; transformation geometry; circle geometry; proofs; axiomatic systems; applications and modelling.

Mathematical Literacy 321 (JWG 321)

Qualification	Undergraduate
Module credits	20.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	WTW 133, 144 OR 134 OR 114
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education

Period of presentation	Semester 2

Module content

Use the content and/or skills outlined in the Basic Skills Topics to understand situations and solve problems in scenarios of the physical world regarding Maps, plans and other representations as one of the Application Topics: scale, maps, plans, models.

Fundamental mathematical concepts 181 (JWI 181)

Qualification	Undergraduate
Module credits	6.00
NQF Level	05
Programmes	BEd (Intermediate Phase Teaching) BEd (Intermediate Phase Teaching)
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1

Module content

The module will include an overview of mathematics as the science of pattern and order and what it means to do mathematics in the Intermediate Phase. It will also highlight basic concepts that are useful in everyday life with specific reference to problem solving in everyday contexts. The four operations will be discussed against the background of the number system with particular emphasis on fractions, percentages, data handling and proportionality as well as the basics of financial mathematics.

Intermediate mathematics 210 (JWI 210)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Prerequisites	WTW 133 and WTW 143
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1

Module content

Numeration and operations for teachers:
Exploration of numeration systems and bases; developing number concepts; operations with whole numbers; assessment and other methodological strategies.

Intermediate mathematics 220 (JWI 220)

Qualification	Undergraduate

Module credits	12.00
NQF Level	06
Prerequisites	WTW 133 and WTW 143
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 2

Module content

Fractions and Algebra for teachers:
Investigate strategies for algebraic thinking and reasoning; proportionality; developing fraction concepts; establishing relationships between fractions, decimals and percentages; and functions.

Intermediate mathematics 310 (JWI 310)

Qualification	Undergraduate
Module credits	20.00
NQF Level	07
Prerequisites	JWI 210 and JWI 220
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1

Module content

Geometry for teachers:
Space and shapes and size and measurement. Geometric thinking and reasoning. Euclidean geometry: a synthetic and analytical approach.

Intermediate mathematics 311 (JWI 311)

Qualification	Undergraduate
Module credits	20.00
NQF Level	07
Programmes	BEd (Intermediate Phase Teaching) BEd (Intermediate Phase Teaching)
Prerequisites	WTW 133, 144 OR 134
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1

Module content
Numeration and operations for teachers: exploration of numeration systems and bases; developing number concepts; operations with whole numbers; and other methodological strategies.

Intermediate mathematics 320 (JWI 320)

Qualification	Undergraduate
Module credits	20.00
NQF Level	07
Prerequisites	JWI 210 and JWI 220
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 2

Module content

Statistics for teachers:
Counting and probability: counting principles, permutations and combinations, probability and expected value.
Descriptive statistics: organising and visualising data, measures of central tendency and dispersion, normal distribution.

Intermediate Mathematics 321 (JWI 321)

Qualification	Undergraduate
Module credits	20.00
NQF Level	07
Programmes	BEd (Intermediate Phase Teaching) BEd (Intermediate Phase Teaching)
Prerequisites	WTW 133, 144 OR 134
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 2

Module content

Algebra for teachers: investigate strategies for algebraic thinking and reasoning; proportionality; developing fraction concepts; establishing relationships between fractions, decimals and percentages; and functions.

Natural science 115 (JWT 115)

Qualification	Undergraduate
Module credits	8.00
NQF Level	05

Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	3 (40-49%) in both Physical Science and Mathematics in Grade 12.
Contact time	2 practicals per week, 4 lectures per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1

Module content

Atoms; nuclei; elements; compounds; chemical bonds; intermolecular forces, chemical reactions; oxidation and reduction; acids and bases; organic chemistry.

Natural science 125 (JWT 125)

Qualification	Undergraduate
Module credits	8.00
NQF Level	05
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	3 (40-49%) in both Physical Science and Mathematics in Grade 12.
Contact time	2 practicals per week, 4 lectures per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 2

Module content

Motion; Newton’s laws; momentum; energy; gravity; heat; gases, liquids, electricity, magnetism; waves, sound and light.

Natural science 230 (JWT 230)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	JWT 115, JWT 125
Contact time	2 practicals per week, 4 lectures per week

Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1

Module content

Plate tectonics, rocks , minerals, the earth's surface and oceans, the atmosphere, weather, climate, motions of the earth, the solar system, stars, galaxies and the universe.

Natural science 315 (JWT 315)

Qualification	Undergraduate
Module credits	20.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Both JWT 115 and 125 passed
Contact time	1 practical per week, 4 lectures per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1

Module content

Cytology; genetics; ecology; evolution.

Natural science 325 (JWT 325)

Qualification	Undergraduate
Module credits	20.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Both JWT 115 and 125 passed
Contact time	1 practical per week, 4 lectures per week
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 2

Module content

Biological diversity; human biology.

Sport injuries 141 (JXE 141)

Qualification	Undergraduate
Module credits	10.00
NQF Level	05
Programmes	Higher Certificate in Sports Sciences Higher Certificate in Sports Sciences
Prerequisites	No prerequisites.
Contact time	Supervised practicals of 20 hours
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

The purpose of this module is to introduce students to the principles of injury prevention, management and risk related to sports injuries. This module also incorporates basic first aid management as well as the management and referral guidelines for athletes with injuries and with the aim of providing a current an well-guided understanding of best practice for the individual working within sport environment.

Fundamental nutrition 143 (JXE 143)

Qualification	Undergraduate
Module credits	8.00
NQF Level	05
Programmes	Higher Certificate in Sports Sciences Higher Certificate in Sports Sciences
Prerequisites	No prerequisites.
Contact time	1 lecture per week, Online hybrid supported
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Quarter 3

Module content

This module introduces the student to the field of basic nutrition. The module addresses key concepts related to nutrients and their work in the body and describes the role of foods and nutrients in energy balance and physical activity. The module will cover various aspects of self-evaluation of the student athlete. It will take the student on a learning experience by application of sound nutrition principles: from assessment of current intake, correction of quantity of food, quality of food sources and meal planning to integrate theoretical aspects.

Exercise and training principles 151 (JXE 151)

Qualification	Undergraduate

Module credits	8.00
NQF Level	05
Programmes	Higher Certificate in Sports Sciences Higher Certificate in Sports Sciences
Prerequisites	No prerequisites.
Contact time	Online hybrid supported, Sport code dependent
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

The main focus of this practical module is to introduce students to coaching and adjudication. Students will encounter a section pertaining to the basic principles and practices of sports coaching and refereeing. In addition, they are encouraged to obtain a recognised sport coaching, refereeing and umpiring certificate in their selected sport. Students will also be introduced to fundamentals of developing a sport conditioning programme.

Sport injuries 180 (JXE 180)

Qualification	UPOnline
Module credits	10.00
NQF Level	05
Programmes	Higher Certificate in Sports Sciences (UPOnline) *Part-time* Higher Certificate in Sports Sciences (UPOnline) *Part-time*
Prerequisites	JLO 180, JLZ 180
Contact time	Fully online
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	UPOnline Short Intake

Module content

The purpose of this module is to introduce students to the principles of injury prevention, management and risk related to sports injuries. Principles of first aid, causes of injuries, soft-tissue injuries, sport massage and fundamentals of strapping will be covered. This module also incorporates basic first aid management as well as the management and referral guidelines for athletes with injuries and with the aim of providing a current and well guided understanding of best practice for the individual working within a sport environment.

Fundamental nutrition 181 (JXE 181)

Qualification	UPOnline
Module credits	8.00
NQF Level	05

Programmes	Higher Certificate in Sports Sciences (UPOnline) *Part-time* Higher Certificate in Sports Sciences (UPOnline) *Part-time*
Prerequisites	JLO 180, JLZ 180
Contact time	Fully online
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	UPOnline Short Intake

Module content

This module examines key concepts related to nutrients in food and their function(s) in the body; and describes the role of foods and nutrients in energy balance and physical activity. The student will be able to identify quackery, interpret food labels and apply basic nutrition principles in advising athletes towards optimal dietary intake.

Exercise and training principles 190 (JXE 190)

Qualification	UPOnline
Module credits	8.00
NQF Level	05
Programmes	Higher Certificate in Sports Sciences (UPOnline) *Part-time* Higher Certificate in Sports Sciences (UPOnline) *Part-time*
Prerequisites	JLO 180, JLZ 180
Contact time	Fully online
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	UPOnline Short Intake

Module content

The purpose of this practical module is to introduce students to the principles of training and conditioning, and how to apply these principles in planning a training programme. It further assists the students in becoming young coaches with strong communication skills, the ability to manage athletes positively and build relationships with persons involved in sport. Students will encounter a section pertaining to the basic principles and practices of sports coaching and refereeing. In addition, they are encouraged to obtain a recognised sport coaching, refereeing and umpiring certificate in their selected sport.

Coaching professionalism 151 (JXP 151)

Qualification	Undergraduate
Module credits	8.00
NQF Level	05
Programmes	Higher Certificate in Sports Sciences Higher Certificate in Sports Sciences

Prerequisites	No prerequisites.
Contact time	1 lecture per week, Online hybrid supported
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Quarter 4

Module content

This module aims to introduce students to the principles that underpin coaching practices. The module will cover the importance of developing coaching philosophies, roles undertaken by a coach and skills needed in order to coach effectively. The aim of this module is further to equip students with skills of coaching holistically, on the sports field, during practice sessions, competitions and beyond for life.

Coaching professionalism 180 (JXP 180)

Qualification	UPOnline
Module credits	8.00
NQF Level	05
Programmes	Higher Certificate in Sports Sciences (UPOnline) *Part-time* Higher Certificate in Sports Sciences (UPOnline) *Part-time*
Prerequisites	JLO 180, JLZ 180
Contact time	Fully online
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	UPOnline Short Intake

Module content

Coaching professionalism aims to introduce students to the principles that underpin coaching practices. The module will cover the importance of developing coaching philosophies, roles undertaken by a coach and skills needed in order to coach effectively. The aim of this module is further to equip students with skills of coaching holistically, on the sports field, during practice sessions, competitions and beyond for life. Coaches are influential in creating positive and achievement-oriented sport environments and the development of a sound philosophy is the key to successful coaching.

Methodology of isiZulu 200 (JZL 200)

Qualification	Undergraduate
Module credits	6.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Contact time	2 lectures per week

Language of tuition	Module is presented in isiZulu
Department	Humanities Education
Period of presentation	Year

Module content

This module aims to develop students' skills which will enable learners to communicate as effectively as possible on a more academic level in isiZulu. Students learn to compare and contrast approaches to learning and teaching; identify and differentiate concepts used in OBE, NCS and CAPS; implement OBE by planning and preparing lessons using CAPS learning and teaching methodologies and techniques in an integrative manner; and assessing using CAPS assessment methods, tools and techniques.

Methodology of isiZulu 300 (JZL 300)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Contact time	1 lecture per week, 2 practicals per week
Language of tuition	Module is presented in isiZulu
Department	Humanities Education
Period of presentation	Semester 1

Module content

Following on JZL 200, this module aims to further develop students' skills which will enable learners to communicate as effectively as possible on a more academic level in isiZulu. Students learn to compare and contrast approaches to learning and teaching; identify and differentiate concepts used in OBE, NCS and CAPS; implement OBE by planning and preparing lessons using CAPS learning and teaching methodologies and techniques in an integrative manner; and assessing using CAPS assessment methods, tools and techniques.

Methodology of isiZulu 451 (JZL 451)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in isiZulu

Department	Humanities Education
Period of presentation	Quarter 1

Module content

The module comprises the following themes: The NCS and CAPS processing (scheme of work, schedule and assessment); multiple Intelligences; facilitating grammar lessons; facilitating literature lessons; facilitating creative writing lessons and the marking of letters and compositions; questioning skills for facilitating assessment (methods, techniques and tools); and using technology in teaching.

Methodology of isiZulu 454 (JZL 454)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	Available to final year students only.
Contact time	2 lectures per week, 2 practicals per week
Language of tuition	Module is presented in isiZulu
Department	Humanities Education
Period of presentation	Quarter 4

Module content

Lesson design and application of design (continuing and applying second and third year methodology content); phase specific application; application, adaptation and integration of outcomes so that straddling can take place; subject specific principles of assessment and application; innovative teaching; thematic planning; finding, using and adapting resources for teaching; selection and assessment of authentic texts as well as textbooks; facilitating and mediating learning; multi-level teaching (adapting the curriculum to meet the needs of diverse learners); differentiation (learning styles and individual differences, multiple intelligences) and inclusive education; co-operative learning; electronic resource training, e-learning and micro teaching.

Socio-emotional health and wellbeing 730 (KGG 730)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Educational Psychology) BEdHons (Educational Psychology)
Prerequisites	No prerequisites.
Contact time	1 lecture per week
Language of tuition	Module is presented in English

Department	Educational Psychology
Period of presentation	Semester 1 or Semester 2

Module content

The Socio-emotional health and wellbeing module is aimed at educating students in the proactive promotion of wellbeing through socio-emotional learning and socio-emotional competence. It lays the theoretical foundation for informing stakeholders how students, teachers, parents and significant caregivers can help, guide and support (young) people in order to understand how they act in the family system and society context. The module explores systemic support strategies in contexts of high need. The module furthermore aims to assist students in developing the socio-emotional skills of people (especially younger people).

Emotional-social wellbeing 731 (KGG 731)

Qualification	Postgraduate
Module credits	14.00
NQF Level	08
Programmes	PGDip (Technical and Vocational Education and Training) PGDip (Technical and Vocational Education and Training)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Educational Psychology
Period of presentation	Semester 1 or Semester 2

Module content

This module will enhance higher education managers' understanding and capacity to promote mental wellbeing of staff and students. A focus on systemic support strategies encompassing the context of high need to empower managers to advance preventative psychological health and to acquire specialised knowledge regarding how to strengthen staff and students' emotional-social wellbeing and resilience is key. The module will provide managers in higher education with an integrated wellbeing and emotional-social intelligence framework to promote their insight into an advancing learning and development as lifelong processes.

Leadership and management of learning in education 880 (LBL 880)

Qualification	Postgraduate
Module credits	30.00
NQF Level	09
Programmes	MEd (Educational Leadership) (Coursework) MEd (Educational Leadership) (Coursework)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies

Period of presentation	Semester 1

Module content

This module introduces students to the principal as leader of curriculum and instruction in the school context, with the primary goal of enhancing learning. Prospective principals will acquire competence in the deployment of effective leadership strategies (including coaching and teacher appraisal) to enhance the quality of teaching and learning in their schools.

Learning diversity 730 (LDS 730)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Educational Psychology) BEdHons (Educational Psychology)
Prerequisites	No prerequisites.
Contact time	1 lecture per week
Language of tuition	Module is presented in English
Department	Educational Psychology
Period of presentation	Semester 1 or Semester 2

Module content

The Learning diversity module aims to introduce the theory of effective learning and barriers to learning. It will discuss enablers of effective learning, how barriers to learning can be addressed, the implications of inclusion when accommodating learners with barriers to learning, and how learning can be facilitated in multilingual contexts. It reviews the assessment of difficulties in reading, spoken and written language, mathematics, perceptual development as well as non-verbal learning challenges.

Instructional management 700 (LMD 700)

Qualification	Postgraduate
Module credits	14.00
NQF Level	08
Programmes	PGDip (Technical and Vocational Education and Training) PGDip (Technical and Vocational Education and Training)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 1 or Semester 2

Module content

Monitoring and evaluation of instruction in higher education. Managers in higher education will develop strategies to enhance the quality of teaching and learning by exploring best practices in learning facilitation, and the provision of professional development initiatives and interventions to improve instructional practices.

Learning theories and assessment in teaching 301 (LNT 301)

Qualification	Undergraduate
Module credits	18.00
NQF Level	07
Programmes	PGCE (Further Education and Training Teaching) PGCE (Further Education and Training Teaching) PGCE (Senior Phase and Further Education and Training Teaching)
Prerequisites	Admission to relevant programme.
Contact time	10 tutorial per year, 54 lectures per year
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

LNT 301 incorporates general pedagogical knowledge which includes knowledge of learners, learning, curriculum and general instructional and assessment strategies. This study focuses on different theories of learning. Students will be challenged to explore most recent research on learning style preferences and motivation, wholebrain learning and multiple intelligences and possible causes of poor and underachievement to enable them to cater for the diversity of learners. Theory and practice of teaching assessment. Recording and reporting of assessment. Self-assessment, peer assessment and formal assessment. Accommodations and alternative assessment of learners with a disability. Concepts, elements and skills of critical and creative thinking will be dealt with to create challenging and supportive learning environments.

Learning theories and assessment in teaching 401 (LNT 401)

Qualification	Postgraduate
Module credits	18.00
NQF Level	07
Prerequisites	As per PGCE entrance requirements
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

LNT 401 incorporates general pedagogical knowledge which includes knowledge of learners, learning, curriculum and general instructional and assessment strategies. This study focuses on different theories of learning. Students will be challenged to explore most recent research on learning style preferences and motivation, whole-brain learning and multiple intelligences and possible causes of poor and underachievement to enable them to cater for the diversity of learners. Theory and practice of teaching assessment. Recording and reporting of assessment. Self-assessment, peer assessment and formal assessment. Accommodations and alternative assessment of learners with a disability. Concepts, elements and skills of critical and creative thinking will be dealt with to create challenging and supportive learning environments.

Life design 730 (LOT 730)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Educational Psychology) BEdHons (Educational Psychology)
Prerequisites	no prerequisites
Contact time	1 lecture per week
Language of tuition	Module is presented in English
Department	Educational Psychology
Period of presentation	Semester 1 or Semester 2

Module content

The Life design module aims to provide an overview of career theories with emphasis on the life design paradigm in a South African career counselling context. This module will equip students with the knowledge and skills required to provide meaningful and relevant career guidance services by applying the principles of major career theories alongside the principles of life design. Students will be introduced to using career information and education to foster career development. Students will learn how to facilitate the process of life design with learners in order to enable them to construct a career in equilibrium with other life demands.

Learning support 710 (LSG 710)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Assessment and Quality Assurance in Education and Training) BEdHons (Assessment and Quality Assurance in Education and Training) BEdHons (Learning Support)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English

Department	Early Childhood Education
Period of presentation	Semester 1

Module content

Develop knowledge and insight regarding learners with learning difficulties. Systemic factors that influence the development of the learner; the impact of perception (motor, visual and auditory) on the integrated learning process and principles of inclusive education. A practical learning support model which focuses on assessment as well as devising a supporting strategies to cater for individual needs.

Learning support 733 (LSG 733)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Learning Support) (Distance Education) BEdHons (Learning Support) (Distance Education)
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Semester 1

Module content

Develop knowledge and insight regarding learners with learning difficulties. Systemic factors that influence the development of the learner; the impact of perception (motor, visual and auditory) on the integrated learning process and principles of inclusive education. A practical learning support model which focuses on assessment as well as devising a supporting strategies to cater for individual needs.

Part 2: Research report 780 (LSG 780)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Learning Support) BEdHons (Learning Support)
Prerequisites	NMQ 755
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Semester 2

Module content

Supervised research project of limited scope. Application of quantitative and/or qualitative research methods. Writing a research report and presenting a research paper in a team.

Research report 781 (LSG 781)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Learning Support) (Distance Education) BEdHons (Learning Support) (Distance Education)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Semester 2

Module content

Supervised research project of limited scope. Application of quantitative and/or qualitative research methods. Writing a research report and presenting a research paper in a team.

Life science education 730 (LSN 730)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Assessment and Quality Assurance in Education and Training) BEdHons (Assessment and Quality Assurance in Education and Training) BEdHons (Life Sciences Education)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1 or Semester 2

Module content

The nature and structure of life science: implications for life sciences teaching; learning excellence in life sciences; development and administration of a school’s life sciences department; planning of learning activities in life sciences; experimentation and research methodology; practical work, demonstrations and microscope work; management and use of organisms in the laboratory; the life sciences club; excursions and fieldwork; safety in the laboratory.

Life science education 733 (LSN 733)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Language of tuition	Module is presented in English

Department	Science Mathematics and Technology Education
Period of presentation	Semester 2

Module content

The nature and structure of life science: implications for life sciences teaching; learning excellence in life sciences; development and administration of a school's life sciences department; planning of learning activities in life sciences; experimentation and research methodology; practical work, demonstrations and microscope work; management and use of organisms in the laboratory; the life sciences club; excursions and fieldwork; safety in the laboratory.

Dissertation: Life sciences education 890 (LSN 890)

Qualification	Postgraduate
Module credits	180.00
NQF Level	09
Programmes	Master of Education [MEd] Master of Education [MEd]
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Year

Module content

A dissertation conducted under supervision of a supervisor in the area of life sciences education.

Thesis: Life sciences education 990 (LSN 990)

Qualification	Postgraduate
Module credits	360.00
NQF Level	10
Programmes	PhD PhD
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Year

Dissertation: Learning support 890 (LVB 890)

Qualification	Postgraduate
Module credits	180.00
NQF Level	09

Programmes	MEd (Learning Support, Guidance and Counselling) MEd (Learning Support, Guidance and Counselling)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Educational Psychology
Period of presentation	Year

Learner support, guidance and counselling 900 (LVB 900)

Qualification	Postgraduate
Module credits	1.00
NQF Level	10
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Educational Psychology
Period of presentation	Year

Thesis: Learner support, guidance and counselling 990 (LVB 990)

Qualification	Postgraduate
Module credits	360.00
NQF Level	10
Programmes	PhD (Learning Support, Guidance and Counselling) PhD (Learning Support, Guidance and Counselling)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Educational Psychology
Period of presentation	Year

Management and leadership in education 721 (LVO 721)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 1

Module content
Introduction to education management – process and models. Management as function to ensure task execution in schools. Managing the school management areas. Leadership in education. Creating a productive internal school environment.

Management and leadership in education 731 (LVO 731)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Education Management, Law and Policy) BEdHons (Education Management, Law and Policy)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 1

Module content

Introduction to education management - process and models. Management as function to ensure effective task execution in schools. Managing the institutional management areas. Leadership in education. Creating a productive internal educational environment.

Management and leadership in education 732 (LVO 732)

Qualification	Postgraduate
Module credits	14.00
NQF Level	08
Programmes	PGDip (Technical and Vocational Education and Training) PGDip (Technical and Vocational Education and Training)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 1 or Semester 2

Module content

Introduction to education management theories, processes and models related to education management as functions to ensure effective task execution in the TVET sector. Students will acquire competence in the deployment of effective leadership and management strategies to enhance the quality of teaching and learning and to create a productive internal educational environment in their institutions.

Management and leadership in education 733 (LVO 733)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Education Management, Law and Policy) (Distance Education) BEdHons (Education Management, Law and Policy) (Distance Education)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 1

Module content

Introduction to education management - process and models. Management as function to ensure effective task execution in schools. Managing the institutional management areas. Leadership in education. Creating a productive internal educational environment.

Personnel management 330 (MBR 330)

Qualification	Postgraduate
Module credits	15.00
NQF Level	07
Programmes	AdvDip in School Leadership and Management (Distance Education) AdvDip in School Leadership and Management (Distance Education)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 1 and/or 2

Module content

This module focuses on people as the key resource of the school and explores the need for both theoretical understanding and practical competences in leadership and management of people, to manage oneself and others in both the school and the wider school communities.

Human resource management in education 734 (MBR 734)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English

Department	Education Management and Policy Studies
Period of presentation	Semester 1 or Semester 2

Module content

Legal frame of reference. HRM process. Labour law in education. Professionalism (ethics).

Mathematics and mathematical literacy education 730 (MCE 730)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Assessment and Quality Assurance in Education and Training) BEdHons (Assessment and Quality Assurance in Education and Training) BEdHons (Mathematics Education)
Service modules	Faculty of Natural and Agricultural Sciences
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1 or Semester 2

Module content

Perspectives in the teaching and learning of mathematics. This module will focus on contemporary issues in mathematics education such as: Types of mathematical knowledge in teacher education; learning theories in mathematics education; use of technology in the teaching of mathematics; classroom research; gender; language; culture (Ethno mathematics). Mathematics in context: prospects and challenges. This module also focuses on the role of mathematics in different contexts (including vocational and real life contexts): Nature of mathematics – mathematics as a human activity; rationale for learning mathematics; the theory of realistic mathematics education; content-driven and context-driven approach in mathematics; mathematical literacy; knowledge ‘transfer’: some challenges – school mathematics vs real world.

Mathematics education 733 (MCE 733)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 2

Module content

Perspectives in the teaching and learning of mathematics. This module will focus on contemporary issues in mathematics education such as: Types of mathematical knowledge in teacher education; learning theories in mathematics education; use of technology in the teaching of mathematics; classroom research; gender; language; culture (Ethno mathematics). Mathematics in context: prospects and challenges. This module also focuses on the role of mathematics in different contexts (including real life contexts): Nature of mathematics – mathematics as a human activity; rationale for learning mathematics; the theory of realistic mathematics education; content-driven and context-driven approach in mathematics; mathematical literacy; knowledge 'transfer': some challenges – school mathematics vs real world.

Dissertation: Mathematics education 890 (MCE 890)

Qualification	Postgraduate
Module credits	180.00
NQF Level	09
Programmes	Master of Education [MEd] Master of Education [MEd]
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Year

Module content

A dissertation conducted under supervision of a supervisor in the area of mathematics education.

Thesis: Mathematics education 990 (MCE 990)

Qualification	Postgraduate
Module credits	360.00
NQF Level	10
Programmes	PhD PhD
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Year

Molecular and cell biology 111 (MLB 111)

Qualification	Undergraduate
Module credits	16.00
NQF Level	05

Programmes	Bachelor of Dietetics [BDietetics] BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Health Sciences Faculty of Veterinary Science
Prerequisites	A candidate who has passed Mathematics with at least 60% in the Grade 12 examination
Contact time	1 practical/tutorial per week, 4 lectures per week
Language of tuition	Module is presented in English
Department	Biochemistry, Genetics and Microbiology
Period of presentation	Semester 1

Module content

Introduction to the molecular structure and function of the cell. Basic chemistry of the cell. Structure and composition of prokaryotic and eukaryotic cells. Ultrastructure and function of cellular organelles, membranes and the cytoskeleton. General principles of energy, enzymes and cell metabolism. Selected processes, e.g. glycolysis, respiration and/or photosynthesis. Introduction to molecular genetics: DNA structure and replication, transcription, translation. Cell growth and cell division.

Molecular and cell biology 133 (MLB 133)

Qualification	Undergraduate
Module credits	8.00
NQF Level	05
Programmes	BSc extended programme - Biological and Agricultural Sciences
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Health Sciences Faculty of Veterinary Science
Prerequisites	Admission to the relevant programme.
Contact time	2 lectures per week, Fortnightly discussions, Fortnightly practicals, Foundation Course
Language of tuition	Module is presented in English
Department	Department of Plant and Soil Sciences
Period of presentation	Semester 1

Module content

Introduction to life science and life on earth, including the importance and relevance of the Sustainable Development Goals; the scientific method, principles of microscopy, introduction to the molecular structure and function of the cell. Basic chemistry of the cell. Structure and composition of prokaryotic and eukaryotic cells.

Molecular and cell biology 143 (MLB 143)

Qualification	Undergraduate
Module credits	8.00
NQF Level	05
Programmes	BSc extended programme - Biological and Agricultural Sciences
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Health Sciences Faculty of Veterinary Science
Prerequisites	Admission to the relevant programme.
Contact time	2 lectures per week, Fortnightly discussions, Fortnightly practicals, Foundation Course
Language of tuition	Module is presented in English
Department	Department of Plant and Soil Sciences
Period of presentation	Semester 2

Module content

Ultrastructure and function of cellular organelles, membranes and the cytoskeleton. General principles of energy, enzymes and cell metabolism including selected cellular processes, e.g. respiration and photosynthesis.

Introduction to isiNdebele Grammar – Capita selecta 110 (NDE 110)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in IsiNdebele
Department	African Languages
Period of presentation	Semester 1

Module content

For speakers of isiNdebele as home language or first or second additional language.
Aspects of the grammar of isiNdebele such as an introduction to the word categories; an introduction to the structure, meaning and use of the noun, the adjective, the relative, the possessive; the verb; writing and spelling rules; dictionaries and dictionary use; grammatical analysis.

isiNdebele 210 (NDE 210)

Qualification	Undergraduate
Module credits	20.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education
Prerequisites	AFT 121 and NDE 110
Contact time	2 lectures per week
Language of tuition	Module is presented in IsiNdebele
Department	African Languages
Period of presentation	Semester 1

Module content

Aspects of the grammar of isiNdebele such as a continuation of the study of the word categories; grammatical analysis; the structure, meaning and use of the pronoun and the enumerative; an introduction to isiNdebele speech sounds/phonetics.

isiNdebele 310 (NDE 310)

Qualification	Undergraduate
Module credits	30.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education
Prerequisites	NDE 210, AFT 220
Contact time	2 lectures per week
Language of tuition	Module is presented in IsiNdebele
Department	African Languages

Period of presentation	Semester 1

Module content

Aspects of the grammar of isiNdebele such as a continuation of the study of the word categories; grammatical analysis; more intensive study of the structure, meaning and use of the noun (specifically derived nouns) and verb (specifically moods and verbal extensions); an introduction to the sound changes/phonology of isiNdebele.

Educational research methodology 734 (NMQ 734)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Education Management, Law and Policy) (Distance Education) BEdHons (Computer-integrated Education) (Distance Education) BEdHons (Education Management, Law and Policy) (Distance Education) BEdHons (Learning Support) (Distance Education)
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1 or Semester 2

Module content

The nature of educational enquiry: contexts of research, research ethics, truth, rationality, subjectivity and objectivity; Quantitative and qualitative modes of enquiry, research designs and data collection techniques. Various approaches to qualitative research including case study research, historical research, ethnographic research, and action research. Basic concepts and principles of quantitative research. Statistical techniques in the educational research process. Survey methodology and questionnaire design. Classification and graphical representation of data. Descriptive measures. Statistical inference. Data-processing procedures. Parametric versus non-parametric tests. Some test statistics (e.g. F-Test and T-test). Formulating a research methodology for a limited project.

Research proposal 735 (NMQ 735)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Education Management, Law and Policy) (Distance Education) BEdHons (Computer-integrated Education) (Distance Education) BEdHons (Education Management, Law and Policy) (Distance Education) BEdHons (Learning Support) (Distance Education)
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 1

Module content
Guided literature research, formulation of a conceptual framework and development of a research proposal for a supervised research project of limited scope.

Educational research methodology 745 (NMQ 745)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Educational Psychology) BEdHons (Assessment and Quality Assurance in Education and Training) BEdHons (Computer-integrated Education) BEdHons (Curriculum and Instructional Design and Development) *Teacher Education and Professional Development Plan* BEdHons (Education Management, Law and Policy) BEdHons (Educational Psychology) BEdHons (Learning Support) BEdHons (Life Sciences Education) BEdHons (Mathematics Education) BEdHons (Physical Sciences Education) BEdHons (Technology Education)
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1

Module content

The nature of educational enquiry: contexts of research, research ethics, truth, rationality, subjectivity and objectivity; Quantitative and qualitative modes of enquiry, research designs and data collection techniques. Various approaches to qualitative research including case study research, historical research, ethnographic research, and action research. Basic concepts and principles of quantitative research. Statistical techniques in the educational research process. Survey methodology and questionnaire design. Classification and graphical representation of data. Descriptive measures. Statistical inference. Data-processing procedures. Parametric versus non-parametric tests. Some test statistics (e.g. F-Test and T-test). Formulating a research methodology for a limited project.

Part 1: Research proposal 755 (NMQ 755)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08

Programmes	BEdHons (Educational Psychology) BEdHons (Assessment and Quality Assurance in Education and Training) BEdHons (Computer-integrated Education) BEdHons (Curriculum and Instructional Design and Development) *Teacher Education and Professional Development Plan* BEdHons (Education Management, Law and Policy) BEdHons (Educational Psychology) BEdHons (Learning Support) BEdHons (Life Sciences Education) BEdHons (Mathematics Education) BEdHons (Physical Sciences Education) BEdHons (Technology Education)
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 1

Module content

Guided literature research, formulation of a conceptual framework and development of a research proposal for a supervised research project of limited scope.

Research proposal 800 (NMQ 800)

Qualification	Postgraduate
Module credits	30.00
NQF Level	09
Programmes	MEd (Educational Leadership) (Coursework) MEd (Educational Leadership) (Coursework) MEd (Educational Psychology) (Coursework)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

Development of a research proposal. Research methodology. Overview and principles of quantitative and qualitative research methodology. Data collection methods, data analysis methods, paradigm analysis and theoretical frameworks for educational studies. Global theoretical perspectives in education.

Research proposal 801 (NMQ 801)

Qualification	Postgraduate
Module credits	0.00
NQF Level	09

Programmes	MEd (Education Management, Law and Policy) MEd (Adult and Community Education and Training) MEd (Assessment and Quality Assurance in Education and Training) MEd (Curriculum and Instructional Design and Development) MEd (Education Management, Law and Policy) MEd (Learning Support, Guidance and Counselling) Master of Education [MEd]
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

Development of a research proposal. Research methodology. Overview and principles of quantitative and qualitative research methodology. Data collection methods, data analysis methods, paradigm analysis and theoretical frameworks for educational studies. Global theoretical perspectives in education.

Part 2: Research report 780 (NOS 780)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Educational Psychology) BEdHons (Educational Psychology)
Prerequisites	NMQ 755
Language of tuition	Module is presented in English
Department	Educational Psychology
Period of presentation	Semester 2

Module content

Supervised research project of limited scope. Application of quantitative and/or qualitative research methods. Writing a research report and presenting a research paper in a team. Classes will be directed towards using real-life examples from educational contexts, through which students learn the theory and methods associated with various approaches to research. It will includea sound foundation in the understanding of meta-theories and the application of the philosophical underpinnings within educational research.

Dissertation: Science, mathematics and technology education 890 (NWT 890)

Qualification	Postgraduate
Module credits	180.00
NQF Level	09
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education

Period of presentation	Year

Module content

A dissertation conducted under supervision of a supervisor in the area of science, mathematics and technology education.

Science, mathematics and technology education 900 (NWT 900)

Qualification	Postgraduate
Module credits	1.00
NQF Level	10
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Year

Thesis: Science, mathematics and technology education 990 (NWT 990)

Qualification	Postgraduate
Module credits	360.00
NQF Level	10
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Year

Business management 114 (OBS 114)

Qualification	Undergraduate
Module credits	10.00
NQF Level	05
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Humanities Faculty of Natural and Agricultural Sciences
Prerequisites	May not be included in the same curriculum as OBS 155
Contact time	3 lectures per week
Language of tuition	Module is presented in English
Department	Business Management

Period of presentation	Semester 1

Module content

The entrepreneurial mind-set; managers and managing; values, attitudes, emotions, and culture: the manager as a person; ethics and social responsibility; decision making; leadership and responsible leadership; effective groups and teams; managing organizational structure and culture inclusive of the different functions of a generic organisation and how they interact (marketing; finance; operations; human resources and general management); contextualising Sustainable Development Goals (SDG) in each of the topics.

Business management 124 (OBS 124)

Qualification	Undergraduate
Module credits	10.00
NQF Level	05
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Humanities Faculty of Natural and Agricultural Sciences
Prerequisites	Admission to the examination in OBS 114
Contact time	3 lectures per week
Language of tuition	Module is presented in English
Department	Business Management
Period of presentation	Semester 2

Module content

Value chain management: functional strategies for competitive advantage; human resource management; managing diverse employees in a multicultural environment; motivation and performance; using advanced information technology to increase performance; production and operations management; financial management; corporate entrepreneurship.

Business management 210 (OBS 210)

Qualification	Undergraduate
Module credits	16.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Natural and Agricultural Sciences
Prerequisites	OBS 114 or 124 with admission to the examination in the other

Contact time	3 lectures per week
Language of tuition	Module is presented in English
Department	Business Management
Period of presentation	Semester 1

Module content

Logistics management
The role of logistics in an enterprise; definition and scope of customer service; electronic and other logistics information systems; inventory management; materials management with special reference to Japanese systems; management of the supply chain. Methods of transport and transport costs; types and costs of warehousing; electronic aids in materials handling; cost and price determination of purchases; organising for logistics management; methods for improving logistics performance.

Business management 220 (OBS 220)

Qualification	Undergraduate
Module credits	16.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Natural and Agricultural Sciences
Prerequisites	OBS 114 or 124 with admission to the examination in the other. Students from other Faculties are required to have 50% for Mathematics in Grade 12.
Contact time	3 lectures per week
Language of tuition	Module is presented in English
Department	Business Management
Period of presentation	Semester 2

Module content

Project management and negotiations:
Introduction Project management concepts; needs identification; the project, the project manager and the project team; types of project organisations; project communication and documentation. Planning and control: planning, scheduling and schedule control of projects; resource considerations and allocations; cost planning and performance evaluation.
Negotiation and collective bargaining: The nature of negotiation; preparation for negotiation; negotiating for purposes of climate creation; persuasive communication; handling conflict and aggression; specialised negotiation and collective bargaining in the South African context.

Business management 320 (OBS 320)

Qualification	Undergraduate

Module credits	20.00
NQF Level	07
Programmes	BCom (Supply Chain Management)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education
Prerequisites	OBS 114 or 124 with admission to the examination in the other
Contact time	3 lectures per week
Language of tuition	Module is presented in English
Department	Business Management
Period of presentation	Semester 2

Module content

Strategy execution: Strategic management implementation. The role of management in strategy implementation; budgets as instrument in the implementation process; leading processes of change within enterprises; supporting policies, procedures and information systems for implementation in the various functional areas; evaluation and control of implementation. South African case studies to create contextual relevance.

Educational psychology assessment for learning and development 875 (ODD 875)

Qualification	Postgraduate
Module credits	10.00
NQF Level	09
Programmes	MEd (Educational Psychology) (Coursework) MEd (Educational Psychology) (Coursework)
Prerequisites	No prerequisites.
Contact time	1 lecture every fortnight
Language of tuition	Module is presented in English
Department	Educational Psychology
Period of presentation	Year

Module content

This module focuses on fundamental approaches concerning barriers to learning, with reference to the South African context; theoretical framework(s) for diagnostic assessment in respect of academic achievement difficulties within the South African context; how appraise a battery of neuropsychological tests and to understand which neuropsychological domains they measure; to use standardised tests and informal techniques to assess young children in low resources settings; to assess reading, writing, spelling, numeracy and mathematical skills, study skills, educational and environmental disadvantage; professional skills and values of accountable diagnostic assessment practice and reporting of findings in respect of learners' academic achievement difficulties within the South African context.

Educational psychological learning support 875 (ODH 875)

Qualification	Postgraduate
Module credits	10.00
NQF Level	09
Programmes	MEd (Educational Psychology) (Coursework) MEd (Educational Psychology) (Coursework)
Prerequisites	No prerequisites.
Contact time	1 lecture every fortnight
Language of tuition	Module is presented in English
Department	Educational Psychology
Period of presentation	Year

Module content

Guided by educational psychological assessment for learning and development, the module addresses learning support in Southern Africa: contextualisation; and application of theories for learning support, including evidence-based local knowledge; the learner and learning support; inclusive education; individual and group learning support; micro and macro-level support and preventative programmes; intervention, support and prevention of challenges regarding learners' academic achievement.

Mini-dissertation 895 (ODK 895)

Qualification	Postgraduate
Module credits	60.00
NQF Level	09
Programmes	MEd (Educational Psychology) (Coursework) MEd (Educational Psychology) (Coursework)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Educational Psychology
Period of presentation	Year

Module content

Educational Psychology dissertation of limited scope conducted under supervision of a supervisor in the area of Career Counselling, Orientation Pedagogics; Educational psychological assessment for learning and development; Educational Psychology Pathways to Emotional & Behavioural Wellbeing; Family-oriented assessment intervention.

Orthodidactics (Psychiatry) 901 (ODK 901)

Qualification	Postgraduate
Module credits	1.00

NQF Level	10
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Educational Psychology
Period of presentation	Year

Thesis: Orthodidactics (Psychiatry) 992 (ODK 992)

Qualification	Postgraduate
Module credits	360.00
NQF Level	10
Programmes	PhD (Educational Psychology) PhD (Educational Psychology)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Educational Psychology
Period of presentation	Year

Educational psychology pathways to emotional and behavioural wellbeing 805 (OPG 805)

Qualification	Postgraduate
Module credits	10.00
NQF Level	09
Programmes	MEd (Educational Psychology) (Coursework) MEd (Educational Psychology) (Coursework)
Prerequisites	No prerequisites.
Contact time	1 lecture every fortnight
Language of tuition	Module is presented in English
Department	Educational Psychology
Period of presentation	Year

Module content

The educational psychologist within a multi-cultural post-colonial, resource-constrained context; underlying theories and approaches to educational psychological assessment, diagnosis, and intervention aimed at individual functioning in relation to learning and development; and the well-founded use thereof with to prevent/manage emotional and behavioural problems and facilitate resilience; conceptualise theoretical cases therapeutic techniques; and the educational psychologist as a person.

Orthopedagogics (Psychiatry) 901 (OPG 901)

Qualification	Postgraduate

Module credits	1.00
NQF Level	10
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Educational Psychology
Period of presentation	Year

Thesis: Orthopedagogics (Psychiatry) 991 (OPG 991)

Qualification	Postgraduate
Module credits	360.00
NQF Level	10
Programmes	PhD (Educational Psychology) PhD (Educational Psychology)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Educational Psychology
Period of presentation	Year

Educational Psychology Practice 801 (OPR 801)

Qualification	Postgraduate
Module credits	40.00
NQF Level	09
Programmes	MEd (Educational Psychology) (Coursework) MEd (Educational Psychology) (Coursework)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Educational Psychology
Period of presentation	Year

Module content

Practical module: Apply relevant, evidence-based, Southern African indigenous and global theoretical foundations relating to educational psychological assessment and support of children/youth with emotional, behavioural, learning and/or career-related needs, family oriented educational psychology, group work, (also in school and/or community work settings); conceptualise cases (including formulating clinical impressions, implementation and interpretation of psychological media, making diagnoses, clinical decision-making, and formulating intervention plans that address risks but also harness existing strengths and supports), referrals, report writing, (summary and full reports) feedback sessions with parents, multi-disciplinary liaison, education/guidance, for caregivers and/or school- and/or community-based stakeholders; interviewing skills, ethical issues and the rights of the client. The practice of the educational psychologist (including critical reflection on current debates relating to the psychology profession).

Internship in Educational Psychology 805 (OPR 805)

Qualification	Postgraduate
Module credits	0.00
NQF Level	09
Prerequisites	No prerequisite.
Language of tuition	Module is presented in English
Department	Educational Psychology
Period of presentation	Year

Module content

Further practical training after the completion of the coursework component of the programme.

Education 112 (OPV 112)

Qualification	Undergraduate
Module credits	12.00
NQF Level	05
Programmes	BA extended programme BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Humanities
Prerequisites	No prerequisites.
Contact time	3 lectures per week
Language of tuition	Separate classes for Afrikaans and English
Department	Humanities Education
Period of presentation	Semester 1

Module content

In this module students are guided to develop knowledge, skills and attitudes with regard to the political, professional, historical and cultural complexities of teaching. Selected themes in the history of South African education will be explored to enable students to think critically about their role as engaged professional educators today.

Education 122 (OPV 122)

Qualification	Undergraduate
Module credits	12.00
NQF Level	05
Programmes	BA extended programme BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Humanities
Prerequisites	No prerequisites.
Contact time	3 lectures per week
Language of tuition	Separate classes for Afrikaans and English
Department	Educational Psychology
Period of presentation	Semester 2

Module content

This module focuses on child development and learning. In addition to the underlying principles of developmental psychology and theories of development, child development is discussed in terms of physical growth and motor development; development of perception, cognition and language; emotional development; social development and moral development. Developmental psychopathology is also introduced. In terms of child learning, the principles of learning, theories of learning and barriers to learning are discussed. In addition, school learning is explained in terms of learning, reading and study skills.

Education 212 (OPV 212)

Qualification	Undergraduate
Module credits	20.00
NQF Level	06
Programmes	BA extended programme BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Humanities
Prerequisites	OPV 112 or OPV 122 passed with 40% (GS) in the other module
Contact time	4 lectures per week

Language of tuition	Separate classes for Afrikaans and English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1

Module content

Curriculum in the classroom:
This module addresses four components that are directly related to classroom teaching and learning. The first unit deals with the foundations of the curriculum covering the work done by Rousseau, Pestalozzi, Montessori, Gandhi, Steiner, Dewey, Piaget, Vygotsky, Illich, Freire and Lakoff. Unit two discusses curriculum design and development and also focuses on the organisation of knowledge through educational taxonomies. The last two units cover teaching strategies as well as issues related to classroom testing and classroom assessment practices.

Education 222 (OPV 222)

Qualification	Undergraduate
Module credits	20.00
NQF Level	06
Programmes	BA extended programme BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Humanities
Prerequisites	OPV 112 or OPV 122 passed with 40% (GS) in the other module
Contact time	4 lectures per week
Language of tuition	Separate classes for Afrikaans and English
Department	Educational Psychology
Period of presentation	Semester 2

Module content

Supportive learning environments:
Theoretical approaches to learning environments (bio-ecological and asset-based approaches, indigenous knowledge systems, solution-oriented intervention; appreciative inquiry); school-based support in terms of Inclusive Education, whole-school approach, the supportive role of the teacher and the well-being of the child; community-based support in the form of community engagement and community education.

Education 312 (OPV 312)

Qualification	Undergraduate
Module credits	30.00
NQF Level	07

Programmes	BA extended programme BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Humanities
Prerequisites	OPV 112 or OPV 122 passed with 40% (GS) in the other module
Contact time	4 lectures per week
Language of tuition	Separate classes for Afrikaans and English
Department	Education Management and Policy Studies
Period of presentation	Semester 1

Module content

To gain insight into the global context of the classroom, learners and ideas taught, as well as into the local world and country in which the classroom, learners and school are situated. Diversity and social justice and their importance in the local and global context, as well as their importance for teaching and learning are explored. Through individual and group learning tasks, students come to understand the overlapping themes of globalisation; understanding the nation state and its place in the regional and global world; and the role of technology and the media in globalisation and education. Significant social, political, historical and economic factors influencing the classroom are also investigated. Students collect, organise and critically evaluate information; appreciate the value of diversity in various social contexts; apply problem solving skills to learning tasks; and communicate ideas effectively in group tasks.

Education 322 (OPV 322)

Qualification	Undergraduate
Module credits	30.00
NQF Level	07
Programmes	BA extended programme BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Humanities
Prerequisites	OPV 112 or OPV 122 passed with a 40% (GS) in the other module
Contact time	4 lectures per week
Language of tuition	Separate classes for Afrikaans and English
Department	Education Management and Policy Studies
Period of presentation	Semester 2

Module content

The module deals with the understanding and application of the Bill of Rights in creating a safe and disciplined classrooms. The second theme deals with managing a classroom through relationship building, participative decision-making, effective planning and monitoring, motivation and communication.

Family-oriented intervention 805 (OUB 805)

Qualification	Postgraduate
Module credits	10.00
NQF Level	09
Programmes	MEd (Educational Psychology) (Coursework) MEd (Educational Psychology) (Coursework)
Prerequisites	No prerequisites.
Contact time	1 lecture every fortnight
Language of tuition	Module is presented in English
Department	Educational Psychology
Period of presentation	Year

Module content

Diversity in families; family life cycle development; parameters of family functioning; family resilience models for the analysis of family functioning; family therapy models problems; analysis of families with special concerns, with family-orientated intervention with regard to all these aspects as the central theme.

Dissertation: Education management 890 (OWB 890)

Qualification	Postgraduate
Module credits	180.00
NQF Level	09
Programmes	MEd (Education Management, Law and Policy) MEd (Education Management, Law and Policy)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Year

Dissertation: Education management and policy studies 891 (OWB 891)

Qualification	Postgraduate
Module credits	180.00
NQF Level	09
Programmes	Master of Education [MEd] Master of Education [MEd]
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies

Period of presentation	Year

Module content

A dissertation conducted under supervision of a supervisor in the area of education management and policy studies.

Education management 900 (OWB 900)

Qualification	Postgraduate
Module credits	1.00
NQF Level	10
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Year

Education policy studies 905 (OWB 905)

Qualification	Postgraduate
Module credits	0.00
NQF Level	10
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Year

Thesis: Education management 990 (OWB 990)

Qualification	Postgraduate
Module credits	360.00
NQF Level	10
Programmes	PhD (Education Management, Law and Policy) PhD (Education Management, Law and Policy)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Year

Thesis: Education policy studies 995 (OWB 995)

Qualification	Postgraduate
Module credits	360.00

NQF Level	10
Programmes	PhD (Education Policy Studies) PhD (Education Policy Studies)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Year

Community management 330 (OWG 330)

Qualification	Postgraduate
Module credits	15.00
NQF Level	07
Programmes	AdvDip in School Leadership and Management (Distance Education) AdvDip in School Leadership and Management (Distance Education)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 1 and/or 2

Module content

The module focuses on the understanding of schools' existence within particular social and economic communities that have an influence on and may be influenced by the school, and the school's leadership and management staff and structures.

Education law 732 (OWR 732)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 1 or Semester 2

Module content

Foundations of law and education. Human rights in education (a legal perspective). Labour law in education. School governance. School safety. Learner discipline.

Education law 880 (OWR 880)

Qualification	Postgraduate

Module credits	30.00
NQF Level	09
Programmes	MEd (Educational Leadership) (Coursework) MEd (Educational Leadership) (Coursework)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 2

Module content

In this module students will become competent in education law matters that impact daily on the life of the school principal. The module will make extensive use of case studies of critical incidents in the school context, including human rights, equity and discrimination. In addition, students gain and learn to apply knowledge of education labour relations, the SACE code of conduct, and international comparative case studies regarding education and the law.

Mini-dissertation 895 (OWR 895)

Qualification	Postgraduate
Module credits	60.00
NQF Level	09
Programmes	MEd (Educational Leadership) (Coursework) MEd (Educational Leadership) (Coursework)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 1

Module content

Dissertation of limited scope conducted under supervision of a supervisor on any identified and selected problem in the area of education management, law and policy.

Educational technology in higher education 730 (OWT 730)

Qualification	Postgraduate
Module credits	14.00
NQF Level	08
Programmes	PGDip (Technical and Vocational Education and Training) PGDip (Technical and Vocational Education and Training)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English

Department	Science Mathematics and Technology Education
Period of presentation	Semester 1

Module content

This module explores e-learning and e-assessment in the context of the fourth industrial revolution, as well developing and supporting digital competencies in the TVET context. Educators will explore how higher education institutional policy can be transformed to accommodate technology in education and to make effective use of digital media and blended learning environments.

Professional ethics and law in teaching 310 (PEL 310)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Programmes	PGCE (Further Education and Training Teaching) PGCE (Further Education and Training Teaching) PGCE (Senior Phase and Further Education and Training Teaching)
Prerequisites	Admission to relevant programme.
Contact time	18 lectures per year, 3 tutorials per year
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Year

Module content

PEL 310 deals with professional ethics and aims to develop a positive work ethic within beginner teachers. This module explores and reflects on human rights, environmental and democratic issues impacting on own practices. Critical analysis of education systems (education policy) and its impact on the micro level (in the classroom) in education. Knowledge of the elements of effective school management, systems of discipline and defining activities that promote an awareness of citizenship, human rights and the principles and values of the Constitution. Interpret educational legislation dealing with HIV/Aids, drugs and violence. Identifying and internalising ethical professional educator behaviour (professional ethics in teaching).

Professional ethics and law in teaching 410 (PEL 410)

Qualification	Postgraduate
Module credits	6.00
NQF Level	07
Prerequisites	As per PGCE entrance requirements.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Year

Module content

PEL 410 deals with professional ethics and aims to develop a positive work ethic within beginner teachers. This module explores and reflects on human rights, environmental and democratic issues impacting on own practices. Critical analysis of education systems (education policy) and its impact on the micro level (in the classroom) in education. Knowledge of the elements of effective school management, systems of discipline and defining activities that promote an awareness of citizenship, human rights and the principles and values of the Constitution. Interpret educational legislation dealing with HIV/Aids, drugs and violence. Identifying and internalising ethical professional educator behaviour (professional ethics in teaching).

Physical Education and School Sport 730 (PES 730)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Curriculum and Instructional Design and Development) *Teacher Education and Professional Development Plan*
Prerequisites	No prerequisites.
Contact time	7 lectures
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 1 or Semester 2

Module content

The module entails two parts PE and SS. The integration between the two parts will entail themes related to the teaching of PE, managing SS and focusing on sport as a social phenomenon. The module will judge learning experiences designed to help individuals and communities improve their health, by increasing their knowledge or influencing their attitudes, in turn, promote PE as a school subject in schools. The module aims to investigate global trends in physical activity in various national and international educational settings. The CAPS policy document and the Sport and Recreation South African policies are the focal point for the study of educational practice. This module will provide and build on the theoretical foundations of PE and SS to build the capacity to do research in these fields. The module aims to prepare students to recognise gaps in the market place for further research and investigation.

Partnerships with family and community 451 (PFC 451)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Early Childhood Education

Period of presentation	Quarter 1

Module content

This module explores the role of parents, families and the community in early childhood development and learning and examines the key role of ECE educators/caregivers in involving parents/families and the community in the education and care of their children. The main areas of focus in the module include theories that inform development of relationships with parents/families and the community; family and community contextual factors that impact on the lives of children; parental/community involvement strategies and programmes; and family and community support services and resources within the context of South Africa.

Partnerships with family and community 454 (PFC 454)

Qualification	Undergraduate
Module credits	6.00
NQF Level	07
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Quarter 4

Module content

This module focuses on relationships, collaborations and partnerships between the early childhood educators/caregivers and the parents/families/community for the benefit, development, learning and well-being of a child. The module explores Ubuntu as a value and partnerships for working with culturally diverse families and young children within different family structures; strategies for promoting Ubuntu principles with families supporting young children in different ECCE models; working with communities and family in determining their community needs and interests; and effective intervention strategies for working with families, communities and associated resources.

Professional portfolio 335 (PFO 335)

Qualification	Postgraduate
Module credits	15.00
NQF Level	07
Programmes	AdvDip in School Leadership and Management (Distance Education) AdvDip in School Leadership and Management (Distance Education)
Prerequisites	Admission to the relevant programme.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 1 and/or 2

Module content

The RPL-bridging module requires students to provide sufficient evidence to demonstrate that they have adequate knowledge and skills according to the NQF-level 7 learning outcomes for each of the modules EDM 335, EDO 335 and ELP 335. This module consists of specific workplace assignments drawn from the relevant modules as a Professional portfolio and workplace project.
Candidates cannot be credited with both PFO 335 and PFO 336.

Professional portfolio 336 (PFO 336)

Qualification	Postgraduate
Module credits	15.00
NQF Level	07
Programmes	AdvDip in School Leadership and Management (Distance Education) AdvDip in School Leadership and Management (Distance Education)
Prerequisites	Admission to the relevant programme.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 1 and/or 2

Module content

Professional portfolio Part 1. The professional portfolio integrates work across the programme and includes a practical workplace project. This module consists of specific workplace assignments drawn from the relevant modules as a Professional portfolio and workplace project.
Candidates cannot be credited with both PFO 335 and PFO 336.

Professional portfolio 337 (PFO 337)

Qualification	Postgraduate
Module credits	15.00
NQF Level	07
Programmes	AdvDip in School Leadership and Management (Distance Education) AdvDip in School Leadership and Management (Distance Education)
Prerequisites	PFO 335 or PFO 336 completed or simultaneous registration.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 1 and/or 2

Module content

Professional portfolio Part 2. The professional portfolio integrates work across the programme and includes a practical workplace project. This module consists of specific workplace assignments drawn from the relevant modules as a Professional portfolio and workplace project.

Professional development in TVET 700 (PFO 700)

Qualification	Postgraduate
Module credits	32.00
NQF Level	08
Programmes	PGDip (Technical and Vocational Education and Training) PGDip (Technical and Vocational Education and Training)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Year

Module content

Professional development of TVET managers and professional leadership in the TVET context from a holistic viewpoint. It integrates theoretical and practical aspects and considers both national and international perspectives. It encompasses project-based learning that requires implementation of the programme components and their integration within a context of school and workplace as well as a professional and substantiated reflection. Thus, participants will develop a professional portfolio as a valid and reliable scientific proof of learning, which should integrate all modules.

Professional development 710 (PFO 710)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Curriculum and Instructional Design and Development) *Teacher Education and Professional Development Plan* BEdHons (Curriculum and Instructional Design and Development) *Teacher Education and Professional Development Plan*
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Semester 2

Module content

Professional development as educator to optimise independence, interdependence, and self-renewal. Implementing principles of personal vision, personal leadership, personal management, interpersonal leadership, creative cooperation, and balanced self-renewal through action research.

Professional development 733 (PFO 733)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08

Language of tuition	Module is presented in English
Department	Education Deans Office
Period of presentation	Semester 2

Module content

Professional development as educator to optimise independence, interdependence, and self-renewal. Implementing principles of personal vision, personal leadership, personal management, interpersonal leadership, creative cooperation, and balanced self-renewal through action research.

Physical sciences education 730 (PHN 730)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Assessment and Quality Assurance in Education and Training) BEdHons (Assessment and Quality Assurance in Education and Training) BEdHons (Physical Sciences Education)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1 or Semester 2

Module content

Instructional strategies; reform in physics and chemistry education; alternative concepts. Curriculum leadership in Physical Sciences Education in multiple contexts.

Physical sciences education 733 (PHN 733)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 2

Module content

Instructional strategies; reform in physics and chemistry education; alternative concepts.

Dissertation: Physical Sciences Education 890 (PHN 890)

Qualification	Postgraduate
Module credits	180.00
NQF Level	09

Programmes	Master of Education [MEd] Master of Education [MEd]
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Year

Module content

A dissertation conducted under supervision of a supervisor in the area of physical sciences education.

Thesis: Physical sciences education 990 (PHN 990)

Qualification	Postgraduate
Module credits	360.00
NQF Level	10
Programmes	PhD PhD
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Year

First course in physics 114 (PHY 114)

Qualification	Undergraduate
Module credits	16.00
NQF Level	05
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education
Prerequisites	A candidate must have passed Mathematics and Physical Science with at least 60% in the Grade 12 examination
Contact time	1 discussion class per week, 1 practical per week, 4 lectures per week
Language of tuition	Module is presented in English
Department	Physics
Period of presentation	Semester 1

Module content

SI-units. Significant figures. Waves: intensity, superposition, interference, standing waves, resonance, beats, Doppler. Geometrical optics: Reflection, refraction, mirrors, thin lenses, instruments. Physical optics: Young-interference, coherence, diffraction, polarisation. Hydrostatics and dynamics: density, pressure, Archimedes' principle, continuity, Bernoulli. Heat: temperature, specific heat, expansion, heat transfer. Vectors. Kinematics of a point: Relative, projectile, and circular motion. Dynamics: Newton's laws, friction. Work: point masses, gasses (ideal gas law), gravitation, spring, power. Kinetic energy: Conservative forces, gravitation, spring. Conservation of energy. Conservation of momentum. Impulse and collisions. System of particles: Centre of mass, Newton's laws. Rotation: torque, conservation of angular momentum, equilibrium, centre of gravity.

First course in physics 124 (PHY 124)

Qualification	Undergraduate
Module credits	16.00
NQF Level	05
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education
Prerequisites	WTW 114 GS and PHY 114 GS
Contact time	1 discussion class per week, 1 practical per week, 4 lectures per week
Language of tuition	Module is presented in English
Department	Physics
Period of presentation	Semester 2

Module content

Simple harmonic motion and pendulums. Coulomb's law. Electric field: dipoles, Gauss' law.Electric potential. Capacitance. Electric currents: resistance, resistivity, Ohm's law, energy, power, emf, RC-circuits. Magnetic Field: Hall-effect, Bio-Savart. Faraday's and Lenz's laws. Oscillations: LR-circuits. Alternating current: RLC-circuits, power, transformers. Introductory concepts to modern physics. Nuclear physics: Radioactivity.

Physics for biology students 131 (PHY 131)

Qualification	Undergraduate
Module credits	16.00
NQF Level	05
Programmes	Bachelor of Physiotherapy [BPhysio] BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Education Faculty of Health Sciences Faculty of Veterinary Science

Prerequisites	A candidate must have passed Mathematics with at least 60% in the Grade 12 examination
Contact time	1 discussion class per week, 1 practical per week, 4 lectures per week
Language of tuition	Module is presented in English
Department	Physics
Period of presentation	Semester 1

Module content

Note: PHY 131 is aimed at students who will not continue with physics. PHY 131 cannot be used as a substitute for PHY 114.

Units, vectors, one dimensional kinematics, dynamics, work, equilibrium, sound, liquids, heat, thermodynamic processes, electric potential and capacitance, direct current and alternating current, optics, modern physics, radioactivity.

Physics 133 (PHY 133)

Qualification	Undergraduate
Module credits	8.00
NQF Level	05
Programmes	BSc extended programme - Mathematical Sciences
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education
Prerequisites	Admission to the relevant programme.
Contact time	2 discussion classes per week, 2 lectures per week, 2 practicals per week, Foundation Course
Language of tuition	Module is presented in English
Department	Physics
Period of presentation	Semester 1

Module content

Heat: temperature and scales, work, energy and heat, calorimetry, specific heat, expansion, heat transfer. Measurements: SI-units, measuring error and uncertainty, (graphs), significant figures, mathematical modelling.One-dimensional kinematics. Geometrical optics: reflection, refraction, dispersion, mirrors, thin lenses.

Physics 143 (PHY 143)

Qualification	Undergraduate
Module credits	8.00
NQF Level	05
Programmes	BSc extended programme - Mathematical Sciences

Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education
Prerequisites	PHY 133
Contact time	2 discussion classes per week, 2 lectures per week, 2 practicals per week, Foundation Course
Language of tuition	Module is presented in English
Department	Physics
Period of presentation	Semester 2

Module content

Vectors. Kinematics of a point: relative motion, projectile, circular motion. Dynamics: Newton’s laws, friction. Work: point masses, ideal gas law, springs, power. Energy: kinetic energy, potential energy, conservative forces, spring, conservation of mechanical energy. Hydrostatics and dynamics: density, pressure, Archimedes' law, continuity, Bernouli.

Physics 144 (PHY 144)

Qualification	Undergraduate
Module credits	8.00
NQF Level	05
Programmes	BSc extended programme - Mathematical Sciences
Service modules	Faculty of Education
Prerequisites	PHY 133
Contact time	1 practical per week, 4 lectures per week, Foundation Course
Language of tuition	Module is presented in English
Department	Physics
Period of presentation	Semester 2

Module content

The main topics covered in this module are Mechanics and Thermodynamics. Kinematics: Basic types of motion, one-dimensional motion, two- and three dimensional motion, linear momentum and its conservation, multi-object systems and the centre of mass.
Forces: Types of forces, Newton's Laws of Mechanics and applications, friction.
Energy: Work, heat, conservation of mechanical energy.
Thermodynamics: First law of thermodynamics, empirical gas laws, mechanical model of the ideal gas, energy of the ideal gas, basic thermodynamic processes.

Physics 154 (PHY 154)

Qualification	Undergraduate
Module credits	8.00
NQF Level	05

Programmes	BSc extended programme - Biological and Agricultural Sciences
Service modules	Faculty of Education
Prerequisites	PHY 143
Contact time	1 practical per week, 4 lectures per week, Foundation Course
Language of tuition	Module is presented in English
Department	Physics
Period of presentation	Semester 1

Module content

The main topic in this module is Electricity, Sound, Optics, and Modern Physics.
Static Electricity: Electric charge and force, electric field, the electric energy, electric potential, conservation of electrical energy.
Flow of charge: Capacitors, application of charge flow to nerves.
Sound: Vibrations, waves in unconfined and confined media, applications to human hearing.
Optics: Reflection, refraction, applications to optometry and ophthalmology.
Atomic physics: Atomic models, x-rays.
Nuclear physics: The stable atomic nucleus, radioactivity, nuclear spin and applications to medical diagnostics.

Waves, thermodynamics and modern physics 255 (PHY 255)

Qualification	Undergraduate
Module credits	24.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Education
Prerequisites	[PHY114 and PHY124] or [PHY171] or [PHY143 and PHY153 and PHY163] and [WTW211#] and [WTW218#]
Contact time	1 practical per week, 2 discussion classes per week, 4 lectures per week
Language of tuition	Module is presented in English
Department	Physics
Period of presentation	Semester 1

Module content

Vibrating systems and waves (14 lectures)
Simple harmonic motion (SHM). Superposition (different frequencies, equal frequencies). Perpendicular vibrations (Lissajous figures). Damped SHM. Forced oscillations. Resonance. Q-value. Transverse wave motion. Plane wave solution using method of separation of variables. Reflection and transmission at a boundary. Normal and eigenmodes. Wave packets. Group velocity.
Modern physics (30 lectures)
Special relativity: Galilean and Lorentz transformations. Postulates. Momentum and energy. 4 vectors and tensors. General relativity. Quantum physics. Failure of classical physics. Bohr model. Particle-wave duality. Schrödinger equation. Piece-wise constant potentials. Tunneling. X-rays. Laser. Nuclear physics: Fission. Fusion. Radioactivity.
Heat and thermodynamics (12 lectures)
Heat. First Law. Kinetic theory of gases. Mean free path. Ideal, Clausius, Van der Waals and virial gases. Entropy. Second Law. Engines and refrigerators. Third Law. Thermodynamic potentials: Enthalpy Helmholtz and Gibbs free energies, Chemical potential. Legendre transformations (Maxwell relations). Phase equilibrium. Gibbs phase rule.
Modelling and simulation (7 practical sessions)
Introduction to programming in a high level system: Concept of an algorithm and the basic logic of a computer programme. Symbolic manipulations, graphics, numerical computations. Applications: Selected illustrative examples.
Error Analysis (7 practical sessions)
Experimental uncertainties. Propagation of uncertainties. Statistical analysis of random uncertainties. Normal distribution. Rejection of data. Least-squares fitting. Covariance and correlation.

General physics 263 (PHY 263)

Qualification	Undergraduate
Module credits	24.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Education
Prerequisites	PHY 255 GS and WTW 218 GS and WTW 220# and WTW 248#
Contact time	1 practical per week, 2 discussion classes per week, 4 lectures per week
Language of tuition	Module is presented in English
Department	Physics
Period of presentation	Semester 2

Module content

Classical mechanics (28 lectures)
Fundamental concepts, energy and angular momentum, calculus of variations and Lagrangian mechanics, conservative central forces and two body problems, scattering, mechanics in rotating reference frames, many body systems.
Physical Optics (14 lectures)
Maxwell’s equations, wave equation and plane wave solution, coherence, interference, diffraction, polarisation.
Physics of Materials (14 lectures)
Classification of materials. Atomic bonding. Crystallography. Defects. Material strength. Phase diagram's, Ceramics. Polymers. Composites. Fracture. Electrical and magnetic properties. Semiconductors. Smart materials Nanotechnology.
Experiments (14 sessions)

Electronics, electromagnetism and quantum mechanics 356 (PHY 356)

Qualification	Undergraduate
Module credits	36.00
NQF Level	07
Programmes	BSc (Meteorology)
Service modules	Faculty of Education
Prerequisites	PHY 255 GS and PHY 263 GS and WTW 211 GS and WTW 218 GS and WTW 248 GS
Contact time	1 practical per week, 2 discussion classes per week, 4 lectures per week
Language of tuition	Module is presented in English
Department	Physics
Period of presentation	Semester 1

Module content

Electronics (14 lectures)
Thévenin and Norton equivalent circuits, superposition principle, RC, LC and LRC circuits. Semiconductor diode. Bipolar transistor. Operational amplifiers. Computer controlled instrumentation.
Electromagnetism (21 lectures)
Electrostatics: Coulomb's law, divergence and curl of E, Gauss' law, Laplace's equation, image charge problems, multipole expansion.
Magnetostatics: Lorenz force, Biot-Savart law, divergence and curl of magnetic field strength, Ampère's law, magnetic vector potential, multipole expansion, boundary conditions.
Electrodynamics: Electromotive force, electromagnetic induction, Maxwell's equations, wave equation.
Electric and magnetic fields in matter: Polarisation, electric displacement and Gauss's law in dielectrics, linear dielectrics. Magnetisation (diamagnets, paramagnets, ferromagnets), auxiliary field H and Ampère's law in magnetised materials, linear and nonlinear media.
Quantum mechanics (28 lectures)
The Schrödinger equation, the statistical interpretation of the wave function, momentum, the uncertainty principle, the time-independent Schrödinger equation, stationary states, the infinite square well potential, the harmonic oscillator, the free particle, the Delta-Function potential, the finite square well potential, Hilbert spaces, observables, eigen functions of a Hermitian operator, Dirac notation, the Schrödinger equation in spherical coordinates, the hydrogen atom, angular momentum spin.

Statistical mechanics, solid state physics and modelling 364 (PHY 364)

Qualification	Undergraduate
Module credits	36.00
NQF Level	07
Programmes	BSc (Meteorology)
Service modules	Faculty of Education
Prerequisites	PHY 356 and WTW 211 and WTW 218 and WTW 248 GS
Contact time	2 discussion classes per week, 2 practicals per week, 4 lectures per week
Language of tuition	Module is presented in English
Department	Physics
Period of presentation	Semester 2

Module content

Statistical mechanics (28 lectures)
Isolated systems in thermodynamical equilibrium. Systems in equilibrium with a heat bath: the canonical ensemble, Gibbs' entropic formula, classical statistical mechanics, energy equipartition theorem, thermodynamic potentials, paramagnetism.
The classical limit of perfect gases: non-distinguishable character of quantum particles, the equation of state of the classical ideal gas. Quantum perfect gases: Black body radiation, the grand canonical ensemble, Fermi-Dirac distribution, the free electron gas in metals, the Bose-Einstein distribution, Bose-Einstein condensation.
Solid state physics (28 lectures)
Crystal structures, the reciprocal lattice, x-ray diffraction, lattice vibration, the Debye model, characteristics of solids, the free electron model, Pauli paramagnetism, electronic heat capacity, the relaxation time, electrical conduction, the classical Hall effect, thermal conduction in metals, failures of the free electron model, the independent electron model, band theory of solids.
Computational Physics and modelling. Assessment will be done through a portfolio of project reports. The topics for the projects will be selected from various sub-disciplines of Physics.

Professional development 301 (PPF 301)

Qualification	Undergraduate
Module credits	8.00
NQF Level	07
Programmes	PGCE (Further Education and Training Teaching) PGCE (Further Education and Training Teaching) PGCE (Senior Phase and Further Education and Training Teaching)
Prerequisites	Admission to relevant programme.
Contact time	24 lectures per year, 4 tutorials per year
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

This module is specifically designed to facilitate the integration of all content in the PGCE course. The principle objective of this module is to assist in your holistic development as a professional teacher. The purpose of this module is to introduce students to professional practice within the school context. Secondly, the aim is to facilitate assimilation and connection between knowledge and skills that have been obtained in the PGCE course as a whole. This is done in order for student-teachers to create a personalised and integrated professional practice theory. Through this development student-teachers then practice the skill of being reflective practitioners.

Professional development 401 (PPF 401)

Qualification	Postgraduate
Module credits	8.00
NQF Level	07

Prerequisites	As per PGCE entrance requirements
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

This module is specifically designed to facilitate the integration of all content in the PGCE course. The principle objective of this module is to assist in your holistic development as a professional teacher. The purpose of this module is to introduce students to professional practice within the school context. Secondly, the aim is to facilitate assimilation and connection between knowledge and skills that have been obtained in the PGCE course as a whole. This is done in order for student-teachers to create a personalised and integrated professional practice theory. Through this development student-teachers then practice the skill of being reflective practitioners.

Teaching practice 280 (PRO 280)

Qualification	Undergraduate
Module credits	6.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.
Contact time	3 weeks, attendance only
Language of tuition	Separate classes for Afrikaans and English
Department	Humanities Education
Period of presentation	Quarter 1

Module content

This is a service learning module where students experience the school environment during the first three weeks (15 days) of the school year in the first quarter of the second year. The main focus is on observation of general classroom practice, school administration, extra - mural activities and to act as responsible citizens of the school environment. Students have to develop professional teaching competencies and they are formally assessed by the school principal and mentor-teacher. School placements may take place in any registered school in South Africa. International placements must be approved by the Head of WIL.

Teaching Practice 310 (PRO 310)

Qualification	Undergraduate
Module credits	12.00
NQF Level	07

Programmes	PGCE (Further Education and Training Teaching) PGCE (Further Education and Training Teaching) PGCE (Senior Phase and Further Education and Training Teaching)
Prerequisites	Acceptable academic performance in applicable specialisation module.
Contact time	20 other contact sessions per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Quarter 2

Module content

This is the first official full-time module where students fully engage in teaching within the professional school environment under the mentorship of an experienced teacher as well as an experienced mentor lecturer for a period of 4 weeks in the second term of the school year. The students need to take responsibility for individual and solo teaching in their respective specialization courses. The main focus is on general classroom practice, school administration, extra-mural activities and to act as responsible citizens within the school environment.

Teaching Practice 320 (PRO 320)

Qualification	Undergraduate
Module credits	12.00
NQF Level	07
Programmes	PGCE (Further Education and Training Teaching) PGCE (Further Education and Training Teaching) PGCE (Senior Phase and Further Education and Training Teaching)
Prerequisites	Acceptable academic performance in applicable specialization module.
Contact time	2 practicals per week, 20 other contact sessions per week
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Quarter 3

Module content

This is the first official full-time module where students fully engage in teaching within the professional school environment under the mentorship of an experienced teacher as well as an experienced mentor lecturer for a period of 4 weeks in the third term of the school year. The students need to take responsibility for individual and solo teaching in their respective specialization courses. The main focus is on general classroom practice, school administration, extra-mural activities and to act as responsible citizens within the school environment.

Teaching practice 380 (PRO 380)

Qualification	Undergraduate
Module credits	6.00
NQF Level	06

Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.
Contact time	3 weeks, attendance only
Language of tuition	Separate classes for Afrikaans and English
Department	Humanities Education
Period of presentation	Quarter 1

Module content

This is a service learning module where students engage in teaching within the professional school environment under the supervision of an experienced mentor teacher for a period of three weeks (15 days) of the school year while in the first quarter of their third year. The main focus is on general classroom practice, school administration, extra - mural activities and to act as responsible citizens of the school environment. The students have to, demonstrate professional teaching competencies as they take part in the life of the school and classroom. As part of the Joint Learning Statement, students reflect and are formally assessed by the school. School placements may take place in any registered school in South Africa. International placements must be approved by the Head of WIL.

Teaching Practice 410 (PRO 410)

Qualification	Postgraduate
Module credits	12.00
NQF Level	07
Prerequisites	Acceptable academic performance in applicable specialization module.
Language of tuition	Separate classes for Afrikaans and English
Department	Humanities Education
Period of presentation	Quarter 2

Module content

This is the first official full-time module where students fully engage in teaching within the professional school environment under the mentorship of an experienced teacher as well as an experienced mentor lecturer for a period of 6 weeks in the second term of the school year. The students need to take responsibility for individual and solo teaching in their respective specialization courses. The main focus is on general classroom practice, school administration, extra-mural activities and to act as responsible citizens within the school environment. Community Engagement / Service Learning.

Teaching Practice 420 (PRO 420)

Qualification	Postgraduate
Module credits	12.00
NQF Level	07

Prerequisites	Acceptable academic performance in applicable specialization module.
Language of tuition	Separate classes for Afrikaans and English
Department	Humanities Education
Period of presentation	Quarter 3

Module content

This is the first official full-time module where students fully engage in teaching within the professional school environment under the mentorship of an experienced teacher as well as an experienced mentor lecturer for a period of 6 weeks in the third term of the school year. The students need to take responsibility for individual and solo teaching in their respective specialization courses. The main focus is on general classroom practice, school administration, extra-mural activities and to act as responsible citizens within the school environment. Community Engagement / Service Learning.

Teaching practice 452 (PRO 452)

Qualification	Undergraduate
Module credits	28.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	PRO 280 and PRO 380 passed. Available to final year students only.
Contact time	8 weeks, attendance only
Language of tuition	Separate classes for Afrikaans and English
Department	Humanities Education
Period of presentation	Quarter 2

Module content

This is a service learning module where students engage in teaching within the professional school environment under the mentorship of an experienced teacher and lecturer for a period of 7 weeks (35 days) in the second term of the school year parallel to the second quarter in the fourth year. The main focus is on general classroom practice, school administration, extra-mural activities and to act as responsible citizens of the school environment. The students have to demonstrate professional teaching competencies as they take part in the life of the school, classroom practice, and the facilitation of learning. Students are formally assessed by the school as well as an experienced designated mentor lecturer. Students' content knowledge, pedagogical content knowledge, general pedagogical knowledge and digital competencies are assessed.

Teaching practice 453 (PRO 453)

Qualification	Undergraduate
Module credits	28.00
NQF Level	07

Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	PRO 280 and PRO 380 passed. Available to final year students only.
Contact time	8 weeks, attendance only
Language of tuition	Separate classes for Afrikaans and English
Department	Humanities Education
Period of presentation	Quarter 3

Module content

This is a service learning module where students fully engage in teaching within the professional school environment under the mentorship of an experienced teacher and lecturer for a period of 7 weeks (35 days) in the third term of the school year parallel to the second quarter in the fourth year. The main focus is on general classroom practice, school administration, extra - mural activities and to act as responsible citizens of the school environment. The students have to demonstrate competencies as they take part in the professional life of the school, classroom practice, and the facilitation of learning. Students are formally assessed by the school as well as a designated mentor lecturer. Students' content knowledge, pedagogical content knowledge, general pedagogical knowledge and digital competencies are assessed.

Policy studies in education 733 (PSE 733)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 1

Module content

What is policy? Globalisation and education policy. Education policy-making in South Africa. The South African policy context. The politics of policy making. Policy implementation.

Quality assurance structures and policies 712 (QPI 712)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Assessment and Quality Assurance in Education and Training) BEdHons (Assessment and Quality Assurance in Education and Training)
Language of tuition	Module is presented in English

Department	Science Mathematics and Technology Education
Period of presentation	Semester 2

Module content

The module provides knowledge on quality assurance, assessment and accreditation requirements within the context of the national education and training system. The focus is the legislative base, policies and structures of national and international accreditation and quality assurance bodies.

Assessment and quality assurance 713 (QPI 713)

Qualification	Postgraduate
Module credits	14.00
NQF Level	08
Programmes	PGDip (Technical and Vocational Education and Training) PGDip (Technical and Vocational Education and Training)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1 or Semester 2

Module content

The module provides knowledge on quality assurance, assessment and accreditation requirements within the context of the national education and training system. The focus is the legislative base, policies and structures of national and international accreditation and quality assurance bodies. Models and perspectives on quality assurance of institutions are explored. Processes relevant to quality management and the monitoring and evaluation of programmes within the TVET sector and broader Higher Education arena are central to the course. The design and development of quality assessment instruments will be covered. TVET managers will be equipped with principles and strategies for the assessment of C21st skills relevant to training students entering the current, globalised economy.

Theory of religion 110 (REL 110)

Qualification	Undergraduate
Module credits	12.00
NQF Level	05
Programmes	Bachelor of Divinity [BDiv] BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Education Faculty of Humanities
Prerequisites	No prerequisites.
Contact time	1 discussion class per week, 2 lectures per week, 2 tutorials per week
Language of tuition	Module is presented in English

Department	Religion Studies
Period of presentation	Semester 1

Module content

What is religion? The functions of religion. Studying religion. Perspectives on religion. Common concepts and key terms in various religions will be dealt with - also generic dimensions and aspects. The interdependence of religion, culture and society.

Kaleidoscope of religions 120 (REL 120)

Qualification	Undergraduate
Module credits	12.00
NQF Level	05
Programmes	BA (Theology) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Education Faculty of Humanities
Prerequisites	No prerequisites.
Contact time	1 discussion class per week, 2 lectures per week, 2 tutorials per week
Language of tuition	Module is presented in English
Department	Religion Studies
Period of presentation	Semester 2

Module content

The occurrence of religion in societies. Types of religion. Primal religions. Christianity, Judaism, Islam. A variety of religions will be addressed: capita selecta will be made from Christianity; Hinduism; Buddhism; New Religions; New Age; main developments in the world and South Africa.

Dynamics of religion 210 (REL 210)

Qualification	Undergraduate
Module credits	20.00
NQF Level	06
Programmes	BA (Theology) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Education Faculty of Humanities
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Religion Studies

Period of presentation	Semester 1

Module content

Investigating the method of Phenomenology as way of studying religions. Focussing on African Christianity and the phenomenon of African Independent Churches. Highlighting Prosperity Theology as phenomenon in Africa. Exploring the place of land, water and the city within religion in Africa

Ancient religions and health 220 (REL 220)

Qualification	Undergraduate
Module credits	20.00
NQF Level	06
Programmes	BA (Theology) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Education Faculty of Humanities
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Religion Studies
Period of presentation	Semester 2

Module content

Ancient religions and Health:
Exploring ancient religions (Egyptian, Greek, Roman, Zoroastranism, Aztec, Inca and Mayan) and health. Exploring the San religious treatment of health matters. The relationship magic and religion is investigated.

Material religion 310 (REL 310)

Qualification	Undergraduate
Module credits	30.00
NQF Level	07
Programmes	BA (Theology) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Education Faculty of Humanities
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Religion Studies
Period of presentation	Semester 1

Module content

The function of myths and rites in current society is investigated. The relation between religion and art is explored. The place and function of music in religion is investigated. The way in which holy texts are interpreted (scriptural reasoning) within different religions is explored.

Sociology of religion 320 (REL 320)

Qualification	Undergraduate
Module credits	30.00
NQF Level	07
Programmes	BA (Theology) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Education Faculty of Humanities
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in English
Department	Religion Studies
Period of presentation	Semester 2

Module content

The following social themes are addressed: Religion and Media; Religion and Ecology; Religion and Xenophobia; Religion and Homophobia; Religion and Violence; Religion and Gender equality; the possibility of Inter-religious dialogue.

Computer Assisted Education 710 (RGO 710)

Qualification	Postgraduate
Module credits	12.00
NQF Level	08
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Education Deans Office
Period of presentation	Historical

Sciences curriculum 731 (SCU 731)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08

Programmes	BEdHons (Assessment and Quality Assurance in Education and Training) BEdHons (Assessment and Quality Assurance in Education and Training) BEdHons (Life Sciences Education) BEdHons (Mathematics Education) BEdHons (Physical Sciences Education) BEdHons (Technology Education)
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 2

Module content

The nature of the natural sciences, technology and mathematics: public understanding of scientific, mathematical and technological endeavours and their impact on society. Ethical implications of practices and advances in these fields. Indigenous Knowledge Systems (IKS), ethno-mathematics and technologies and ways of knowing. Implications for teaching and learning content, and anticipated outcomes. The purpose and nature of curricula to develop scientific ways of understanding the world.

Sciences curriculum 733 (SCU 733)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 2

Module content

The nature of the natural sciences, technology and mathematics: public understanding of scientific, mathematical and technological endeavours and their impact on society. Ethical implications of practices and advances in these fields. Indigenous Knowledge Systems (IKS), ethno-mathematics and technologies and ways of knowing. Implications for teaching and learning content, and anticipated outcomes. The purpose and nature of curricula to develop scientific ways of understanding the world.

Sepedi for beginners 110 (SEP 110)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	Bachelor of Social Work [BSW] BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Education
Prerequisites	No prerequisites.

Contact time	1 discussion class per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	African Languages
Period of presentation	Semester 1

Module content

*For absolute beginners only.
The acquisition of basic Sepedi communicative skills with emphasis on everyday expressions and suitable high frequency vocabulary, within specific social situations.

Introduction to Sepedi grammar - Capita selecta 111 (SEP 111)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in Sepedi
Department	African Languages
Period of presentation	Semester 1

Module content

*For speakers of Sepedi as home language or first or second additional language.
Aspects of the grammar of Sepedi such as an introduction to the word categories; an introduction to the structure, meaning and use of the noun, the adjective, the relative, the possessive; the verb; writing and spelling rules; dictionaries and dictionary use; grammatical analysis.

Sepedi 120 (SEP 120)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)

Service modules	Faculty of Education
Prerequisites	SEP 110
Contact time	1 discussion class per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	African Languages
Period of presentation	Semester 2

Module content

Sepedi - communication and grammar
The acquisition of more advanced communication skills in further social situations. More extensive vocabulary and more advanced language structures are acquired and used. Further awareness of the nature and function of language structures. Writing and spelling rules. Dictionaries and dictionary use. Reading and comprehension of basic texts.

Sepedi 210 (SEP 210)

Qualification	Undergraduate
Module credits	20.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Education
Prerequisites	SEP 110, SEP 120
Contact time	1 discussion class per week, 2 lectures per week
Language of tuition	Module is presented in English and Sepedi
Department	African Languages
Period of presentation	Semester 1

Module content

Sepedi - communication and grammar
The acquisition of advanced communication skills in further social, occupational and educational situations. More extensive vocabulary and advanced language structures are acquired and used. Heightened awareness of the nature and function of language structures.
Sepedi - reading and writing
Writing of coherent, idiomatic and grammatically correct texts in order to impart ideas and information for a selected range of communicative purposes. Writing entails creative writing as well as reduplication. Reading and comprehension of texts which contain reasonably extensive vocabularies and a relatively large variation of language structures. Commence with the reading of fairly simple literary works. Students are also further trained in the use of the dictionary.

Sepedi grammar – Capita selecta 211 (SEP 211)

Qualification	Undergraduate
Module credits	20.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education
Prerequisites	SEP 111, AFT 121
Contact time	2 lectures per week
Language of tuition	Module is presented in Sepedi
Department	African Languages
Period of presentation	Semester 1

Module content

Aspects of the grammar of Sepedi such as a continuation of the study of the word categories; grammatical analysis; the structure, meaning and use of the pronoun and the enumerative; an introduction to Sepedi speech sounds/phonetics.

Sepedi 220 (SEP 220)

Qualification	Undergraduate
Module credits	20.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Education
Prerequisites	SEP 210
Contact time	1 discussion class per week, 2 lectures per week
Language of tuition	Module is presented in English and Sepedi
Department	African Languages
Period of presentation	Semester 2

Module content

Sepedi - communication, grammar, reading and writing
The further acquisition of advanced communication skills in further social, occupational and educational situations. More extensive vocabulary and advanced language structures are acquired and used. Heightened awareness of the nature and function of language structures. Continuation of the writing of coherent, idiomatic and grammatically correct texts in order to impart ideas and information for a range of communicative purposes. An introduction to Sepedi speech sounds / phonetics. Reading and comprehension of texts which contain more extensive vocabularies and a larger variation of language structures. Reading of further literary works.

Sepedi 310 (SEP 310)

Qualification	Undergraduate
Module credits	30.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education
Prerequisites	SEP 210, SEP 220 will be required for students who completed SEP 110, SEP 120 at year level 1 and SEP 211, AFT 220 will be required for students who completed SEP 111, AFT 121 at year level 1
Contact time	1 discussion class per week, 2 lectures per week
Language of tuition	Module is presented in English and Sepedi
Department	African Languages
Period of presentation	Semester 1

Module content

Sepedi grammar - Capita selecta
Aspects of the grammar of Sepedi such as a continuation of the study of the word categories; grammatical analysis; more intensive study of the structure, meaning and use of the noun (specifically derived nouns) and verb (specifically moods and verbal extensions); an introduction to the sound changes / phonology of Sepedi. The acquisition and inculcation of advanced communicative skills within a larger number of social, occupational and educational situations. Awareness of the nature and function of language structures is heightened further. Attention is also paid to cultural phenomena.

Psychology 110 (SLK 110)

Qualification	Undergraduate
Module credits	12.00
NQF Level	05
Programmes	Bachelor of Physiotherapy [BPhysio] BEd (Senior Phase and Further Education and Training Teaching)

Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Health Sciences Faculty of Natural and Agricultural Sciences
Prerequisites	No prerequisites.
Contact time	2 discussion classes per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	Psychology
Period of presentation	Semester 1

Module content

This module is a general orientation to Psychology. An introduction is given to various theoretical approaches in Psychology, and the development of Psychology as a science is discussed. Selected themes from everyday life are explored and integrated with psychological principles. This module focuses on major personality theories. An introduction is given to various paradigmatic approaches in Psychology.

Psychology 120 (SLK 120)

Qualification	Undergraduate
Module credits	12.00
NQF Level	05
Programmes	Bachelor of Occupational Therapy [BOT] BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Health Sciences Faculty of Natural and Agricultural Sciences
Prerequisites	No prerequisites.
Contact time	2 discussion classes per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	Psychology
Period of presentation	Semester 2

Module content

This module introduces the student to a basic knowledge and understanding of the biological basis of human behaviour. The module addresses the key concepts and terminology related to the biological subsystem, the rules and principles guiding biological psychology, and identification of the interrelatedness of different biological systems and subsystems. In this module various cognitive processes are studied, including perception, memory, thinking, intelligence and creativity. Illustrations are given of various thinking processes, such as problem solving, critical, analytic and integrative thinking.

Part 2: Research report 780 (SMP 780)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Technology Education) BEdHons (Life Sciences Education) BEdHons (Mathematics Education) BEdHons (Physical Sciences Education) BEdHons (Technology Education)
Prerequisites	NMQ 755
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 2

Module content

Supervised research project of limited scope. Research proposal development; Use quantitative and/or qualitative methods. Writing a research report.

Languages 311 (SPH 311)

Qualification	Undergraduate
Module credits	20.00
NQF Level	07
Programmes	PGCE (Senior Phase and Further Education and Training Teaching) PGCE (Senior Phase and Further Education and Training Teaching)
Prerequisites	Admission to relevant programme.
Contact time	12 tutorials per year, 60 lectures per year
Language of tuition	Separate classes for Afrikaans and English
Department	Humanities Education
Period of presentation	Year

Module content

Home Language teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents: The Home Language level provides for language proficiency that reflects the basic interpersonal communication skills required in social situations and the cognitive academic skills essential for learning across the curriculum. Both communicative and text-based approaches in Language teaching will be unpacked in detail. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Mathematics 312 (SPH 312)

Qualification	Undergraduate
Module credits	20.00
NQF Level	07
Programmes	PGCE (Senior Phase and Further Education and Training Teaching) PGCE (Senior Phase and Further Education and Training Teaching)
Prerequisites	Admission to relevant programme.
Contact time	12 tutorials per year, 60 lectures per year
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Year

Module content

SPH 312 entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Mathematics in the Senior Phase covers five Content Areas including numbers, operations and relationships; patterns, functions and algebra; space and shape (Geometry); measurement and data handling. With the 5 content areas as backdrop, student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Natural sciences 317 (SPH 317)

Qualification	Undergraduate
Module credits	20.00
NQF Level	07
Programmes	PGCE (Senior Phase and Further Education and Training Teaching) PGCE (Senior Phase and Further Education and Training Teaching)
Prerequisites	Admission to relevant programme.
Contact time	12 tutorials per year, 60 lectures per year
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Year

Module content

SPH 317 aims to prepare student teachers to inspire, fascinate and challenge learners to engage and commit themselves to understand, explore and take responsibility for the natural world and acquire the skills of observation and testing. Student-teachers must develop sound teaching practice skills (microteaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Art and culture 403 (SPH 403)

Qualification	Postgraduate
Module credits	12.00
NQF Level	07
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

In this learning area the focus embraces the spiritual, material, intellectual and emotional aspects of the different arts and cultures. Fostering a holistic approach to understanding and affirming the diversity of cultures as a way of communicating social order and structure through facilitating learning.

Languages 411 (SPH 411)

Qualification	Postgraduate
Module credits	20.00
NQF Level	07
Prerequisites	As per PGCE entrance requirements.
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

Home Language teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents: The Home Language level provides for language proficiency that reflects the basic interpersonal communication skills required in social situations and the cognitive academic skills essential for learning across the curriculum. Both communicative and text-based approaches in Language teaching will be unpacked in detail. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Mathematics 412 (SPH 412)

Qualification	Postgraduate
Module credits	20.00
NQF Level	07
Prerequisites	As per PGCE entrance requirements.
Language of tuition	Module is presented in English

Department	Science Mathematics and Technology Education
Period of presentation	Year

Module content

SPH 412 entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Mathematics in the Senior Phase covers five Content Areas including numbers, operations and relationships; patterns, functions and algebra; space and shape (Geometry); measurement and data handling. With the 5 content areas as backdrop, student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Art and culture 413 (SPH 413)

Qualification	Postgraduate
Module credits	20.00
NQF Level	07
Prerequisites	As per PGCE entrance requirements.
Contact time	12 tutorials per year, 60 lectures per year
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

SPH 413 entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents: student-teachers are trained to provide exposure to and study of a range of art forms including dance, drama, music and visual arts (including design and crafts). Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Social sciences 414 (SPH 414)

Qualification	Postgraduate
Module credits	20.00
NQF Level	07
Prerequisites	As per PGCE entrance requirements.
Contact time	12 tutorials per year, 60 lectures per year
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

SPH 414 entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. This Social Sciences curriculum aims to provide opportunities for learners to look at their own worlds with fresh, critical eyes and perhaps more importantly, it aims to introduce learners to a world beyond their everyday realities. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Natural sciences 417 (SPH 417)

Qualification	Postgraduate
Module credits	20.00
NQF Level	07
Prerequisites	As per PGCE entrance requirements.
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Year

Module content

SPH 417 aims to prepare student teachers to inspire, fascinate and challenge learners to engage and commit themselves to understand, explore and take responsibility for the natural world and acquire the skills of observation and testing. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Statistics 110 (STK 110)

Qualification	Undergraduate
Module credits	13.00
NQF Level	05
Programmes	BA
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Humanities Faculty of Natural and Agricultural Sciences
Prerequisites	At least 5 (60-69%) in Mathematics in the Grade 12 examination. Candidates who do not qualify for STK 110 must register for STK 113 and STK 123
Contact time	1 practical per week, 1 tutorial per week, 3 lectures per week
Language of tuition	Module is presented in English
Department	Statistics
Period of presentation	Semester 1

Module content

Descriptive statistics:
Sampling and the collection of data; frequency distributions and graphical representations. Descriptive measures of location and dispersion.
Probability and inference:
Introductory probability theory and theoretical distributions. Sampling distributions. Estimation theory and hypothesis testing of sampling averages and proportions (one and two-sample cases). Supporting mathematical concepts. Statistical concepts are demonstrated and interpreted through practical coding and simulation within a data science framework.

Setswana for beginners 110 (STW 110)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	No prerequisites.
Contact time	1 discussion class per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	African Languages
Period of presentation	Semester 1

Module content

* For absolute beginners only.

The acquisition of basic Setswana communicative skills with emphasis on everyday expressions and suitable high frequency vocabulary within specific social situations.

Introduction to Setswana grammar – Capita selecta 111 (STW 111)

Qualification	Undergraduate
Module credits	12.00
NQF Level	05
Programmes	BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Contact time	2 lectures per week
Language of tuition	Module is presented in Setswana
Department	African Languages

Period of presentation	Semester 1

Module content

*For speakers of Setswana as home language or first or second additional language. Aspects of the grammar of Setswana such as an introduction to the word categories; an introduction to the structure, meaning and use of the noun, the adjective, the relative, the possessive; the verb; writing and spelling rules; dictionaries and dictionary use; grammatical analysis.

Setswana 120 (STW 120)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	STW 110
Contact time	1 discussion class per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	African Languages
Period of presentation	Semester 2

Module content

Setswana – communication and grammar
The acquisition of more advanced communication skills in further social situations. More extensive vocabulary and more advanced language structures are acquired and used. Further awareness of the nature and function of language structures. Writing and spelling rules. Dictionaries and dictionary use. Reading and comprehension of basic texts.

Setswana 210 (STW 210)

Qualification	Undergraduate
Module credits	20.00
NQF Level	06
Programmes	BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	STW 110, STW 120
Contact time	1 discussion class per week, 2 lectures per week
Language of tuition	Module is presented in English and Setswana
Department	African Languages
Period of presentation	Semester 1

Module content

Setswana – communication and grammar
The acquisition of advanced communication skills in further social, occupational and educational situations. More extensive vocabulary and advanced language structures are acquired and used. Heightened awareness of the nature and function of language structures.
Setswana – reading and writing
Writing of coherent, idiomatic and grammatically correct texts in order to impart ideas and information for a selected range of communicative purposes. Writing entails creative writing as well as reduplication. Reading and comprehension of texts which contain reasonably extensive vocabularies and a relatively large variation of language structures. Commence with the reading of fairly simple literary works. Students are also further trained in the use of the dictionary.

Setswana Grammar – Capita selecta 211 (STW 211)

Qualification	Undergraduate
Module credits	20.00
NQF Level	06
Programmes	BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	AFT 121, STW 111
Contact time	2 lectures per week
Language of tuition	Module is presented in Setswana
Department	African Languages
Period of presentation	Semester 1

Module content

Aspects of the grammar of Setswana such as a continuation of the study of the word categories; grammatical analysis; the structure, meaning and use of the pronoun and the enumerative; an introduction to Setswana speech sounds/phonetics.

Setswana 220 (STW 220)

Qualification	Undergraduate
Module credits	20.00
NQF Level	06
Programmes	BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	STW 210
Contact time	1 discussion class per week, 2 lectures per week
Language of tuition	Module is presented in English and Setswana

Department	African Languages
Period of presentation	Semester 2

Module content

Setswana – communication, grammar, reading and writing
The further acquisition of advanced communication skills in further social, occupational and educational situations. More extensive vocabulary and advanced language structures are acquired and used. Heightened awareness of the nature and function of language structures. Continuation of the writing of coherent, idiomatic and grammatically correct texts in order to
impart ideas and information for a range of communicative purposes. An introduction to Setswana speech sounds/phonetics. Reading and comprehension of texts which contain more extensive vocabularies and a larger variation of language structures. Reading of further literary works.

Setswana 310 (STW 310)

Qualification	Undergraduate
Module credits	30.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Education
Prerequisites	STW 210, STW 220 will be required for students who completed STW 110, STW 120 at year level 1 and AFT 220, STW 211 will be required for students who completed AFT 121, STW 111 at year level 1.
Contact time	1 discussion class per week, 2 lectures per week
Language of tuition	Module is presented in English and Setswana
Department	African Languages
Period of presentation	Semester 1

Module content

Setswana grammar - Capita selecta
Aspects of the grammar of Setswana such as a continuation of the study of the word categories; grammatical analysis; more intensive study of the structure, meaning and use of the noun (specifically derived nouns) and verb (specifically moods and verbal extensions); an introduction to the sound changes / phonology of Setswana. The acquisition and inculcation of advanced communicative skills within a larger number of social, occupational and educational situations. Awareness of the nature and function of language structures is heightened further. Attention is also paid to cultural phenomena.

Design and technology education 730 (TNO 730)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08

Programmes	BEdHons (Assessment and Quality Assurance in Education and Training) BEdHons (Assessment and Quality Assurance in Education and Training) BEdHons (Technology Education)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Semester 1 or Semester 2

Module content

Philosophy of Technology and Design Science. Design Science is examined from an information processing point of view. The unique nature of Technology is explored and the relationships between Technology, Design and Natural Science are drawn with a particular focus on social technological understanding.

Dissertation: Technology Education 890 (TNO 890)

Qualification	Postgraduate
Module credits	180.00
NQF Level	09
Programmes	Master of Education [MEd] Master of Education [MEd]
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Year

Module content

A dissertation conducted under supervision of a supervisor in the area of technology education.

Thesis: Technology education 990 (TNO 990)

Qualification	Postgraduate
Module credits	360.00
NQF Level	10
Programmes	PhD PhD
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Year

Academic orientation 109 (UPO 109)

Qualification	Undergraduate
Module credits	0.00
NQF Level	00
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching) Higher Certificate in Sports Sciences
Language of tuition	Module is presented in English
Department	Education Deans Office
Period of presentation	Year

Methodology of Afrikaans 310 (VAF 310)

Qualification	Undergraduate
Module credits	20.00
NQF Level	07
Programmes	PGCE (Further Education and Training Teaching) PGCE (Further Education and Training Teaching) PGCE (Senior Phase and Further Education and Training Teaching)
Prerequisites	Proven competence as prescribed by the Department.
Contact time	12 tutorials per year, 60 lectures per year
Language of tuition	Module is presented in Afrikaans
Department	Humanities Education
Period of presentation	Year

Module content

Afrikaans Language teaching is a unique specialisation that offers the specific language at either home language, first additional language or second additional language entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (microteaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Methodology of Afrikaans 410 (VAF 410)

Qualification	Postgraduate
Module credits	20.00
NQF Level	07
Prerequisites	Proven competence as prescribed by the Department.

Language of tuition	Module is presented in Afrikaans
Department	Humanities Education
Period of presentation	Year

Module content

Afrikaans Language teaching is a unique specialization that offers the specific language at either home language, first additional language or second additional language entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Methodology of African languages 310 (VAT 310)

Qualification	Undergraduate
Module credits	20.00
NQF Level	07
Programmes	PGCE (Further Education and Training Teaching) PGCE (Further Education and Training Teaching) PGCE (Senior Phase and Further Education and Training Teaching)
Prerequisites	Admission to relevant programme.
Contact time	12 tutorials per year, 60 lectures per year
Language of tuition	Module presented in English and African Language
Department	Humanities Education
Period of presentation	Year

Module content

African Language teaching is a unique specialisation that offers the specific language at either home language, first additional language or second additional language entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (microteaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Methodology of African languages 410 (VAT 410)

Qualification	Postgraduate
Module credits	20.00
NQF Level	07
Prerequisites	Proven competence as prescribed by the Department.
Language of tuition	Module presented in English and African Language
Department	Humanities Education

Period of presentation	Year

Module content

African Language teaching is a unique specialization that offers the specific language at either home language, first additional language or second additional language entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Methodology of Business studies 310 (VBT 310)

Qualification	Undergraduate
Module credits	20.00
NQF Level	07
Programmes	PGCE (Further Education and Training Teaching) PGCE (Further Education and Training Teaching) PGCE (Senior Phase and Further Education and Training Teaching)
Prerequisites	Admission to relevant programme.
Contact time	12 tutorials per year, 60 lectures per year
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

Business Studies teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Methodology of Business studies 410 (VBT 410)

Qualification	Postgraduate
Module credits	20.00
NQF Level	07
Prerequisites	As per PGCE entrance requirements.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Year

Module content

Business Studies teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Methodology of Dramatic Arts 310 (VDU 310)

Qualification	Undergraduate
Module credits	20.00
NQF Level	07
Programmes	PGCE (Further Education and Training Teaching) PGCE (Further Education and Training Teaching) PGCE (Senior Phase and Further Education and Training Teaching)
Prerequisites	Admission to relevant programme.
Contact time	12 tutorials per year, 60 lectures per year
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

Dramatic Arts teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Methodology of Dramatic Arts 410 (VDU 410)

Qualification	Postgraduate
Module credits	20.00
NQF Level	07
Prerequisites	As per PGCE entrance requirements.
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

Dramatic Arts teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Methodology of Economics 310 (VEK 310)

Qualification	Undergraduate
Module credits	20.00
NQF Level	07
Programmes	PGCE (Further Education and Training Teaching) PGCE (Further Education and Training Teaching) PGCE (Senior Phase and Further Education and Training Teaching)
Prerequisites	Admission to relevant programme.
Contact time	12 tutorials per year, 60 lectures per year
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

Economics teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Studentteachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Methodology of Economics 410 (VEK 410)

Qualification	Postgraduate
Module credits	20.00
NQF Level	07
Prerequisites	As per PGCE entrance requirements.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Year

Module content

Economics teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Methodology of English 310 (VES 310)

Qualification	Undergraduate
Module credits	20.00
NQF Level	07
Programmes	PGCE (Further Education and Training Teaching) PGCE (Further Education and Training Teaching) PGCE (Senior Phase and Further Education and Training Teaching)
Prerequisites	Admission to relevant programme
Contact time	12 tutorials per year, 60 lectures per year
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

English teaching is a unique specialisation that offers the specific language at either home language, first additional language or second additional language entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (microteaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Methodology of English 410 (VES 410)

Qualification	Postgraduate
Module credits	20.00
NQF Level	07
Prerequisites	Proven competence as prescribed by the Department.
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

English teaching is a unique specialization that offers the specific language at either home language, first additional language or second additional language entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Methodology of Geography 310 (VGG 310)

Qualification	Undergraduate
Module credits	20.00
NQF Level	07
Programmes	PGCE (Further Education and Training Teaching) PGCE (Further Education and Training Teaching) PGCE (Senior Phase and Further Education and Training Teaching)
Prerequisites	Admission to relevant programme.
Contact time	12 tutorials per year, 60 lectures per year
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

Geography teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Studentteachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Methodology of Geography 410 (VGG 410)

Qualification	Postgraduate
Module credits	20.00
NQF Level	07
Prerequisites	As per PGCE entrance requirements.
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

Geography teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Methodology of History 310 (VGS 310)

Qualification	Undergraduate
Module credits	20.00
NQF Level	07
Programmes	PGCE (Further Education and Training Teaching) PGCE (Further Education and Training Teaching) PGCE (Senior Phase and Further Education and Training Teaching)
Prerequisites	Admission to relevant programme.
Contact time	12 tutorials per year, 60 lectures per year
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

History teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Studentteachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Methodology of History 410 (VGS 410)

Qualification	Postgraduate
Module credits	20.00
NQF Level	07
Prerequisites	As per PGCE entrance requirements.
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

History teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Methodology of Consumer Studies 310 (VHT 310)

Qualification	Undergraduate
Module credits	20.00
NQF Level	07
Programmes	PGCE (Further Education and Training Teaching) PGCE (Further Education and Training Teaching) PGCE (Senior Phase and Further Education and Training Teaching)
Prerequisites	Admission to relevant programme.
Contact time	12 tutorials per year, 60 lectures per year
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

Consumer Studies teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Methodology of Consumer Studies 410 (VHT 410)

Qualification	Postgraduate
Module credits	20.00
NQF Level	07
Prerequisites	As per PGCE entrance requirements.
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

Consumer Studies teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Research and practice in visual impairment 301 (VIS 301)

Qualification	Postgraduate
Module credits	30.00
NQF Level	07
Programmes	AdvDip in Visual Impairment Studies (Distance Education) AdvDip in Visual Impairment Studies (Distance Education)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Educational Psychology
Period of presentation	Year

Module content

This module will provide students (teachers) with skills to critically appraise education and disability research, theory and practice, in order to utilise evidenced-based teaching methods when teaching or interacting with learners with visual impairment. The purpose is to promote inclusion and equity in research for lifelong learning opportunities for learners with visual impairment. The module will aim at employing best practices that may promote Higher Education and Community engagement support. A small-scale research project will guide the acquisition of learning content.

Understanding inclusive education and disability as diversity 330 (VIS 330)

Qualification	Postgraduate
Module credits	18.00
NQF Level	07
Programmes	AdvDip in Visual Impairment Studies (Distance Education) AdvDip in Visual Impairment Studies (Distance Education)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Educational Psychology
Period of presentation	Semester 1 and/or 2

Module content

This module will provide students (teachers) with theoretical knowledge of inclusion principles, policies and philosophies underpinning the inclusion of learners with visual impairment and other co-morbid impairments. The module will also offer insights into the experiences of living with disability as well as critically debate different approaches to disability, relating these to policy and practice and promoting integration of disability at all levels of governance and civil society.

Understanding and teaching learners with visual impairment 331 (VIS 331)

Qualification	Postgraduate
Module credits	18.00
NQF Level	07
Programmes	AdvDip in Visual Impairment Studies (Distance Education) AdvDip in Visual Impairment Studies (Distance Education)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Educational Psychology
Period of presentation	Semester 1 and/or 2

Module content

This module will equip students (teachers) with the necessary knowledge and skills to be able to successfully do curriculum planning and teach learners withy visual impairment. Focus will fall on teaching methodology as well as the screening and assessment of learners with visual impairment. The underlying approach guiding this module is to create flexible learning environments that can accommodate individual learning differences for learners with visual impairment. Students will also be exposed to practical application of newly acquired knowledge and skills.

Supporting learners with visual impairment 332 (VIS 332)

Qualification	Postgraduate
Module credits	18.00
NQF Level	07
Programmes	AdvDip in Visual Impairment Studies (Distance Education) AdvDip in Visual Impairment Studies (Distance Education)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Educational Psychology
Period of presentation	Semester 1 and/or 2

Module content

This module will provide students (teachers) with guidelines and support requirements when teaching or collaborating interacting with learners with visual impairment, during classroom instruction, and assessment opportunities and general interaction during school time. The importance of a collaborative approach, involving key role players in the child's life, will be foregrounded, in order to emphasise the necessity of systemic support. The module will also introduce the importance of access and mobility (elaborated on as part of an elective module) as fundamental to supporting learners with visual impairment.

Orientation and mobility for learners with visual impairment 333 (VIS 333)

Qualification	Postgraduate
Module credits	18.00
NQF Level	07
Programmes	AdvDip in Visual Impairment Studies (Distance Education) AdvDip in Visual Impairment Studies (Distance Education)
Prerequisites	No prequisites.
Language of tuition	Module is presented in English
Department	Educational Psychology
Period of presentation	Semester 1 and/or 2

Module content

This module will provide students (teachers) with a basic understanding of the field of orientation and mobility. The module will introduce students to the invaluable role of orientation and mobility skills in the life of a learner with visual impairment as well as the function of different role-players in this context. The focus of the module is on key concepts and skills in the field of orientation and mobility that are needed for safe travelling and independence. Students will be equipped to reinforce and infuse these concepts and skills in their teaching practice.

Assistive technology for learners with visual disabilities impairment 334 (VIS 334)

Qualification	Postgraduate
Module credits	18.00
NQF Level	07
Programmes	AdvDip in Visual Impairment Studies (Distance Education) AdvDip in Visual Impairment Studies (Distance Education)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Educational Psychology
Period of presentation	Semester 1 and/or 2

Module content

This module will provide students (teachers) with knowledge and skills on adaptive devices and technology that may increase the participation and independence of learners with visual disabilities. The module will cover decision-making on the types of devices, students' abilities or challenges related to using assistive technology, and environmental considerations that may affect individual learners. Within the ambit of the expanded curriculum, this module will specifically focus on assistive technologies as instruments for social inclusion and enhancement of quality education. The module will furthermore provide information on the use of assistive technologies in education and transition into the world of work.

Facilitating partnerships and stakeholder involvement 335 (VIS 335)

Qualification	Postgraduate
Module credits	18.00
NQF Level	07
Programmes	AdvDip in Visual Impairment Studies (Distance Education) AdvDip in Visual Impairment Studies (Distance Education)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Educational Psychology
Period of presentation	Semester 1 and/or 2

Module content

This module will provide students (teachers) with knowledge and skills that underlie collaborative partnerships and stakeholder involvement when supporting learners with visual impairment. Work integrated learning, as well as the monitoring and evaluation of facilitating partnerships and stakeholder involvement for programmes or projects for visual impairment are critical for the outcomes of the module. Teachers will be encouraged to collaborate with key stakeholders within the educational community as part of a practical assignment included in the module. The module will furthermore focus on how action research and entrepreneurship education can be utilised in order to encourage active participation of people with visual impairment.

School leadership and management of schools for learners with visual impairment 336 (VIS 336)

Qualification	Postgraduate
Module credits	18.00
NQF Level	07
Programmes	AdvDip in Visual Impairment Studies (Distance Education) AdvDip in Visual Impairment Studies (Distance Education)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Educational Psychology
Period of presentation	Semester 1 and/or 2

Module content

This module is suited designed for students (teachers) who occupy leadership or management positions at schools for learners with visual impairment, or to those who would like to equip themselves in preparation of such positions. The module focuses on leadership and management principles within the context of visual impairment, against the background of inclusive education policy implementation. In addition to the focus on general leadership and management expertise, the module will aim to support the professional development of students (teachers) for them, to in turn, to become agents of change in their current work settings.

Methodology of Life sciences 310 (VLW 310)

Qualification	Undergraduate
Module credits	20.00
NQF Level	07
Programmes	PGCE (Further Education and Training Teaching) PGCE (Further Education and Training Teaching) PGCE (Senior Phase and Further Education and Training Teaching)
Prerequisites	Admission to relevant programme.
Contact time	12 tutorials per year, 60 lectures per year
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Year

Module content

Life Sciences teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Studentteachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Methodology of Life sciences 410 (VLW 410)

Qualification	Postgraduate
Module credits	20.00
NQF Level	07
Prerequisites	As per PGCE entrance requirements.
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Year

Module content

Life Sciences teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Methodology of Music 310 (VMU 310)

Qualification	Undergraduate
Module credits	20.00
NQF Level	07
Programmes	PGCE (Further Education and Training Teaching) PGCE (Further Education and Training Teaching) PGCE (Senior Phase and Further Education and Training Teaching)
Prerequisites	Admission to relevant programme.
Contact time	12 tutorials per year, 60 lectures per year
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

Music teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Methodology of Music 410 (VMU 410)

Qualification	Postgraduate
Module credits	20.00
NQF Level	07
Prerequisites	As per PGCE entrance requirements.
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

Music teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Methodology of Physical Sciences 410 (VNS 410)

Qualification	Postgraduate
Module credits	20.00
NQF Level	07
Prerequisites	As per PGCE entrance requirements.
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Year

Module content

Physical Sciences teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Methodology of Accounting 310 (VRK 310)

Qualification	Undergraduate
Module credits	20.00
NQF Level	07
Programmes	PGCE (Further Education and Training Teaching) PGCE (Further Education and Training Teaching) PGCE (Senior Phase and Further Education and Training Teaching)
Prerequisites	Admission to relevant programme.
Contact time	12 tutorials per year, 60 lectures per year
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

Accounting teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Studentteachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Methodology of Accounting 410 (VRK 410)

Qualification	Postgraduate
Module credits	20.00
NQF Level	07
Prerequisites	As per PGCE entrance requirements.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Year

Module content

Accounting teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Methodology of Tourism 310 (VTO 310)

Qualification	Undergraduate
Module credits	20.00
NQF Level	07
Programmes	PGCE (Further Education and Training Teaching) PGCE (Further Education and Training Teaching) PGCE (Senior Phase and Further Education and Training Teaching)
Prerequisites	Admission to relevant programme.
Contact time	12 tutorials per year, 60 lectures per year
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

Tourism teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Methodology of Tourism 410 (VTO 410)

Qualification	Postgraduate
Module credits	20.00
NQF Level	07
Prerequisites	As per PGCE entrance requirements.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Year

Module content

Tourism teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Methodology of Visual arts 310 (VVK 310)

Qualification	Undergraduate
Module credits	20.00
NQF Level	07
Programmes	PGCE (Further Education and Training Teaching) PGCE (Further Education and Training Teaching) PGCE (Senior Phase and Further Education and Training Teaching)
Prerequisites	Admission to relevant programme.
Contact time	12 tutorials per year, 60 lectures per year
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

Visual Arts teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Methodology of Visual arts 410 (VVK 410)

Qualification	Postgraduate
Module credits	20.00
NQF Level	07
Prerequisites	As per PGCE entrance requirements.
Language of tuition	Module is presented in English
Department	Humanities Education
Period of presentation	Year

Module content

Visual Arts teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Methodology of Mathematics 311 (VWS 311)

Qualification	Undergraduate
Module credits	20.00
NQF Level	07
Prerequisites	As per PGCE entrance requirements.
Contact time	12 tutorials per year, 60 lectures per year
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Year

Module content

Mathematics teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Methodology of Mathematics 411 (VWS 411)

Qualification	Postgraduate
Module credits	20.00
NQF Level	07
Prerequisites	As per PGCE entrance requirements.
Contact time	12 tutorials per year, 60 lectures per year
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	Year

Module content

Mathematics teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

Research report 733 (WEM 733)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 2

Module content

Supervised research project of limited scope. Research proposal development; use of quantitative and/or qualitative methods. Writing a research report.

Part 2: Research report: Values-driven education 781 (WEM 781)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Education Management, Law and Policy) BEdHons (Education Management, Law and Policy)
Prerequisites	NMQ 755
Contact time	1 lecture per week

Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 2

Module content

Supervised research project of limited scope. Research proposal development; use of quantitative and/or qualitative methods. Writing a research report.

Research report 782 (WEM 782)

Qualification	Postgraduate
Module credits	16.00
NQF Level	08
Programmes	BEdHons (Education Management, Law and Policy) (Distance Education) BEdHons (Education Management, Law and Policy) (Distance Education)
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 2

Module content

Supervised research project of limited scope. Research proposal development; use of quantitative and/or qualitative methods. Writing a research report.

Calculus 114 (WTW 114)

Qualification	Undergraduate
Module credits	16.00
NQF Level	05
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Economic and Management Sciences Faculty of Humanities
Prerequisites	60% for Mathematics in Grade 12
Contact time	1 tutorial per week, 4 lectures per week
Language of tuition	Module is presented in English
Department	Mathematics and Applied Mathematics
Period of presentation	Semester 1

Module content
*This module serves as preparation for students majoring in Mathematics (including all students who intend to enrol for WTW 218 and WTW 220). Students will not be credited for more than one of the following modules for their degree: WTW 114, WTW 158, WTW 134, WTW 165.
Functions, limits and continuity. Differential calculus of single variable functions, rate of change, graph sketching, applications. The mean value theorem, the rule of L'Hospital. Definite and indefinite integrals, evaluating definite integrals using anti-derivatives, the substitution rule.

Mathematics 124 (WTW 124)

Qualification	Undergraduate
Module credits	16.00
NQF Level	05
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Economic and Management Sciences
Prerequisites	WTW 114
Contact time	1 tutorial per week, 4 lectures per week
Language of tuition	Module is presented in English
Department	Mathematics and Applied Mathematics
Period of presentation	Semester 2

Module content

*Students will not be credited for more than one of the following modules for their degree:
WTW 124, WTW 146, WTW 148 and WTW 164. This module serves as preparation for students majoring in Mathematics (including all students who intend to enrol for WTW 218, WTW 211 and WTW 220).

The vector space Rn, vector algebra with applications to lines and planes, matrix algebra, systems of linear equations, determinants. Complex numbers and factorisation of polynomials. Integration techniques and applications of integration. The formal definition of a limit. The fundamental theorem of Calculus and applications. Vector functions and quadratic curves.

Precalculus 133 (WTW 133)

Qualification	Undergraduate
Module credits	8.00
NQF Level	05
Programmes	BEd (Intermediate Phase Teaching) BEd (Intermediate Phase Teaching)
Service modules	Faculty of Education Faculty of Economic and Management Sciences

Prerequisites	BCom Ext prgm students who wish to transfer to BCom Economics or BCom Investment Mgnmt: 50% for Mathematics in Gr 12. BEd programmes: 50% for Mathematics Gr 12. BSc Ext prgm - Biological and Agricultural Sciences: 50% for Mathematics in Gr 12.
Contact time	1 practical per week, 1 tutorial per week, 3 lectures per week, Foundation Course
Language of tuition	Module is presented in English
Department	Mathematics and Applied Mathematics
Period of presentation	Semester 1

Module content

Real numbers, elementary set notation, exponents and radicals. Algebraic expressions, fractional expressions, linear and quadratic equations, inequalities. Coordinate geometry: lines, circles. Functions: definition, notation, piecewise defined functions, domain and range, graphs, transformations of functions, symmetry, even and odd functions, combining functions, one-to-one functions and inverses, polynomial functions and zeros. Sequences, summation notation, arithmetic, geometric sequences, infinite geometric series, annuities and instalments. Degrees and radians, unit circle, trigonometric functions, fundamental identities, trigonometric graphs, trigonometric identities, double-angle, half-angle formulae, trigonometric equations, applications.

This module is offered at the Mamelodi Campus to students from the BSc and BCom Extended programmes. At the Groenkloof Campus it is offered to BEd students.

Mathematics 134 (WTW 134)

Qualification	Undergraduate
Module credits	16.00
NQF Level	05
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Veterinary Science
Prerequisites	50% for Mathematics in Grade 12
Contact time	1 tutorial per week, 4 lectures per week
Language of tuition	Module is presented in English
Department	Mathematics and Applied Mathematics
Period of presentation	Semester 1

Module content

**Students will not be credited for more than one of the following modules for their degree: WTW 134, WTW 165, WTW 114, WTW 158. WTW 134 does not lead to admission to Mathematics at 200 level and is intended for students who require Mathematics at 100 level only. WTW 134 is offered as WTW 165 in the second semester only to students who have applied in the first semester of the current year for the approximately 65 MBChB, or the 5-6 BChD places becoming available in the second semester and who were therefore enrolled for MGW 112 in the first semester of the current year.*
Functions, derivatives, interpretation of the derivative, rules of differentiation, applications of differentiation, integration, interpretation of the definite integral, applications of integration. Matrices, solutions of systems of equations. All topics are studied in the context of applications.

Calculus 143 (WTW 143)

Qualification	Undergraduate
Module credits	8.00
NQF Level	05
Programmes	BSc extended programme - Mathematical Sciences
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Economic and Management Sciences
Prerequisites	BSc Extended programme and BEd programmes: WTW 135. BCom Extended programme students who wish to transfer to BCom Econometrics only: WTW 135
Contact time	1 tutorial per week, 3 lectures per week, Foundation Course
Language of tuition	Module is presented in English
Department	Mathematics and Applied Mathematics
Period of presentation	Semester 2

Module content

Functions: exponential and logarithmic functions, natural exponential and logarithmic functions, exponential and logarithmic laws, exponential and logarithmic equations, compound interest. Limits: concept of a limit, finding limits numerically and graphically, finding limits algebraically, limit laws without proofs, squeeze theorem without proof, one-sided limits, infinite limits, limits at infinity, vertical, horizontal and slant asymptotes, substitution rule, continuity, laws for continuity without proofs. Differentiation: average and instantaneous change, definition of derivative, differentiation rules without proofs, derivatives of polynomials, chain rule for differentiation, derivatives of trigonometric, exponential and logarithmic functions, applications of differentiation: extreme values, critical numbers, monotone functions, first derivative test, optimisation.

Mathematics 144 (WTW 144)

Qualification	Undergraduate
Module credits	8.00
NQF Level	05

Programmes	BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	WTW 133 or WTW 135 GS. BCom Extended Programme students who wish to transfer to BCom (Economics):
Contact time	1 tutorial per week, 3 lectures per week, Foundation Course
Language of tuition	Module is presented in English
Department	Mathematics and Applied Mathematics
Period of presentation	Semester 2

Module content

Functions: Rate of change, exponential functions, the natural logarithm, exponential growth and decay, proportionality, power functions, fitting formulas to data. Rates of change and the derivative: Instantaneous rate of change, the derivative function, interpretations of the derivative, the second derivative.
Differentiation: Formulas and rules, applications, extremes of a function. All topics are studied in the context of applications.

Linear algebra 146 (WTW 146)

Qualification	Undergraduate
Module credits	8.00
NQF Level	05
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Economic and Management Sciences
Prerequisites	50% for Mathematics in Grade 12
Contact time	1 tutorial per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	Mathematics and Applied Mathematics
Period of presentation	Semester 2

Module content

*Students will not be credited for more than one of the following modules for their degree:
WTW 124, WTW 146 and WTW 164. The module WTW 146 is designed for students who require Mathematics at 100 level only and does not lead to admission to Mathematics at 200 level.

Vector algebra, lines and planes, matrix algebra, solution of systems of equations, determinants. Complex numbers and polynomial equations. All topics are studied in the context of applications.

Calculus 148 (WTW 148)

Qualification	Undergraduate

Module credits	8.00
NQF Level	05
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Economic and Management Sciences
Prerequisites	WTW 114 GS or WTW 134 GS or WTW 154 GS or WTW 153 GS
Contact time	1 tutorial per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	Mathematics and Applied Mathematics
Period of presentation	Semester 2

Module content

*Students will not be credited for more than one of the following modules for their degree:
WTW 124, WTW 148 and WTW 164. The module WTW 148 is designed for students who require Mathematics at 100 level only and does not lead to admission to Mathematics at 200 level.

Integration techniques. Modelling with differential equations. Functions of several variables, partial derivatives, optimisation. Numerical techniques. All topics are studied in the context of applications.

Calculus 153 (WTW 153)

Qualification	Undergraduate
Module credits	8.00
NQF Level	05
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Economic and Management Sciences
Prerequisites	WTW 143
Contact time	1 tutorial per week, 3 lectures per week, Foundation Course
Language of tuition	Module is presented in English
Department	Mathematics and Applied Mathematics
Period of presentation	Semester 1

Module content

Differential calculus of a single variable with proofs and applications. The mean value theorem, the rule of L'Hospital. Upper and lower sums, definite and indefinite integrals, the Fundamental theorem of Calculus, the mean value theorem for integrals, integration techniques, with some proofs.

Mathematics 165 (WTW 165)

Qualification	Undergraduate
Module credits	16.00
NQF Level	05
Programmes	Bachelor of Veterinary Sciences [BVSc]
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Economic and Management Sciences Faculty of Veterinary Science
Prerequisites	50% for Mathematics in Grade 12 and MGW 112# or registered for BVSc
Contact time	1 tutorial per week, 4 lectures per week
Language of tuition	Module is presented in English
Department	Mathematics and Applied Mathematics
Period of presentation	Semester 2

Module content

*Students will not be credited for more than one of the following modules for their degree: WTW 134, WTW 165, WTW 114, WTW 158. WTW 165 does not lead to Mathematics at 200 level and is intended for students who require Mathematics at 100 level only. WTW 165 is offered in English in the second semester only to students who have applied in the first semester of the current year for the approximately 65 MBChB, or the 5-6 BChD places becoming available in the second semester and who were therefore enrolled for MGW 112 in the first semester of the current year.

Functions, derivatives, interpretation of the derivative, rules of differentiation, applications of differentiation, integration, interpretation of the definite integral, applications of integration, matrices, solutions of systems of equations. All topics are studied in the context of applications.

Linear algebra 211 (WTW 211)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Economic and Management Sciences
Prerequisites	WTW 124
Contact time	1 tutorial per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	Mathematics and Applied Mathematics

Period of presentation	Semester 1

Module content

This is an introduction to linear algebra on Rn. Matrices and linear equations, linear combinations and spans, linear independence, subspaces, basis and dimension, eigenvalues, eigenvectors, similarity and diagonalisation of matrices, linear transformations.

Calculus 218 (WTW 218)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Economic and Management Sciences
Prerequisites	WTW 114 and WTW 124
Contact time	1 tutorial per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	Mathematics and Applied Mathematics
Period of presentation	Semester 1

Module content

Calculus of multivariable functions, directional derivatives. Extrema and Lagrange multipliers. Multiple integrals, polar, cylindrical and spherical coordinates.

Analysis 220 (WTW 220)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BSc (Geography) *Geography and Environmental Science*
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Economic and Management Sciences
Prerequisites	WTW 114 and WTW 124, WTW 211 and WTW 218
Contact time	1 tutorial per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	Mathematics and Applied Mathematics
Period of presentation	Semester 2

Module content

*This module is recommended as an elective only for students who intend to enrol for WTW 310 and/or WTW 320. Students will not be credited for more than one of the following modules for their degree: WTW 220 and WTW 224.

Properties of real numbers. Analysis of sequences and series of real numbers. Power series and theorems of convergence. The Bolzano-Weierstrass theorem. The intermediate value theorem and analysis of real-valued functions on an interval. The Riemann integral: Existence and properties of the interval.

Linear algebra 221 (WTW 221)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BSc (Actuarial and Financial Mathematics)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Economic and Management Sciences
Prerequisites	WTW 211 and WTW 218
Contact time	1 tutorial per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	Mathematics and Applied Mathematics
Period of presentation	Semester 2

Module content

Abstract vector spaces, change of basis, matrix representation of linear transformations, orthogonality, diagonalisability of symmetric matrices, some applications.

Techniques of analysis 224 (WTW 224)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching)
Prerequisites	WTW 124 and WTW 211 GS and WTW 218 GS
Contact time	1 tutorial per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	Mathematics and Applied Mathematics
Period of presentation	Semester 2

Module content

*This module does not lead to admission to WTW 310 or WTW 320. Students will not be credited for more than one of the following modules for their degree: WTW 220 and WTW 224.
Sequences of real numbers: convergence and monotone sequences. Series of real numbers: convergence, integral test, comparison tests, alternating series, absolute convergence, ratio and root tests. Power series: representation of functions as power series, Taylor and Maclaurin series. Application to series solutions of differential equations.

Vector analysis 248 (WTW 248)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education
Prerequisites	WTW 218
Contact time	1 tutorial per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	Mathematics and Applied Mathematics
Period of presentation	Semester 2

Module content

Vectors and geometry. Calculus of vector functions with applications to differential geometry, kinematics and dynamics. Vector analysis, including vector fields, line integrals of scalar and vector fields, conservative vector fields, surfaces and surface integrals, the Theorems of Green, Gauss and Stokes with applications.

Analysis 310 (WTW 310)

Qualification	Undergraduate
Module credits	18.00
NQF Level	07
Programmes	BSc (Actuarial and Financial Mathematics)
Service modules	Faculty of Education Faculty of Economic and Management Sciences Faculty of Humanities
Prerequisites	WTW 220
Contact time	1 tutorial per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	Mathematics and Applied Mathematics

Period of presentation	Semester 1

Module content

Topology of finite dimensional spaces: Open and closed sets, compactness, connectedness and completeness. Theorems of Bolzano-Weierstrass and Heine-Borel. Properties of continuous functions and applications. Integration theory for functions of one real variable. Sequences of functions.

Complex analysis 320 (WTW 320)

Qualification	Undergraduate
Module credits	18.00
NQF Level	07
Programmes	BSc (Actuarial and Financial Mathematics)
Service modules	Faculty of Education
Prerequisites	WTW 218 and WTW 220
Contact time	1 tutorial per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	Mathematics and Applied Mathematics
Period of presentation	Semester 2

Module content

Series of functions, power series and Taylor series. Complex functions, Cauchy- Riemann equations, Cauchy's theorem and integral formulas. Laurent series, residue theorem and calculation of real integrals using residues.

Algebra 381 (WTW 381)

Qualification	Undergraduate
Module credits	18.00
NQF Level	07
Programmes	BSc (Actuarial and Financial Mathematics)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Economic and Management Sciences Faculty of Humanities
Prerequisites	WTW 114 and WTW 211
Contact time	1 tutorial per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	Mathematics and Applied Mathematics
Period of presentation	Semester 1

Module content

Group theory: Definition, examples, elementary properties, subgroups, permutation groups, isomorphism, order, cyclic groups, homomorphisms, factor groups. Ring theory: Definition, examples, elementary properties, ideals, homomorphisms, factor rings, polynomial rings, factorisation of polynomials. Field extensions, applications to straight-edge and compass constructions.

Dynamical systems 382 (WTW 382)

Qualification	Undergraduate
Module credits	18.00
NQF Level	07
Programmes	BSc (Actuarial and Financial Mathematics)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Economic and Management Sciences
Prerequisites	WTW 218 and WTW 286/264
Contact time	1 tutorial per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	Mathematics and Applied Mathematics
Period of presentation	Semester 1

Module content

Matrix exponential function: homogeneous and non-homogeneous linear systems of differential equations. Qualitative analysis of systems: phase portraits, stability, linearisation, energy method and Liapunov's method. Introduction to chaotic systems. Application to real life problems.

Partial differential equations 386 (WTW 386)

Qualification	Undergraduate
Module credits	18.00
NQF Level	07
Programmes	BSc (Actuarial and Financial Mathematics)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education
Prerequisites	WTW 248 and WTW 286/264
Contact time	1 tutorial per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	Mathematics and Applied Mathematics
Period of presentation	Semester 1

Module content
Conservation laws and modelling. Fourier analysis. Heat equation, wave equation and Laplace's equation. Solution methods including Fourier series. Energy and other qualitative methods.

Geometry 389 (WTW 389)

Qualification	Undergraduate
Module credits	18.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Humanities
Prerequisites	WTW 211
Contact time	1 tutorial per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	Mathematics and Applied Mathematics
Period of presentation	Semester 2

Module content

Axiomatic development of neutral, Euclidean and hyperbolic geometry. Using models of geometries to show that the parallel postulate is independent of the other postulates of Euclid.

Animal diversity 161 (ZEN 161)

Qualification	Undergraduate
Module credits	8.00
NQF Level	05
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Education Faculty of Veterinary Science
Prerequisites	No prerequisites.
Contact time	2 lectures per week, fortnightly practicals
Language of tuition	Module is presented in English
Department	Zoology and Entomology
Period of presentation	Semester 2

Module content

Animal classification, phylogeny organisation and terminology. Evolution of the various animal phyla, morphological characteristics and life cycles of parasitic and non-parasitic animals. Structure and function of reproductive,
respiratory, excretory, circulatory and digestive systems in various animal phyla. In-class discussion will address the sustainable development goals #3, 12, 13, 14 and 15 (Good Health and Well-being. Responsible Consumption and Production, Climate Action, Life Below Water, Life on Land).

Invertebrate biology 251 (ZEN 251)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Education
Prerequisites	ZEN 161 GS
Contact time	1 practical per week, 4 lectures per week
Language of tuition	Module is presented in English
Department	Zoology and Entomology
Period of presentation	Quarter 1

Module content

Origin and extent of modern invertebrate diversity; parasites of man and domestic animals; biology and medical importance of arachnids and insects; insect life styles; the influence of the environment on insect life histories; insect herbivory; predation and parasitism; insect chemical, visual, and auditory communication. Examples used in the module are relevant to the sustainable development goals of Life on Land and Good Health and Well-being.

African vertebrates 261 (ZEN 261)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Education
Prerequisites	ZEN 161 GS
Contact time	1 practical per week, 4 lectures per week
Language of tuition	Module is presented in English
Department	Zoology and Entomology

Period of presentation	Quarter 3

Module content

Introduction to general vertebrate diversity; African vertebrate diversity; vertebrate structure and function; vertebrate evolution; vertebrate relationships; aquatic vertebrates; terrestrial ectotherms; terrestrial endotherms; vertebrate characteristics; classification; structural adaptations; habits; habitats; conservation problems; impact of humans on other vertebrates. The module addresses the sustainable development goals of Life below Water and Life on Land.

Population ecology 351 (ZEN 351)

Qualification	Undergraduate
Module credits	18.00
NQF Level	07
Programmes	BSc (Human Physiology)
Service modules	Faculty of Education
Prerequisites	No prerequisites.
Contact time	2 practicals per week, 4 lectures per week
Language of tuition	Module is presented in English
Department	Zoology and Entomology
Period of presentation	Quarter 1

Module content

Scientific approach to ecology; evolution and ecology; the individual and its environment; population characteristics and demography; competition; predation; plant-herbivore interactions; regulation of populations; population manipulation, human population. Examples throughout the module are relevant to the sustainable development goals of Life on Land and Good Health and Well-being.

Mammalogy 352 (ZEN 352)

Qualification	Undergraduate
Module credits	18.00
NQF Level	07
Programmes	BSc (Human Physiology)
Service modules	Faculty of Education
Prerequisites	No prerequisites.
Contact time	2 practicals per week, 4 lectures per week
Language of tuition	Module is presented in English
Department	Zoology and Entomology
Period of presentation	Quarter 1

Module content

Mammalian origins and their characteristics: evolution of African mammals; structure and function: integument, support and movement; foods and feeding; environmental adaptations; reproduction; behaviour; ecology and biogeography; social behaviour; sexual selection; parental care and mating systems; community ecology; zoogeography. Special topics: parasites and diseases; domestication and domesticated mammals; conservation. The module addresses the sustainable development goals of Life on Land and Good Health and Well-being.

Community ecology 353 (ZEN 353)

Qualification	Undergraduate
Module credits	18.00
NQF Level	07
Programmes	BSc (Plant Science)
Service modules	Faculty of Education
Prerequisites	ZEN 351 GS or BOT 358 GS
Contact time	2 practicals per week, 4 lectures per week
Language of tuition	Module is presented in English
Department	Zoology and Entomology
Period of presentation	Quarter 4

Module content

The scientific approach; characteristics of the community; the community as a superorganism; community changes; competition as a factor determining community structure; disturbance as a determinant of community structure; community stability; macroecological environmental gradients and communities. A field trip will be conducted during the September vacation to the Sani Pass region of the Maloti- Drakensberg Mountains. The module addresses the sustainable development goals Good Health and Well-being, Sustainable Cities and Communities, Climate Action and Life on Land.

Evolutionary physiology 354 (ZEN 354)

Qualification	Undergraduate
Module credits	18.00
NQF Level	07
Programmes	BSc (Human Physiology)
Service modules	Faculty of Education
Prerequisites	No prerequisites.
Contact time	2 practicals per week, 4 lectures per week
Language of tuition	Module is presented in English
Department	Zoology and Entomology
Period of presentation	Quarter 2

Module content

This module focuses on the integration of physiological systems in the context of animal form and function, and the ways in which evolution shapes the physiological processes that determine the energy, water and nutrient fluxes between animals and their environments. Topics covered include: (i) circulation, gas exchange and excretion; (ii) nutritional ecology; (iii) osmoregulation and thermoregulation; and (iv) reproductive physiology. The major focus of this module is to understand the major sources of physiological diversity, namely scaling, phylogenetic inertia, adaptation and phenotypic plasticity, and applying this knowledge to conceptually link physiological processes at the cellular level to macrophysiological patterns at a global scale. Many examples used in this module are directly relevant to the sustainable development goals of Good Health and Well-being, Sustainable Cities and Communities, Climate Action and Life on Land.

Insect diversity 355 (ZEN 355)

Qualification	Undergraduate
Module credits	18.00
NQF Level	07
Programmes	BSc (Plant Science)
Service modules	Faculty of Education
Prerequisites	ZEN 251 GS
Contact time	2 practicals per week, 4 lectures per week
Language of tuition	Module is presented in English
Department	Zoology and Entomology
Period of presentation	Quarter 1

Module content

The extent and significance of insect diversity. Functional insect morphology. The basic principles of taxonomy and the classification of taxa within the Insecta. Insect orders and economically and ecologically important Southern African insect families. Identification of insect orders and families using distinguishing characteristics. General biological and behavioural characteristics of each group. Grouping of insects into similar life-styles and habitats. Examples used in this module are directly relevant to the sustainable development goals of Good Health and Well-being, Sustainable Cities and Communities, Climate Action and Life on Land.

Physiological processes 361 (ZEN 361)

Qualification	Undergraduate
Module credits	18.00
NQF Level	07
Programmes	BSc (Human Physiology)
Service modules	Faculty of Education
Prerequisites	No prerequisites.
Contact time	2 practicals per week, 4 lectures per week

Language of tuition	Module is presented in English
Department	Zoology and Entomology
Period of presentation	Quarter 3

Module content

This module focuses on the means by which animals can sense and respond to the external and internal environment. Topics covered include: (i) the structure and function of biological membranes; (ii) neurons and nervous systems; (iii) sensing the environment; (iv) glands, hormones and regulation of development and growth; (v) muscles and animal movement and (vi) the initiation and control of behaviour. In line with UN sustainable development goals, the implications of these physiological processes for animal conservation and management will be emphasised. A comparative approach will be adopted throughout the module to highlight the commonalities as well as the ways in which animal lineages have achieved similar functional outcomes from different structural adaptations.

Evolution and phylogeny 362 (ZEN 362)

Qualification	Undergraduate
Module credits	18.00
NQF Level	07
Programmes	BSc (Plant Science)
Service modules	Faculty of Education
Prerequisites	No prerequisites.
Contact time	2 practicals per week, 4 lectures per week
Language of tuition	Module is presented in English
Department	Zoology and Entomology
Period of presentation	Quarter 3

Module content

This module focuses on micro and macro-evolutionary processes and patterns, from the population level (selection, drift, general population genetics) to clines, subspecies and species. Phylogeography, phylogenetic reconstruction, taxonomy and the genetic and developmental constraints operating at the different levels, are addressed. This module forms the basis for understanding and attaining sustainable development goals 14 and 15 (protection/conservation of aquatic and terrestrial ecosystems), and acknowledges the importance of biodiversity for the sustainability of our own species.

Behavioural ecology 363 (ZEN 363)

Qualification	Undergraduate
Module credits	18.00
NQF Level	07
Programmes	BSc (Human Physiology)
Service modules	Faculty of Education

Prerequisites	No prerequisites.
Contact time	2 practicals per week, 4 lectures per week
Language of tuition	Module is presented in English
Department	Zoology and Entomology
Period of presentation	Quarter 4

Module content

The history of behavioural ecology. A causal, developmental, evolutionary and adaptive approach. Sensory systems and communication. Sexual selection, mate choice and sperm competition. Kin selection and group living. Special reference to social insects. The behavioural ecology of humans. Phylogenetic basis of behavioural analysis. The role of behavioural ecology in conservation planning. The module covers sustainable development goals 1-10 and 12-15.

Conservation ecology 364 (ZEN 364)

Qualification	Undergraduate
Module credits	18.00
NQF Level	07
Programmes	BScAgric (Agricultural Economics and Agribusiness Management)
Service modules	Faculty of Education
Prerequisites	No prerequisites.
Contact time	2 practicals per week, 4 lectures per week
Language of tuition	Module is presented in English
Department	Zoology and Entomology
Period of presentation	Quarter 2

Module content

This module is intended to provide students with the skills and knowledge that are essential for the conservation of biodiversity. The module focuses on conservation theory and practice (e.g. endangered species, habitat loss, overexploitation, climate change), and has a practical component. In addition, students will generate a multi-media project designed to inform the general public about a key conservation issue.Over the course of the module, students will be exposed to a number of issues that link directly to sustainable development goals Clean Water and Sanitation, Affordable and Clean Energy, Sustainable Cities and Communities, Responsible Consumption and Production, Climate Action, Life Below Water & Life on Land, and gain valuable theoretical and practical experience in the field of conservation biology.

Applied entomology 365 (ZEN 365)

Qualification	Undergraduate
Module credits	18.00
NQF Level	07
Programmes	BSc (Plant Science)

Service modules	Faculty of Education
Prerequisites	No prerequisites.
Contact time	2 practicals per week, 4 lectures per week
Language of tuition	Module is presented in English
Department	Zoology and Entomology
Period of presentation	Quarter 4

Module content

Impact of insects on economies, human health and well-being. Protection of crops from insect herbivores through monitoring, forecasting and application of the principles of integrated pest management; epidemiology and modern developments in the control of insect vectors of human and animal diseases; insects as a tool in forensic investigations; ecological and economic significance of insect pollinators and current threats to their survival and health. Lectures will be complemented by practical experiences that provide students with skills in the design, analysis, interpretation and reporting of applied entomological research. Examples used in this module are directly relevant to the sustainable development goals of Life on Land, No Poverty, Zero Hunger and Good Health and Well-being.

isiZulu for beginners 110 (ZUL 110)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	Bachelor of Social Work [BSW] BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Education
Prerequisites	No prerequisites.
Contact time	1 discussion class per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	African Languages
Period of presentation	Semester 1

Module content

*For absolute beginners only
The acquisition of basic isiZulu communicative skills with emphasis on everyday expressions and suitable high frequency vocabulary, within specific situations.

Introduction to isiZulu grammar – Capita selecta 111 (ZUL 111)

Qualification	Undergraduate
Module credits	12.00

NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education
Prerequisites	No prerequisites.
Contact time	2 lectures per week
Language of tuition	Module is presented in isiZulu
Department	African Languages
Period of presentation	Semester 1

Module content

*For speakers of isiZulu as home language or first or second additional language.
Aspects of the grammar of isiZulu such as an introduction to the word categories; an introduction to the structure, meaning and use of the noun, the adjective, the relative, the possessive; the verb; writing and spelling rules; dictionaries and dictionary use; grammatical analysis.

isiZulu 120 (ZUL 120)

Qualification	Undergraduate
Module credits	12.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Education
Prerequisites	ZUL 110
Contact time	1 discussion class per week, 2 lectures per week
Language of tuition	Module is presented in English
Department	African Languages
Period of presentation	Semester 2

Module content

isiZulu - communication and grammar
The acquisition of more advanced communication skills in further social situations. More extensive vocabulary and more advanced language structures are acquired and used. Further awareness of the nature and function of language structures. Writing and spelling rules. Dictionaries and dictionary use. Reading and comprehension of basic texts

isiZulu 210 (ZUL 210)

Qualification	Undergraduate
Module credits	20.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Education
Prerequisites	ZUL 110, ZUL 120
Contact time	1 discussion class per week, 2 lectures per week
Language of tuition	Module is presented in English and isiZulu
Department	African Languages
Period of presentation	Semester 1

Module content

isiZulu - communication and grammar
The acquisition of advanced communication skills in further social, occupational and educational situations. More extensive vocabulary and advanced language structures are acquired and used. Heightened awareness of the nature and function of language structures.
isiZulu - reading and writing
Writing of coherent, idiomatic and grammatically correct texts in order to impart ideas and information for a selected range of communicative purposes. Writing entails creative writing as well as reduplication. Reading and comprehension of texts which contain reasonably extensive vocabularies and a relatively large variation of language structures. Commence with the reading of fairly simple literary works. Students are also further trained in the use of the dictionary.

IsiZulu grammar – Capita selecta 211 (ZUL 211)

Qualification	Undergraduate
Module credits	20.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education
Prerequisites	ZUL 111, AFT 121
Contact time	2 lectures per week
Language of tuition	Module is presented in isiZulu

Department	African Languages
Period of presentation	Semester 1

Module content

Aspects of the grammar of isiZulu such as a continuation of the study of the word categories; grammatical analysis; the structure, meaning and use of the pronoun and the enumerative; an introduction to isiZulu speech sounds/phonetics.

isiZulu 220 (ZUL 220)

Qualification	Undergraduate
Module credits	20.00
NQF Level	06
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Education
Prerequisites	ZUL 210
Contact time	1 discussion class per week, 2 lectures per week
Language of tuition	Module is presented in English and isiZulu
Department	African Languages
Period of presentation	Semester 2

Module content

isiZulu - communication, grammar, reading and writing
The further acquisition of advanced communication skills in further social, occupational and educational situations. More extensive vocabulary and advanced language structures are acquired and used. Heightened awareness of the nature and function of language structures. Continuation of the writing of coherent, idiomatic and grammatically correct texts in order to impart ideas and information for a range of communicative purposes. An introduction to isiZulu speech sounds/phonetics. Reading and comprehension of texts which contain more extensive vocabularies and a larger variation of language structures. Reading of further literary works.

isiZulu 310 (ZUL 310)

Qualification	Undergraduate
Module credits	30.00
NQF Level	07
Programmes	BEd (Senior Phase and Further Education and Training Teaching) BEd (Senior Phase and Further Education and Training Teaching)
Service modules	Faculty of Engineering, Built Environment and Information Technology Faculty of Education

Prerequisites	ZUL 210, ZUL 220 will be required for students who completed ZUL 110, ZUL 120 at year level 1 and ZUL 211, AFT 220 will be required for students who completed ZUL 111, AFT 121 at year level 1
Contact time	1 discussion class per week, 2 lectures per week
Language of tuition	Module is presented in English and isiZulu
Department	African Languages
Period of presentation	Semester 1

Module content

isiZulu grammar - Capita selecta
Aspects of the grammar of isiZulu such as a continuation of the study of the word categories; grammatical analysis; more intensive study of the structure, meaning and use of the noun (specifically derived nouns) and verb (specifically moods and verbal extensions); an introduction to the sound changes/phonology of isiZulu. The acquisition and inculcation of advanced communicative skills within a larger number of social, occupational and educational situations. Awareness of the nature and function of language structures is heightened further. Attention is also paid to cultural phenomena.

Regulations and rules

The regulations and rules for the degrees published here are subject to change and may be amended after the publication of this information.

The General Academic Regulations (G Regulations) and General Student Rules apply to all faculties and registered students of the University, as well as all prospective students who have accepted an offer of a place at the University of Pretoria. On registering for a programme, the student bears the responsibility of ensuring that they familiarise themselves with the General Academic Regulations applicable to their registration, as well as the relevant faculty-specific and programme-specific regulations and information as stipulated in the relevant yearbook. Ignorance concerning these regulations will not be accepted as an excuse for any transgression, or basis for an exception to any of the aforementioned regulations.

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.