

**FACULTIES OF THE UNIVERSITY
OF PRETORIA**

HUMANITIES

EDUCATION

NATURAL, AGRICULTURAL AND INFORMATION SCIENCES

LAW

THEOLOGY

ECONOMIC AND MANAGEMENT SCIENCES

VETERINARY SCIENCE

HEALTH SCIENCES

DENTISTRY

ENGINEERING AND THE BUILT ENVIRONMENT

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ISBN1-86854-254-8

HUMANITIES

PART I

(separate publication)

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- Afrikaans
- African Languages
- Ancient Languages
- English
- Modern European Languages

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- Anthropology and Archeology
- Biokinetics, Sport- and Leisure Sciences
- Philosophy
- History and Cultural History
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(this publication)

FACULTY OF EDUCATION

- Teaching and Training Studies
- Education Management
- Orthopedagogics
- Educational Studies
- Educational Guidance and Counselling
- School of Teacher Training

PART III

(separate publication)

POSTGRADUATE STUDIES

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FACULTY OF EDUCATION

ACADEMIC PERSONNEL AS ON 1 SEPTEMBER 1999

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Prof JWM Pretorius (acting)

Department of Teaching and Training Studies

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Knoetze, J.G., BSc BEd MEd PhD (Pret) HED	Associate Professor
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Slabbert, J.A., BSc(Hons) BEd (RAU) MEd DEd (Pret) THED	Associate Professor
Blignaut, A.S., BSc(Home Ec)(Hons) MEd PhD(Pret) HED.....	Senior Lecturer
De Kock, D.M., BA (Stell) BA(Hons) MA PhD (Pret) SED	Senior Lecturer
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Le Roux, S.S., BA(SW) (Pret) BEd (Unisa) MEd PhD (Pret) DKO (Unisa)	Senior Lecturer
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Van Loggerenberg, A., BSc MEd (Pret) HED	Senior Lecturer

Department of Biokinetics, Sport and Leisure Science

See Faculty of Humanities

Department of Education Management

Beckmann, J.L., BA (PU vir CHO) BEd MEd (RAU) DEd (Pret) THED (PEC)	Professor (Head)
Calitz, L.P., BSc MEd (Pret) DEd (RAU) THED (PT)	Professor
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Van der Bank, A.J., BA BEd MEd PhD (Pret) THED.....	Associate Professor
Conradie, J.J., BCom(Hons) (Pret) BEd (Unisa) MEd (PU vir CHO) DEd (Unisa) HED (NKP)	Senior Lecturer
Heystek, J., BA BEd (PU vir CHO) MEd PhD (Pret) HED	Senior Lecturer
Maile, S., BA Ed(Unin) BEd(Unisa) MEd(Pret)	Lecturer

Department of Orthopedagogics

Ferreira, G.V., MEd DEd (Pret) THED	Professor (Head)
Bouwer, A.C., MEd DEd (Pret) THED.....	Professor
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Prinsloo, H.M., BA(SW)(Hons) MEd DEd PhD (Pret) DSE.....	Senior Lecturer
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Education

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Department of Educational Studies

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(Pret) PhD (UOVS) HED Professor
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Moller, T., BA BEd (PU vir CHO) BEd MEd DEd (Pret)
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Bender, C.J.G., BA(MW)(Hons) BEd MA DEd (Pret)
HED (Unisa) Senior Lecturer
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Department of Educational Guidance and Counseling

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Maree, J.G., BA MEd DEd PhD DPhil (Pret) HED Professor
Malan, F., BA(PU vir CHO) BEd MEd PhD (Pret) DEd
(Unisa) HED Senior Lecturer
Ebersöhn, L., BPrimEd BEd MEd (Pret) Lecturer

Centre for Child and Adult Guidance

Jacobs, L.J., BA(Hons) MA MEd DLitt et Phil DEd (Unisa)
THED Director

Faculty Administration

Le Roux, L., BA (Stell) Head

GENERAL INFORMATION**Admission**

Any person who wishes to register at the University for the first time, or after an interruption of studies, should apply or reapply for admission. Application for admission to all courses closes on 30 September.

Selection

A selection procedure takes place prior to admission to

- all undergraduate courses (including diplomas); and
- all BEd, master's and doctor's courses (applications close on 31 October annually).

Statement of symbols

When registering at this University for the first time, a candidate has to submit a record of symbols obtained for each subject in the matriculation examination.

Medium of instruction

In conducting its business, the University uses two official languages, namely Afrikaans and English. In formal education, the medium of instruction is either Afrikaans or English, or both of these languages, provided that there is a demand and that it is academically and economically justifiable.

However, it remains the student's responsibility to ascertain on an annual basis in which language a course and any further level of that course is presented.

In respect of administrative and other services, a student has the right to choose whether the University should communicate with him or her in Afrikaans or English.

Bursaries and loans

Particulars of bursaries and loans are available on request.

Accommodation

Applications for accommodation in university residences for a particular year should be submitted as from April 1 of the preceding year. Applications will be considered as long as vacancies exist, and prospective students are advised to apply well in advance. Please note that admission to the University does not automatically mean that lodging will also be available.

Open day and orientation

Details of the open day to which all parents are cordially invited, and the subsequent orientation week during which all new first-year students must be present, are obtainable from the Dean of Students, University of Pretoria 0002.

Prescribed books

Lists of prescribed books are not available. The appropriate lecturers will supply information regarding prescribed books to students at the commencement of lectures.

Amendment of regulations and fees

The University retains the right to amend the regulations and to change course fees without prior notification.

NB: As a result of the extensive restructuring of the University and the conversion of all subject courses and programmes to modules, some of the information in this publication might not reflect the latest developments in full. Problems encountered should be taken up with the Faculty Administration

Definition of terms

Familiarise yourself with the following terms. They are used generally in all faculties.

academic year: the duration of the academic year which is determined by the University Council and consists of two semesters.

after-hours studies: classes attended after hours by students who register for the curriculum of a first degree or diploma that is presented over a longer period than the minimum duration indicated in the regulations for the particular degree or diploma.

course: a selected division of a subject deemed to be a unit and to which a course code is allocated.

course/subject code: consists of an equal number of capitals and digits, which indicate the name of the course, the year of study, the period of study and the level of the course

curriculum: a series of courses grouped together from different subjects over a specified period of time and in a certain sequence according to the regulations.

examination mark: the mark a student obtains for an examination in a course, including practical and clinical examinations where applicable. If necessary, the examination mark is finalised after ancillary examinations have been completed.

Extended study programme: a study programme for a degree or diploma that is completed over a period longer than the minimum duration of the particular degree or diploma.

final mark: the mark calculated on the basis of the semester/year mark and the examination mark a student obtained in a particular course according to a formula which is determined from time to time in the regulations for each course with the proviso that should no semester/year mark be required in a course, the examination mark serves as the final mark.

GS: a combined mark (semester/year mark plus examination mark) of at least 40% which is required for admission to a particular prescribed course.

level of a course or level: the academic level of a course which is indicated in the course code.

registration: the process a candidate is required to complete to be admitted as a student of the University or for admission to a course.

semester course: a course that extends over one semester.

semester/year mark: the mark a student obtains during the course of a semester or a year for tests, class-work, practical work or any other work in a particular course as approved by regulation.

subject: a demarcated field of study of which one course or more may be chosen for a degree.

syllabus: the division of the study material for a specific course, according to the regulations.

year course: a course that extends over one year (two semesters).

REGULATIONS AND CURRICULA

1. Admission to undergraduate study

1.1 General

1.1.1 To register for a first bachelor's degree at the University, a candidate must in addition to the required matriculation exemption certificate, comply with the specific admission requirements for particular courses and fields of study as prescribed in the admission regulations and the faculty regulations of the departments.

It is expected of every new undergraduate student who wishes to register at the University of Pretoria, to complete a language proficiency test. Based on the results of this test, the student will be enrolled in language development courses that have to be passed before the degree will be awarded. In exceptional circumstances, the test may be substituted by other courses as approved by the Dean.

1.1.2 The following persons may also be considered for admission:

- (i) A candidate who is in possession of a certificate which is deemed by the University to be equivalent to the required matriculation certificate with university exemption.
- (ii) A candidate who is a graduate from another tertiary institution or has been granted the status of a graduate of such an institution.
- (iii) A candidate who passes an entrance examination, which is prescribed by the University from time to time.

Note: A conditional exemption certificate does not grant admission to bachelor's study. However, in certain circumstances some of the faculties do accept a conditional exemption on the basis of mature age. Candidates are advised to contact the specific faculty administration in this regard.

1.1.3 The Senate may limit the number of students allowed to register for a course, in which case the Dean concerned may, at his own discretion, select from the students who qualify for admission those who may be admitted.

1.1.4 Subject to faculty regulations and the stipulations of General Regulations G.1.3 and G.62, a candidate will only be admitted to postgraduate bachelor's degree studies, if he or she is already in possession of a recognised bachelor's degree.

1.2 Requirements for specific courses

A candidate who

- (a) has passed the grade 12 examination in an African language (viz. Sepedi, Setswana, isiNdebele or isiZulu) as a first language, will be admitted to the 153, 161 – 163 course in that particular language;
- (b) has passed German in the grade 12 examination or German 151 – 154, qualifies for admission to German 155 – 158;
- (c) has obtained a pass mark in German in the grade 12 examination, does not qualify for admission to German 151 – 154;
- (d) has passed French in the grade 12 examination, will be admitted to French 155 – 158;
- (e) has passed French in the grade 12 examination, will not be admitted to French 151 – 154;
- (f) has obtained 60% or more in Latin in the grade 12 examination, will be admitted to Latin 251 – 252;
- (g) has obtained 59% or less in Latin in the grade 12 examination, will be admitted to Latin 151, 152;

Education

- (h) passed the grade 12 examination in Mathematics with at least 40% at higher grade or at least 50% at standard grade, is admitted to GLY 151 and 152 in Geology;
- (i) obtained 50% or more in the grade 12 examination in Mathematics (higher grade), is admitted to WTW 114 and WTW 134 in Mathematics and WST 110 in Mathematical Statistics (applications of candidates who matriculated before 1990, will be considered on merit);
- (j) passed the grade 12 examination in Mathematics as well as in Physical Science at higher grade with at least 50%, is admitted to CMY 131 in Chemistry and PHY 131, 171 and PHY 181 in Physics;
- (k) obtained at least 40% in the grade 12 examination in Mathematics at higher grade or at least 50% at standard grade, or at least 50% in Statistics 151 and 153, and 163 and 152, is admitted to:
 - a course in the subjects Informatics (except INF 153, 163 and 253, 263) or Statistics; and
 - courses in Business Management, Marketing Management, Economics and Financial Accounting at 200 level;
- (l) obtained at least 50% in the grade 12 examination in Mathematics at higher grade or at least 60% at standard grade, or obtained at least 40% at higher grade or at least 50% at standard grade in grade 12 Mathematics as well as a minimum of 60% at higher grade or at least 70% at standard grade in grade 12 Computer Studies, or obtained an average of at least 60% in Statistics 110 and 120, or an average of at least 60% in {(Statistics 151 and 153* and 163 and 152*) and Statistics 161 and 162}, is admitted to Informatics 153,154,163,154 and 253,263 (*at least 50% is required in both); and
- (m) A student may write an exemption test for module FRK 151 on the work covered in grade 12 (matric) for the subject Accountancy. Should this test be passed, the student will be exempted from module FRK 151 and will be allowed to continue with module FRK 181 immediately. This module entails computer applications for Accountancy and is presented during the full first semester (14 weeks). Should the student fail the exemption test, he or she can continue with FRK 151, which entails introductory computer-supported accountancy and a few lectures. The student who failed to pass the exemption test for FRK 151, will continue with FRK 181 in the second semester after having passed FRK 151 in the first semester.
- (n) obtained at least 50% in the grade 12 examination in Mathematics as well as in Physical Science at higher grade, is admitted to Molecular and Cell Biology and a course in Zoology and Entomology, Genetics, Microbiology or Botany

NB:

-the grade 12 examination..... refers to the matriculation final examination
- 50% at higher grade equals 60% at standard grade

1.3 Additional requirements for admission to undergraduate study

- A pass mark in Afrikaans and English (HG 40% or SG 50%).
- An M score of 12.

2. Admission to diploma study

- 2.1 A person may register as a student for an undergraduate diploma if he or she
 - is in possession of a matriculation certificate or a school-leaving certificate with Afrikaans and English

- has passed the first language as well as one other subject (other than the languages) at higher grade;
 - has obtained an M score of 10.
- 2.2 Other requirements are stipulated under the particular field of specialisation.
3. **Registration for a particular year of study**
 At the beginning of an academic year, a student registers for all the courses he or she intends taking in that particular year (whether these be first-semester, second-semester or year courses). Changes to the chosen course of study may be made at the beginning of the second semester with the Dean's approval. A student may also only register for courses that will fit in on the lecture, test and examination timetables. Should a student be prepared to attend one course after hours to avoid clashes on the timetables, the approval of the Dean is not required. (This will only be possible if the course in question is offered full-time and extramurally.)
4. **Examination and pass requirements**
 A semester/year mark of at least 40% is required in order to be admitted to the examination in any course, with the exception of first-semester courses at 100 level for which the requirement is 30%. Excluding cases where faculty regulations require a higher percentage, a subminimum of 40% is required in the examination in each course. A final mark of at least 50% is required to pass. The pass mark for essays is at least 50%. The stipulations of G.60.2.1.2(a) regarding requirements for these apply *mutatis mutandis* to essays.
- 4.1 **Subminima in examinations**
 Where applicable, the subminima required in examinations appear in the regulations of the degree in question and in the syllabi of the courses required for that degree.
- 4.2 **Examinations**
 The examinations for first-semester courses take place in May/June, while all other examinations (second-semester courses and year courses) take place in October/November.
- 4.3 **Ancillary 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 course.
- 4.4 **Remarking of examination papers** (also consult Gen.Reg. G.14)
 After an examination, departments give feedback to students about the framework that was used by the examiners during the examination. The way in which feedback is given, is determined by the departmental heads. Students may apply for remarking of an examination paper within 14 calendar days of commencement of lectures in the next semester. The prescribed fee has to be paid. The paper will then be remarked by an examiner appointed by the Head of the Department.
- 4.5 **Supplementary examinations**
 (a) Supplementary examinations in first-semester courses take place after the June examinations, while those in second-semester and year courses take place after the November examinations.

Education

- (b) To pass a supplementary examination, a student must obtain a minimum of 50%.
- (c) The highest final percentage a student can obtain in a supplementary examination is 50%.

4.6 Special examinations

A student who has complied with all the requirements for a degree, with the exception of a maximum of four semester courses or two year courses in which a final mark of at least 40% has been obtained, may be admitted to a special examination at any time prior to the scheduled examinations in the relevant courses.

DEGREES AND DIPLOMAS CONFERRED/AWARDED IN THE FACULTY

The following diplomas and degrees are conferred/awarded in the Faculty (minimum duration in brackets):

(a) Diplomas

- (i) Higher Education Diploma (Postgraduate) (one year full-time)
- (ii) Higher Education Diploma (Secondary Education) (four years full-time, undergraduate). Fields of study: General; Commercial Subjects; Home Economics; Human Movement Science
- (iii) Diploma in Higher Education and Training Practice (after hours) (2 semesters part-time)
- (iv) Further Diploma in Education (two years part-time) – Fields of study:
 - Family and Sex Education
 - Education Management
 - Computer Assisted Education
 - Special Needs Education
 - Hearing Impairment

(b) Degrees

- (i) Baccalaureus Primae Educationis (Pre-primary) – designated as BPrimEd (Pre-primary) (8 semesters)
- (ii) Baccalaureus Primae Educationis (Junior Primary) – designated as BPrimEd (Junior Primary) (8 semesters)
- (iii) Baccalaureus Primae Educationis (Senior Primary) – designated as BPrimEd (Senior Primary) (8 semesters)
- (iv) Baccalaureus Educationis – designated as BEd (2 semesters)
- (v) Magister Educationis – designated as MEd (2 semesters)
- (vi) Philosophiae Doctor – designated as PhD (2 semesters)
- (vii) Doctor Educationis – designated as DEd

General Regulations G.1 to G.15 apply to a bachelor's degree as well as *mutatis mutandis* to the studies for an undergraduate diploma.

Students, who take a course offered by another faculty, must familiarise themselves with the requirements for admission to the subject in question as well as the regulations governing subminima in examinations and supplementary examinations.

E.1	SUBJECTS
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The curriculum for the diplomas and degrees in this Faculty is compiled from the subjects listed below. When a course in any of these subjects is taken, students have to comply with the requirements indicated next to certain of the courses.

The course that may be taken in each subject are shown in the first column. Par. 1.2 in the second column refers to the paragraph 1.2 of **Requirements for specific courses** on p 5 of this publication. If a course in the second column is followed by the symbol GS, a combined mark (semester or year mark plus examination mark) of at least 40% must be obtained prior to admission to the course in the first column. A course without any symbol in the second column, has to be passed. The symbol † after a course in the second column means that the particular course may be taken concurrently with the course in the first column, if not passed beforehand.

E.1.1	Subjects offered by the Faculty of Natural, Agricultural and Information Sciences
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Students register for courses in consultation with the Head of the Department concerned.

Subject code	Prerequisites
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Chemistry

At 200 and 300 level respectively, two half courses equal to one semester course.

CMY 131	Par 1.2
CMY 141	CMY 131 GS

Any four of:

CMY 282	CMY 131, 141 or permission of the Head of Department
CMY 283	As for CMY 282
CMY 284	As for CMY 282
CMY 285	As for CMY 282
CMY 286	CMY 282, 284, 285
CMY 287	As for CMY 282

Any four of:

CMY 382	CMY 282
CMY 383	CMY 283
CMY 384	CMY 284
CMY 385	CMY 285
CMY 386	CMY 282
CMY 388	CMY 282
CMY 389	CMY 282,283,285

Physics

PHY 171	See par1.2; WTW 114†
PHY 216	PHY 171/111,121/101,102; WTW 114/101 GS; WTW 126, 128
PHY 225	PHY 126; WTW 211/128 GS
PHY 226	PHY 216
PHY 316	PHY 225, 226 GS
PHY 329	PHY 225, 226 GS

Geography

GGY 132	Par 1.2
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Education

GGY 151	Par 1.2
GGY 161	Par 1.2
GGY 162	Par 1.2
GGY 251	
GGY 252	
GGY 261	
GGY 262	
GGY 351	
GGY 352	
GGY 361	
GGY 362	

Mathematics

WTW 114	See par 1.2
WTW 115	See par 1.2
WTW 126	WTW 114 GS
WTW 128	WTW 114 GS
WTW 123	WTW 114 GS
WTW 134*	See par 1.2
WTW 144*	WTW 134 GS
WTW 152	See par 1.2
WTW 162	WTW 114 GS, 152 GS
WTW 211	WTW 126
WTW 218	WTW 114, 128
WTW 220**	WTW 114, 128
WTW 221	WTW 211
WTW 228**	WTW 114, 128
WTW 282***	WTW 114, 122
WTW 283	WTW 114, 123, 128
WTW 285	WTW 115
WTW 286***	WTW 114, 126, 128
WTW 310	WTW 220
WTW 322	WTW 211, 218, 286
WTW 381	WTW 114, 126
WTW 383	WTW 114, 128, 211
WTW 384	WTW 220 or 228
WTW 385	WTW 126, 218, 285
WTW 389	WTW 211

* WTW 114, 126 and 128 are for students who intend taking Mathematics at 200 level.

WTW 134 and 144 generally do not qualify students for admission to Mathematics at 200 level, but are for students who only need Mathematics at 100 level. In exceptional cases, however, a student, who obtained a good mark in WTW 134 and 144, may be admitted to Mathematics at 200 level with permission of the Head of Department.

** WTW 220 and 228 may not be offered simultaneously.

*** WTW 282 and 286 may not be offered simultaneously.

E.1.1.1 Home Economics

Code	Subject	Prerequisites
CHM 113	Chemistry 113	—

CHM 123	Chemistry 123	CHM 113 GS
KLD 320	Clothing 320	Second-year status
KLK 120	Clothing Construction 120	–
KLK 210	Clothing Construction 210	KLK 120
VBG 321	Consumer Behaviour 321	–
APP 120	Equipment Study 120	
APP 210	Equipment Study 210	
ERG 110	Ergonomics 110	
GSS 310	Family Studies 310	OPV 221
VDS 110	Food 110	–
VDS 210	Food 210	VDS 110, CHM 123 GS and FSK 124 GS
		VDS 210 GS
VDS 221	Food 221	VDS 221
VDS 310	Food 310	VDS 211 GS, VDS 120
VDS 320	Food 320	
VDS 423	Food 423	
VHK 400	Home Economics 400	Final-year status
HBS 410	Home Management 410	Fourth-year status
HBS 420	Home Management 420	HBS 410 GS
BEH 221	Housing 221	Second-year status
INT 311	Interior 311	–
INT 321	Interior 321	OBG 110, INT 311
VDG 120	Nutrition 120	–
VDG 211	Nutrition 211	VDG 120 and FSG 110, 120
VDG 320	Nutrition 320	VDG 211
FSK 114	Physics 114	–
FSK 124	Physics 124	FSK 114 GS
FSG 110	Physiology 110	–
FSG 120	Physiology 120	FSG 110 GS
OBG 110	Principles of Design 110	–
SEM 180	Seminar 180	–
SEM 212	Seminar 212	–
VHS 400	Subject Didactics Hotel-Keeping and Catering	VDS 210 or VDS 221
TKS 210	Textiles 210	CHM 123 GS
TKS 220	Textiles 220	TKS 210 GS

NB: CHM 113 and 123 and FSK 114 and 124 are for students who did not pass Physical Science at grade 12 level. These courses are not regarded as qualifying courses for a degree/diploma.

E.1.2 Subjects offered by the Faculty of Natural, Agricultural and Information Sciences (biological and agricultural)

Students register for courses in consultation with the Head of the Department concerned.

Subject code Prerequisites

Biology

MLB 111	See par 1.2. May not be taken simultaneously with BLG 113 and 123
BLG 113	See MLB 111

Education

BLG 123 See MLB 111

NB: Biology 113, 123 are only offered at 100 level.

Zoology and Entomology

ZEN 122	MLB 111 GS
ZEN 210	Permission of Head of Department
ZEN 211	Permission of Head of Department
ZEN 215	Permission of Head of Department
ZEN 220	Permission of Head of Department
ZEN 221	Permission of Head of Department
ZEN 222	Permission of Head of Department
ZEN 225	Permission of Head of Department
ZEN 310	Permission of Head of Department
ZEN 311	Permission of Head of Department
ZEN 320	Permission of Head of Department
ZEN 321	Permission of Head of Department
ZEN 322	Permission of Head of Department
ZEN 323	Permission of Head of Department

Botany

BOT 120	MLB 111 GS or permission of the Head of Department
BOT 213	BOT 120 GS or permission of the Head of Department
BOT 214	BOT 120 GS or permission of the Head of Department
BOT 215	BOT 120 GS or permission of the Head of Department
BOT 216	BOT 120 GS or permission of the Head of Department
BOT 217	BOT 120 GS or permission of the Head of Department
BOT 224	BOT 120 GS or permission of the Head of Department
BOT 227	BOT 120 GS or permission of the Head of Department
BOT 228	BOT 120 GS or permission of the Head of Department
BOT 229	BOT 120 GS or permission of the Head of Department
BOT 301	BOT 120 GS or permission of the Head of Department
BOT 313	CMY 141
BOT 316	CMY 141
BOT 317	CMY 141
BOT 320	BOT 120 GS or permission of the Head of Department
BOT 323	BOT 120 GS or permission of the Head of Department
BOT 324	BOT 120 GS or permission of the Head of Department
BOT 325	BOT 120 GS or permission of the Head of Department
BOT 326	CMY 141

E.1.3 Subjects offered by the Faculty of Humanities

Afrikaans

AFA 151 – 154	
AFA 155 – 158	
AFA 251 – 254	AFA 151 – 154; 155 – 158
AFA 351 – 354	AFR 251 – 254
AFR 151 – 158	
AFR 251 – 257	AFR 151 – 158
AFR 258 – 261	AFR 251 – 257 GS
AFR 351 – 354	AFR 251 – 257, 258 – 261
AFR 355 – 358	AFR 351 1 354 GS

Biblical Studies

BYB 151 en 152

BYB 153, 154

BYB 251, 252 BYB 151, 152, 153, 154

BYB 253, 254

BYB 351, 352 BYB 251, 252, 253, 254

BYB 353, 354

German

DTS 155 – 158 Par 1.2; DTS 151 – 154

DTS 151 – 154 Par 1.2

DTS 251 – 258 DTS 101

English

ENG 151, 156

ENG 157, 158

or 159, 160 ENG 151, 156 GS

ENG 151 – 154 ENG 155, 156, 157, 158

ENG 251 – 255 ENG 151 – 154

ENG 351 – 355 ENG 251 – 255

NB: ENG 155, 156 with ENG 157, 158 or ENG 159, 160 is regarded as a qualifying course even if ENG 151 – 154 has been passed. Students who wish to continue with ENG 251 – 255 must take ENG 151 – 154. However, a student who has performed exceptionally well in ENG 155, 156 with ENG 157, 158 or ENG 159, 160 may, with the consent of the Head of Department and after passing a test, be admitted to ENG 251 – 255.

French

FRN 155 – 158 Par 1.2

FRN 152, 153 Par 1.2

FRN 251 – 156 FRN 101 of FRN 102

FRN 251, 252

FRN 253 – 256

FRN 351 – 357 FRN 251 – 256

NB: FRN 152, 153 remains a qualifying course even if FRN 151 – 158 is passed. The Head of the Department may allow a student who has passed FRN 152, 153 or French in the matriculation examination (higher grade), to register for FRN 155 – 158 and FRN 251, 252 simultaneously, and if he or she passes these courses, to register for FRN 253 – 256 and FRN 351 – 357 in the following year.

Geography

Consult E.1.1. (Faculty of Natural, Agricultural and Information Sciences)

History

GES 151, 152

GES 153, 154

GES 251, 252 GES 153, 154 GS

GES 253, 254 GES 151, 152

GES 351, 352 GES 253, 254

GES 353, 354 GES 251, 252

Education

Greek

GRK 151, 152	
GRK 153, 154	GRK 151, 152 GS
GRK 151	
GRK 152	GRK 151 GS
GRK 153	GRK 152 GS
GRK 154	GRK 153 GS
GRK 251, 252	GRK 151, 152, 153, 154
GRK 253, 254	GRK 153, 154
GRK 351, 352	GRK 251, 252, 253, 254
GRK 353, 354	GRK 251, 252, 253, 254

Hebrew

HEB 151, 152	
HEB 153, 154	HEB 151, 152 GS
HEB 151	
HEB 152	HEB 151 GS
HEB 153	HEB 152 GS
HEB 154	HEB 153 GS
HEB 251, 252	HEB 151, 152, 153, 154
HEB 253, 254	HEB 251, 252 GS
HEB 351, 352	HEB 251, 252, 253, 254
HEB 353, 354	HEB 351, 352 GS

IsiNdebele

NDE 161 – 164	Par 1.2
NDE 261 – 264	NDE 161 – 164
NDE 361 – 363	NDE 261 – 264

IsiZulu

ZUL 151 – 154	Par 1.2
ZUL 161 – 163	Par 1.2
ZUL 251 – 253	ZUL 151 – 154
ZUL 261 – 263	ZUL 161 – 163
ZUL 351, 352	ZUL 251 – 253
ZUL 361 – 363	ZUL 202

NB: Students may not present courses in both IsiNdebele and IsiZulu for degree/ diploma purposes.

Latin

LAT 151 – 152	Par 1.2
LAT 153 – 154	LAT 151 – 152
LAT 251 – 252	LAT 153, 154; Par 1.2
LAT 253, 254	
LAT 351, 352	LAT 251, 252, 253, 254
LAT 353, 354	

Human Movement Science

MBK 101
MBK 201
MBK 301
MBK 402

VMB 410 (Subject Didactics)

VMB 420 (Subject Didactics)

Psychology

SLK 151 – 156

SLK 251 – 256 SLK 151 – 156

SLK 351 – 356 SLK 251 – 256

Sepedi

SEP 151 – 154 Par 1.2

SEP 153, 161–163 Par 1.2

SEP 251 – 253 SEP 151 – 154

SEP 253 – 263 SEP 153, 161–163

SEP 351, 352 SEP 251 – 253

SEP 361 – 363 SEP 253 – 263

Setswana

STW 151 – 154 Par 1.2

STW 153, 161–163 Par 1.2

STW 251 – 253 STW 151 – 154

STW 253 – 263 STW 153, 161–163

STW 351, 352 STW 251 – 253

STW 361, 362 STW 253 – 263

NB: Students may not present courses in both Setswana and Sepedi for degree/ diploma purposes.

Mathematics

Consult E.1.1(Faculty of Natural, Agricultural and Information Sciences)

E.1.4 Subjects offered by the Faculty of Economic and Management Sciences

Subject code Prerequisites

Economics

EKN 151, 152

EKN 120 EKN 151, 152 GS

EKN 251, 252 EKN 151, 152 or 120 with a GS in the other; Par 1.2 (m)

EKN 220 EKN 151, 152; EKN 120 or EKN 251, 252 with a GS in the other

EKN 351, 352 EKN 151, 152, 120; EKN 220 GS; Par 1.2 (m)

EKN 320 EKN 251, 252; EKN 220 or EKN 351, 352 with a GS in the other

EKN 353 EKN 251, 252, EKN 220 GS

Financial Accounting

FRK 152 Par 1.2

FRK 151 Par 1.2

FRK 161, 162 FRK 152 GS or FRK 151 GS

FRK 251, 252 FRK 152 or 151; FRK 161, 162; Par 1.2

FRK 261, 262 FRK 251, 252 GS; Par 1.2

FRK 351, 352 FRK 251, 252, 261, 262

FRK 361, 362 FRK 351, 352 GS

Education

Business Management

OBS 151, 152	
OBS 161, 162	OBS 151, 152 GS
OBS 251, 252	OBS 151, 152 GS or 161, 162 with a GS in the other; Par 1.2
OBS 261, 262	OBS 151, 152 GS or 161, 162 with a GS in the other; Par 1.2
OBS 351, 352	OBS 151, 152, 161, 162; OBS 251, 252 or 261, 262 with a GS in the other
OBS 361, 362	OBS 151, 152, 161, 162; Any two of OBS 251, 252, OBS 261, 262, OBS 351, 352

E.1.5 Subjects offered by the Faculty of Law

Subject code	Prerequisites
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Commercial Law

KRG 110	
KRG 120	Admission to examination in KRG 110 (i.e. semester mark of 30%)
KRG 210	KRG 110 or 120 and a GS in the other
KRG 220	KRG 110 or 120 and a GS in the other

E.1.6 Subjects and their requirements offered by the Faculty of Education and the College of Education, Pretoria

Code	Subject	Prerequisites
ASV 401	General School Guidance 401	
ASV 402	General School Guidance 402	
ASV 403	General School Guidance 403	
ELN 200	Elementary Natural Science 200	
ELN 201	Elementary Natural Science 201	
ELN 202	Elementary Natural Science 202	
ELW 200	Elementary Mathematics 200	
ELW 201	Elementary Mathematics 201	
ELW 202	Elementary Mathematics 202	
GOW 200	Religious Education 200	
GOW 201	Religious Education 201	
GOW300	Religious Education 300	
GOW 400	Religious Education 400	
KLM 200	Pre-school Music 200	
KLM 300	Pre-school Music 300	
KLK 410	Pre-school Health Care 410	
KMU 201	Class Music 200	
KMU 400	Class Music 440	
KNS 201	Art 201	
KNW 200	Art and Handwork 200	
KPG 300	Pre-school Pedagogics 300	
MBK 202	Human Movement Science 202	
MBK 401	Human Movement Science 401	
MDG 300	Media Use 300	
OKO 401	Education Communication 401	
OKO 402	Education Communication 402	
OWM 400	Education Media 400	
OWM 401	Education Media 401	

OWM 402	Education Media 402	
OPT 200	Teaching Practice 200	
OPT 201	Teaching Practice 201	
OPT 300	Teaching Practice 300	OPT 200
OPT 301	Teaching Practice 301	OPT 201
OPT 400	Teaching Practice 400	OPT 300
OPT 401	Teaching Practice 401	OPT 301
OSP 300	Development Games 300	
OPV 151, 152	Education 151, 152	
OPV 153, 154	Education 153, 154	
OPV 251, 252	Education 251, 252	
OPV 253, 254	Education 253, 254	
OPV 351, 352	Education 351, 352	
OPV 353, 354	Education 353, 354	
PED 411	Pedagogics 411	
PED 412	Pedagogics 412	
PED 421	Pedagogics 421	
PED 422	Pedagogics 422	
RGB 470	Computer use in Education 470	
RKT 110	Computer Typing 110	
RKT 120	Computer Typing 120	RKT 110 GS
RKT 100	Computer Typing 100	RKT, passed at grade 12 level
RKT 200	Computer Typing 200	RKT 100 or RKT 110, 120
RKT 300	Computer Typing 300	RKT 200
SOA 410	School Organisation and Administration 410	
SOA 420	School Organisation and Administration 420	
SOA 401	School Organisation and Administration 401	
SOA 402	School Organisation and Administration 402	
SKP 400	School Practice 400	
TED 400	Language Endorsement 400	
TED 401	Language Endorsement 401	
VBO 300	Early Basic Education 300	
VBO 400	Early Basic education 400	
VOR 301	Preparatory Class Music 301	
VTL 300	Subject Didactics first Language 300	

Subject Didactics for HED (four-year and postgraduate) and Ed degrees

Students must ascertain beforehand whether they will be able to meet all the employment criteria for the particular Subject Didactics set by the Education Department where they intend registering for employment.

Code	Subject	Prerequisites
VRK 400	Accounting 400	FRK 1
VAF 400	Afrikaans 400	AFR at 100 level
VLB 400	Agricultural Science 400	B Agric: Plant Production and Animal Production
VDP 400	Animal Production 400	B Agric: Animal production

Education

VVE 400	Animal Science 400	B Agric: Animal Science
VKS 400	Art 400	BA (BK)
VBK 400	Biblical Studies 400	BYB 1
VBL 400	Biology 400	BOT 1 and ZEN 2 / BOT 2 and ZEN 1
VBM 400	Business Management 400	OBS 1
VKI 470	Clothing and Interior 470	B Home Economics: Clothing Management
VKR 400	Commercial Law 400	KRG 1
VRS 400	Computer Studies 400	INF 1 / COS 110, 212, 283
VRN 400	Computer Typing 400	Computer Typing 300
VEK 400	Economics 400	EKN 1
VVB 400	Educational Guidance and Counselling*	Educational Guidance and Counselling 300
VVB 401	Educational Guidance and Counselling**	Psychology 300
VES 400	English 400	ENG 101
VVV 470	Food and Nutrition 470	B Home Economics: Food Management
VFR 400	French 400	FRN 101
VAN 400	General Natural Science 400	On 100 level: one of BLG or CHM and PHY or ZEN and BOT or courses approved by the Head of Department
VGG 400	Geography 400	GGF 1
VDT 400	German 400	DTS 101
VGR 400	Greek 400	GRK 1
VHB 400	Hebrew 400	HEB 1
VGS 400	History 400	GES 1
VKG 400	History of Art 400	KGK and one Art subject
VHK 400	Home Economics 400	B Home Economics
VHS 400	Hotel-Keeping and Catering 400	B Home Economics / Tourism Management 2 and VDS 210, 221 (arranged with Head of Department)
VMB 410	Human Movement Science 410	MBK 1
VMB 420	Human Movement Science 420	MBK 1
VND 400	IsiNdebele 400	NDE 1
VIZ 400	IsiZulu 400	ZUL 1
VLA 400	Latin 400	LAT 1
VBI 400	Library Science 400	BIB 1 / INL 2
VWS 400	Mathematics 400	WTW 114, 126, 128
VMU 400	Music 400	BMus
VNS 400	Physical Science 400	FSK 1 and CHM 2 / FSK 2 and CHM 1
VPP 400	Plant Production 400	B Agric: Plant Produc- tion
VSE 400	Sepedi 400	SEP 1
VWA 400	Setswana 400	STW 1
VSD 400	Speech and Drama 400	BA (Drama)

VTO 470	Tourism 470	TBE 2
*	Students who follow this course, normally do school practice during the first semester of the year.	
**	Students who follow this course, normally do school practice during the second semester of the year.	

Subject Didactics for BPrimEd (Senior Primary)

Code	Subject	Prerequisites
VEW 401	Elementary Mathematics 401	
VEN 401	Elementary Natural Science 401	
VGG 401	Geography 401	
VGO 401	Health Education 401	
VGS 401	History 401	

DIPLOMAS

E.2 HIGHER EDUCATION DIPLOMA (Secondary Education) (four-year course)

This Education Diploma is offered in the following fields of study: General; Commercial Subjects; Home Economics; Human Movement Science.

(a) Specifications applicable to all fields of study

(i) Requirements for admission

As paragraph 2 on p.7.

(ii) Duration

The course extends over four years of full-time study.

(iii) General academic and professional requirements

Candidates must choose their optional subjects, as prescribed in the curricula of the different fields of study, from one of the groups under E.1.1 or E.1.2 or E.1.3 or E.1.4 or E.1.5, unless the Dean decides differently.

(iv) Special examination (also see Gen. Reg. G.12)

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

(v) School Practice

A student must acquire teaching experience during the study for the Diploma by:

- completing school practice of at least nine weeks; and
- passing in six examination lessons in the school subjects of the Subject Didactics chosen.

Education

(vi) **Religious Education**

A student who takes Subject Didactics Biblical Studies will be exempted from Religious Education 400.

(vii) **Human Movement Science**

A student who takes Subject Didactics Human Movement Science or has passed Human Movement Science at 100 level, will be exempted from Human Movement Science 402.

(b) **General (Code 09120001)**

(i) **Curriculum**

(aa) **First year of study**

Any four subjects at 100 level of one of the following groups: Biology 113*, 123* Chemistry, Geography, Mathematics, Botany, Physics, Zoology

or

Afrikaans, Biblical Studies, English, French, Geography, German, Greek, Hebrew, History, Human Movement Science, Latin, Mathematics, Psychology**, Tourism Management***, Sepedi or Setswana, IsiZulu or IsiNdebele.

and CIL 171, 172 Computer and Information Literacy

* Biology 113, 123 may not be taken concurrently with Botany or Zoology.

** Students who present Psychology, but not at 300 level, must in addition to the requirements mentioned below, also comply with the requirements regarding school subjects in terms of regulation E.3(a)(l) to (iv).

*** Various practical and industry-interaction activities are supportive of the theoretical component of Tourism Management (TBE 151, 152, 161, 162, 251, 252, 261, 262, 351, 352 and 361, 362 syllabi) and will take place during vacations, over weekends and after hours to develop practical and industry skills.

A student must, in consultation with the Head of Department, Tourism Management, obtain 1 000 credits for the practical component (which includes satisfactory class attendance, approved practical short courses as determined by the Head of Department) before a student will be admitted to the examination in TBE 361, 362.

(bb) **Second year of study**

- (1) OPV 151 – 154 Education 151 – 154
- (2) One subject at 200 level from the subjects chosen in the first year of study.
- (3) One subject at 100 level not taken in the first year of study or a subject at 200 level taken in the first year of study.
- (4) CIL 173, 174 Computer and Information Literacy

(cc) **Third year of study**

- (1) OPV 251 – 254 Education 251 – 254
- (2) One subject at 200 level chosen in the first year of study of a subject at 300 level chosen in the second year of study under (2) or (3).

(dd) **Fourth year of study**

- | | | |
|------|----------------------|----------------------------------------------------|
| (1) | OPV 351 – 354 | Education 351 – 354 |
| (2) | SKP 400 | School Practice 400 |
| (3) | Subject Didactics in | at least two school subjects |
| (4) | ASV 402 | General School Guidance 402 |
| (5) | GOW 400 | Religious Education 400* |
| (6) | MBK 402 | Human Movement Science 402 |
| (7) | OKO 401 | Education Communication 401 |
| (8) | OWM 400 | Education Media 400 |
| (9) | SOA 410, 420 | School Organisation and
Administration 410, 420 |
| (10) | TED 400 | Language Endorsement 400 |
| (11) | RGB 470 | Computer use in Education 470 |

* Consult E.2(a)(vi)

(ii) **Diploma with distinction**

(aa) The subjects are grouped as follows for this purpose:

Group A:

- (1) Education 351 – 354
- (2) Subject Didactics of one subject
- (3) School Practice

Group B:

- (1) One subject at 200 or 300 level
- (2) Another Subject Didactics

(bb) The Diploma is awarded with distinction to a student who obtains at least 75% in each subject of Group A and an average of at least 55% in all the subjects of Group B.

(c) **Commercial Subjects (Code 09120041)**(i) **Additional requirement for admission**

A pass mark in Mathematics (HG 40% and SG 50%) will be a recommendation if Typing is not included in the curriculum. Computer Typing 110, 120 has to be taken if typing was failed as a subject in grade 12.

(ii) **Curriculum**(aa) **First year of study**

- (1) AFR 151 – 158 or AFA 151 – 154, 155 – 158, (Afrikaans) or ENG 151 – 154 or 155, 156, 157, 158 (English)
- (2) Any three subjects at 100 level from the following: Business Management, Economics, Financial Accounting, Commercial Law, Tourism Management*; or two of these subjects; and RKT 100 or RKT 110, 120, provided that RKT 200 and RKT 300 will be taken in the second and the third year. (RKT = Computer Typing)
and CIL 171, 172 Computer and Information Literacy.

* Various practical and industry-interaction activities are supportive of the theoretical component of Tourism Management (TBE 151, 152, 161, 162, 251, 252, 261, 262, 351, 352 and 361, 362 syllabi) and will take place during vacations, over weekends and after hours to develop practical and industry skills.

A student must, in consultation with the Head of Department, Tourism Management, obtain 1 000 credits for the practical component (which includes satisfactory class attendance, approved practical short courses as determined by the Head of Department) before a student will be admitted to the examination in TBE 361, 362.

(bb) **Second year of study**

- (1) OPV 151 – 154 Education 151 – 154
- (2) One subject at 200 level chosen from the subjects in the first year.
- (3) One subject at 100 or 200 level chosen under (2) in the first year of study not taken previously or Computer Typing 200 (RKT 200)
- (4) CIL 173, 174 Computer and Information Literacy

(cc) **Third year of study**

- (1) OPV 251 – 254 Education 251 – 254
- (2) One subject at 200 or 300 level under (2) or (3) of the second year of study, or Computer Typing 300 (RKT 300)
- (3) One subject at 100, 200 or 300 level chosen under (1) or (2) in the first year of study.

(dd) **Fourth year of study**

- (1) OPV 351 – 354 Education 351 – 354
- (2) SKP 400 School Practice 400
- (3) Subject Didactics of least two school subjects**
- (4) ASV 402 General School Guidance 402
- (5) GOW 400 Religious Education 400*
- (6) MBK 402 Human Movement Science 402
- (7) OKO 401 Education Communication 401
- (8) OWM 400 Education Media 400
- (9) SOA 410, 420 School Organisation and Administration 410, 420
- (10) TED 400 Language Endorsement 400
- (11) RGB 470 Computer use in Education 470

* Consult E.2(a)(vi)

** Students who took Computer Typing in the first three years of study, have to take Subject Didactics Computer Typing and the Subject Didactics of one other school subject.

(iii) **Diploma with distinction**

(aa) **The subjects are grouped as follows for this purpose:**

Group A:

- (1) Education 310, 320
- (2) Subject Didactics of one subject.
- (3) School Practice

Group B:

- (1) One subject at 200 or 300 level.
- (2) Subject Didactics of another subject.

- (bb) The Diploma is awarded with distinction to a student who obtains at least 75% in each subject of group A and an average of at least 55% in all the subjects of group B.

(d) Home Economics (Code 09120061)

(i) Additional requirement for admission

A pass mark in Mathematics or in Physical Science in the matriculation examination.

Applications are subject to a departmental selection.

A student who did not pass Physical Science at grade 12 level, must also complete the following courses: CHM 113 and 123 and FSK 114 and 124.

(ii) Curriculum (265 credits)

Candidates compile their curricula as follows unless the Dean, in consultation with the Head of the Department, decides differently:

First year of study (63 credits)

First semester		Credits	Second semester		Credits
FSG 110	Physiology 110	6	APP 120	Equipment Study 120	4
OBG 110	Principles of Design 110	6	FSG 120	Physiology 120	6
SLK 151 - 156	Psychology 151 - 156	6	KLK 120	Clothing Construction 120	8
VDS 110	Food 110	6	SLK 151 - 156	Psychology 151 - 156	6
ERG 110	Ergonomics 110	5	VDG 120	Nutrition 120	6
		29	SEM 180	Seminar 180	4
					34

Second year of study (70 credits)

First semester		Credits	Second semester		Credits
APP 210	Equipment Study 210	4	OPV 153&4	Education 153&4	6
SEM 212	Seminar 212	6	TKS 220	Textiles 220	8
OPV 151&2	Education 151&2	6	VDS 221	Food 221	9
TKS 210	Textiles 210	8	BEH 221	Housing 221	6
VDS 210	Food 210	9	KLD 320	Clothing 320	8
		33			37

Third year of study (82 credits)

First semester		Credits	Second semester		Credits
GSS 310	Family Study 310	4	OPV 253&4	Education 253&4	6
KLK 210	Clothing Construction 210	8	VDG 320	Nutrition 320	8
INT 311	Interior 311	6	VDS 320	Food 320	12
OPV 251&2	Education 251&2	6	VBG 321	Consumer Behaviour 321	6
VDS 310	Food 310	13	INT 321	Interior 321	5
VDG 211	Nutrition 211	8			37
		45			

Education

Fourth year of study (50 credits)

First semester		Credits	Second semester		Credits
HBS 410	Home Management 410	6	HBS 420	Home Management 420	6
OPV 351&2	Education 351&2	8	OPV 353&4	Education 353&4	8
VHK 400	Subject Didactics Home Economics 400	4	VHK 400	Subject Didactics	
VHS 400	Subject Didactics Hotel Keeping and Catering 400	<u>4</u>	VHS 400	Subject Didactics Hotel Keeping and Catering 400	4
		22	VDS 423	Food 423	<u>6</u>
					28

SKP 400	School Practice 400
ASV 402	General School Guidance 402
GOW 400	Religious Education 400*
MBK 402	Human Movement Science 402
OKO 401	Education Communication 401
OWM 400	Education Media 400
SOA 410, 420	School Organisation and Administration 410, 420
TED 400	Language Endorsement 400
RGB 470	Computer use in Education 470

* Consult E.2(a)(vi)

Compulsory Computer and Information Literacy course (CIL 171, 172, 173 and 174):

CIL 171, 172 are followed in the first year; and

CIL 173, 174 are followed in the second year.

(iii) Admission to a subsequent year of study

A student who has not passed the prescribed courses for a particular year of study, must first register for the outstanding courses. With the approval of the Head of Department, courses of the following year of study may be taken in advance, with the proviso that they fit in on the class and the examination timetables, all requirements and prerequisites have been complied with, and only the number of credits allowed per semester are taken. (The number of credits of the semester that is being repeated serves as criteria when calculating the number of credits allowed.)

(iv) Diploma with distinction

(aa) The subjects are grouped as follows for this purpose:

Year courses: School Practice 400, Subject Didactics Home Economics 400, Subject Didactics Hotel-Keeping and Catering 400.

Semester courses

(1) Education 351, 352, 353, 354. (2) Food 310, 320. (3) Interior 311, 321. (4) Home Management 410, 420. (5) Nutrition 320.

(bb) The Diploma is awarded with distinction to a student who obtains at least 75% in 8 semester courses (the equivalent of 4 year courses) and an average of at least 55% in the remaining courses.

(e) Human Movement Science (Code 09120012)

(i) Curriculum:

(aa) First year of study

(1) MBK 101 Human Movement Science 101

- (2) Three subjects at 100 level from one of the following groups: Biology 113*, 123* Chemistry, Physics, Geography, Mathematics, Botany, Zoology
or
 Afrikaans, Biblical Studies, English, French, Geography, German, Greek, Hebrew, History, Latin, Mathematics, Psychology**, Sepedi or Setswana, IsiZulu or IsiNdebele
or
 Business Management, Economics, Financial Accounting, Commercial Law.
- (3) and CIL 171, 172 Computer and Information Literacy
 * Biology 113, 123 cannot be taken simultaneously with Botany or Zoology.
 * Students who present Psychology, but not at 300 level, must in addition to the requirements mentioned below, also comply with the requirements regarding school subjects in terms of Regulation e.3(a)(I) to(iv).

(bb) **Second year of study**

- (1) OPV 151 – 154 Education 151 – 154
 (2) MBK 201 Human Movement Science 201
 (3) One subject at 200 level chosen under (2) in the first year of study.
 (4) CIL 173, 174 Computer and Information Literacy

(cc) **Third year of study**

- (1) OPV 251 – 254 Education 251 – 254
 (2) MBK 301 Human Movement Science 301
Attendance course:
 (3) NHS 400 First-Aid Certificate 400.

(dd) **Fourth year of study**

- (1) OPV 351 – 354 Education 351 – 354
 (2) SKP 400 School Practice 400
 (3) **Subject Didactics:**
 (a) VMB 410, 420 Human Movement Science 410, 420
 (b) Second school subject
 (4) ASV 402 General School Guidance 402
 (5) GOW 400 Religious Education 400*
 (6) OKO 401 Education Communication 401
 (7) OWM 400 Education Media 400
 (8) SOA 410, 420 School Organisation and Administration 410, 420
 (9) TED 40 Language Endorsement 400
 (10) RGB 470 Computer use in Education 470
Attendance course
 (11) SPS 400 Sport Certificate 400
 * Consult E.2(a)(vi)

- (ii) **Certificates**
 - (aa) **First-Aid Certificates**

Students must acquire a recognised First-Aid certificate prior to the end of the third year of study. The necessary arrangements are made by the Department of Human Movement Science.
 - (bb) **Sport Certificates**

Students must obtain coach or recognised skills qualifications in the following sport disciplines prior to the end of the fourth year of study:
Ladies: Netball or hockey, athletics and swimming plus a recreation certificate.
Men: Rugby or soccer, athletics and swimming plus a recreation certificate.
- (iii) **Subminimum**

In terms of the requirements of General Regulation G.12, a student must obtain a subminimum of 40% per division in both the theory and the practice in the examination in Human Movement Science (with the final mark of at least 50% to pass in the subject.)
- (iv) **Diploma with distinction**
 - (aa) The subjects are grouped as follows for this purpose:
 - Group A:**
 - (1) Education 351, 352, 353, 354.
 - (2) Human Movement Science 301.
 - (3) Subject Didactics: Human Movement Science.
 - Group B:**
 - (1) One year course or two semester courses in the same subject at 200 level.
 - (2) School Practice.
 - (3) Subject Didactics: Second school subject.
 - (bb) The Diploma is awarded with distinction to a student who obtains at least 75% in each subject of group A and an average of at least 55% in all the subjects of group B.

E.3 HIGHER EDUCATION DIPLOMA (Postgraduate) (Code 09220001)

One year full-time course for Secondary Education.

- (a) **Requirements for admission**

Unless the Dean decides differently, a bachelor's degree which

 - (i) includes six semester courses in one approved school subject and four semester courses in another approved school subject; or
 - (ii) includes four semester courses in each of two approved school subjects and two semester courses in another approved school subject; or
 - (iii) includes six semester courses in one approved school subject and at least two semester courses in each of the other two approved school subjects; or
 - (iv) is recognised for teaching purposes regardless of its subject combination.

Prospective students who have completed at least the minimum number of years of study for the bachelor's degree concerned, may apply to the Dean for conditional admission. A student who has been admitted in this way, must complete either the HED or the courses still outstanding for the degree outside of the examination timetable. The diploma will not be awarded before all the requirements for the degree have been met. The Dean's decision in this respect is final.

(b) Notes:

- (i) A student must ascertain on a regular basis, that the curriculum of the degree he or she is following is still in line with the teaching requirements of a particular Department of Education.
- (ii) **Biblical Instruction**
A student who takes Subject Didactics Biblical Studies may be granted exemption from Religious Education 400.
- (iii) **Human Movement Science**
A student who takes Subject Didactics Human Movement Science or has completed Human Movement Science at 100 level, is exempted from Human Movement Science 402, but must assist in the practical sports training of education students as required by the Head of Department.
- (iv) **School Practice**
 - (aa) A student must acquire teaching experience while studying for the Diploma by doing school practice for at least nine weeks; and
 - (bb) pass in at least six examination lessons in the school subjects of his or her subject didactics.
- (v) **Subject Didactics Music**
A student who holds the BMus degree will only be required to take Subject Didactics Music 400, seeing that the Didactics of Practical Music has already been completed during the second, third and fourth year of study.
- (vi) **Subject Didactics School Guidance**
A student who has passed Psychology at 300 level, may take Subject Didactics School Guidance (VSV 401).
- (vii) **General School Guidance**
A student who has passed Educational Guidance and Counselling at 300 level, will be exempted from General School Guidance (ASV 402).
- (viii) **Pedagogics**
 - (aa) Students who have passed Education at 200 level, must take Education 351 – 354 instead of Pedagogics 411, 412, 421 and 422.
 - (bb) Students who have passed Education at 300 level, must take any other school subject not previously passed for degree purposes at 100, 200, or 300 level, instead of Pedagogics 411, 412, 421 and 422.

(c) Duration

The course extends over one year of full-time study.

Education

(d) Curriculum

- | | | |
|------|---------------------------------------------------|-------------------------------------------------|
| (1) | PED 411, 412 | Pedagogics 411, 412 |
| | PED 421, 422 | Pedagogics 421, 422 |
| (2) | SKP 400 | School Practice 400 |
| (3) | Subject Didactics of at least two school subjects | |
| (4) | ASV 402 | General School Guidance 402 |
| (5) | GOW 400 | Religious Education 400* |
| (6) | MBK 402 | Human Movement Science 402 |
| (7) | OKO 401 | Education Communication 401 |
| (8) | OWM 400 | Education Media 400 |
| (9) | RGB 470 | Computer use in Education 470 |
| (10) | SOA 410, 420 | School Organisation and Administration 410, 420 |
| (11) | TED 400 | Language Endorsement 400 |
| * | Consult E.3(b)(ii) | |

(e) Special examination (Also see Gen.Reg. G.12)

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

(f) Diploma with distinction

A student must obtain at least 75% in School Practice, Subject Didactics of two subjects and Pedagogics 411, 412, 421 and 422, as well as an average of at least 55% in the remaining courses.

E.4 DIPLOMA IN HIGHER EDUCATION AND TRAINING PRACTICE (After Hours) (Code 09121002)

(a) Requirements for admission

- A bachelor's degree from an approved university; or
- the matriculation certificate as well as another qualification and appropriate experience deemed adequate by the Dean for admission to the course.

(b) Duration

The course extends over two semesters (after hours), provided that a student may extend his or her studies over 3 or 4 semesters with the consent of the Head of Department and the Dean.

(c) Curriculum

- | | | |
|-----|---------|---------------------------------------|
| (1) | LFT 400 | Facilitating Learning 400 |
| (2) | LKT 410 | Learning Culture 410 |
| (3) | OWT 410 | Education Technology 410 |
| (4) | OOP 400 | Education and Training Practice 400 |
| (5) | OKO 410 | Education Communication 410 |
| (6) | ADO 420 | Academic Development 420 |
| (7) | OWO 420 | Education and Training Management 420 |

(d) Diploma with distinction

The Diploma is awarded with distinction to a student who has obtained at least 75% in each of the compulsory subjects and a minimum of 60% in each of the remaining subjects.

(e) Special examination (Also see Gen.Reg. G.12)

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

E.5 FURTHER DIPLOMA IN EDUCATION**(a) Requirements for admission**

A professional teaching qualification of at least three years of full-time training (M + 3) (Additional requirements – if any – are indicated under the particular fields of specialisation).

(b) Duration of the course

The equivalent of two years of part-time study.

(c) Compilation of the curriculum

Choose one of the following fields of specialisation:

(i) Family and Sex Education
(FDE: FSE) (Code 09121041)

Curriculum**First year of study**

GOV 401	Family Education 401
GAV 401	Sex Education 402

Second year of study

GOV 402	Family Education 402
GAV 402	Sex Education 402
VGZ 400	Subject Didactics Family and Sex Education 400

(ii) Hearing Impairment
(FDE: HIM) (Code 09121071)

Curriculum**First year of study**

OOD 401	Educational Audiology 401
OPG 401	Orthopedagogics 401
OKP 401	Orthodidactics and Classroom Practice 401

Second year of study

OOD 402	Educational Audiology 402
SOX 402	Specialised Education: Practical work 402

Education

- (iii) **Education Management**
(FDE: EDM) (Code 09121061)

Additional requirements for admission:

Three years teaching experience with appointment in at least a postlevel 2.

Curriculum

First year of study

OWB 401	Education Management 401
OWR 401	Education Law 401
OBT 401	Organisation Management 401

Second year of study

OWB 402	Education Management 402
OBT 402	Organisation Management 402

- (iv) **Computer Assisted Education**
(FDE: CAE) (Code 09121030)

Curriculum

First year of study

RGB 471	Computer Use in Teaching 471
RGB 472	Computer Use in Teaching 472

Second year of study

TBG 471	Theoretical Principles 471
RTS 471	Computer Assisted Testing 471
NTG 471	New Technologies 472

- (v) **Special Needs Education**
(FDE: REE) (Code 09121052)

Curriculum

First year of study

ODK 401	Orthodidactics 401
OPG 405	Orthopedagogics 405
PSM 401	Practical Work: Psychometrics 401
PRE 401	Practice Experience 401*

Second year of study

ODK 402	Orthodidactics 402
OPG 406	Orthopedagogics 406
PDP 402	Practical work: Program Design 402
PRE 402	Practice Experience 402*

* At least 3 weeks.

- (d) **Special examination** (Also consult Reg. G.12)

A final-year student who has failed a maximum of one semester course or one year course with a final mark of at least 40% in these, may be admitted by the Dean to a special examination in those courses during January of the ensuing year, provided that this will enable the student to comply with all requirements for the Diploma.

- (e) **Diploma with distinction**

The Diploma is awarded with distinction in the fields of specialisation (a), (c) and (d), if a student obtains at least 75% in each of three subjects, with at least 70% in each of the other subjects.

For the fields of specialisation (b) and (e), a student must obtain at least 75% in each of the three academic subjects, with at least 70% in each of the other subjects.

BACHELOR'S DEGREES

E.6 BACCALAUREUS PRIMAE EDUCATIONIS (PRE-PRIMARY) BPrimEd (Pre-primary) (Code 09132002)

Also consult General Regulations G.1 to G.5.

(a) Requirements for admission

A matriculation exemption certificate.

Additional requirements: Consult paragraph 1.3 of Regulations.

(b) Duration

Eight semesters of full-time study.

(c) Approved school subjects

Afrikaans, Biblical Studies, French, German, English, Geography, History, Sepedi or Setswana, Psychology*, Mathematics, IsiZulu or IsiNdebele or any other school subject approved by the Dean.

* Students who present Psychology, but not at 300 level, must in addition to the requirements mentioned below, also comply with the requirements regarding school subjects in accordance with Regulation E.3(a)(i) to (iv).

(d) Compilation of the curriculum

Students compile their curriculum as follows unless the Dean decides differently:

First year of study

(1) and (2) AFR 151 – 158 (Afrikaans) and ENG 151 – 154 ór ENG 155, 156, 157, 158 (English)

or

ENG 151 – 154 (English) and AFR 151 – 158 ór AFA 151 – 154, AFA 155 – 158 (Afrikaans)

(3) and (4) Two school subjects at 100 level from the grouping at (c) above, of which at least one other than a language. If a language is chosen here, it must be a language from group (c) other than those chosen in (1) and (2) above

(5) OPV 151 – 154 Education 151 – 154

(6) CIL 171, 172 Computer and Information Literacy

Second year of study

(1) and (2) Two school subjects on 200 level, chosen from (1) to (4) in the first year of study.

(3) OPV 251 – 254 Education 251 – 254

(4) OPT 200 Teaching Practice 200

(5) KNW 200 Art and Handwork 200

(6) KLM 200 Pre-school Music 200

Education

- | | | |
|------|--------------|-----------------------------------|
| (7) | ELN 200 | Elementary Natural Science 200 |
| (8) | ELW 200 | Elementary Mathematics 200 |
| (9) | GOW 200 | Religious Education 200 |
| (10) | CIL 173, 174 | Computer and Information Literacy |

Third year of study

- | | | |
|-----|---------------------------------------------------------------------------------------|---------------------------|
| (1) | One school subject at 300 level, chosen from (1) and (2) of the second year of study. | |
| (2) | OPV 351 – 354 | Education 351 – 354 |
| (3) | OPT 300 | Teaching Practice 300 |
| (4) | VBO 300 | Early Basic Education 300 |
| (5) | KPG 300 | Pre-school Pedagogics 300 |
| (6) | KLM 300 | Pre-school Music 300 |
| (7) | OSP 300 | Developmental Games 300 |

Fourth year of study

- | | | |
|-----|---------|--------------------------------------------|
| (1) | VBO 400 | Early Basic Education 400 |
| (2) | ASV 401 | General School Guidance 401 |
| (3) | OPT 400 | Teaching Practice 400 |
| (4) | SOA 401 | School Organisation and Administration 401 |
| (5) | OWM 401 | Education Media 401 |
| (6) | KLK 410 | Pre-school Health Care 410 |
| (7) | RGB 470 | Computer use in Education 470 |
| (8) | OKO 402 | Education Communication 402 |
| (9) | TED 401 | Language Endorsement 401 |

(e) Music skills

Students who have completed musical training at a standard comparable to Grade 4 (University of South Africa standard), will be exempted from Pre-school Music 200 on the condition that a practical test is completed successfully to prove that they comply with the required level of musical skills.

(f) Teaching Practice

All students must complete teaching practice of at least ten weeks at an approved pre-primary school as from the second year of study.

(g) Special examination (Also consult Gen.Reg. G.12)

A final-year student who has failed a maximum of three semester courses or their equivalent, with a final mark of at least 40% in each course, may be admitted by the Dean to special examination/s in those courses during January of the ensuing year, providing this will enable the student to comply with all the requirements for the degree.

(h) Degree with distinction

The degree is conferred with distinction on a student who obtains at least 75% in each of the following courses: Education 351, 352, 353, 354; Teaching Practice 400; a school subject at 300 level.

**E.7 BACCALAUREUS PRIMAE EDUCATIONIS (JUNIOR PRIMARY)
BPrimEd (Junior Primary) : (Code 09132012)**

Also consult General Regulation G.1 to G.15

(a) Requirements for admission

A matriculation exemption certificate

Additional requirements: Consult paragraph 1.3 of Regulations.

(b) Duration

Eight semesters of full-time study.

(c) Approved school subjects

Afrikaans, Biblical Studies, German, English, French, Geography, History, Human Movement Science* (Physical Education), Sepedi or Setswana, Psychology**, Mathematics, IsiZulu or IsiNdebele or any other school subject approved by the Dean.

* If a student chooses Human Movement Science he or she must compile the curriculum in consultation with the Head of the Department Biokinetics, Sport and Leisure Sciences.

** Students who choose Psychology, but not at 300 level, must in addition to the requirements below also comply with the requirements regarding school subjects in accordance with Regulation E.3(a)(l) to (iv).

(d) Compilation of the curriculum:

Students compile their curriculum as follows, unless the Dean decides differently:

First year of study

(1) and (2) AFR 151 – 158 (Afrikaans) and ENG 151 – 154 or 155, 156, 157, 158 (English)

or

ENG 151 – 154 (English) and AFR 151 – 158 or AFA 151 – 154, AFA 155 – 158 (Afrikaans)

(3) and (4) Two school subjects chosen from the grouping (c) at 100 level, of which at least one other than a language. If a language is chosen, it must be a language from group (c) other than those chosen in (1) and (2) above.

(5) OPV 151 – 154

Education 151 – 154

(6) CIL 171, 172

Computer and Information Literacy

Second year of study

(1) and (2)

Two school subjects at 200 level, selected from (1) to (4) in the first year of study.

(3) OPV 251 – 254

Education 251 – 254

(4) OPT 201

Teaching Practice 201

(5) ELN 201

Elementary Natural Science 201

(6) ELW 201

Elementary Mathematics 201

(7) KNW 200

Art and Handwork 200

(8) GOW 201

Religious Education 201

(9) CIL 173, 174

Computer and Information Literacy

Education

Third year of study

- | | | |
|-----|-----------------------------------------------------------------------------------------|-----------------------------|
| (1) | One subject at 300 level selected from the subjects chosen in the second year of study. | |
| (2) | OPV 351 – 354 | Education 351 – 354 |
| (3) | OPT 301 | Teaching Practice 301 |
| (4) | KPG 300 | Pre-school Pedagogics 300 |
| (5) | VBO 300 | Early Basic Education 300 |
| (6) | VOR 301 | Preparatory Class Music 301 |

Fourth year of study

- | | | |
|------|---------|--------------------------------------------|
| (1) | OPT 401 | Teaching Practice 401 |
| (2) | VBO 400 | Early Basic Education 401 |
| (3) | SOA 402 | School Organisation and Administration 402 |
| (4) | ASV 401 | General School Guidance 401 |
| (5) | RGB 470 | Computer use in Education 470 |
| (6) | OWM 401 | Education Media 401 |
| (7) | OKO 402 | Education Communication 402 |
| (8) | MBK 401 | Human Movement Science 401 |
| (9) | KMU 400 | Class Music 400 |
| (10) | TED 401 | Language Endorsement 401 |

(e) Music skills

Students who have completed musical training at a standard comparable to Grade 4 (University of South Africa standard), will be exempted from Preparatory Class Music 301 on the condition that a practical test is completed successfully to prove that they comply with the required level of musical skills.

(f) Teaching Practice

Students must complete teaching practice of at least 10 weeks during the degree study in order to obtain practical teaching experience.

(g) Special examination

Regulation E.6(g) applies *mutatis mutandis*.

(h) Degree with distinction

The degree is conferred with distinction on a student who obtains at least 75% in each of the following courses: Education 351, 352, 353, 354; Teaching Practice 401; School subject on 300 level.

E.8 BACCALAUREUS PRIMAE EDUCATIONIS (SENIOR PRIMARY) BPrimEd (Senior Primary) : (CODE 09132022)

Also consult General Regulations G.1 to G.15.

(a) Requirements for admission

A matriculation exemption certificate
Additional requirements: Consult paragraph 1.3 of Regulations.

(b) Duration

Eight semesters of full-time study.

(c) Approved school subjects**Group A:**

As Reg. E.7(c)

Group B:

Chemistry, Physics, Geography, Mathematics, Zoology, Botany.

(d) Compilation of the curriculum

Students compile their curriculum as follows, unless the Dean decides differently:

First year of study

- (1) and (2) AFR 151 – 158 (Afrikaans) and ENG 151 – 154 or ENG 155, 156, 157, 158 (English)
or
 ENG 151 – 154 (English) and AFR 151 – 158 or AFA 151 – 154, AFA 155 – 158 (Afrikaans)
- (3) and (4) Any two school subjects at 100 level selected from Group A or B under (c) above. If a language is chosen it must be a language from group (c) other than the choice made at (1) and (2) above.
- (5) OPV 151 – 154 Education 151 – 154
- (6) CIL 171, 172 Computer and Information Literacy

Second year of study

- (1) and (2) Two school subjects at 200 level, selected from (1) to (4) in the first year of study.
- (3) OPV 251 – 254 Education 251 – 254
- (4) OPT 201 Teaching Practice 201
- (5) ELN 202 Elementary Natural Science 202
- (6) ELW 202 Elementary Mathematics 202
- (7) CIL 173, 174 Computer and Information Literacy
- (8) One of:
 MBK 202 Human Movement Science 202*
 KMU 201 Class Music 201
 KNS 201 Art 201

* Candidates who have chosen Human Movement Science as a school subject in (1) and (2) above, must choose another subject.

Third year of study

- (1) One subject at 300 level chosen from subjects in the second year of study.
- (2) OPV 351 – 354 Education 351 – 354
- (3) OPT 301 Teaching Practice 301
- (4) VTL 300 Subject Didactics First Language 300
- (5) GOW 300 Religious Education 300
- (6) MDG 300 Media use 300

Fourth year of study

- (1) OPT 401 Teaching Practice 401
- (2) OKO 402 Education Communication 402
- (3) and (4) Two subject didactics chosen from: VGG 401 Geography; VEW 401 Elementary Mathematics; VGS 401 History; VGO 401 Health Education; VEN 401 Elementary Natural Science.
- (5) RGB 470 Computer use in Education 470

Education

(6)	OWM 402	Teaching Media 402
(7)	SOA 402	School Organisation and Administration 402
(8)	ASV 403	General School Guidance 403
(9)	TED 401	Language Endorsement 401

(e) Teaching Practice

Students must obtain teaching experience during the degree study by completing at least 10 weeks of teaching practice.

(f) Special examination

Regulation E.6(g) applies *mutatis mutandis*.

(g) Degree with distinction

The degree is conferred with distinction on a student who obtains at least 75% in each of the following subjects: Education 351, 352, 353, 354; Teaching Practice 401; School subject at 300 level.

E.9 BACCALAUREUS EDUCATIONIS (BEd)

Also see Reg. G.1.4.

All applications for the BEd degree are subject to selection.

** Students who intend to register as Psychometrists and at a later stage as Education Psychologists with the Health Professions Council of South Africa, register for the BEd degree specialising in Education Psychology.

(a) Requirements for admission

- (i) A bachelor's degree and at least a one-year Teacher's Diploma (e.g. BA + HED); or
- (ii) a four-year composite degree in education e.g. BA(Ed); or
- (iii) any other academic qualification deemed adequate by the Dean for admission to the course (e.g. BA (Hons) Psychology).
(A BEd is not recognised in this regard for teaching purposes.)
- (iv) Students who do not comply with the above-mentioned, but who hold a qualification(s) at least equivalent to a M + 4 teacher's diploma, may be admitted to the course.

(b) Duration

- (i) The course extends over a period of at least two semesters full-time or four semesters part-time study
- (ii) The degree must be completed within eight semesters. (Semesters during which studies are interrupted, also count for this purpose.) Studies are considered to be interrupted if a registered student for the degree cancels his or her registration by written notification or otherwise fails to renew the registration.
- (iii) If a student wishes to study in a second field of specialisation after completion of the first, he or she may register in any subsequent academic year for such a field of specialisation and comply with the requirements for the particular field of specialisation during the course of the year.

(c) Curriculum

A student chooses one of the following groupings. Courses other than those mentioned below may be approved as an alternative by the Dean on the recommendation of the Head of Department.

Group A: General (09230191)

- | | | |
|-----|-------|----------------------------------------|
| (1) | (FLO) | Philosophy of Education 710, 720 |
| (2) | (HPO) | History of Education 710, 720 |
| (3) | (NME) | Research Methodology 710, 720 |
| (4) | (OOK) | Teaching and Training Studies 710, 720 |
| (5) | (PPG) | Psychopedagogics 710, 720 |
| (6) | (SPG) | Sociopedagogics 710, 720 |
| (7) | (VPD) | Comparative Pedagogics 710, 720 |

Group B: Educational Guidance and Counselling (09230392)

- | | | |
|------|-------|-------------------------------------------------------------------------------------------------------------------------------------|
| (1) | (FLO) | Philosophy of Education 710 |
| (2) | (NME) | Research Methodology 710, 720 |
| (3) | (OVb) | Educational Guidance and Counselling 700*, 710*, 720* |
| (4) | (OPG) | Orthopedagogics 710, 720 |
| (5) | (PPG) | Psychopedagogics 710, 720 |
| (6) | (SPG) | Sociopedagogics 720 |
| (7) | | Two semester courses chosen from the following in consultation with the Head of Department and with consideration of the timetable: |
| (8) | (OWB) | Education Management 710, 720 |
| (9) | (VDK) | Subject Didactics 710, 720 |
| (10) | (SPG) | Sociopedagogics 710 |

Group C: Special Needs Education (09230440)

Since only a few students will be allowed to the course, all applications will be subjected to selection.

- | | | |
|-----|-------|----------------------------------------------------------------------------------------------|
| (1) | (SXP) | Special Needs Education: Practice 770 |
| (2) | (SXE) | Special Needs Education: Assessment 710*, 720* |
| (3) | (SXH) | Special Needs Education: Assistance 710*, 720* |
| (4) | (SXT) | Special Needs Education: Theory 710*, 720* |
| (5) | (RGO) | Computer Assisted Education 710, 720
(RGO 710 is a prerequisite for admission to RGO 720) |

- | | | |
|--------|-------|-----------------------------------|
| (6) | (VDK) | Subject Didactics 710, 720 |
| (7) | (PPG) | Psychopedagogics 710, 720 |
| (8)(*) | (OOK) | Teaching and Training Studies 720 |
| (9)(*) | (FLO) | Philosophy of Education 710 |

(*) or any other two semester courses chosen from the following subjects in consultation with the Head of Department and in consideration of the timetable:

- | | |
|-------|-----------------------------------|
| (OOK) | Teaching and Training Studies 710 |
| (FLO) | Philosophy of Education 720 |
| (SPG) | Sociopedagogics 710, 720 |

Group D: Human Movement Science (09230041)**Additional requirements for admission:**

Only for students with Human Movement Science as major subject.

- | | | |
|-----|-------|----------------------------------------|
| (1) | (OOK) | Teaching and Training Studies 710, 720 |
| (2) | (OPG) | Orthopedagogics 710 |

Education

- (3) (MBK) Human Movement Science 700*, 710*, 720*, 780*
- (4) (NME) Research Methodology 710, 720
- (5) (PPG) Psychopedagogics 710, 720
- (6) Two semester courses from the following, chosen in consultation with the Head of Department and in consideration of the timetable:
 - (FLO) Philosophy of Education 710, 720
 - (SPG) Sociopedagogics 710, 720
 - (VDK) Subject Didactics 710, 720
 - (KUR) Curriculum Studies 710, 720

Group E: Subject Didactics (09230051)

- (i) A student may specialise in various fields as mentioned under (v). (All extraordinary cases, including subject choices, must be approved by the Head of Department).
- (ii) Students who plan to specialise in pre-primary education, must hold a three-year bachelor's degree which is recognised for teaching purposes and a recognised teaching diploma in Pre-primary Education or a composite four-year bachelor's degree in Pre-primary Education recognised for teaching purposes.
- (iii) Students who wish to specialise in Computer Assisted Education, must take RGO 710, 720. RGO 710 is a prerequisite for admission to RGO 720.
- (iv) **Curriculum**
 - (1) (OOK) Teaching and Training Studies 710, 720
 - (2) (VDK) Subject Didactics 700*, 710 *, 720*
 - (3) Essay: Subject Didactics (VDK 785)*
 - (4) Seven semester courses from the following, chosen in consultation with the Head of Department and in consideration of the timetable:
 - (FLO) Philosophy of Education 710, 720
 - (KUR) Curriculum Studies 710, 720
 - (PPG) Psychopedagogics 710, 720
 - (SPG) Sociopedagogics 710, 720
 - (RGO) Computer Assisted Education 710, 720 (RGO 710 is a prerequisite for admission to RGO 720)
 - (NME) Research Methodology 710, 720
 - (ODK) Orthodidactics 710, 720
 - (OWB) Education Management 710, 720
- (v) Students who choose Subject Didactics 700 and 780, may specialise in any school subject or level of education and teaching.

Group F: Education Management (09230061)

- (1) (OOK) Teaching and Training Studies 710
- (2) (HPO) History of Education 710
- (3) (OWB) Education Management 700*, 710*, 720*, 780*
- (4) (VPD) Comparative Pedagogics 710, 720; and
- (5) Five semester courses from the following, chosen in consultation with the Head of Department and in consideration of the timetable:
 - (OVb) Educational Guidance and Counselling 720
 - (FLO) Philosophy of Education 710, 720
 - (HPO) History of Education 720
 - (KUR) Curriculum Studies 710, 720

(NME)	Research Methodology 710, 720
(OPG)	Orthopedagogics 710, 720
(PPG)	Psychopedagogics 710, 720
(SPG)	Sociopedagogics 710, 720
(VDK)	Subject Didactics 710, 720

Group G: Educational Psychology (09230201)

Apart from the requirements as set out in Reg E.9(a)(i) to (iii) a student must pass Education 351 – 354 or Pedagogics 411, 412, 421, 422 and Psychology 351 – 356. Since only a limited number of students are allowed to the course, applications will be submitted for selection.

(1)	(OVB)	Educational Guidance and Counselling 710
(2)	(ODK)	Orthodidactics 710
(3)	(OPG)	Orthopedagogics 710*, 720, 721*
(4)	(OPD)	Orthopedagogical Diagnostics 700*
(5)	(OPR)	Educational Psychology Practice 700*
(6)	(KPT)	Child Psychotherapy 720
(7)	(NME)	Research Methodology 720

A student chooses four semester courses from the following with at least one semester course from each of the subjects marked (*) in consultation with the Head of Department and in consideration of the timetable:

(*)	(OOK)	Teaching and Training Studies 710, 720
(*)	(FLO)	Philosophy of Education 710, 720
	(NME)	Research Methodology 710
(*)	(PPG)	Psychopedagogics 710, 720
	(SPG)	Sociopedagogics 710, 720
	(VPD)	Comparative Pedagogics 710, 720
	(HPO)	History of Education 710, 720

Group H: Teaching and Training Studies (09230362)

(1)	(OOK)	Teaching and Training Studies 710*, 720*, 780*
(2)	(PPG)	Psychopedagogics 710, 720
(3)	(NME)	Research Methodology 710, 720
(4)	(KUR)	Curriculum Studies 710*
(5)	(VDK)	Subject Didactics 710
(6)	Five semester courses from the following, chosen in consultation with the Head of Department and in consideration of the timetable:	
	(VDK)	Subject Didactics 720
	(VPD)	Comparative Pedagogics 710, 720
	(HPO)	History of Education 710, 720
	(FLO)	Philosophy of Education 710, 720
	(OWB)	Education Management 710, 720
	(RGO)	Computer Assisted Education 710, 720 (RGO 710 is a prerequisite for admission to RGO 720)
	(KUR)	Curriculum Studies 720

Group I: Technology Education (09230410)

(1)	(OOK)	Teaching and Training Studies 710, 720
(2)	(KUR)	Curriculum Studies 710
(3)	(PPG)	Psychopedagogics 710, 720
(4)	(NME)	Research Methodology 710, 720
(5)	(RGO)	Computer Assisted Education 710

Education

- (6) (TNO) Technology Education 770*, 710*, 720*, 780*
- (7) Two semester courses from the following, chosen in consultation with the Head of Department and in consideration of the timetable:
 - (OWB) Education Management 710, 720
 - (RGO) Computer Assisted Education 720 (RGO 710 is a prerequisite for admission to RGO 720)
 - (KUR) Curriculum Studies 720
 - (PPG) Psychopedagogics 720

Group J: Computer Assisted Education (09230451)

- (1) (OOK) Teaching and Training Studies 710, 720
- (2) (PPG) Psychopedagogics 710, 720
- (3) (NME) Research Methodology 710, 720
- (4) (RGO) Computer Assisted Education 700*, 710*, 720*
(RGO 710 is a prerequisite for admission to RGO 720)
- (5) Essay: Computer Assisted Education (RGO 785)*
- (6) Three semester courses from the following, chosen in consultation with the Head of Department and in consideration of the timetable:
 - (KUR) Curriculum Studies 710, 720
 - (FLO) Philosophy of Education 710, 720
 - (SPG) Sociopedagogics 710, 720
 - (ODK) Orthodidactics 710
 - (OWB) Education Management 710, 720

(d) Degree with distinction

The degree is conferred with distinction on a student who complies with the following requirements:

Group A:

An average of at least 75% obtained in eight semester courses or their equivalent in year courses and an average of at least 65% in the remaining semester courses.

Groups B, C, D, E, F, G, H, I and J:

An average of at least 75% obtained in the subjects marked with an asterisk * and an average of at least 70% in the remaining subjects.

(e) Special examination (Also consult Reg. G.12)

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

(f) An essay for the BEd degree

- (i) An essay is limited in scope and comprises of a maximum of 50 typed A4 pages.
- (ii) The topic is subject to departmental approval.
- (iii) The supervisor and external examiners are appointed by the department.
- (iv) The preparation and submission takes place under the supervision of the lecturer.

- (v) Two ring-bound copies must be submitted for examination purposes. Both an internal and external examiner will evaluate the essay and the average mark of the two examiners will be the final mark awarded to the essay.
- (vi) The examiners evaluate whether the student is capable of planning and conducting a survey and whether the technical and language editing is satisfactory.
- (vii) A final mark of at least 50% is required to pass.

MASTER'S DEGREE

E.10 MAGISTER EDUCATIONIS (MEd)

Also consult General Regulations.
All applications are subject to selection.

(a) Requirements for admission

Subject to the stipulations of General Regulation G.30, a student who holds the BEd degree or another standard of competence deemed equivalent by the Dean, may be admitted to the study for the master's degree.

(b) Dissertation

Also consult Gen.Reg. G.57 to G.61.

- (i) An MEd student must submit a dissertation on a topic approved by the Dean on the recommendation of the Head of Department.

(ii) Disciplines	Field of study Code	Dissertation Code
Comparative Pedagogics	09250171	VPD 890
Curriculum Studies	09250361	KUR 890
Didactic Pedagogics	09250131	DPE 890
Educational Guidance and Counselling	09250012	OVB 890
Education Management	09250210	OWB 890
General	09250000	OPV 890
History of Education	09250191	HPO 890
Non-formal Education	09250421	(Chosen from one of the following):
Education General		NFO 890
Didactic Ped. and Subject Didactics		NFO 891
Philosophy of Education		NFO 892
Education Management		NFO 893
Orthopedagogics		NFO 895
Psycho and Sociopedagogics		NFO 894
Educational Guidance and Counselling		NFO 896
Human Movement Science		NFO 897
Orthodidactics	09250031	ODK 890
Orthopedagogics	09250021	OPG 890
Philosophy of Education	09250181	FLO 890

Education

Human Movement Science	09250042	MBK 891
Pre-school Pedagogics	09250451	KPG 890
Psychopedagogics	09250161	PPG 890
Research Methodology	09250351	NME 890
Sociopedagogics	09250071	SPG 890
Subject Didactics	09250051	VDK 890
Technology Education	09250412	TNO 890
Tertiary Education	09250200	TOS 890

(c) **Research Methodology**

All master's students who submit a dissertation or an essay must pass Research Methodology 710, 720 (NME 710, 720). A student may apply for exemption from this requirement if these courses (or similar courses) have been passed recently.

(d) **MEd degree with course work**

Fields of specialisation:

(i) **Education Management:** (Code 09250211)

Curriculum

OWB 801	Education Management 801
OWB 810	Education Management 810
OWB 820	Education Management 820
VPD 810	Comparative Pedagogics 810
VPD 820	Comparative Pedagogics 820
NME 710	Research Methodology 710*
NME 720	Research Methodology 720*

* Consult E.10(c).

An essay (OWB 895) (Consult Reg E.10(f))

(ii) **Computer Assisted Education:** (CAE) (Code 09250062)

Curriculum

First year of study

Students must take all **seven** courses.

EEL 880	Evaluation of CAE programs and its effect on learning
MIO 880	Modalities of Technology for Education and Training
ORO 880	Education Essence
LOO 880	Learning Theory for Education and Training with technology
ISO 880	Instructional Design
NME 710	Research Methodology 710*
NME 720	Research Methodology 720*

* Consult E.10(c)

Second year of study

Students choose **four** of the following:

SRX 880	Systems and Aids for CAE Authors
RMX 880	Computer Assisted Aids for Education
RET 880	Computer Assisted Evaluation and Testing
IVO 880	Information Technology for Schools
IRX 880	Implementation and Management of CAE and CME
RBO 880	Computer Assisted Communication and Management

IVX 880 Information Technology for Adult Education

An essay (RGO 895) – Compulsory for all students (Consult Reg E.10(f))

(iii) **Information Technology:** (Code 09250092)

Curriculum

First year of study

Students must pass all **seven** courses:

EEL 880	Evaluation of programs and its effect on teaching
LOO 880	Learning Theory for Education and Training with technology
MIO 880	Modalities of Technology for Education and Training
ISO 880	Instructional Design
ORO 880	Education Essence
NME 710	Research Methodology 710*
NME 720	Research Methodology 720*
*	Consult E.10(c)

Second year of study

Students choose **four** of the following:

RBO 880	Computer Assisted Communication and Management
IVX 880	Information Technology for Adult Education
IVO 880	Information Technology for Schools
OOH 880	Education with text and hyper text
OOO 880	Education with audio
ITV 880	Instructional television
SRX 880	Systems and Aids for CAE authors
TME 880	Technological Principles of Micro Electronics
BBI 880	IT Facilities: Management and Control

An essay (IXT 895) – Compulsory for all students (consult Reg E.10(f))

NB: A student may only present one of the specialisation fields Computer Assisted Aids for Education and Information Technology for purposes of the degree.

In terms of the conditions of Gen.Reg. G 37, candidates should note that at least half of the required subjects for the second specialisation field have to be taken, despite corresponding work that has already been completed for another specialisation field. An essay is also required.

(iv) **Educational Psychology:** (Code 09250202)

- (aa) The course extends over a period of at least one year and includes 15 hours of practical work per week, and enables the student to comply with the requirements for registration as Educational Psychologist with the Health Professions Council of South Africa, after completion of an internship in Educational Psychology at an institution approved by the above-mentioned Council for this purpose. The University is under no obligation to provide students with or assist them in finding internships.

(bb) **Requirements for admission**

A student holding the BEd degree with specialisation in Educational Psychology, or an equivalent qualification, and who has passed Psychology at 300 level, may be admitted to this course.

(cc) **Curriculum**

BOP 804	Vocational Orientation Pedagogics 804
ODD 874	Orthodidactic Diagnostics 874
ODH 874	Orthodidactic Assistance 874
OPG 804	Orthodidactics 804
OUB 804	Parent Education 804
OPR 800	Educational Psychology Practice 800
NME 710	Research Methodology 710*
NME 720	Research Methodology 720*

* Consult E.10(c)

An essay chosen from one of the following: (Consult Reg E.10(f))

BOP 895	Vocational Orientation Pedagogics
ODK 895	Orthodidactics
OPG 895	Orthopedagogics
OUB 895	Parent Education

(v) **Potential Development in Education and Training:** (Code 09250471)

Curriculum

First year of study

KKO 880	Curriculum design and development
LML 880	Learning styles and metalearning
MKP 880	Maximising potential
ISO 881	Computer assisted facilitating learning
NME 710	Research methodology 710 (NME 710)*
NME 720	Research methodology 720 (NME 720)*

* Consult E.10(c)

Second year of study

TLF 880	Text driven facilitating learning
ODS 880	Teaching models and strategies
AEV 880	Assessment, programme assessment and quality assurance
OWB 882	Leadership in education

An essay (POO 895) (See Reg.E.10(f))

(e) **Degree with distinction**

- (i) The MED degree is conferred with distinction on a student who obtains at least 75% in the dissertation.
- (ii) The MED degree with course work (all fields of specialisation) is conferred with distinction on a student who obtains an average of at least 75% in the essay and an average of at least 75% in the remaining modules.

(f) **An essay for the master's degree**

- (i) An essay is more limited in scope than a dissertation and consists of 50 to 80 typed A4 pages.

- A single phase of a problem or phenomenon in Education may be researched and an original contribution to science is not expected.
 - A report on an empirical project of limited scope is also acceptable.
 - A literature study is acceptable.
- (ii) **Approval of the topic**
As General Regulation G.57.1.
- (iii) **Nomination of a supervisor and a co-supervisor**
As General Regulation G.57.2.
- (iv) **Preparation and submission**
As General Regulation G.57.3.
- (v) **Technical editing**
As General Regulation G.58.
- (vi) **Resumé**
A resumé of 150 – 200 words in Afrikaans or English, i.e. the language medium other than the one used for the essay, must be bound into the publication, following the index.
- (vii) **Examination panel and reports**
As General Regulation G.60.1.
- (viii) **Evaluation**
As General Regulation G.60.2.
- (ix) **Pass requirements**
As General Regulation G.60.2.1.2.

DOCTORAL DEGREES

E.11 PHILOSOPHIAE DOCTOR (PhD)

Also consult General Regulation G.45 to G.55.

- (a) **Requirements for admission**
Subject to the stipulations of General Regulation G.45 a student who holds a MEd degree or another qualification considered equivalent by the Dean, may be admitted to study for the PhD degree in Education.
- (b) (i) A student for this degree must submit a thesis on a topic approved by the Dean on the recommendation of the Head of Department; and
(ii) pass an examination.
- (c) **Disciplines**
Consult code list following Reg. E.12.

(d) Minimum duration of study and requirements of doctor's degrees

Also consult General Regulation G.51.

A doctor's degree is conferred

- at least two years after complying with all the requirements for a master's degree; and
- after registration for at least one year as a student for a doctor's degree at the University prior to submitting his thesis.

E.12 DOCTOR EDUCATIONIS (DEd)

Also consult General Regulation G.56.

This degree follows on a doctoral degree in Education and is conferred by virtue of publications emanating from independent research. The publication must represent a meaningful contribution to a specific discipline.

(a) Guidelines for evaluation

(i) Disciplines

The DEd degree in the Faculty of Education is conferred by virtue of published work in one of the disciplines as indicated below Reg. E.12.

(ii) Criteria

The work submitted for the DEd must constitute an original and important contribution to scientific knowledge and insight in that it

- is regarded as a substantial and coherent contribution to the advancement of the frontiers of knowledge and insight into the specific discipline;
- and it is proof of the candidate's international leadership role in the specific field of research.

Emphasis in the assessment of the work of a DEd candidate will be placed on originality, substance and excellence.

(iii) Presentation

The document submitted for examination must consist of a selection of published articles as well as a motivated representation in which the grounds for submission and coherency of the work is evident.

Disciplines	Field of study		Subject code	
	PhD	DEd	Examination	Thesis
Comparative Pedagogics	09260691	09260171	VPD 900	VPD 990
Computer Assisted Education	09261381	09260381	RGO 900	RGO 990
Curriculum Studies	09260571	09260361	KUR 900	KUR 990
Didactic Pedagogics	09260521	09260131	DPE 900	DPE 990
Education Management	09260611	09260061	OWB 900	OWB 990
Educational Psychology	09261361	09260211	(Chosen from one of the following):	
Vocational Orientation Pedagogics			BOP 901	BOP 991

Orthodidactics			ODK 901	ODK 992
Orthopedagogics			OPG 901	OPG 991
History of Education	09261471	09260191	HOP 900	HPO 990
Movement Pedagogics	09260581	09260041	LPG 900	LPG 990
Non-formal Education	09260601	09260421	(Chosen from one of the following):	
Education General			NFO 900	NFO 990
Didact. Ped. and Subject Didactics			NFO 901	NFO 991
Philosophy of Education			NFO 902	NFP 992
Education Management			NFO 903	NFO 993
Psycho and Sociopedagogics			NFO 904	NFO 994
Orthopedagogics			NFO 905	NFO 995
Educational Guidance and Counselling			NFO 906	NFO 996
Human Movement Science			NFO 907	NFO 997
Orthodidactics	09260621	09260030	ODK 900	ODK 990
Orthopedagogics	09260631	09260021	OPG 900	OPG 990
Philosophy of Education	09261461	09260181	FLO 900	FLO 990
Pre-school Pedagogics	09260551	09260180	KPG 900	KPG 990
Psychopedagogics	09260641	09260161	PPG 900	PPG 990
Research Methodology	09260591	09260351	NME 900	NME 990
Sociopedagogics	09260651	09260071	SPG 900	SPG 990
Subject Didactics	09260681	09260051	VDK 900	VDK 990
Technology Education	09260662	09260412	TNO 900	TNO 990
Tertiary Didactics	09260671	09260200	TDK 900	TDK 990
Educational Guidance and Counselling	09260512	09260012	OVB 900	OVB 990

E.13 OTHER REGISTRATIONS

Single subjects – for non-degree purposes

(a) Local

		Undergraduate	Postgraduate
(i)	Education Special	(Code 09180001	09280001)
(ii)	Education Non-examination purposes	(Code 09190001	09290001)

(b) Foreign

(i)	Education Foreign	(Code 09185001	09285001)
(iii)	Education Foreign Non-examination purposes	(Code 09185002	09285002)
(iii)	Education Foreign Co-operation	(Code 09185003	09285003)
(iv)	Education Exchange	(Code 09185004	09285004)

(c) Education Conditional (Code 09181001)

A student who meets the admission requirements for the Higher Diploma in Education (Secondary Education) but has not been selected for a specific course because of

- (i) conditional matriculation exemption, or
- (ii) an insufficient M score

Education

- may register conditionally and then reapply at the end of the year if
- (aa) he or she has obtained matriculation exemption by the end of that year according to the conditions of the Matriculation Board;
 - (bb) Education (OPV 151, 152, 153, 154) has been taken as a compulsory subject; and
 - (cc) the first year of registration has been completed successfully.
- The subjects taken in a specific year must be compiled in consultation with the Dean.

SYLLABI

Abbreviations

l.p.w. = lectures per week

prac.= practicals

w.p.m. = words per minute

(OKO 401) Education Communication 401: 1 l.p.w.

A study of the nature of Education Communication. The spheres of intra-personal communication; interpersonal communication; style of communication; public communication, as well as the relation between methods of teaching and the communication of the teacher are explored theoretically.

Practical work: Micro teaching: Effective communication is practised in simulated teaching situations.

(OWM 400) Education Media 400: 1 l.p.w.

Didactical grounding for effective use of media: Learning and media; remembering and forgetting and the role of media. The role of media in the teaching profession; general features of media, function of educational media, media selection, media integration. Types of educational media; overhead projection, blackboard work, printed media, computer, interactive video, sound slide programmes, video, realia and models. The subject teacher and media use.

(ASV 402) General School Guidance 402: 1 l.p.w.

Life orientation as learning area. Outcomes-based education, General and specific outcomes. Understanding and accepting the learner as unique and valuable. Interpersonal skills and attitudes to enhance relationships in the family, group and the community. Respect for human rights and beliefs. *Ubuntu* and similar philosophies. Life skills. Decision-making skills. Career development. Goal setting and realisation for optimal self actualisation. Values and attitudes for a healthy balanced lifestyle. Family and sexuality education.

(GOW 400) Religious Education 400: 1 l.p.w.

See syllabi of BPrimEd.

HUMAN MOVEMENT SCIENCE for HED (Physical Education)

(MBK 101) Human Movement Science 101: 3 l.p.w. + 9 periods prac.

Bio-ergonomics; functional aspects. Managerial aspects: Principles; regulations, organisation and control at team and club level, at matches, meetings and leagues – application

to primary types of sport. Health education; movement and health, abuse and misuse of movement. Exercise science. Sport injuries: Nature, occurrence, prevention, emergency treatment of rehabilitation.

Practical work; swimming, gymnastics, dance forms, wrestling, rugby, athletics, tennis, volleyball, hockey, netball. Fitness testing.

(MBK 201) Human Movement Science 201: 3 l.p.w. + 9 periods prac

Bio-ergonomics: Energy systems, influence of exercise on the muscular system, oxygen consumption, biomechanical aspects, exercise and the heart, acid-base equilibrium, physiology of practising, movement analyses, laboratory experiments.

Exercise science: Nutrition, practising principles, fitness programming, body measurements and interpretation.

History: Meaning and purpose, human movement science in ancient times, the Renaissance, modern times. Trends. Comparative human movement science (synoptic). Sport psychology: Corporal image and experience, stress, social-psychological meaning of movement.

Application of management principles to particular types of sport. Class practice and sport.

Practical work: In several types of sport as well as fitness testing.

(MBK 301) Human Movement Science 301: 3 l.p.w. + 9 periods prac.

Foundations: Philosophical considerations, fundamental phenomena, essence of movement and sport, corporal anthropology, influences of society, evaluation and application of body measuring to particular types of sport. Motor learning. Recreation; introduction, natural resources, environment potential, terrain evaluation, recreation sport. Tourism: International and national, planning, research.

Practical work: In several types of sport as well as fitness testing.

HUMAN MOVEMENT SCIENCE for HED (Postgraduate) and all education orientated degrees

(MBK 402) Human Movement Science 402: 3 l.p.w.

Any two of the following types of sport: Swimming, athletics, tennis, hockey, rugby, netball, soccer.

(VMB 410, 420) Subject Didactics: Human Movement Science: 1 l.p.w. + 2 periods practical

Subject Didactics: Didactical, subject didactical and sport didactical aspects.

COMPUTER TYPING FOR HED (Commercial subjects)

(RKT 110): 5 l.p.w.

Keyboard training, development of speed and accuracy, simple paragraphing, general display.

(RKT 120): 5 l.p.w.

Advanced paragraphing, correspondence, advanced general display, Roman numerals, combined and special signs, speed and accuracy – 35 w.p.m.

Education

(RKT 100): 3 l.p.w. + 1 prac. (2 hours)

Theory – keyboard, Roman numerals, combined and special signs, paragraphing, business letters, official letters, general explanation, menus, programmes, advertisements. Accuracy and speed – 35 w.p.m.

(RKT 200): 3 l.p.w. + 1 prac. (2 hours)

Theory – commercial documents, elementary table work, elementary final accounts, general explanation – price notations, market reports, press reports, indexes, tables of content, documents at meetings – documents in building trade. Accuracy and speed – 40 w.p.m.

(RKT 300): 3 l.p.w. + 1 prac. (2 hours)

Theory – legal documents, advanced table work, advanced final accounts, company documents, printed form, literary work. Accuracy and speed – 45 w.p.m.

EDUCATION FOR HED (Four years), Ed degrees and BA

(OPV 151) Family Education 151 (3 lpw)

Family education: Educational styles, educational models and personality types; family as basis for education and living together; vulnerability of the modern family; educational mistakes and relationship disturbances; family functions; family types and variety of family positions; social factors influencing family education.

(OPV 152) Problems of society 152 (3 lpw)

Anti-child culture in modern society; social-education problem areas; anorexia nervosa; AIDS; latchkey children; child abuse; poverty culture; Stanism; drug and alcohol abuse.

(OPV 153) Educational psychology 153 (3 lpw)

The preschool child; the primary school child; the adolescent; disabilities; intellectual disabilities; implications of disabilities; theoretical framework for inclusive education; inclusive education in South Africa; an international perspective on inclusive education.

(OPV 154) Life skill facilitation 154 (3 lpw)

Life orientation; life skills training through workshops; basic strategies for life skills facilitation; personal and interpersonal development; empowerment through life skills acquisition. Communication skills; self-concept reinforcement; development of empathy; conflict management.

(OPV 251) Child development 251 (3 lpw)

Orientation in terms of developmental theories - implications for education and teaching; exposition of the following in the developmental phases (neonatal; baby; preschool child; middle and late childhood years and adolescence) - growth; motor; brain; sex differences and gender role development; cognitive and language development; social, moral and emotional development. Mile stones and developmental tasks in each phase; family tasks. Parent guidance programmes and development programmes for children.

(OPV 252) Learning models for life long learning 252 (3 lpw)

Historical foundations for learning; behaviourism, neobehaviourism, social learning, cognitive and Gestalt perspectives, information processing, humanism, ecological, learning models for the 21st century; brain-based learning; experiential learning; reflexive learning; self-regulated learning; meta-cognition. The learner and learner centred

approach; thinking styles; learning styles; learning approaches; problem solving and critical thinking; creativity; multiple intelligences; **emotional intelligence. Adult learning.**

(OPV 253) Curriculum development 253 (3 lpw)

Curriculum and culture; theoretical curriculum design and development (CDD) model; recent trends in CDD; characteristics and needs of society; curriculum and society; personal needs; needs of society; Curriculum 2005. Assessment of the curriculum; development and application of the curriculum development criteria; curriculum development models; assessment of the school and training curriculum; curriculum development steps.

(OPV 254) Learning programme design 254 (3 lpw)

Facilitation as concept; development of a training programme; text, language and meaning. Variables influencing teaching and learning; role of prior knowledge; advance organisers; use of media design and selection of media; simulations; recent trends in teaching preferences; competence-based education; outcome-based education; individualised teaching; open and flexible learning; classical teaching; task descriptions; assessment; recent trends in assessment and evaluation; research in assessment and evaluation; instructional and assessment gap; performance criteria; range statements; maintenance of standards; criteria of excellence; quality assurance.

(OPV 351) Education and its practical manifestations 351 (4 lpw)

Philosophy and science; meta-theories in Education; A phenomenologica manifestation of educational characteristics; Education for a democratic society.

(OPV 352) Multi-cultural education 352 (4 lpw)

Culture and education; perspectives on multi-cultural education. Objectives and characteristics of multi-cultural education. Anti-racist education; teaching and learning styles; inter-cultural communication; discipline and conflict management. Knowledge, skills, values and attitudes.

(OPV 353) Transforming education systems 353 (4 lpw)

Function of educational systems in national and international context from a dynamic system perspective. Expectations and demands of the economy, politics and other society systems. The role and structure (formal and hidden) of education.

(OPV 354) SA Education system 354 (4 lpw)

Imperatives of global developments and trends (transformation of the occupational structures, free market and human rights) of education. Critical interpretation of the challenges it holds for transformation of education in South Africa.

PEDAGOGICS FOR HED (Postgraduate)

(PED 411) Pedagogics 411: 4 l.p.w. (Psychopedagogics and Philosophy of Education)

Psychopedagogics as science. Educational behaviour and psychic life. Developmental period of the secondary school child. Learning theories. Learning and studying. Intelligence. Motivation. Self-image. Meta-cognition. Teacher and realisation of education. Psychopedagogics in lesson practice.

Philosophy of Education: Fundamental pedagogic structures. Views on the task of the teacher and the protection of the child. Contemporary educational philosophies. Professionalisation.

(PED 412) Pedagogics 412: 4 l.p.w. (Didactics)

The educational model. Objectives in education. The unique character and structure of school subjects. Fundamental grounding of teaching. Self-realisation in the lesson phases. Factors influencing educating communication in the lesson situation. Class discipline. The theoretical foundations of teaching and learning in the class situation at school. The educational model as an outcome of the theoretical reflection. A fundamental grounding of lesson presentation as educating communication process.

(PED 421) Pedagogics 421: 4 l.p.w. (Sociopedagogics and Orthopedagogics)

Sociopedagogics: Field of study and fundamental concepts. Sociopedagogic perspectives: School, society. Communication aspects of the lesson situation. Sociopedagogic problem-areas: Problematic nature of contemporary youth, drug abuse, juvenile delinquency, milieu deprivation, teenage suicide, anorexia nervosa, child abuse.

Orthopedagogics: Categorical classification of learning and behavioural problems. Unharmonious educational and teaching dynamics. Diagnostic media. Assistance to pupils in school context. Manifestations of educational problems. Orthopedagogic research perspectives.

(PED 422) Pedagogics 422: 4 l.p.w. (History of Education and Comparative Education)

History of Education as a science. The development of mankind according to the culture strategy model of CA van Peursen and similarities to the development of man. Educational themes in time perspective. Timeless prevailing truths applied to the current teaching practice. Some relevant themes regarding the transformation of the South African education system from an international comparative perspective.

(RGB 470) Computer use in Education 470: 2 l.p.w.

Orientation with regard to the potential that the use of computers in teaching has in, inter alia, demonstration, supplementation, exercise and remediation. The use of educational software in subject context, as well as the use of utility packages for educational purposes and administration. Exposure to author's packages through which teachers can create tests, mark sheets and tutorials etc.

(SOA 410) School Organisation and Administration 410: 1 l.p.w.

The subject consists of two components:

- A: **Teaching Organisation:** Service conditions. Professional status and professionalism. Application procedures for vacancies. Administrative organisational aspects. Classroom management. Management of pupil activities. Assignments.
- B: **Education System Theory:** Education system. Curriculum 2005. Education system in relation to society.

(SOA 420) School Organisation and Administration for the teaching profession 420: 2 l.p.w.

Importance of the law for education. The teacher and the pupil. Discipline. The teacher and his employer. Assignments.

SUBJECT DIDACTICS FOR HED (Postgraduate and four-year course) and Ed degrees

(VRK 400) Subject Didactics of Accounting 400: 2 l.p.w.

The specific place of subject didactics in the pedagogic disciplines. The unique character of the subject. Objectives and aims with teaching. General approach to teaching. Approach in macro context. A model for lesson planning. Practical application of topics from the school syllabi. Orientation, preparation and presentation of the lesson. Evaluation, measuring, testing and examination. Functionalisation (assignments).

(VND 400, VSE 400, VWA 400 and VIZ 400) Subject Didactics of African Languages 400: 2 l.p.w.

Teaching and study objectives with reference to aspects of form and content, the task of the teacher: His academic and professional training; the pupil: Career orientation and expected possibilities. Study content: Oral work, grammar, language and composition, prescribed work: Forms and systematisation, interpretation and reduction of topics – practical examples, actualisation of foreknowledge, problem definition – examples; principles of systematisation; lesson analysis – practical examples; lesson demonstrations; lesson structure; the relationship basic form, methodological principle and methods, the relation actualisation principle, method of studying and teaching aids, evaluation and error analysis, model lessons and lesson criticism.

(VAF 400) Subject Didactics of Afrikaans 400: 2 l.p.w.

Unique character and essence of the subject. Particular objective with regard to effective mother-tongue education. Second language. Teaching situation: Teacher, subject matter, pupil. The lesson structure: Lesson analysis and lesson planning, lesson demonstration, teaching aids, self-tuition themes. Further extension of work in relation to lesson structure: Purpose of teaching, lesson planning, didactic modalities. Planning: Definition/formulation of the problem, type of lessons, didactic principles, evaluation with regard to the different sections of the subject. Orthodidactic assistance. Self-tuition themes with reference to primary school.

(VLB 400) Subject Didactics of Agricultural Science 400: 2 l.p.w.

Purpose, position, structure and history of the subject at school. The agriculture pupil: Possibilities, abilities, occupational directness. The agricultural teacher: Training, personality, duties and responsibilities. An analytical, critical evaluating study of the syllabi as applicable to the Gauteng Agricultural High Schools. The presentation and planning structure for a lesson. The course of the lesson. Exercising, revision and remediation. Measuring and evaluation. Methods to encourage independent study and a critical reasoning capacity in pupils.

(VBK 400) Subject Didactics of Biblical Studies 400: 2 l.p.w.

Student teachers are being prepared to comply to the requirements of Curriculum 2005 for grades R, 1–3, 4–6 and 7–12 respectively. The course consists of three components namely:

- (i) Biblical Instruction, specifically focussed on the education of Christian teachers who will have to teach Biblical Instruction as well as universal religious norms and values contained in Curriculum 2005 to Christian children.
- (ii) a study of the other most important religions which are prominent in SA, and to equip students in terms of the requirements of Curriculum 2005 with regards to all religions.

- (iii) A study of chapters 7–14 in the Department of Education's policy document for Religious Education in South Africa, namely *Religion in Curriculum 2005 – A policy document (1999)* and its implications to education.

(VBL 400) Subject Didactics of Biology 400: 3 l.p.w.

Nature and structure of the subject. Objectives in teaching. Syllabus analysis and work scheme. Reduction of subject content. Study objectives formulation. Learning theory and heuristic learning. The biology laboratory. Lesson planning and evaluation. Formulating questions. Experimenting and demonstration. Microscope work. Dissections. Evaluation. The Biology club. The Biology teacher.

(VBM 400) Subject Didactics of Business Management 400: 2 l.p.w.

Particular position of subject didactics in the pedagogic disciplines. The unique character and structure of the subject. Objectives and aims in teaching. Approaches in teaching the subject. Lesson structure as model for lesson planning. Practical application of topics from the school syllabi. Orientation, preparation and presentation. Evaluation, measuring, testing and examination. Functionalisation (assignments).

(VKR 400) Subject Didactics of Commercial Law 400: 2 l.p.w.

The particular place of subject didactics in the pedagogic disciplines. The unique character and structure of the subject. Objectives and aims with the teaching. Ways of approach with the teaching. Lesson structure as model for lesson planning. Practical application of topics from the school syllabi. Orientation, preparation and presentation. Evaluation, measuring, testing and examination. Functionalisation (assignments).

(VRS 400) Subject Didactics of Computer Studies 400: 3 l.p.w.

Training final year education students to realise the subject syllabus as stipulated by the Certification Board for grades 10, 11 and 12. The unique character and structure of the subject. Methodology of importance in the teaching situation. Interpretation of the Certification Board syllabus as well as guidance with regard to educational obstacles in the class situation.

(VEK 400) Subject Didactics of Economics 400: 2 l.p.w.

The particular place of subject didactics in the pedagogic disciplines. The unique character and structure of the subject. Objectives and aims with the teaching. Ways of approach with the teaching. Lesson structure as model for lesson planning. Practical application on topics from the school syllabi. Orientation, preparation and presentation. Evaluation, measuring, testing and examination. Functionalisation (Assignments).

(VES 400) Didactics of English 400: 2 l.p.w.

The course provides for a first and second language perspective and includes a general approach to the teaching of language, literature, composition and reading; evaluation; and lesson planning and lesson demonstration based on the high school English syllabi.

(VFR 400) Subject Didactics of French 400: 2 l.p.w.

Demarcation of the field of subject didactics; overview of the categories of subject knowledge; linguistics: Review of research in grammar; Psychodidactic orientation; review of different methodological approaches.

(VAN 400) Subject Didactics of General Natural Science 400: 3 l.p.w.

The area of study: Subject Didactics of General Natural Science, objectives in teaching, the structure of a lesson regarding the teaching, the nature and structure of the subject.

Methodological principles and methods of importance in the teaching of the subject; practical work and laboratory organisation. Exemplary theme studies from the secondary school syllabus of General Natural Science, the reduction of study content, measuring in the subject and the S.I. system, evaluation of the subject at school. Principles for lesson planning.

(VGG 400) Subject Didactics of Geography 400: 2 l.p.w.

Geography as aspect of reality, task of the school, formulation of objectives, reduction of content, lesson planning and execution, evaluation, content as purpose and as medium, exemplary method, media, syllabus study, work scheme, creativity.

(VDT 400) Subject Didactics of German 400: 2 l.p.w.

Integration of scientific instruction and experience of reality, formulation of objectives and content reduction, lesson planning and execution, evaluation. Teaching of: Oral and written task application, translation, literature, integration of method of study and media, syllabus study, work-scheme design, creativity.

(VGR 400) Subject Didactics of Greek 400: 2 l.p.w.

Demarcation of the field. Linguistics: Review of research in linguistics. Different methodological approaches with regard to teaching the subject.

(VHB 400) Subject Didactics of Hebrew 400: 2 l.p.w.

Demarcation of the field. Linguistics: Review of research in linguistics. Different methodological approaches with regard to teaching the subject.

(VGS 400) Subject Didactics of History 400: 2 l.p.w.

Unique character and structure of the subject. Objectives derived from the nature of the subject (general). Objectives. Putting aims into operation. Reduction. The blackboard scheme. Actualisation of foreknowledge. Problem definition. Hints for teaching practice. Functionalisation: Non-essay type and essay type assignments. Evaluation: Tests. Evaluation: Examination. The syllabus, work scheme, papers (matriculation). Courses in which the subject is offered. The history classroom. Teaching and learning aids. Excursions, museum, news board, etc. General.

(VBI 400) Subject Didactics of Library Science 400: 2 l.p.w.

Part 1: The effective management and administration of a school media centre. Policy regarding the media centre and media, a school's own in-house policy regarding media. The procedures for administration.

Part 2: The planning and design of learning tasks taking information skills into account.

(VWS 400) Subject Didactics of Mathematics 400: 2 l.p.w.

Current approach (some notions in thought psychology); lesson structure (lesson from, didactical modality and course of the lesson); syllabus and work scheme; subject policy (objectives, classroom practice, revision and evaluation); theme study, error analysis and lesson planning; handbooks (evaluation and usage).

(VMU 400) Subject Didactics of Music 400: 2 l.p.w.

The course consists of two separate components:

Subject didactics of Harmony and Counterpoint and subject didactics of the History of Music and Form. Principles and guidelines for teaching harmony, counterpoint, history of music and form. Objectives, methodological principles, class management, lesson structures, evaluation, interpretation of the Certification Board syllabus.

(VNS 400) Subject Didactics of Physical Science 400: 3 l.p.w.

The area of study of subject didactics of Natural Science, objectives in teaching Chemistry and Physics, the structure of the lesson with regard to teaching, nature and structure of the subject. Methodological principles and methods of importance in teaching, practical work and laboratory organisation; exemplary theme studies from the secondary school syllabus of Natural Science; the reduction of study content; measuring of the subject and the SI system; evaluation of the subject at school. Lesson planning in the subject. Principles for lesson presentation.

(VVB 400) Subject Didactic Educational Guidance and Counselling 400 for BA(Ed) Educational Guidance and Counselling: 2 l.p.w.

The place of guidance and counselling in Curriculum 2005. Guidance and counselling as an aspect of life orientation. Guidance and counselling from a multicultural and cross-cultural perspective. The group discussion, interviews, psychometric media, study orientation, help and support giving. Preparation and lesson planning as an aspect of learning facilitation in guidance and counselling. Job analysis; entrepreneurship; some specific educational/psychological problems which may potentially precipitate guidance and counselling. Teaching practice: normally during the first semester.

(VVB 401) Subject Didactic Educational Guidance and Counselling 401: 2 l.p.w.

Facing the future: Youth empowerment – a perspective and framework. Career development theories from a lifespan perspective. Career issues, indicators and policies. Youth and the world of work: the need for career pathing. The career and life skills needs of the South African youth. The professional profile of the career practitioner. Techniques and interventions for life and career pathing. Life and career pathing programmes: individual and group empowerment. Youth empowerment for life and career pathing in multicultural context. Case studies – life and career support giving for optimal living in career entrance, development and practice.

(VSD 400) Subject Didactics of Speech and Drama 400: 2 l.p.w.

Unique character and structure of the subject. Analysis and integration of syllabuses to facilitate learning. Learning task design and operation to accomplish the facilitating of learning. Strategies for the assessment of learning outcomes.

(VTO) Subject Didactics of Tourism 400: 3 l.p.w.

General review with regard to tourism; communication in tourism; eco-tourism; geographical tourism; technology in tourism; basic accounting; career opportunities in tourism; worldwide perspective with regard to tourism; tourism market and the marketing of tourism.

(VRN 400) Subject Didactics of Computer Typing 400 for HED (Four-year course): 2 l.p.w.

General and particular objectives of typing: Historical development of the typewriter, the teaching situation – subject didactics (the typing pupil – the typing teacher), typing venue, learning process, typing process, first instruction in typing, development of speed and accuracy, orthodidactic assistance, selection of handbooks, individual differences in pupils, testing and measurement, error analysis, practising of a skills subject. Organising the structure of the lesson – general, work schemes, timetable planning, touch-typing – for the teacher, teaching aids Grades 8 – 12.

DIPLOMA IN HIGHER EDUCATION AND TRAINING PRACTICE (after hours)

(LFT 400) Facilitating Learning: 2 l.p.w.

Developing learning programmes. Strategies for effective education and training practice, such as initiating learning, problems as learning tasks, learning task design, maintaining learning, metalearning, cooperative learning. Accountable assessment practice.

(LKT 410) Learning Culture 410: 2 l.p.w.

Learning in the context of education and training. Learning theory. The learning process. Learning and the relationship with curriculum, outcomes-based education, paradigms, change, future demands maximising potential, constructing meaning.

(ADO 420) Academic Development 420: 2 l.p.w.

Implementing strategies for developing academic skills across the curriculum, including creativity, language proficiency, self-management, thinking and study skills.

(OKO 410) Education Communication 410: 1 l.p.w. + ½ prac.

Theoretical foundation of education communication, linked to appropriate education and training practices. Practical exercises in effective education communication.

(OWT 410) Education Technology 410: 1 l.p.w. + 1 prac.

Media as sources of learning. Developing and utilising media by learner. Media and whole-brain learning, maximizing multi-intelligences, maximizing potential. Lower and higher level technology. Integrating media. Multimedia learning packages.

(OWO 420) Education and Training Management 420: 2 l.p.w.

Introduction to the management process, applied to specific education and training situations. Financing in tertiary education. Administration and management of personnel issues. Procedures and control measures. Future of higher education and training.

(OOP 400) Education and Training Practice 400: 1 l.p.w. + 1 prac.

Application of principles of effective education and training practice.

FURTHER DIPLOMA IN EDUCATION

Field of specialisation – Family and Sex Education

(GOV 401) Family Education 401

Family and Sex Education: Background and orientation internationally and in the RSA as pedagogic matter, the human being and intra-personal relationship, the family as functional unit (1).

(GOV 402) Family Education 402

The family as functional unit(2), the changing family, enrichment of family life, marriage.

(GAV 401) Sex Education 401

The human being as sexual being. The pre-puber, puber and adolescent.

Education

(GAV 402) Sex Education 402

Girl-boy relationships, variations in sexual behaviour, AIDS and other venereal diseases, values.

(VGZ 402) Subject Didactics: Family and Sex Education 400

Orientation, objectives, subject didactics and Family and Sex Education.

Field of specialisation – Hearing Impairment

(OOD 401) Educational Audiology 401

Hearing anatomy, physiology and perception of sound
The normal communication cycle (sender and receiver)
Loss of hearing and the implications for development
Aetiology and pathology of loss of hearing
Ear-tests and audiogrammes
Prevention of loss of hearing

(OOD 402) Educational Audiology 402

Hearing impairment and communication
Language acquisition of the normal-hearing person
Language acquisition of the hearing-impaired
Communication characteristics of the hearing-impaired
Sign language
Language training methods in the classroom

(OPG 401) Orthopedagogics 401

Instruction and orientation
Hearing impairment as developmental handicap and disability
The hearing-impaired child in a problematic or aggravating educational situation
Parent guidance regarding the hearing-impaired child
The multiple handicapped hearing-impaired child
The multi-professional team (PIDA)
The hearing-impaired child during the developmental phases
The pupil who is hard of hearing and the child who becomes deaf at a post-linguistic stage
The development and personality traits of the hearing-impaired child
Personality of the hearing-impaired
Deviant behaviour in the hearing-impaired child
Life skills programmes for the aurally-handicapped
Parent and community involvement
The deaf culture

(OKP 401) Orthodidactics and classroom Practice 401

Pre-primary learning and development
Criteria for hearing impairment
Language acquisition in the primary family situation
Sensory development
Pre-primary education and the hearing-impaired
Aids and apparatus
Orientation of the parent
Loss of hearing and school placement
Loss of hearing and hearing-aids

The hearing-aid in the classroom
 Training in listening in the classroom
 Classroom acoustics
 Main stream handling of the hearing-impaired pupil

(SOX 402) Specialised Education: practical 402

A course in the planning and application of individual, group and system programmes of assistance. Specialised education: Students select one of the following fields of specialisation: Pre-primary, Primary or Secondary Special Needs Education (Hearing Impaired) or education for the hearing-impaired in the main stream.

Field of specialisation – Computer Assisted Education

(RGB 471) Computer Use in Education 471: 1 l.p.w.

General computer skills for education
 Multi-purpose computer software for education
 Software for school related administration and how to use it.

(RGB 472) Computer Use in Education 472: 1 l.p.w.

Word processing
 Spreadsheet use
 Database use
 Graphic packages
 Software for subject teaching (single and multi-purpose)

(TBG 471) Theoretical Principles 471: 1 l.p.w.

Behaviourism versus cognitive psychopedagogics. Teaching and learning theories in CAE. Individual and co-operative teaching and learning.

(RTS 471) Computer Assisted Testing 471: 1 l.p.w.

Development and implementation of computer assisted tests
 Management issues associated with computer assisted testing
 Types of questions, feedback and remediation

(NTG 471) New Technologies 471: 1 l.p.w.

Competencies for diagnostics. Hypermedia in subject teaching. Interactive video, CD-ROM and intelligent CAE.

Field of specialisation – Education Management

(OWB 401) Education Management 401

Orientation to Education Management
 Cyclic management functions
 Planning: Annual programme, school timetable, activities as practical component.
 Organisation: Distribution of work and extramural activities; practical application.
 Control: Supervision and control skills

(OWB 402) Education Management 402

Problem solving and decision-making
 Communication skills to improve interpersonal relationships
 Aspects of Human Resource management, for example:
 – Evaluation of personnel (strategies and techniques)

Education

- Guidance strategies

(OWR 401) Education Law 401

The rights and duties of the child
The rights and duties of the teacher
The law and the education manager
Some contemporary issues in education

(OBT 401) Organisation Management 401

School rules and school policy
Management styles to promote a productive school climate (motivation)
Group dynamics (Management of groups)
Team and class management.

(OBT 402) Organisation Management 402

Conflict management in the school – application of handling skills
Negotiation strategies
Management of change and renewal
Applications of the above strategies in school practice

Fields of specialisation – Remedial Education

(ODK 401) Orthodidactics 401

The learning event
Incidence, causes and effects of learning problems
The child who is not school-ready
Didactic neglect
The slow learner
Study problems
Development of language, reading, spelling, handwriting and mathematics
Causes, types and consequences of language, reading, spelling, handwriting and mathematical problems
Education provision for children with problems
The teacher and the child with problems

(OPG 405) Orthopedagogics 405

Classification of concepts related to development, education and learning problems in general
Child development and problems in child development
The environmentally deprived child
The pedagogic neglected child
Disabilities: Categories, causes and education provision
Orientation with reference to behavioural, emotional and social problems

(PSM 401) Practical: Psychometrics 401

A course in the informal and formal identification and diagnosing of children with problems

(PRE 401) Practical: Two weeks of practical experience 401

Under guidance and supervision of a special needs education teacher or educational psychologist in a school or school clinic or approved appropriate private practice under supervision of the University.

(ODK 402) Orthodidactics 402

Types and methods of assistance

Teaching strategies and aids

Assistance to children with motor, perceptual, handwriting, reading, spelling and mathematical problems

Prevention of problems

(OPG 406) Orthopedagogics 406

Causes and types of behavioural, emotional and social problems

Dealing with behavioural, emotional and social problems at school and at home

Prevention of behavioural, emotional and social problems

(PDP 402) Practical: Programme design 402

A course in the planning, design and application of individual, group and system remedial programmes

(PRE 402) Practical: Four weeks of practical experience 402

Under guidance and supervision of a special needs education teacher or educational psychologist in a school or school clinic or approved appropriate private practice under the supervision of the University

BPrimEd**(ASV 401) General School Guidance 401: 1 l.p.w.**

Life-skills education: Theoretical foundation; Life-skills programme; Grounding and content of core teaching programmes. Personal development: Core curriculum for primary schools. Citizenship skills: Programme for primary schools. Career orientation: Programme guide.

(ASV 403) General School Guidance 403: 1 l.p.w.

Guidelines for the scientific foundation of school guidance for the primary school. Essentials of school guidance. National policy of differentiated teaching and its significance. The school tutor support system. Work orientation of the primary school child: Work exertion and work attitude, work values. Opportunities for self-orientation and self-realisation. Extra curricular support. Content for youth preparedness for the primary school: Spiritual preparedness and physical preparedness programmes.

(ELN 200, 201, 202) Elementary Natural Science 200, 201, 202: 4 l.p.w.

Module 1: Physical Science

Cinematics: Equations of motion. Dynamics: forces. Heat and temperature. Electricity. Ferro-magnetism. Matter. Chemistry: Atoms, elements, compounds. Formulae and chemical equations. Reactivity of metals and non-metals. Acids and bases, neutralisation.

Module 2: Biology

Morphology of higher plants; anatomy, organography, Cytology. Morphology of Mammalia: CThordata; classification; breathing, digestive and excretion systems. Physiology: Homeostases, nutrition, respiration. Taxonomy, ecology, genetics and ethnology.

Education

(ELW 200) Elementary Mathematics 200: 2 l.p.w.

Number concepts. Other basic numbers. Expansion of the number concept. System International SI (money and physical quantities). Number sentences and first-grade equations. Main operations with whole numbers. Geometry and shades.

(ELW 201, 202) Elementary Mathematics 201, 202: 2 l.p.w.

Number concept. Other basic numbers. Expansion of the number system. System International SI (money and physical quantities). Number sentences and first-grade equations. Main operations with whole numbers. Main operations with decimal fractions. Ordinary fractions: Concepts and the four main operations.

(GOW 200, 201, 300, 400) Religious Education 200, 201, 300, 400: 1 l.p.w.

Student teachers are being prepared to comply to the requirements of Curriculum 2005 for grades R, 1–3, 4–6 and 7–12 respectively. The course consists of three components:

- (i) Biblical Instruction, specifically focussed on the education of Christian teachers who will have to teach Biblical Instruction as well as universal religious norms and values contained in Curriculum 2005 to Christian children.
- (ii) A study of the other most important religions which are prominent in SA, and to equip students in terms of the requirements of Curriculum 2005 with regards to all religions.
- (iii) A study of chapters 7–14 in the Department of Education's policy document for Religious Education in South Africa, *namely Religion in Curriculum 2005 – A policy document (1999)* and its implications to education.

(KPG 300) Pre-school Pedagogics 300: 2 l.p.w.

Introductory orientation in pre-school pedagogics. The pedagogic-didactic design of the pre-school. Specific role of pre-primary education in the cognitive development of the pre-schooler. School readiness function of pre-primary education. Observation and evaluation. Co-operation between the pre-school and the family. Liaison with the supporting services in the community.

(MDG 300) Media use 300: 2 l.p.w.

Knowledge of all kinds of media as source of information. The characteristics and usage possibilities of the different media in teaching and learning. The application of information skills through usage of the media for curriculum purposes by the subject teacher as well as the pupils.

(KLM 200) Class Music 200: 2 l.p.w.

Music as an accountable way of educational plays in the pre-school. Development of the child and music. The structure of music. Singing, movement, physical percussion. Sound and tone. Dramatisation. Rhythmical speech; recognition of rhythm. Themes. Concept forming via music. Music appreciation. Interest tables.

(KLM 300) Pre-school Music 300: 2 l.p.w.

Deepening of themes as indicated in Pre-school Music 200.

(VOR 301) Preparatory class music 301: 2 l.p.w.

The student with no musical background must learn: notation reading, confident use of the singing voice, guitar accompaniment and percussion work.

(KMU 201, 400) Class Music 201, 400: 2 l.p.w.

- (i) Didactics of class music are presented practically and theoretically, all aspects of class music namely singing, movement, percussion, listening, notation reading and creativity for the primary phase.
- (ii) Skills: Focused on the improvement of the student's singing, percussion and notation reading skills.
- (iii) Choir conducting for the junior choir.

(KNS 201) Art 201: 2 l.p.w.

Lettering and poster design, experiments with a variety of media. Child art development phases. Printing processes. Development of skills to experiment on an individual level. Developmental phases for child art and clay work.

(MBK 202, 401) Human Movement Science 202, 401: 1 l.p.w.

Swimming/physical movement in water: Basic swimming strokes, water hygiene and safety. Life-saving team: Elementary life saving. Gymnastics/physical movement with adaptation to objects: Acquire and execute gymnastic movements with or without the use of apparatus. Dance/physical movement with expression: Social, creative, rhythmic dance. Movement games: Physical and movement experience concerning perceptual motor.

(KNW 200) Art and Handwork 200: 2 l.p.w.

Child art development phases; interpretation of child art; lettering and poster principles; experimenting with media and techniques. Graphic printing processes suitable for the pre-school.

(OKO 402) Education Communication 402: 4 l.p.w.

Module 1: Education Communication (1 l.p.w.)

A study of the nature of education communication. Intrapersonal and interpersonal communication. Style of communication. Public communication as well as the relation between teaching methods and the communication skills of the teacher, is explored theoretically.

Module 2: Micro teaching (3 l.p.w. = practical sessions)

Effective communication is practised in simulated teaching situations. Voice use and posture. Effective use of teaching media. Planning, preparation and presentation of lessons. Dramatisation. Didactic modalities and different lesson types. Demonstrations, displays and making apparatus.

(OWM 401) Education Media 401: 1 l.p.w.

Didactic perspectives on the use of media in the pre-primary and junior primary school phases. Accountable selection of education media and its integration into the teaching and learning situation. Making of suitable education media.

(OWM 402) Education Media 402: 1 l.p.w.

A didactic perspective on the use of education media in the senior primary educational phase. Accountable media selection and integration into the teaching and learning situation. Making of suitable education media.

(OPT 200, 201) Teaching Practice 200, 201

Observation of the total school. It includes all curricular, extra-curricular and organised activities of the school. Selective reporting of observation is required.

(OPT 300, 301) Teaching Practice 300, 301

Extensive practice experience of all facets of the school with the emphasis on the modules of VBO 300.

(OPT 400, 401) Teaching Practice 400, 401

Extensive practice experience of all facets of the school with the emphasis on the modules of VBO 400.

(OSP 300) Developmental Games 300: 2 l.p.w.

Aim and form of physical education for the pre-schooler. Movement and movement teaching. Movement elements. Principles for preparing and presenting a lesson. Remedial development games. Development of a baby's posture. Fallen arches. Symmetrical deviations of the spine, of the chest and shoulder girdle – first degree.

(SOA 401) School Organisation and Administration 401: 1 l.p.w.

Education policy and structures. The organised profession. Classroom management. Aspects of education law for education management.

(SOA 402) School Organisation and Administration 402: 1 l.p.w.

Education policy and structures. Conditions for service. Registration at National Education Department, list of vacancies, appointments, opportunities for promotion, compensation, leave, housing, medical assistance. The organised profession: classroom organisation. Discipline. Pension.

(VBO 300) Early Basic Education 300: 4 l.p.w.

Module 1: Subject Didactics of Afrikaans (1st language)

The nature and structure of home language teaching in the beginners' class. Language level of the school beginner: Readiness. Language ability and language skills: Oral composition. Initial reading and spelling. Written composition. Literature programme. Differentiation in the beginners' classes. Lesson structure and presentation of lessons.

or

Subject Didactics of English (1st language)

The teaching and learning of English as a first language. The requirements for work schemes and preparation of lessons. Presentation methods and techniques. Guiding the child towards effective speaking. Organisation and preparation of learning content. The lesson structure. Poetry teaching in junior classes. The presentation of stories.

Module 2: Subject Didactics of Environment Studies:

Subject policy: Objectives and classroom practice. The orientation programme in the beginners' class, curriculum, syllabus and work schemes. Teaching and learning media. Learning forms and learning modes. Forms and methods of working. Didactic modalities. Reduction of lesson content: practising of insight, chalk board techniques. Functionalisation, creativity. The lesson structure and presentation of model lessons: Micro teaching. Evaluation and measuring learning achievements. Exemplary theme studies from the school syllabus. Integration of self-tuition and reference sources in the teaching of the subject. School library. Public health and safety. Child protection acts. Civil protection and the emergency plan at schools.

Module 3: Pre-school Literature (1st language)
The significance of pre-school literature as part of the pre-schooler's education milieu. Criteria for evaluation of pre-school stories and books. Different types of stories. Selection of stories according to level of development. Illustration of pre-school stories. Skills for presenting stories; dramatisation of stories; puppet show. Poetry. The library corner.

Module 4: Media Use
Information skills. Interaction between subject teaching and school media centre. Curriculum based use of media. Media, programmes and apparatus in the media centre.

(VBO 400) Early Basic Education 400: 4 l.p.w.

Module 1: Subject Didactics of Afrikaans (2nd language)
The unique nature and structure of second language teaching in the beginners' class. Language readiness of school beginner. Language ability and language skills: Oral composition. Initial reading and spelling. Written composition. Literature programme. Differentiation in beginners' classes. Lesson structure and lesson presentation.

or

Subject Didactics of English (2nd language)
The teaching and learning of English as a second language. The requirements for work schemes and lesson preparation. The lesson structure. Organisation and techniques. The teaching of poetry in the junior classes. The presentation of stories. Teaching effective speaking skills.

Module 2: Subject Didactics: Elementary Mathematics
Subject policy: Objectives and classroom practice. Forms and methods of learning. The preparatory programme. Computer readiness: General and specific abilities and skills. Curriculum, syllabus and scheme of work. Preparation. The lesson structure. Didactic modalities. Teaching and learning aids. Differentiated learning assignments. Evaluation and measuring of learning achievements. Exemplary theme studies from the school syllabus. Orthodidactic assistance.

Module 3: Pre-school literature (2nd language)
The significance of children's literature as part of the pre-schooler's educational milieu. Criteria for evaluating books and stories for pre-schoolers. Different types of stories. Poetry. Selection of stories according to the level of development. Illustration of pre-school stories. Practical aspects of story telling. Dramatisation of stories. Puppet show. Library corner.

Module 4: The art of writing.
The nature of writing in the beginners' class. Writing techniques: printing cursive writing and numbers. Writing readiness. Changing from printing to cursive writing. Functional writing, writing speed and its improvement. Remedial teaching.

(VTL 300) Subject Didactics First Language 300: 2 l.p.w.

Knowledge of the language structure and its functional and creative use. Particular objectives concerning effective home language teaching. Structuring the teaching programme according to the syllabus. Integrated teaching and learning of listening,

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speaking, reading and writing skills and the incorporation of grammar and spelling. The literature programme. Setting of tests and examination papers. Evaluation of all components.

(VGG 401) Subject Didactics of Geography 401: 2 l.p.w.

Unique character of the subject and the nature of its teaching. Intensive syllabus analysis. Subject content essences and learning content reduction. The lesson structure and the presentation of lessons. Differentiated assignments and skills for using an atlas. Environmental education. Posters and models to convey information and concepts.

(VEW 401) Subject Didactics of Elementary Mathematics 401: 2 l.p.w.

Subject policy: Objectives and classroom practice. Curriculum, syllabus and work scheme. Lesson structure: Lesson form, didactic modalities and the lesson course. Working methods. Teaching and learning aids. Error analysis. Forming and expansion of number concepts. Evaluation and measuring of learning achievement. Micro teaching and planning of model lessons. Differentiated learning assignments. Orthodidactic assistance. Exemplary theme studies from the school's syllabus.

(VGS 401) Subject Didactics of History 401: 2 l.p.w.

Unique character of the subject and the nature of its teaching. Intensive analysis of the syllabus: Compilation of work schemes. Subject content essences and the reduction of learning content. The lesson structure and presentation of lessons. The incorporation of self-tuition and reference sources in the teaching of the subject. Evaluation procedures and measuring learning achievements.

(VGO 401) Subject Didactics of Health Education 401: 2 l.p.w.

Subject policy: Objectives and classroom practice. Curriculum, syllabus and work scheme. Exemplary theme study out of school syllabus and the reduction of content. Lesson structure: Lesson form, didactic modalities and the course of the lesson. Working methods. Teaching and learning media. Evaluation procedures and measuring learning achievements. Public health and safety. Civil protection. Emergency plan at schools.

(VEN 401) Subject Didactics of Elementary Natural Science 401: 2 l.p.w.

Unique character of subject and the nature of its teaching. Intensive study of the syllabus: Compilation of work schemes. Subject content essence and the reduction of learning content. The lesson structure and presentation of lessons. Scientific working methods. Study themes. Evaluation procedures and measuring learning achievements. Differentiated teaching, pupil projects and class organisation.

(KLG 410) Pre-school Health Care 410: 2 l.p.w.

Introduction to five basic food groups. Nutritional requirements. Meal planning: Menus and recipes. Role of different nutrients in health. Features of the well fed child. Healthy eating habits. Overweight and underweight. Nutrition and teeth. Provision of food. Day care and after-school care centres.

BEd**COMPARATIVE PEDAGOGICS****VPD 710:** 1 l.p.w.

Study of education systems (as forms of a collective provision of education) from different approaches (equilibrium and conflict paradigms). In comparing the education systems and/or education provision problems of some other countries with that of the South African education system, alternatives are critically interpreted.

VPD 720: 1 l.p.w.

Study of the origin and reform of education systems. Emphasis is placed on the relation between education systems and the development of society. Attempts to partial renewal, modernisation and/or fundamental restructuring in several other countries form the base for a critical pedagogic interpretation.

COMPUTER ASSISTED EDUCATION**RGO 710:** 1 l.p.w. + 1 prac. p.w.

General computer skills. Multi-purpose computer software. Visual design principles for education documentation.

RGO 720: 1 l.p.w. + 1 prac. p.w.

Types of single-purpose CAE software. Evaluation of single-purpose CAE software.

RGO 700: 1 l.p.w. + 1 prac. p.w.

Multi-purpose computer software in schools. CAE and co-operative teaching and learning. Principles for design of multimedia software for education. Design and development of a multimedia program. Strategic planning for the use of computers in schools.

CURRICULUM STUDIES**KUR 700:** 2 l.p.w.

Papers on themes identified and researched by students.

KUR 710: 1 l.p.w.

Theoretical foundations:

Field of concept explanation. Historical review, national and international. Curriculum design and curriculum development models.

KUR 720: 1 l.p.w.

Curriculum design:

The curriculum cycle. Organisation and management of curriculum steps in detail and the relation between the different steps.

EDUCATIONAL GUIDANCE AND COUNSELLING**OVB 700:** 1 l.p.w.

Theoretical foundation for the study of the self-concept. The dynamics of the self-concept. The intra-psychic self talk. Training in the use of self talk in guidance and counselling. The effect of an unrealistic negative self-concept on the development of the senior

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primary pupil. The use of standardised tests in guidance and counselling. The use of non-standardised tests in guidance and counselling. Aptitude and intelligence tests. Personality tests. Interviewing: introduction. Types of interviews. Internal and external frame of reference. Practicing of interview skills.

OVB 710: 1 l.p.w.

A counselling and guidance model. Diagnosis in guidance and counselling. The use of media in guidance and counselling. General presenting problems in guidance and counselling. Techniques for helping in guidance and counselling. Career guidance: rationale and grounding; personal assessment practice; career exploration practice.

OVB 720: 1 l.p.w.

The professional profile of the careers practitioner. Techniques and interventions for life and career pathing. Life and career pathing programmes: individual and group empowerment. Youth empowerment for life and career pathing in multicultural context. Case studies – Life and career support giving for optimal living in career entrance, development and practice.

EDUCATION MANAGEMENT

OWB 700: 3 l.p.w.

Grounding of education management, historical development. Theories and models of education management. Planning as cyclic education management function: Strategic planning; organisation. Delegation and co-ordination as continuous education management functions; guidance and control: Leadership and leadership styles; management of change and handling of conflict; self-governing schools; decision-making and participation in decision-making. Teaching staff management, human resource planning; teaching staff development; teaching staff evaluation. The headmaster as entrepreneur.

OWB 710: 1 l.p.w.

Law of education as part of the teacher's professional equipment; the rights and duties of parents, teachers and children; law of education as basis for education management.

OWB 720: 1 l.p.w.

Development and control of information and financial systems for schools.

OWB 780: 1 l.p.w.

Two research articles of 13 X A4 typed pages on any topic from the area of study of education management, approved by the lecturer concerned and the Head of Department. The attendance of two seminars during which the article is presented by the student, is compulsory.

EDUCATIONAL PSYCHOLOGY PRACTICE

OPR 700:

Two hours of practicals per week + practical work with children with vocational choice problems or behavioural and/or emotional problems and/or learning problems.

HISTORY OF EDUCATION

HPO 710: 1 l.p.w.

History of Education as science. The development of mankind according to the culture strategy model of CA van Peursen and the resemblances with the development of the human being. Educational examples from the past. Applications to current teaching practice.

HPO 720: 1 l.p.w.

History of Education as science and part discipline of Education. Culture strategy model of CA van Peursen as basic framework and underlying theory for study of the teaching of Jesus, the Ancient Greeks, Socrates, Comenius and educators of the 20th century with a view to the pursuit of excellence in teaching.

HUMAN MOVEMENT SCIENCE

MBK 700: 1 l.p.w.

Foundations of Human Movement Science:

Key components of the positivistic school of thought, reaction to the positivistic method, anthropological functions of the body, physical movement and the developing human being, game theories, sport as phenomenon.

MBK 710: 1 l.p.w.

Physical Orthopedagogics:

Physical education in pedagogic perspective, corporeality and the corporeal essences, inadequate corporeality and its actualisation.

MBK 720: 1 l.p.w.

Physical Orthopedagogics:

The determination of difficulties with regard to corporeal actualisation in the child, physical therapy as orthopedagogic aid.

MBK 780: 1 l.p.w.

Subject Didactics:

Demands of the practice, physical development, movement development, cognitive development, social development, subject policy, methods, evaluation.

ORTHODIDACTICS

ODK 710: 1 l.p.w.

Learning problems and unharmonious teaching dynamics.

ORTHOPELAGOGICS

OPG 710: 1 l.p.w.

Unharmonious education dynamics. The origin of emotional and behaviour problems.

OPG 720: 1 l.p.w.

Child psychopathology and handicaps.

OPG 721: 1 l.p.w.

Educational psychological theory.

ORTHOPEDAGOGICAL DIAGNOSTICS

OPD 700: 1 l.p.w.

Orthopedagogical diagnostics and professional ethics.

CHILD PSYCHOTHERAPY

KPT 720: 1 l.p.w.

Introduction to child psychotherapy.

PHILOSOPHY OF EDUCATION

FLO 710: 1 l.p.w.

Historical development (philosophy, educational philosophies, point of departure); Philosophy of Education as science: Functions (revelation of the essence of education as phenomenon), description of the nature and structure of the education phenomenon, grounding, establishment of relationship (between science and practice, between disciplines in Education, between structures in the Philosophy of Education).

FLO 720: 1 l.p.w.

Ways of thought in the Human Sciences (the Phenomenological, Structural-empirical, Conceptual-analytical with the emphasis on Phenomenological); current trends in the educational philosophies; current themes in the Philosophy of Education.

PSYCHOPEDAGOGICS

PPG 710: 1 l.p.w.

Psychopedagogics as science: Origin, field of study and fundamental concepts. Child learning: Historical and contemporary perspectives (Behaviourism; Cognitive and phenomenological learning psychology, metacognition, etc.), Child development: Historical and contemporary perspectives; life stages. Invitational teaching and learning; a perspective on the lesson situation. The teacher as person.

PPG 720: 1 l.p.w.

Child-rearing behaviour and the influence on the development of the child's personality. Concept of self, self-image and self-evaluation. Motivation and learning. Intelligence as psychological phenomenon. Language and the development of the child. Corporeality and the psychological life of the pupil.

RESEARCH METHODOLOGY

NME 710: 1 l.p.w.

Central theme: Research design for the generation of valid research findings and the most important methodological criteria that ought to characterise good scientific research

- problem formulation; conceptualisation and putting into operation; data collection; analysis and interpretation; central constructs in the research process; perspectives on qualitative and quantitative research; guidelines for the writing of scientific reports. Features and types of research. The phenomenological research approach. Research procedures. Planning of a research programme.

NME 720: 1 l.p.w.

Statistical techniques in Education. Presentation of data. Central values. Distribution values. Normal distribution and standard points. Test samples. Correlation. Testing of hypotheses – parametric tests and non-parametric tests.

SPECIAL NEEDS EDUCATION**SXT 710 and 720:** 1 l.p.w. (Special Needs Education: Theory)

Theoretical foundations of learning problems and Special Needs Education (part 1 and 2).

SXE 710 and 720: 1 l.p.w. (Special Needs Education: Assessment)

Theories with regard to the evaluation of learning problems in the context of the individual, the group and the system (part 1 and 2).

SXH 710 and 720: 1 l.p.w. (Special Needs Education: Assistance)

Theoretical foundations of assistance regarding children with learning problems in the context of the individual, the group and the system (part 1 and 2).

SXP 700: 1 l.p.w. (Special Needs Education: Practice)

A minimum of two hours of practice per week as well as practical work with children with learning problems in the context of the individual, the group and the system (part 1 and 2).

SOCIOPEDAGOGICS**SPG 710:** 1 l.p.w.

Sociopedagogics: Study themes and fundamental concepts. Child-rearing behaviour and personality development. The family in a sociopedagogic perspective. Educational implications of social phenomena.

SPG 720: 1 l.p.w.

Sociopedagogic problem areas: Contemporary juvenile problems; sexuality, drug abuse, teenage suicide, the milieu deprived child, abuse, juvenile delinquency; child in crisis.

SUBJECT DIDACTICS**VDK 700:** 2 l.p.w.

Subject didactic theory formation, subject didactic analysis and classification. The teacher of subject didactics as a practitioner including theoretical and practical considerations, such as, for example, the fields which imply an own design of subject didactics.

Learning strategies within the context of the subject. Communication and media use in subject didactics.

Co-operative learning and meta-learning in subject didactics. Implementing learning models in subject didactics. Evaluation and meaning of learning styles in subject didactics.

VDK 710: 2 l.p.w.

Didactic education models as a generalisation of original practice. Subject didactic particularisation for the design of a secondary practice (school).

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Specialisation models. Unique character of school subjects and the demands of curriculum design in reduction. Readiness of pupils. The subject teacher. Selection of media in subject didactics.

VDK 720: 1 l.p.w.

Functional models: Course of the lesson, syllabus theme and interpretation, situation analysis in education functions, lesson observation, lesson planning, lesson evaluation. Approach to learning, learning styles and meta-learning in subject relation. Typical learning models for subject didactics. Learning styles and learning style based education.

TECHNOLOGY EDUCATION

TNO 770: 1l.p.w. + 1 prac.p.w.

(Apply Technology Education and design in a variety of contexts (2 hours: Theory and Practical)

Learners get the opportunity to apply the technological process and principles of design in the following contexts:

- The value of energy in technology
- Structures, materials, tools and equipment
- Communication in and with technology
- Safety of the individual
- Market/research and entrepreneurship in technology

TNO 710: 1l.p.w.

(Technology education and design)

In this course learners are introduced to the process of design and technological problem solving. The definition, role, function and terrain of technology education in the South African, but also in the international context, is studied.

TNO 720: 1l.p.w.

(Facilitating Technology in education)

- The unique nature and structure of technology education is analysed
- Principles for the facilitation of technology in a cross-curricular, outcomes-based approach is studied
- Principles of how technological products and projects should be assessed is studied.

TNO 780

(Project for Technology education)

Apply the principles of technological and learning task design in a topic of own choice.

Note: All the scientific and mathematical principles will be presented in an integrated way.

TEACHING AND TRAINING STUDIES

OOK 710: 1 l.p.w.

Foundations of teaching and training; Outcome-based Education (OBE); Competence-based training (CBT); Principles of OBE and CBT; Curriculum development; learning programme design and development; Teaching and training strategies; Diversity, Instruc-

tional design, mediation of learning and learning facilitation; objectives, competences and outcomes; Standards and the maintenance of standards; Performance-based and authentic assessment and evaluation.

OOK 720: 1 l.p.w.

Teaching and training in practice; insight and competence in the contemporary principles of a sound teaching and training practice. The development of the full potential of the learner and the assessment of performance.

MEd with course work: EDUCATION MANAGEMENT

(OWB 801) Education Management

Human resource management; empowerment; equity; identifying competencies; career development; job satisfaction, quality assurance.

Leadership in a changing world; building innovative capacity and leadership; leadership for change; transformational school leadership.

Partnership in education in, networking and information systems; revolving partnerships; information systems and communication; an example of a partner-research.

Organisational theory: a paradigm shift; cultural politics of schools as organisations; change in educational organisations and organisational development.

(OWB 810) Law of Education

The importance of the law and of education law in education management; education law and the senior education manager; legal aspects of education: education in a diverse society, power sharing at various levels and between various institutions; legal elements of quality control; professional control, labour relations and access, emerging global trends in education law, inclusion, minorities, school autonomy, human rights.

(OWB 820) Education Management

Educational policy and financial realities; the economics of education financing; the national education budget; the budgetary cycle and financial control at school level; comparable African experiences; the financial profile of farm schools; developing infrastructure and physical resources.

(VPD 810) Comparative Pedagogics

National education systems and society: public education policy analysis, interpretation and evaluation (education policy processes). Transformation of education systems from an international perspective.

(VPD 820) Comparative Education

Relevant critical issues with regard to education policy change from a comparative international perspective.

MEd with course work: EDUCATIONAL PSYCHOLOGY

(BOP 804) Vocational Orientation Pedagogics

Facilitating a personal theory of guidance and counselling: Epistemological foundations of guidance, orientation, counselling/career guidance, career development, career counselling and career orientation. Contemporary approaches (post-modern perspective). Guiding and counselling special populations. Guidance and counselling procedures. Test and questionnaire construction: Basic psychometric concepts. Test bias and validity in

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regard of the use of test for special purposes. Professional issues: Legal and ethical aspects.

Practice of guidance and counselling: Group, small group and individual evaluation. Conducting an interview. Diagnosing. Therapeutic techniques (support, development, prevention). Appropriate referral. Interpretation and use of some psychological and scholastic tests and questionnaires (aptitude, intelligence, personality, diagnostic, interest, job analysis, study orientation). Use of the computer.

(ORP 800) Educational Psychological Practice 800

75min 1 x 26 weeks: 90min x26w group discussion case studies; Practical component – assessment of children with emotional and behavioural problems; Community work in multi-cultural school; Diagnostication of children and andragogical involvement with parents; Implementing and interpretation of psychological media; Feedback sessions with parents; Multi-disciplinary liaison; Interviewing skills within the educational psychological helping model as framework; Listening and communication skills; Ethical aspects and the rights of the client; Forensic dimensions; The educational psychologist as consultant and facilitator within a multi-cultural framework; The practice of the educational psychologist; Compiling a report.

(ODD 804) Orthodidactical Diagnostication

The identity, field and task of orthodidactic pedagogics; Accountable diagnostication of learners with special educational needs in South Africa; Diagnosis of problems in neuropsychological functioning, language (L1 and L2), reading, writing, spelling, mathematics, study skills and environmental disadvantage; Contextualisation of orthodidactic diagnosis in education in South Africa; Practical training covers individual and group assessments as well as observation at schools.

(ODH 804) Orthodidactical Assistance

Harmonising of the learning event; Orthodidactic assistance: programme and session design; Orthodidactic assistance regarding language, reading, spelling and mathematics; Practical work with children with learning and learning related problems.

(OPG 804) Orthopedagogics 804

75min 1 x 26 weeks: 90min x 26w group discussion: practical work and community services; The foundation of pedotherapy; The pedotherapist as a person; Different therapeutic approaches and the well-founded use thereof regarding children with emotional and behavioural problems; Repertoire of therapeutic techniques when working with children; Planning and implementation of therapy with children and andragogical intervention with parents; Community work in a multi-cultural school.

(OUB 804) Parent Education 804

Education Psychology as a science: relevance for South Africa; Parent Education: conceptualisation; Parental behaviour and the child's psychic life; The educand: phases of development; Value orientations and child rearing; discipline, authority and the management of conflict; Self concept and motivation; Adult pathology and parenting; Parent education: a macro-educational perspective.

MEd with course work: POTENTIAL DEVELOPMENT IN EDUCATION AND TRAINING

(KKO 880) Curriculum design and development

The emphasis is on knowledge acquisition, the nature of knowledge, as well as the influences of particular philosophical foundations such as Behaviorism, Logical empirism, Holism, Critical rationalism, Hermeneutics, Systems theory, Critical theory, Post structuralism and Socio-constructivism; Curriculum and Culture; Curriculum and development science; Theoretical foundation of a curriculum development model distinctive to the specialist area of the learner; Recent tendencies in curriculum design and curriculum development; Curriculum assessment; Development and application of curriculum development criteria; Curriculum models; Assessment of school and training curricula; Curriculum steps; Curriculum maintenance; Internationalisation of curricula.

(LML 880) Learning styles and metalearning

Learning theories and human diversity; Information acquisition strategies; Relationship between information acquisition strategies and mastery strategies; Thinking style inventories; Measurement of thinking styles and diversity; Design and development of a thinking style preference inventory and the application of the measuring instrument to assess the knowledge acquisition strategies of diverse learner population; The learning task; Initiating learning; The process of learning task design; Criteria for learning task design; The format of a learning task; Learning task operation; Learning task presentation; Wholeness as object of the learning task; Metalearning; Metalearning strategies; Multiple intelligences; Thinking – inherent component of metalearning; Creativity – inherent component of metalearning; Creative problem solving; Mega (intrapersonal) lifeskills – the product of metalearning; Cooperative learning and social (interpersonal) lifeskills as its product.

(MKP 880) Maximising potential

Paradigms and principles of human potential; The power of paradigms and paradigm shifts; Principles of change and development; Paradigms of independence; Pro-activity - the freedom to choose; Paradigms of interdependence; Interpersonal leadership; Six paradigms of human integration; Perception and understanding; Principles of emphatic communication; Principles of creative cooperation; Principles of balanced self renewal; Principle centred leadership; Personal and interpersonal effectiveness; Management and organisational development.

(ISO 881) Computer assisted facilitating learning

Design and development CAI material; Planning and implementing a needs analysis - setting objectives, assessment criteria, context description, planning a training format, compilation of a learning programme, teaching/training strategies and other design specifications; Electronic media – CD-ROM, Internet.

(TLF 880) Text driven facilitating learning

Facilitating learning and lifelong learning; facilitating learning as concept; Constructing meaning; Development of a learning package; Implementation and assessment; Delivery systems: Written text – textbooks, newspapers, study guides; Interactive text; Individualising text; Television, video; personal presentations – facilitating learning, demonstrations, group discussions; Text, language and meaning; Factors influencing teaching and learning – role of prior knowledge, advance organisers; media use, media design, media selection; Simulations; Study guidance, Learner response: Observation; reflection and recognition; Feedback.

(ODS 880) Teaching models and strategies

Recent tendencies in teaching preferences; Transmission and transformation principles; Mastery learning; Competence-based Education; outcome-based Education; Individual teaching; Open and flexibility in learning; Class-teaching; Distance-teaching; Task description and task requirements; Design and development of teaching models and teaching strategies to adhere to the appropriate task requirements; Research strategies and teaching model development.

(AEV 880) Assessment, programme assessment and quality assurance

Recent tendencies in assessment, rating and evaluation; Research in assessment and evaluation; Generating proof; Teaching and assessment gap; Achievement criteria; Range statements; Task analysis; Assessment of prior learning experiences; Techniques and strategies of generating proof; Criterion referenced assessment; OBE-directed assessment; Testing achievement; Diagnostic testing; Standardised tests; Portfolio development and assessment; Different types of tasks; Maintaining and mastering standards; Criteria for excellence; Quality management guidelines; Application of criteria in assessing teaching and learning programmes to maintain specified standards.

(OWB 882) Leadership in education

Leadership for change: Leadership in a new context; redefining leadership; Changing leadership roles; Innovative capacity building; Changing concept of organisational leadership; Leadership styles. Transformative leadership; participative leadership; Team participation; Obstacles towards participative leadership; The process of participative leadership; Participative leadership in practice; Participative leadership roles. Reflective leadership: Theory and practice of reflective leadership; Personal leadership; Multicultural dimensions of time and time-management; power, influence and empowerment; Human resource management; Staff development; Entrepreneurship: The entrepreneurial process; The entrepreneurial decision; identifying opportunities; Development of an entrepreneurial vision; The strategic "window of opportunities"; Management, growth and the development of the enterprise.

PRIZES AND MEDALS IN THE FACULTY

Name	Donor	Award
FAK Award	Federasie van Afrikaanse Kultuurvereniging	A certificate and book prize to the best final year student in Subject Didactics History.
Old Mutual Gold Medal	SA Mutual Life Insurance Association	A gold medal and certificate to the most deserving student in the final year of Secondary Education.
PA van Niekerk Award	Council of Centurion	An award in the form of a bursary to the best MEd student in Educational Psychology.
Rama Award	Rama Service to Education, Durban	An award to the most promising student in Subject Didactics Home Economics
TO Award	Transvaal Education Society	Award to the best student in School Practice and Subject Didactics.
Van Schaik Award	J.L. van Schaik (Pty.) Ltd	Award to the best student in the final year of Pre-Primary Education.
C.S.R. Honourary Medal *	Central Student Council	For the student who rendered important service to the student community

* Not limited to this Faculty.

The Afrikaans text of this publication is the official version and will be given precedence in the interpretation of the content.